

Pupil premium strategy statement (DRAFT) – Holy Trinity Catholic School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	752
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025
Statement authorised by	C Crehan
Pupil premium lead	V Hodson
Governor / Trustee lead	Anna Brewer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 438,375
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£438,375

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity we intend for all of our pupils to achieve and make good progress, regardless of their background or the challenges that they may face. Part of our offer is to ensure that our pupils receive a high-quality education that develops the whole child, both pastorally and academically.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including progress for those who are already prior higher attaining. We also consider the challenges faced by vulnerable pupils, such as those who are looked after children and young carers.

High-quality teaching is pivotal to our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also essential to wider plans that we have to extend the curriculum outside of the classroom and support pupils with home learning, enrichment opportunities and targeted support through the National Tutoring Programme.

We take a bespoke approach and respond to the common challenges faces by disadvantage as well as individual needs. We do not make assumptions about the impact of disadvantage but on our understanding of the needs of our pupils and the community that we serve. This ensures that every intervention is impactful.

In order for our pupils to flourish we will:

- ensure that disadvantaged pupils are identified, staff have an awareness and are accountable for their progress
- ensure that all teaching is high quality
- Have a focus on aspirational attainment and exceptional progress
- ensure that the progress and attainment of disadvantaged pupils is monitored closely so that gaps can be closed and that they achieve as their non- disadvantaged peers nationally
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- Consider student welfare and have strong engagement with parents and communication home
- ensure that pupils have access to wider opportunities and cultural capital
- Remove barriers to learning, including literacy
- Foster a notion of vocation
- Reduce the risk of NEET and exclusion from education
- Develop personal skills and attributes preparing individuals for the world of work and the development of lifelong learning behaviours
- Maintain a culture of safeguarding as the golden thread that runs through all aspects of school life

Listed below are some of the initiatives we have put in place to support these pupils.

- Family learning and parental engagement
- Highly effective pastoral systems
- Targeted interventions including reading programmes and initiative
- Targeted tuition
- Homework platforms
- Exam support and materials
- Counselling and Mentoring
- Attendance support, tracking and monitoring through SOL attendance tracker
- Extracurricular and enrichment opportunities
- World of work experiences
- Careers programmes
- Raising aspiration programmes aimed at disadvantaged, higher prior attaining pupils
- Additional sets in core subjects
- Reading and literacy support programmes
- Effective assessment and testing packages to support with reliable target setting
- High quality staff CPD to secure quality first teaching strategies
- Allocated member of the Senior Leadership Team with responsibility for the Pupil Premium Strategy

The support we offer pupils to ensure all pupils achieve their full potential falls into the following areas

- Quality of education
- Pastoral care
- Extra-curricular and enrichment
- Personalised provision
- Careers provision and knowledge of the labour market including Apprenticeships and further education

Evidence shows that those who are less financially secure rely more heavily on school for their educational experience and successes. Our key priority for the school to close the Pupil Premium vs non-Pupil Premium gap is to deliver a consistently at least excellent quality of teaching provision. The school's CPD programme ensures staff can access the training they need depending on the stage of their career. Furthermore, the robust and regular quality assurance programme embedded within school allows us to monitor and ensure that standards are consistently high and that lessons are engaging. Regular pupil voice opportunities ensures that pupils can provide feedback on their lessons and the curriculum, which contributes to our whole school drive for improvement. Embedded through our robust and quality PSD programmes, pupils have the key chance to develop the key skills and attributes of the most highly effective individuals and learners, critical for both academic, educational, and lifelong success as well as personal fulfilment. This ensures that our pupils make an active contribution to future society, which will require highly skilled and adaptable young people. Pupil voice is a key feature of the success of our school and all pupil voice sessions are organised proportionately to ensure that the disadvantaged are fully represented.

How does our pastoral system support pupil premium pupils?

Through our pastoral system, we are able to provide dedicated and high-quality support for our pupils. Individual pupil needs are identified and focused support is ensured. We employ a range of highly trained support staff and our pupils, and their families access the support of a pupil social worker to support the pupils' need. The school employs a home-school link worker as well as a school nurse. We also have a full-time Attendance Lead who is supported by an attendance support assistant. Additional and targeted support is sourced for pupils linked to need. The impact of this is improved attendance and the ability to identify pastoral or educational issues that relate to those pupils in receipt of pupil premium. Swift and timely identification facilitates a more rapid response to need. There is ample research documenting clearly the potential devastating impact which trauma and Adverse Childhood (ACES) experiences have on both educational attainment and health life chances beyond school leaving age. Serving a community where deprivation levels are high means that we are often seeking to remove barriers, which will extend beyond those merely linked to the classroom. Pupils are supported by an outstanding pastoral team led by skilled Behaviour Leaders. This team has been extended to include an additional member of staff supporting the management of the Behaviour Support Unit (BSU), Student Development Leader and Mentor.

