# Pupil premium strategy statement - The 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 | 978 (Y7 to Y11) <br> 1180 (Y7 to Y13) |
| Proportion (%) of pupil premium eligible pupils | 20% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 -2025/2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Matthew Shenton. Headteacher |
| Pupil premium lead | Tim Pickup. Assistant Headteacher |
| Governor / Trustee lead | Sabrina Martin, Governor |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £183865 |
| Recovery premium funding allocation this academic year | £48852 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <br><br> *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024. | £0 |
| **Total budget for this academic year** <br><br> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £232717 |

# Part A: Pupil premium strategy plan

## Statement of intent

The Trinity Catholic school is a city school that is proud to of its diverse community. Pupils who attend The Trinity Catholic School do so from all over the City of Nottingham and its surrounding suburbs; our catchment includes areas of deprivation, some areas of greater affluence and everything in between. In terms of deprivation, The IDACI indicates in bottom 20% for deprivation by student postcodes.

Our moral commitment to our whole community is that all students who attend our school have the same opportunity to flourish spiritually, morally, socially and academically. We recognise that in order to achieve this, we must focus and address some of the barriers and challenges faced by our disadvantaged students.

In order to fulfil our aims, we have developed a new evidence-informed strategy that was implemented during the 2022-2023 academic year following a significant change in school leadership and more specifically a new member of the senior team directly responsible for the Pupil Premium funding. We are now in the second academic year of this strategy.

Quality first teaching will remain at the heart of our approach, with a more focussed approach on areas of classroom practice which will have the greatest benefits to every child. As a major part of this strategy, we are delivering a planned programme of CPD that is aimed at developing the classroom practice, focusing heavily on building learning conditions that best serve to address the differences in cognitive function rather than the socio-economic status of our pupils. Our approach will develop the classroom practice across the school and build key driving principles that we will look to embed to support the learning within the classrooms to shape and develop a strong identity and culture within the teaching practice at our school.

Our CPD programme has been carefully built as a 'curriculum of professional development' and is sequenced to allow staff the opportunity to build their own knowledge and understanding of successful pedagogy and curriculum design that will best serve the whole community and be of the greatest cognitive benefit to those children from disadvantaged backgrounds.

As a school we are in a period of transition, moving towards new knowledge-rich curriculum – we've identified this as the way to make good outcomes genuinely outstanding outcomes. We want to exceed +0.5 through development of the curriculum (as opposed to intense Y11 short-term interventions). One reason for this is that our demographic has been shifting for some time towards greater deprivation and increased EAL. Therefore, need for knowledge-rich curriculum, ambition and teaching for long-term memory even more important.

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We have taken the time to consult the academic literature and review the evidence in order to inform our approach to our provision for our disadvantaged students.

We have also identified schools with successful outcomes for disadvantaged students and conducted an analysis of their strategies and pupil premium spending; we have also visited several of these schools to consult with their leadership teams and staff. This research has helped to shape our approach and has been heavily influenced by these reviews. It has informed our whole-school approach which is underpinned by three core principles:

1) High Expectations

2) High Aspiration

3) Absolute Entitlement for **ALL** students irrespective of background.

We have identified key areas of focus within our strategy. In each of these aspects of school life, it is our intention to use our strategy to ensure the following:

**Behaviour and Culture**

- Students are taught explicitly what good behaviour looks like.
- Adults hold high expectations or behaviour regardless of student backgrounds.
- Good habits are shared, and poor ones challenged.

**Ambitious Knowledge Based Curriculum**

- Knowledge is power; it is what we think about and think with.
- Students will be taught powerful and culturally rich knowledge that they might not otherwise access.
- The knowledge we teach students should increase their academic and social success.

**High Quality Evidence Informed Teaching**

- Students should be helped to embed core knowledge in the long-term memory by evidence informed teachers with high subject knowledge.
- Students should be guided to autotomised key subject skills and practice these frequently.

**Fluency in Numeracy and Literacy**

- Students are supported to become confident and fluent readers, writers and mathematicians.
- The basics are autotomised.
- Cognitive load is reduced.

- Access to wide academic vocabulary across the curriculum is delivered.

**Address Individual Barriers**

- Where financial, social or any other barrier exists, interventions will seek to remove these barriers.

