

# **Pupil Premium Strategy Statement**

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Trinity Catholic School
Number of pupils in school	956 (1154 incl 6 <sup>th</sup> form)
Proportion (%) of pupil premium eligible pupils	20.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Matthew Shenton, Headteacher
Pupil premium lead	Caroline McGrath, Assistant Headteacher
Governor / Trustee lead	Sabrina Martin, Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,650
Recovery premium funding allocation this academic year	£28,710
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£223,360



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who are or have struggled with mental health and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in evidence-based research focused on improving student outcomes, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge									
1. General academic	<p>CAT 4 assessments on entry to year 7 in the last 2 years indicate that on average our disadvantaged pupils arrive well below age-related expectations compared to their peers.</p> <table border="1"> <thead> <tr> <th>Y7 CAT Score</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>2020 Entry</td> <td>96.3</td> <td>101.7</td> </tr> <tr> <td>2021 Entry</td> <td>97.9</td> <td>100.1</td> </tr> </tbody> </table> <p>Latest validated data between 2017-19 shows pupil premium students' P8 scores at -0.37 VA and -0.12 CVA.</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p>	Y7 CAT Score	PP	Non-PP	2020 Entry	96.3	101.7	2021 Entry	97.9	100.1
Y7 CAT Score	PP	Non-PP								
2020 Entry	96.3	101.7								
2021 Entry	97.9	100.1								
2. Reading	<p>On entry to year 7 this year, between 48% of our disadvantaged pupils arrive below age-related reading expectations compared to 46% of their peers. This gap remains steady during pupils' time at our school.</p>									
3. Careers and aspiration	<p>Our usual work experience programme for Y10s could not be carried out in the last two years and, despite attempts to remedy this, this has meant that disadvantaged students have not had experience in the workplace that might create a sense of aspiration. The delivery of the full PSHE/RSE/Citizenship/Careers curriculum has been hampered by school closures and disadvantaged students have been disproportionately hit by this, as many do not have a social context that would allow them to access the workplace or role models outside of school. The school also recently had 3 NEET students in the cohort that left in 2021.</p>									
4. Behaviour for Learning	<p>Our observations suggest many lower attaining disadvantaged pupils lack self-regulation strategies when faced with challenging situations. This is indicated in all areas across the curriculum.</p>									
5. Mental Health	<p>Our observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>									

	During the pandemic, teacher referrals for support markedly increased. 132 pupils had concerns raised with reference to their mental health over the past year (27 of whom are disadvantaged). Numerous others have availed themselves of informal support for anger management and emotional issues on a more 'ad hoc' basis.
6. Attendance	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.  Our assessments and observations indicate that persistent absenteeism, particular over the covid period is negatively impacting disadvantaged pupils' progress.
7. Social and emotional well-being	Our observations and discussions with pupils and families have identified individual needs regarding the costs of attending school, including uniform and the cost of trips. This has resulted in some pupils feeling reluctant to attend school or to sign up for extra-curricular enrichment activities.

## 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
1. General academic	Measurable reduction in the P8 gap in progress by the end of Y11 in GCSE or equivalent qualifications.  Further development of online learning so that absences caused by Covid-related isolations are mitigated as far as possible.  CPD based on 'quality first' teaching shows high levels of engagement across all groups in lessons and that PP students are being supported and challenged by staff.
2. Reading	Reading tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
3. Careers and aspiration	Teacher reports and class observations suggest disadvantaged pupils are accessing Unifrog to investigate their careers options and aspirations. PP students have received additional help to gain work experience in Y10 and a comparable proportion of them have been successful in doing so. They have also been prioritised for careers interviews by Careers Inc advisers when additional time has become available.

4. Behaviour for learning	Fewer behaviour interventions needed and a sustained ethos of behaviour for learning established across the school. Fewer disadvantaged pupils receiving fixed or long-term exclusions,
5. Mental health	Disadvantaged pupils can access support with mental health issues, triaged by the safeguarding team. Pupil voice surveys suggest that pupils know how to get help, if needed.
6. Attendance	<ul style="list-style-type: none"> <li>• Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.</li> </ul>
7. Social and emotional well-being	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>

## 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: **£119,406**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance. Use the accelerated reading programme to encourage reading and literacy in KS3. Purchase of the accelerated reading programme and funding of a member of staff with allocated responsibility for oversight.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools EEF</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p>	<p>2</p>
<p>Staff training on behaviour for learning by the National College/ Tom Bennett.</p>	<p>Consolidating our whole-school approach on establishing a culture of behaviour for learning leads to fewer disruptions to learning:  <a href="#">Behaviour Interventions EEF</a></p>	<p>4</p>

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

Budgeted cost: **£43,568**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of behaviour support mentor to assist with our improvement of learning behaviours.	Targeted interventions focusing on self-management and pupils' social skills can have up to 4 months' impact on learning. <a href="#">Behaviour Interventions EEF</a> Termly review of behaviour logs by AHT with responsibility for behaviour	4, 7
Appointment of a 'covid recovery' English and Maths tutor to provide a blend of tuition and mentoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1

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

Budgeted cost: **£60,386**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued funding of a fully trained school counsellor to support those with social and emotional issues and mental health challenges.	There is evidence to suggest that CBT can have a high impact on risky behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a> EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and	5

	<p>emotional skills and can reduce symptoms of anxiety and depression:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Attendance/support officers will be funded to sustain and improve attendance. APCs continue to be funded with primary focus on tutor-time analysis and interventions regarding attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>There is a clearly established link between absence and attainment.</p> <p><a href="#">The Link Between Absence and Attainment at KS2 and KS4</a></p>	6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All
<p>New provider for careers education support and advice</p>	<p>Increasing aspiration and careers expectations leads to an increase in economic, social and educational outcomes</p> <p><a href="#">Careers Education EEF</a></p>	3
<p>Funding to supplement school trips and uniform</p>	<p>Observations and conversations with pupils, parents and carers have informed us that finances obstruct engagement with extra-curricular enrichment activities. Non-cognitive social skills can be developed by participating in these wider school activities</p> <p><a href="#">Non-cognitive skills EEF</a></p> <p>The purchase of uniform for some of our most disadvantaged of students has removed barriers to education.</p>	7

**Total budgeted cost: £223,361**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that there continues to be an attainment gap between disadvantaged pupils and their peers.

	EM 4+ PP	EM 4+ Non-PP	A8 PP	A8 Non-PP
2019	67	75	4.5	5.4
2020	75	81	4.9	5.7
2021	68	85	5	5.9

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources and teaching through Google Classroom.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 95.7%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence 1.8% higher. This gap is larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

## Externally provided programmes

Programme	Provider
Careers Advice and Education	Careers Inc