We recognise that it is important for pupils to learn a variety of skills that go beyond the classroom. Skills learnt in a variety of situations are integral to a young person's sense of self, confidence, and soft skills. It is crucial that pupil premium pupils are given equal access to these opportunities, allowing them to fulfil their potential. We also identify the critical importance of ensuring that our Pupil premium pupils access a range of diverse and rich cultural experiences as part of their exposure to the wider cultural capital.

Since the pandemic we have increased our capacity and opportunity for pupils to gain wider experiences outside of the classroom including Duke of Edinburgh, Spiritual life retreats, theatre visits and trips relating to careers such as the Envision programme, Engineering visits and University taster days. In our continued efforts to raise aspiration, we have enrolled a number of Year 8 pupils on the Brilliant Club.

It is of paramount importance that no child ever feels stigmatised or loses out because of their financial background. We ensure that provision is sought for this to be the case; examples of this will include our laptop scheme, FSM and biometric fingerprint catering system, access to fundamental basic learning and revision materials and resources, supports with travel, uniform and PE kits, provision of ingredients for food technology and financial support for specific pupil needs. Those pupils embarking on technical courses such as GCSE photography have access to DSL cameras that are available for them to loan so they can extend upon their learning and develop their skills outside of the classroom.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor attendance and persistent absence - disadvantaged pupils tend to attend school less well than their peers. Data shows a clear correlation between good attendance and good GCSE outcomes at the end of year 11. Good attendance and punctuality will also help pupils develop resilience and good habits that will support them post 16 and when accessing the world of work.
2	Lower than average starting points, exacerbated by the Covid 19 pandemic - ongoing studies identify that the pandemic has had a detrimental impact on the confidence and wellbeing of many pupils, especially those who may be disadvantaged
3	Literacy/ SEND - Disadvantaged pupils generally have a lower level of reading comprehension than their peers. This will impact their progress in all key areas and in wider aspects of school life, as well as impacting on the wider realms of media, visual and digital literacy. For pupils with SEND who are pupil premium this will have an additional impact.
4	Limited knowledge of social and cultural capital - some disadvantaged pupils have limited experiences outside of their local community. High levels of poverty mean that
5	Home learning and independent revision skills - access to a space to study and revise. Available resources and online platforms to facilitate learning and build on high quality experiences within school.
6	Mental health and wellbeing – Observations, discussions, safeguarding referrals, and feedback from pupils and their families, including ongoing communications and home visits have identified social and emotional issues for many pupils, all of which impact on educational engagement, aspiration and safeguarding. A number of these issues have been as a result of the pandemic. Such challenges for a number of reasons, can often also affect disproportionately disadvantaged pupils especially in terms of attendance, attainment and outcomes.
7	Aspirations and cultural capital – It is widely documented that those pupils from disadvantaged backgrounds often have reduced access to opportunities in comparison to their peers. Embedded within or school ethos is that all pupils should have access to equip opportunities including where possible those which extend beyond the classroom. We seek all opportunities to provide pupils with opportunities that they may be otherwise unable to access.
8	Accessible and Inclusive education offer – our mission is to ensure that we provide the highest quality of inclusive education to ensure educational success. We will always seek to meet the needs of our diverse pupils, working with a range of agencies and providing quality interventions to minimise the risk and impact of educational disengagement.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>PPG pupils attend school regularly and achieve attendance of 96% or above.</p> <p>(Challenge 1)</p>	<ul style="list-style-type: none"> • Attendance of PPG pupils is at least in line with national average • Increase in the number of PPG pupils with attendance of 96% or above • Reduction in U codes • Reduced persistent absence • Clear evidence of the SOL attendance tracker been embedded into tutor time routines • Robust processes for challenging and supporting with poor attendance, which results in improvements in engagement with education • Timely referrals and escalation to local authority through FAST track • Families in need accessing Early help
<p>To remove barriers which impact on educational disadvantage</p> <p>All PPG to make at least expected progress in line with national average.</p> <p>Through consistently high-quality teaching, pertinent and quality regular staff training and ongoing work both pre and post pandemic (Challenges 1, 2, 3, 4, 5, 6, 7 and 8)</p>	<ul style="list-style-type: none"> • Aspirational targets for all pupils, especially those from disadvantaged backgrounds. • Regular monitoring and review of data captures so that any gaps in progress are identified promptly and intervention can be targeted and impactful. • PPG pupils are a key focus as all subject review meetings and as part of internal quality assurance practices. • Progress of PPG pupils is at least 0 • No gap between progress of PPG and non-PPG pupils • The school have a weekly programme of CPD and calendared department time that focuses on the delivery of quality first teaching strategies. • All teachers and teaching assistants are able to identify PPG student in their groups. • All teaching is at least effective
<p>All PPG pupils to access an enriched and wide curriculum which impacts positively on personal development and builds capacity to prepare for the demands of this wider world.</p> <p>(Challenge 2, 4 and 7)</p>	<ul style="list-style-type: none"> • Pupils confidently develop the skills and attributes, which are needs to be effective learners in school and in future life. • Pupils are aspirational and access a broad and balanced curriculum. • An increase in the number of PPG pupils accessing the EBACC pathway.