The strategy described above therefore entails a mixture of whole-school approaches as well as small-group and individual interventions. The evidence we have seen suggests that many of the most effective strategies at reducing the Matthew Effect operate at a whole-school level (e.g. approaches to behaviour/culture, teaching and the curriculum) but that some disadvantaged students will need extra support in order to help them access (e.g. literacy, numeracy, or social/emotional) the learning and to accelerate their progress towards those aims.

We aim to ensure there is regular assessment of learning and early diagnostic assessment of need so that our interventions are proactive rather than reactive; we have moved away from the ineffective cycle of regular extra revision/intervention sessions for older students not making good progress towards GCSE outcomes and instead seek to support students much earlier in their time at our school.

Ultimately, our intention is that the impact of our approach is seen in students' academic outcomes (Progress 8, Maths/English basics, Ebacc entry/point score, reading habits) and their social/cultural/moral development (knowledge of the world around them, successful habits for life, self-control etc). Students will be supported to demonstrate the school values by living out their faith through the Gospel Values: Love Faith and Respect in all that they do to become the very best versions of themselves today and tomorrow.

# Challenges

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

| Challenge number | Detail of challenge |
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| 1 | **Lower Prior Attainment of Disadvantaged Pupils (Particularly in English and Maths)**<br><br>The prior attainment of disadvantaged students is lower on entry to the school. This is particularly evident in English and Maths, which is generally lower than that of their peers in all year groups; this is a pattern observed across all year groups. This means the basic foundations for all academic subjects are generally less secure making |

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| | the cumulative advantage ('Matthew Effect') of more advantaged students more likely to occur.<br><br>In theY7, Y8 and Y11 cohorts, disadvantaged students on entry to the school in Y8 were, on average, 1.67 points below their peers in their KS2 English GPS results. They were 1.4 points below their peers on their KS2 Reading results and 2.6 points below on their KS2 Maths results. This pattern is similarly observed in our Y9 and Y10 cohorts when analysing CAT4 scores on entry to Y7 (no KS2 SATS available). |
| 2 | **Reading Ages and Fluency of Disadvantaged pupils on entry**<br><br>The reading ages and reading comprehension of disadvantaged students on entry to the school are generally lower than their peers; this is a pattern observed across all year groups. As academic study develops, the need to be able read quickly, as well as process and analyse rich and complex tests becomes greater; there is also a greater need to acquire and understand a wide range of vocabulary.<br><br>Disadvantaged students, on average, enter with KS2 reading scores of 104.98 which again is well below that of their non-disadvantaged peers which is 106.01 (-1.03 Gap).<br><br>The school also has a very high proportion of EAL students so this needs to be a priority for a number of reasons. |
| 3 | **Successful habits required for academic learning**<br><br>Our data/observations suggest that some students from disadvantaged backgrounds are less likely than their peers to have consolidated the successful habits required for academic learning and/or soft skills helpful for life/work; for example, self-control, fairness, attention, punctuality, meeting deadlines, being organised, adherence to rules etc.<br><br>Behaviour data indicates that students from disadvantaged backgrounds accounted for greater proportion of negative behaviour logs recorded by staff at school. On average, for the first academic term of 2023-4 those pupils from Non-disadvantaged backgrounds achieved 10 points higher than their disadvantaged peers when calculation overall achievement points (Achievement Points – Behaviour Points).<br><br>Of these figures there is a trend that suggests fewer achievement points are awarded to those pupils from disadvantaged backgrounds, whilst behaviour logs remain higher for this cohort of pupils across all year groups.<br><br>Students from disadvantaged backgrounds are also overrepresented in both the internal isolation data and the fixed term suspensions (FTS). |
| 4 | **Social, Emotional and Mental Health factors (SEMH)** |