	<ul style="list-style-type: none"> • PPG pupils accessing and performing well on vocational pathways. • PPG accessing a range of experiences outside of the classroom, including educational visits. • PPG pupils in all year groups accessing a world of work experience.
<p>Reduce risk of NEET and Permanent exclusion, including for those most vulnerable</p> <p>(Challenge 8)</p>	<ul style="list-style-type: none"> • Maintain zero permanent exclusions • Fixed term suspensions to remain below national figures, minimal cases of repeat suspensions • Effective reintegration following a fixed term suspension • Appropriate careers and interventions in place to support all pupils including effective tracking and monitoring of destinations • Access to specialist and quality IAG careers inputs alongside the school careers programme to ensure all have secured further education or training post 16 • Additional internal and external bespoke and targeted provisions sourced for pupils at risk.
<p>Language for learning and Literacy</p> <ul style="list-style-type: none"> • To improve reading and literacy levels amongst disadvantaged pupils. • To embed a range of reading programmes and strategies across the school • To promote reading for pleasure (this includes ensuring that pupils have access to reading materials at home for those who may not be able to access them). <p>(Challenges 2, 3, 4, 5)</p>	<ul style="list-style-type: none"> • A clear culture of 'love of reading' • Evidence of gaps closing through the jumpstart reading programme • Evidence through quality assurance and deep dives of teachers adapting techniques that have been shared through CPD opportunities i.e. Alex Quigley • Pupils have an increased confidence in been able to articulate themselves • Improved outcomes and number of PPG pupils accesses grades 7+ • Staff promotion of and pupils use of the word of the week • Teachers using reading ages to inform lesson planning • Pupils regularly take part in collegiate, MAC and Catholic partnership reading and debate competitions. These are represented well by PPG pupils
<p>To achieve and sustain positive wellbeing for all pupils, including those who are disadvantaged and are most at risk</p>	<ul style="list-style-type: none"> • An expertly mapped PSD curriculum ensures that pupils know and

<p>(Challenge 6, 8)</p>	<p>understand how to manage their own wellbeing</p> <ul style="list-style-type: none"> • Timely referrals to agencies where external support is needed i.e. Forward-Thinking Birmingham • Support from the school nursing team and counselling services • Pupils confident in identifying their trusted adult and seeking support • Positive student and parent voice around well-being support • Maintain 'Gold' status through Rights Respecting Schools Award
<p>To ensure pupils access a carefully planned Personal Development and SRE programmes which equips them with the knowledge and skills to allow pupils to thrive and to be safe and to know how to respond when they may be at risk (Challenge 3 4 5)</p>	<ul style="list-style-type: none"> • All pupils engage and access quality inputs, which meet need and respond to contextual and national issues • PSD remains a curriculum priority and is timetabled as part of a broad and balanced curriculum • Provision is quality assured as part of whole school quality assurance processes • Collaborative approaches and support from school's police link officers and other external agencies in delivering aspects of RSHE • RSHE is delivered in line with the schools Catholic Ethos
<p>Bespoke and targeted catch up and revision (Challenge 2,3, 5 and 7)</p>	<ul style="list-style-type: none"> • Year 11 pupils attend a highly effective extra tuition programme which runs at lunchtime and afterschool. • This is targeted and informed by data. • Pupils engage well with study support sessions offered by staff and external agencies such as Positively U • PPG pupils attend extra tuition regularly • PPG student access homework clubs • PPG pupils receive fewer consequences for non-completion of homework • Outcomes for PPG pupils improve at both KS3 and KS4 as a result of additional tuition