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| | | Assessments, referrals, observations and discussions with students and families have identified social and emotional issues for many students including suspected or diagnosed mental health issues.<br><br>The school has identified students in need of regular 'check ins' and more formal interventions in relation to their mental well-being. Of those identified, a large proportion qualify for pupil premium funding.<br><br>The number of students from disadvantaged backgrounds have increased steadily from 2021 in terms of referrals to our internal Elim inclusion team and to external services such as the school counselling service and the School Mental Health Team<br><br>Our internal safeguarding data continues to suggest that the number of SEMH incidents have increased since 2021 and that a large proportion of these concerns are raised about pupils from disadvantaged backgrounds with difficult home lives. |
| 5 | | **General Knowledge and Cultural Capital Gaps**<br><br>Our assessments, observations and staff analysis suggest that the attainment/progress of some disadvantaged students is impacted by a **general knowledge/cultural capital gap** caused by a variety of factors.<br><br>This impacts on some student's aspirations, their access to the curriculum, their understanding of some texts and can place a burden on their cognitive load in some classroom circumstances.<br><br>Compared to pre-COVID pandemic, there have been fewer opportunities for schools to arrange trips, guest speakers and cultural visits. This has had a more detrimental impact on the enrichment of our most disadvantaged students. For example, 2023 was the first opportunity since 2019 for our students to go on work experience placements. |
| 6. | | **Attendance and Punctuality to school**<br><br>Although our attendance data remains stable and has been above national averages, it is important to highlight that our figures over the last 5 years indicates that attendance among disadvantaged students has been 3.12% lower than for non-disadvantaged students – albeit attendance for both cohorts was affected by Covid-19 disruption.<br><br>Persistent absenteeism amongst disadvantaged students increased significantly during the pandemic and the school have found that the impact of the school closures has continued to affect pupils' attendance across the board. The importance of attendance is highlighted in our in our last set of externally verified exams (2023) as there was demonstrable correlation between attendance and progress 8 (= +0.26). |

| | When this figure is adjusted for only disadvantaged students, the correlation is +0.52.<br><br>Punctuality amongst pupils remains a challenge for the school. Our punctuality data for last academic year shows that disadvantaged students on average were late to school or lesson significantly more than non-disadvantaged students. However, with the introduction of conduct cards in January 2023, punctuality for all groups of students has significantly improved. |
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## 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 |
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| To improve the progress among disadvantaged students across the curriculum at the end of KS4. | • Progress 8 score for disadvantaged students which is at least consistently above the national average for disadvantaged students (between 2016 and 2023, discounting the COVID years, the national figure was between -0.38 and -0.45).<br>• Ideally, a progress 8 score for disadvantaged students that is consistently above the national average of 0.<br>• However, our ultimate aspiration is that our disadvantaged students make more progress than non-disadvantaged students nationally (usually between (+0.10 and +0.13).<br>• The figures above to be reflected in all buckets but especially Maths/English/Ebacc. |
| Improved attainment among disadvantaged students across the curriculum at the end of KS4. | • To have a trend towards closing the gap between disadvantaged students' attainment at The Trinity Catholic School and non-disadvantaged students nationally.<br>• Between 2019 and 2023 disadvantaged students at Trinity average 0.4 A8 points below that of national non-disadvantaged students. We will seek to reduce that gap. |
| To improve reading ages and reading comprehension in the cohorts of disadvantaged students identified as requiring extra support. | • Identified students in Y7 will see reading age increases above the amount of time spent in the interventions (i.e. they will close the reading age gap).<br>• This cohorts of students will then see sustained progress across the curriculum due to the benefits of the intervention programmes. This progress will be reflected in progress 8 scores (see targets and success criteria above). |

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| To improve the attendance of disadvantaged students; especially those who are persistent absentees. | • Achieve reductions in the gap between the % attendance of disadvantaged and non-disadvantaged students (2018-2022 average = 3.12%)<br><br>• Prevent the decreasing trend in attendance caused by the pandemic and achieve an overall increase in % attendance in disadvantaged students back in line with pre-pandemic levels.<br><br>    2019-2020: 92.33%, (Covid-19 disruption)<br>    2020-2021: 89.34% (Covid-19 disruption)<br>    2021-2022: 79.42% (Covid-19 disruption)<br>    2022-2023: 93.40%<br>    2023-2024: 94.90% (as of 18.12.23)<br><br>• Reduce persistent absenteeism among disadvantaged students to below 10% and back to pre-pandemic levels. |
| To achieve improved habits-for-learning and self-regulation among disadvantaged students. | • Achieve a reduction in the over representation of disadvantaged students in negative behaviour data e.g. (FTSs, Internal Isolations, Negative Behaviour Points).<br>• Achieve a reduction in the proportion of negative behaviour points accounted for by disadvantaged students.<br>• Reduce the gap in annual achievement points allocated per pupil<br>• Evidence of improvements taken from an annual staff/pupil survey on behaviour and learning habits. |
| To achieve and sustain improved pupils' attitudes to school and self for all pupils, including those who are disadvantaged. | Improved pupils' attitudes to school and self, demonstrated by biannual Pupils Attitudes to School and Self surveys which measure multiple factors such as:<br><br>1. Well Being<br>2. Careers and Aspirations<br>3. Behaviour and Motivation<br>4. Classwork<br>5. Homework and independent learning<br>6. Catholic Life and Faith<br><br>• Achieve no/small gaps between disadvantaged /nondisadvantaged students on most/all of the above measures.<br>• Evidence of successful intervention work in the reduction of pupils presenting out of lessons requiring support and mental health advice. |

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| | <ul><li>Evidence of Behaviour Team interventions on the resilience and attendance in lessons of our highest profile pupils.</li><li>Achieve an increase in participation in our extra-curricular and House activities.</li><li>Achieve an increase in participation of social justice campaigns, such as Anti-Bullying Week and Advent Foodbank Donations</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)

Total budgeted cost: £67,628

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| New evidence informed approach to Teaching and Curriculum | EEF evidence suggests that the greatest impact within school can be achieved through high quality first teaching that has been informed by research evidence.<br><br>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium<br><br>To support this, we have built and implemented a three year CPD programme that is evidence informed to build a culture of classroom practice that aims to create optimal conditions to support every.<br><br>The careful development of this CPD curriculum has been driven by research evidence and has been heavily influenced by E.D Hirsch's 'Why Knowledge Matters' (2016) and Daniel Willingham's 'Why Don't Students | 1, 2, 3, and 5 |

Like School? A Cognitive Scientist Answers Questions About how the Mind Works and What it Means for the Classroom' (2021).

The programme of professional development is underpinned by the importance of 'Knowledge' and is driven through Cognitive Science evidence informed pedagogy.

2022-2023 CPD Curriculum Plan (Year 1)

**Half Term 1** - The Importance of Knowledge
**Half Term 2** - Keeping the Main Thing the Main Thing
**Half Term 3** - Directing Students' Attention
**Half Term 4** - Teachers are the Experts – Pt1 - Teaching
**Half Term 5** - Teachers are the Experts – Pt2 - Assessment and Feedback"
**Half Term 6** - "Where to next? – Formulating our next steps and building our core principles for classroom practice.

2023-2024: CPD Curriculum Plan (Year 2)

In Year 2, for the first half of the year, the CPD programme will focus on the development of our knowledge rich curriculum. Following on from this, the latter of half of the year will contain bespoke CPD sessions planned and delivered by Trinity teachers on four themes that underpin our school curriculum intent:

- *Head*: teaching being knowledge focussed and taught to be remembered)
- *Heart*: encouraging classrooms to be based on our school ethos of *Faith, Love and Respect*
- *Hands:* how teachers model and instruct students how to apply and practice what they have learned
- *Act on Feedback:* Ways of getting students to respond to feedback in order to improve their learning
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Here is a half termly breakdown of the CPD calendar for 2023-2024

**Half Term 1** – Whole school curriculum intent; Knowledge, Ambition and Curriculum Mapping; Reading at the Heart of the Curriculum