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 339,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing- pastoral and teaching</i>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.- understanding the needs of individual pupils makes it more likely that solutions can be found.</p>	1, 2 3 5
<p><i>National college CPD hub</i></p> <p><i>Targeted teaching support and training (Language for Learning/ External reading training for all staff)- Alex Quigley</i></p>	<p>CPD is pivotal to teacher progression and development of practice. The EEF highlights that Good teaching is a key factor which improves outcomes in school for disadvantaged pupils. The latest report suggests that professional development and support for early career teachers is an effective way to spend PP funding. In essence it is well documented that PP pupils benefit disproportionately from the quality of teaching. National college is part of the CPD programme which looks to ensure quality professional development for staff (The EEF guide to pupil premium- page 3)</p> <p>This also impacts on the skillset and stability of staff- The NFER highlights the importance of ensuring staff stability in school for PPG pupils.</p>	1, 2,

<i>Appointment of responsibility holders for Language for Learning and Literacy Lead- with a focus on promoting reading, improving oracy and all aspects of literacy</i>	<p>Acquiring disciplinary literacy is key for pupils as they learning new, more complex concepts in each subject. (Improving Literacy in secondary schools- Why Reading Matters). Reaching comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.</p> <p>Reading and comprehension strategies EEF</p> <p>DFE 20% gap between PPG and non PPG pupils in expected standard for reading, writing and maths.</p>	
<i>Reading and literacy programmes – jump start and reading wise</i>	The Department for Education (DFE) conducted a study that showed pupils taking part in the Reading Wise programme increased reading ages by 9.5 months in 1 term. Pupils improved twice as fast that peers not involved in the programme.	.
<i>Middle leader and Senior leader development and CPD</i>	Effective line management and levels of accountability enable leaders at all levels to be more effective in ensuring whole school development priorities are met. Securing positive outcomes of all pupils, remains a priority.	
<p><i>Additional staffing in SEND / EAL to meet the ever growing needs and demands of our cohort</i></p> <p><i>Increased support from Autism specialist</i></p> <p><i>EAL Coordinator</i></p>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions founds. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	1, 2 5
<i>Contribution to Recruitment of additional teacher – Maths and English /</i>	Teaching quality and provision across the school is sustained and improved via enhanced quality staffing – which ensures that the provision is most	1, 2

	effective, especially for those deemed most vulnerable.	
<i>Additional set in core subjects- English. Maths and Science</i>	Reducing class sizes- EEF	
<i>One to one teacher support in Drexel centre for pupils unable to access mainstream</i>	Reducing class sizes- EEF	
<i>Opportunities for leadership development- NPQ for middle leaders and senior leaders</i>	Supporting with staff retention and building expertise to ensure the effective leadership of academic and pastoral teams.	
<i>TLR post holders to support with raising aspiration and progress of higher prior attaining disadvantaged pupils</i>	Overseeing projects to support pupils with academic progress. Informing CPD to support pedagogy and teaching and learning strategies aimed at stretching the more able. Raising awareness with parents so support can be extended outside of the classroom.	
<i>Staff wellbeing</i>	Ensuring workload is managed appropriately. Calendared planning days to support curriculum and pastoral development. Additional department time on a Thursday morning. Staff breakfast every half term and buffets as part of INSET days. Opportunities for staff voice and involvement in whole school developments i.e. change in school uniform, rewards and consequence system, CPD opportunities.	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 48,440

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Building Aspiration- including: Forward thinking programme Targeted additional careers focussed inputs</i>	'Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well-informed, relevant choices and plans for their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or	1, 2 , 3, 4, 5

<p><i>Positively U</i></p> <p><i>Armed forces</i></p> <p><i>Opportunities to work with real life mentors- partnership with Irwin Mitchell Mentoring and virtual work experience</i></p> <p><i>Unifrog</i></p> <p><i>University Visits</i></p>	<p>friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.’</p> <p>EEF 2012</p>	
<p><i>Extra Tuition programmes focussing on plugging the gaps and skills in learning</i></p> <p><i>Year 11 extra tuition</i></p> <p><i>Additional tutoring programmes</i></p> <p><i>Extracurricular programme</i></p> <p><i>Music tuition funded for PPG pupils</i></p> <p><i>My Tutor</i></p> <p><i>Internal extra tuition programme- lesson 6</i></p>	<p>‘Studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge’ EEF- Aspiration interventions- Linking Learning EEF</p> <p>EEF- effective tutoring</p> <p>Extending school time- EEF</p>	<p>1, 2</p>
<p><i>Resources to support learning:</i></p> <p><i>Provision of home learning packs:</i></p> <p><i>Pupil independent study resources, including revision materials, study guides, set texts, access to specialists materials (e.g. Art)</i></p> <p><i>Purchase of ingredients (food technology)</i></p> <p><i>Digital access (additional laptops/ subscriptions for online learning resources)</i></p>	<p>Schools know the importance and benefits of engaging parents in children’s learning. The evidence supports this view, with parental engagement consistently being associated with academic success. However, maintaining dialogue with parents, overcoming digital divides and the logistics of distant learning are a challenge for us all at this time. - EEF guidance reports.</p>	<p>1, 2, 5,</p>

<p><i>Resources for improving reading and for promoting the enjoyment of reading – school based and at home</i></p> <p><i>Whole school focus oracy- no pens day</i></p> <p><i>Reading pathways 7-9- revised curriculum programme</i></p> <p><i>Contribution to NGRT testing twice yearly for all year 7 pupils</i></p>	<p>Acquiring disciplinary literacy is key for pupils as they learning new, more complex concepts in each subject. (Improving Literacy in secondary schools- Why Reading Matters). Reaching comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.</p> <p>Correlation between language acquisition and reading levels has been analysed extensively. Reports also highlight links between language acquisition and behaviour. Pupils with lower language levels are more likely to misbehave. EEF Improving literacy in Secondary schools. National Literacy Trust- Language unlocks reading Behaviour and Discipline in schools (p.47)</p>	<p>1, 2, 4 , 5</p>
<p><i>Reading programme – Jump start</i></p>	<p>As above</p>	<p>1, 2, 3</p>
<p><i>Access to digital online platforms and resources Cloud box, Twinkle, Group Reading, Reading Cloud , My Maths, Linguascope, Kerboodle AQA leaning resources, SNAP revision book, ClickView and GCSE Pod</i></p>	<p>DFE Remote Education Good Practice March 2021 identifies the importance of pupils accessing a range of quality digital learning and additional accessible resources which will support with both remote learning and independent study at home. Such resources complement the school blended approach, access to the PAK academy and additional online learning resources which are of great benefit in terms of engaging and facilitating learning and understanding for pupils when learning outside of school. This includes homework as well as remote learning and independent learning at home for enjoyment sake.</p>	<p>1, 2, 4, 5</p>
<p><i>Bromcom/ Teams - contribution to ongoing Bromcom costs. This is used to monitor pupil behaviour, share homework, resources and learning and communicate with parents and carers (learning, behaviour for learning and progress updates) - My Child at School</i></p>	<p>Understanding the individual needs of pupils will ensure that appropriate interventions can be put into place to meet their needs.</p> <p>The EEF highlights the importance of identifying pupils who are not 'making good progress across the spectrum of achievement'. Bromcom allows subject leaders, pastoral leads and SLT to monitor the academic and pastoral needs of pupils. It allows parents access to support their child's learning behaviour and progress thus improving</p>	<p>1, 2</p>

	home school communication and partnership working. 75% of pupils are accessing the portal.	
DT Food/ materials	Pupils are able to fully engage in lessons and not be at a disadvantage if families are unable to provide ingredients or materials. Progress of PPG pupils was +0.9% (+0.6% non PPG) 2023/24.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School rewards and consequence system- Rewards pyramid</i>	Improving Behaviour in Schools: EEF	
<i>Educational visits including Barcelona Trip and Tower of London</i> <i>Enrichment opportunities including sports, music, science, chess, art and craft</i> <i>Debate clubs- interschool competitions</i> <i>Maths Challenges</i> <i>Hip Hop Healing- targeted creative arts project for disaffected pupils</i>	<p>Research highlights the importance of a wealth of skills for a pupil's success in later life. This can also help with attendance initiatives as well as supporting the mental and health and well-being of pupils.</p> <p>'Curriculum must be well-sequenced and underpinned by an understanding of how children learn. But, in addition, it must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success' EEF Blog 2019</p> <p>'...Self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.</p>	