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| | **Half Term 2** – Access to the Curriculum; Bespoke CPD sessions<br>**Half Term 3** – Assessment/Disciplinary Literacy; Bespoke CPD sessions<br>**Half Term 4** – Bespoke CPD sessions<br>**Half Term 5** – Bespoke CPD sessions; Y7 Curriculum Development Update<br>**Half Term 6** – Bespoke CPD sessions<br><br>Evidence suggests that it is of the greatest importance to establish the cognitive conditions required for effective learning. The principles that underpin these conditions are central to improving outcomes for every pupil, with the greatest benefits being to those pupils from disadvantaged backgrounds. Becky Allen articulates this with great clarity, making a strong case for schools to prioritise classroom conditions within their panning around reducing the disadvantaged gaps in attainment.<br><br>https://rebeccaallen.co.uk/?s=Pupil+Premium | |
| Trinity Action Research Group - investigating Knowledge curriculum | A programme of Teacher professional growth has been set in which 19 members of teaching staff are working together, across the whole school to develop evidence informed approaches, aimed at improving pedagogy and sharing best practice within departments. | 1, 2, and 5 |
| Develop an ambitious knowledge rich curriculum starting in Y7 | In order to have an ambitious curriculum in place for Y7 in September 2024, staff are being trained on the importance of knowledge for thinking, higher order thinking, the Matthew Effect, disadvantage, cognitive load etc. In addition to this, through external support, staff are being trained on what is meant by a knowledge rich curriculum.<br><br>All of our curriculum leaders are being consulted on and supported in the development of high-quality curriculum resources such as knowledge books or knowledge organisers. Some curriculum leaders are visiting knowledge-rich schools to learn more about operational practice. | 1,2, and 5 |
| Research and designing a | Jackson (2018) found that teachers' impact on motivation, behaviour and self-control was ten times | 3 and 4 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| KS2-3 Transition behaviour for learning programme | more likely to impact on students' long-term success than test scores.<br><br>Our own research of the schools with the most successful outcomes for disadvantaged students provided evidence that strong behaviour cultures were influential. A content analysis of Ofsted reports and Pupil Premium statements suggested these schools usually had strict cultures, high expectations and very little low-level disruption.<br><br>This academic year will see implementation of *Basic Training,* a "Behaviour as a Curriculum" model that will include some focussed work around the KS3 transition process. | |

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

Total budgeted cost: £ 77,762

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Breakfast Reading for identified disadvantaged students.<br><br>£3930 | Westbrook et al. (2018) had teachers read two complete novels to students over a series of lessons over 12 weeks. The teacher read aloud for students with no interruptions. Poor readers made an average 16 months of reading comprehension during that time; even average and above average readers made 8.5 months progress. "Simply reading challenging, complex novels and at a face pace in each lesson repositioned 'poorer readers' as 'good' readers. Giving them a more engaged uninterrupted reading experience over a sustained period."<br><br>Our own analysis shows that there is a strong correlation between Reading ages on Y7 entry to The Trinity Catholic School and subsequent Progress 8 scores in Y11 (there is no equivalent correlation found for general ability/prior attainment). As such, this small bespoke programme aims to address this barrier as well as provide a breakfast for students before school. | 1, 2 and 5 |

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| Provision for Students with Weak Numeracy<br><br>Currently being researched and will be implemented this academic year.<br><br>£967 | Project Follow Through was the most ex-tensive educational experiment ever conducted. Over 200,000 children in 178 communities were included in the study, and 22 different models of instruction were compared. The communities that implemented the different approaches spanned the full range of demographic variables, ethnic composition and poverty level. Evaluation of the project occurred in 1977, nine years after the project began. The results were strong and clear. Students who received Direct Instruction had significantly higher academic achievement than students in any of the other programmes. They also had higher self-esteem and self-confidence. No other program had results that approached the positive impact of Direct Instruction. Subsequent research found that the DI students continued to outperform their peers and were more likely to finish high school and pursue higher education.<br><br>The decision to research and look at Direct Instruction interventions were informed by our research of schools with successful outcomes for disadvantaged students; it was a technique identified and observed in some of the schools we consulted.<br><br>We are currently in the initial stages of setting up this provision and are exploring the different options available. We are carrying out the necessary structural and training requirements to implement DI within this academic year. It is our plan to expand this offer to ensure all those pupils requiring the support to enable them to access our curriculum is in place within the next 3 academic years which is why this has been included within this year's budget. | 1 and 5 |
| Employ and train Teachers of Reading to support our weakest readers<br><br>£49830 | This academic year we have employed two Teachers of Reading and have entered a 3-year contract with an organisation called Thinking Reading.<br><br>"Thinking Reading" is a whole-school strategy aimed at improving the reading of struggling/weak readers through intense one-to-one interventions that are bespoke to the learning needs of each child. | 1,2 and 5 |

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| | Individual lessons are broken down into various components based on individual need. Lessons support students to learn techniques and skills to decode words and build upon recognition and fluency of reading sounds. Furthermore, students learn how to focus on exposure to vocabulary in a text and comprehension of particular texts.

The lessons are personalised so that individual needs and specific areas of learning are addressed, allowing quick visible progress to be seen. The methodical and systematic approach to lessons allows positive reading habits to be instilled in the student and within each and every lesson there are stages for progression and success.

Before the provision for our students begin, Thinking Reading will meet with members of SLT to diagnose the contextual needs of the school before training our Teachers of Reading to assess the "reading needs" of our weakest readers, e.g. decoding, phonics or fluency. | |
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| Academic support fund

(e.g. to support revision, wider school experience access, music tuition etc).

£12836 | This fund is used on an ad hoc basis to support disadvantaged students with opportunities as they present (e.g. holiday revision programmes at local universities, subsidised trips, ingredients for GCSE food technology, transport to extra-curricular enrichment experiences aligned with a student's career aspirations, revision resource packs for students, required revision guides).

We know from experience and parent/student voice that support provided from this fund has made students feel valued. | 4,5 and 6 |
| Targeted Study support/Intervention for Year 10/11 Study Skills

£10199 | As part of the preparations for Year 11 we will be conducting a targeted study support group which will have a Pupil Premium focus.

Pupils will spend time learning specific techniques to enhance their learning and revision such as spaced retrieval techniques, thinking hard strategies. They will also be taught the cognitive science behind effective revision strategies and conditions in which to carry out study to help support their independent work. | 3,5 and 6 |

| | We will incentivise this programme and look at using this to also support attendance and motivation towards school. We will also create links with home and support the families through regular communication around successful habits for learning at home. | |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Total budgeted cost: £87,326

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Behaviour Support and Mentoring<br><br>Emotional Literacy and self-regulation work.<br><br>£35976 | We employ a full time Behaviour Support Manager within our onsite behaviour provision (Elim) that offers weekly mentoring for students that are referred through the pastoral teams.<br><br>The Behaviour Lead works with students after incidents of low-level disruption and more serious contraventions. There is regular referrals and direct work carried out with external agencies, Heads of Year, APC's, Safeguarding Team and our Education Welfare Officer.<br><br>Alongside this behaviour support we have our DSL and the school's Mental Health Lead who both work with vulnerable pupils in one to one and small group settings to support their emotional well-being. Programmes are designed to suit the individual needs and contribute to allowing those most vulnerable pupils to thrive within school.<br><br>A high proportion of disadvantaged students access this provision and therefore a representative proportion of the staffing costs are funded by the Pupil Premium Grant. Student/parent voice shows that this is a valued provision and that the support offered is effective.<br><br>There is evidence that mentoring can have a more positive impact for students from disadvantaged backgrounds and for non-academic outcomes such as attitudes to school, attendance and behaviour. Structured programmes with clear goals and targets are more effective. | 3,4, and 6 |

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| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mentoring | |
| **School Counselling** provision for students requiring mental health support.  £7822 | "Counselling can assist students to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals." (Counselling in schools, a blueprint for the future, DfE 2006)  Student/parent voice shows that this is a valued provision and that the support offered is effective. | 3,4, and 6 |
| Rigorous monitoring and proactive strategies to ensure good attendance reducing persistent absenteeism.  £43026 | The School employs an Attendance Liaison Officer, which enables us to adopt a personalised approach to attendance and absenteeism through work with the pastoral teams and families.  As disadvantaged students account for a large proportion of our persistent absenteeism, a proportion of the staffing cost is funded through the Pupil Premium Grant.  We know that there is a strong correlation between % attendance and progress (+0.26 correlation in our last set of results, rising to +0.52 for disadvantaged students only).  We will also continue to explore and resource some of the strategies outlined by the Queen Elizabeth Academy who have significantly reduced persistent absenteeism and increased % attendance.  https://educatingstamio.wordpress.com/author/educatingstamio/  This academic we will focus on improving our engagement with parents on attendance through using strategies outlined in the DFE toolkit:  https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance | 4 and 6 |
| Diagnostic | We will conduct a Biannual 'Pupils Attitude to School and Self' questionnaire to help reveal hidden | 2, 3 and 6 |