	<p>These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g., improving maths by playing chess); develop children’s character(e.g., their motivation or resilience); or pursue wider goals because these are held to be important.</p> <p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	
<p><i>Pastoral Safety inputs – Gangs and Knives/ Ambition projects</i></p> <p><i>Work with the schools PCSO</i></p> <p><i>Precious Lives</i></p>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	3, 4, 5
<p><i>Attendance strategies / attendance and reward.</i></p> <p><i>Home school link worker</i></p>	<p>The link between attendance and achievement and safety is well identified. Often however it is very challenging to address attendance issues- At Holy Trinity we ensure that we embed all principles of good practice as identified in the DfE’s working together to improve school attendance and in line with Local Authority best practice.</p>	1, 2, 3, 4, 5
<p><i>Early help interventions for pupils and families at risk</i></p>	<p>Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life (Early Intervention Foundation (EIF), 2021).</p>	3, 4, 5,

	<p>Early help can offer children the support needed to reach their full potential (EIF, 2021). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2021)</p> <p>Early help can also support a child to develop strengths and skills that can prepare them for adult life (EIF, 2021).</p>	
<p><i>Targeted mentoring programme; in house attendance improvement, behaviour improvement, safe choices programmes; FTB programme for year 10 via UOB</i></p> <p><i>Support for pupils upon transition</i></p>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	1, 3, 5
<p><i>School nurse funded provision</i></p>	<p>All research linked to ACES and Trauma identifies that pupils who are at risk are less likely to succeed academically. Both pre and significantly since the pandemic we have identified a significant increase in pupils who would like support with their mental health, including those with medically identified mental health needs.</p> <p>Research from the Sutton Trust indicates that wellbeing was worse among disadvantaged pupils during the crisis.</p> <p>There is still evidence to suggest pupils and their families are still very much impacted by the pandemic.</p>	3, 5,
<p><i>Support with uniform. Bus passes/ access to education/ emergency financial support (this has included clothing, food, emergency basic necessity hampers)</i></p>	<p>Maslow's hierarchy of needs reinforces the key fundamental basics which need to be present in a child life; sometimes in cases of extreme financial hardship families will need emergency help and school will support with making the necessary referrals. In terms of accessing education Holy Trinity will always support with trying to remove any barriers which may result due to</p>	5, 3

	financial hardship. (Early Help Process BCC, BCP- definition of hardship, 2022)	
<p><i>Magic breakfast club- proposed for spring term 2025- target low attending pupils in KS3.</i></p> <p><i>Year 11 breakfast club during exam season</i></p>	<p>Evidence suggests that attendance to school is more positive with the support of a breakfast club.</p> <p>Pupil's voice suggested that pupils felt more alert and ready for exam when they ate breakfast.</p>	
<p><i>Mentor support</i></p>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	
<p><i>Safeguarding and Early Help</i></p> <p><i>Counselling support via Luminous Counselling</i></p> <p><i>Staff internal training- active listening programme (cross re safeguarding and wellbeing)</i></p>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p> <p>There is a greater expectation for schools to support with early help. Timely referrals can support families in overcoming barriers.</p>	

Total budgeted cost: £ 438,375

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Number of pupil premium pupils (current):		
Year	Pupils	Percentage
7	71	53.4%
8	83	60%
9	81	54.4%
10	79	54.5%
11	99	66.9%

Attainment and progress (including English and Maths)- last three years:

	2023		2024		2025	
	PP G eligible	Whole School	PP G eligible	Whole School	PP G eligible	Whole School
% achieving C+ / grade 4 in both English and Maths	49.40%	56.30%	49.40%	58.60%	52.30%	60.30%
Progress 8 score average	-0.02	-0.21	-0.07	-0.13	-0.02	0.07
Avg. Total Attainment 8 grade	39.36	40.35	39.17	42.09	40.82	43.85

GCSE results data to date:

Data shows that gap between PPG and whole school for achieving grade 4 + in English and maths is narrowing. Previous gap was 6.9% (2023), 9.2% (2024) and the gap narrowing in 2025 (8%). In 2023, PPG pupils made better progress (-0.02) compared to non-PPG (-0.53). This trend continued in 2024 with PPG pupils making better progress (-0.02) and non PPG (-0.22). In 2025, PPG pupils made good progress (-0.02), however the gap is wider compared to non PPG (0.21). It was pleasing to see that overall progress of PPG is improving, suggesting that strategies are impacting positively for all pupils.

Pupil premium remains a priority for all subject areas, especially in closing the attainment gap and improving progress further. We continue to work towards a target of above 0 progress for our disadvantaged cohort.

The number of pupil premium pupils entered for EBACC has increased this academic year (14.9%) compared to the previous academic year (13.6%). School continues to be ambitious and committed to increasing EBACC numbers with 26.2% of 2024-25 cohort entered for the

EBACC. The existing EBACC numbers for 2025-26 cohort are 22.2%. There are 22 from 33 pupils entered for EBACC who are disadvantaged (67%).

75% of PPG pupils look part in the 'My Tutor' programme with regular attendance (2024-25). 40% of these pupils achieved target grade or 4+.

100% of PPG pupils benefitted from extra tuition and exam support in the spring and summer term. These sessions took place afterschool, at lunchtime, at weekend or during the half term breaks. As a result progress for PPG pupils was close to 0 at -0.02.

Attendance- 2024-25 (31st May) compared to 2022-23 (3-year trend)

	Whole school 2022-23	PPG 2022-23	Whole school 2023-24	PPG 2023-24	Whole School 2024-25	PPG 2024-25
Overall	89.6%	88.5%	91.3% (+1.7%)	90.2% (+1.7%)	90.7	89.1
PA	34.5%	38.5%	28.4% (- 6.1%)	31% (-7.5%)	32.2	38.3

2025-26 to date compared to autumn 1 2023-24

	Whole school	PPG	Whole school	PPG	Whole school	PPG
	Autumn 2023-24		Autumn 2024-25		Autumn 2025-26	Autumn 2025-26
Overall	92.3%	91.1%	92.2%	91.1%	91.3%	89.4%
PA	24.5%	27.2%	23.4%	27%	27.5%	32.3%

Attendance and PA for PPG has improved compared to this time last year. With PA figures showing a significant improvement year to date.

DfE data shows with national comparison, the school is in decile 4, the top 30-40% of schools for attendance when comparing students on PP/FSM nationally.

Improving attendance and reducing persistent absence remains a whole school priority.

For year to date, the school is matching national average and continually working towards closing the attendance gap of disadvantaged students for example those in the PP group.

Behaviour

Fixed term suspensions (FTS) remain low for all pupils. The percentage of PPG receiving a FTS has reduced by 3% from 2022/23 to 2023/24. Reducing the number of FTS for PPG pupils remains a priority. There have been no permanent exclusions.

To date (Autumn term 2025/26), there have been 21 FTS compared to 11 (Autumn 2024/25) - no permanent exclusions. A key focus for the pastoral team has been tackling recidivist behaviours and therefore suspensions are higher than normal.

The school operates a rewards and consequence system. 42368 positive reward events (53.3% of overall total) were issued to PPG pupils

A reward pyramid has been successfully implemented to support in raising achievement and aspiration for all pupils, in particular our disadvantaged. Pupils have contributed to the design of the pyramid alongside leaders and work incredibly hard to ensure that they collect BFL points in a chance of securing the ultimate prize. Pupils are rewarded weekly, half termly and termly for their efforts. A culture of celebrating success, hard work and resilience in centre to our work at Holy Trinity. There is no ceiling. All pupils can achieve anything.

Careers

NEET figures remained very low for 2024/25 cohort. 98% of PPG pupils secured a place in further education or training.

Externally provided programmes

Programme	Provider
Working for Marcus	Loudmouth
First News	First News
Envision	Envision
Naturally High	David Graham
Life to the full	Ten: Ten
Next Generation Award	Civic Society
Fresh Start	Ruth Muskin`
Reading Wise improving literacy programme	Reading Wise
Sora Online library	Sora
Positively U	Positively U
Jump Start	Jump Start
National Literacy Trust	National Literacy Trust
Speakers Trust	Speaker Trust
Guardian Media Literacy Club	The Guardian
The Brilliant Club	The Scholars Programme
Mosaic Mentoring	Kings Trust

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.