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| assessment of students' emotional wellbeing and attitudes towards school | emotional (e.g. low self-regard, feelings about school) or attitudinal concerns towards school (e.g. towards teachers or attendance) in order to make early interventions.<br><br>We have developed our own version which is adapted to suit our context based on the original assessment tool PASS Test established by educational psychologists, whose results have been standardised and benchmarked against 600,000 students.<br><br>The next survey will be conducted in Advent Term 2024 | |
| Hardship Fund.<br><br>£500 | A budget is set aside to support students to access education and to remove barriers to learning. | 1, 2, 3, 4, 5 and 6 |

**Total budgeted cost: £232, 717**

## Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

**2022-2023 Academic Data**

**Progress 8** measure for the last academic year suggest that disadvantaged pupils made -0.07 progress (up from -0.19 in 2022) in comparison to their peers who achieved +0.18 progress.

The means that there is a progress gap of -0.25 (up from -0.33 in 2022) between disadvantaged pupils and their peers which remains a priority for the school to reduce.

Despite the negative progress figure reported, The Trinity Catholic School remains above the national averages for disadvantaged pupils, which in 2023 was -0.57, down from a national figure of -0.55 in 2022..

https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised/2022-23

https://ffteducationdatalab.org.uk/2022/10/key-stage-4-2022-the-national-picture/

**Attainment 8** measures reflect a similar picture in that disadvantaged pupils did not achieve in line with their non-disadvantaged peers in 2023. There was a gap in attainment of –0.9 in comparison to the national picture which suggests that the average gap of –1.4 exists between disadvantaged and non-disadvantaged pupils (over the last 4 years).

The schools 2023 data has also demonstrated that there had been an increased attainment gap of 0.1 (based on the schools last 3-year average of –0.8). It remains a focus for the school to further reduce this. It will be our aim within this 3-year cycle to enable our disadvantaged pupils to reach the national attainment figure for those pupils who are classed as non-disadvantaged. This attainment figure was 4.6 in 2023 and we believe this is an achievable target with our cohort and the changes we are proposing within the school culture. We have already started to see a reduction in the attainment gap between our disadvantaged students and non-disadvantaged students nationally. This has been -0.2 for both 2023 and 2022 compared to -0.5 in 2019.

With **Attendance** being such a key indicator of success, we feel it is important to highlight this within our reporting of the 2023 data. Attendance figures have been very challenging to report on due to the continued disruption caused by the Covid-19 pandemic and pupil absence remains a concern for all schools. At the time of writing this updated statement, the whole school attendance figures were heading back towards pre-pandemic levels with disadvantaged pupils' attendance being 93.0% in the first full term of the 2023/24 academic year. This is up from last year's figure of 92.33% for the first full term of 2022/23 and also up from 89.43% for the full academic year

2021/22. Non-disadvantaged pupils continue to show better attendance than their peers with an average of around 3% higher attendance so there is still work to be done. Work will continue in this area and the appointment of a new Senior Leader working alongside our attendance officer within school as part of this strategy will help to work with those families who are considered hardest to reach, in an attempt to return fully to pre-pandemic levels. We know that this will provide us with the platform to continue to work with families to help reduce the gap that currently exists in terms of attendance.

**Summary and Future Direction**

The school previous strategy has shown success at maintaining the current progress of disadvantaged pupils and has served to support its pupils well in relation to the barriers that exist to their learning. The school data continues to be above national figures and has consistently achieved this over the past few years.

Both the current and last academic year have seen a significant change in the Leadership with three new members of the team (One Deputy Headteacher and two Assistant Headteachers) who are leading on the schools three-year Pupil Premium strategy. This plan has been outlined above in the strategy statement and we hope that it will provide a sharper focus on the marginal gains that can be made within the classroom and in supporting our most disadvantages pupils, whilst retaining the excellent approaches already proven to be successful in addressing barriers to learning and individual intervention work that has been successful in previous years.

This direction will continue to place great emphasis on the classroom practice and optimal conditions required to offer every child the very best opportunity for success. Academic interventions will focus heavily on the numeracy and literacy required to improve access to the curriculum as we know from the evidence presented that it is those children from the most socially disadvantaged backgrounds that benefit most from such an approach. **High Expectations**, **High Aspiration** and **Absolute Entitlement** for all students irrespective of background will continue to underpin our approach and we will remain relentless in our drive to improve the attainment of those children from the most disadvantaged backgrounds.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |