

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	984 (Y7 to Y11) 1180 (Y7 to Y13)
Proportion (%) of pupil premium eligible pupils	22%
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	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Matthew Shenton. Headteacher
Pupil premium lead	Tim Pickup. Assistant Headteacher
Governor / Trustee lead	Chris Ndubuisi, Governor

Funding overview

Detail	Amount
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£222609

Part A: Pupil premium strategy plan

Statement of intent

The Trinity Catholic school is a city school that is proud 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 Income Deprivation Affecting Children (ICADI) index indicates that 59% Trinity students live in geographical areas in the 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 third academic year of this strategy.

Quality first teaching will remain at the heart of our approach, with a more focussed approach on areas of Teaching and Learning in the classroom which will have the greatest benefits to every child. As a major part of this strategy, since 2022-23 we have been 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. This means that it is our view that teaching practice should be influenced by cognitive science and educational research. Our approach aims to 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. These “key driving” principles are encapsulated in our school curriculum statement “Head, Heart, Hands”; whereby knowledge should be taught to be remembered (“Head”), classroom should be built on faith, love and respect (“Heart”) and knowledge should be applied and acted upon (“Hands”).

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. In July 2023, after the first year of our CPD

programme, over 90% of our teaching staff said that the programme so far has had a positive impact on their professional practice and professional understanding.

As a school we are in a period of transition, moving towards new knowledge-rich curriculum (currently being rolled out in Year 7) – we've identified this as the way to make good outcomes become genuinely outstanding outcomes. We want to exceed +0.5 Progress 8 (all students on average achieve half a grade above national average in each subject) 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, the need for knowledge-rich curriculum, ambition and teaching for long-term memory has become even more important. This is supported by educational researchers such as Ed Hirsch (2016).

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. For instance, we are aware that the vocabulary gap is one major factor that can hold our most vulnerable students back from realising their academic potential. Beginning in September 2024 with Year 7 we are rolling out a new school curriculum built on disciplinary knowledge and the explicit teaching of tier-two vocabulary to ensure that our disadvantaged students have the very best chance of catching up with their peers.

Furthermore, on vocabulary, this academic year we hope to develop a whole school reading strategy to be rolled out in September 2025. Our aim is to develop our whole school reading culture that will support both the development of our knowledge-rich curriculum but more importantly the personal, social and academic development of our young people through the life-changing power of reading.

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 through our Basic Training Programme
- Adults hold high expectations of 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 to.
- The knowledge we teach students should increase their academic and social success. This duality will be helped to be achieved through the development of a knowledge-rich school curriculum in line with our new curriculum policy (beginning in Year 7)

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 the automation of 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 automated.
- 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
1	<p>Lower Prior Attainment of Disadvantaged Pupils (Particularly in English and Maths)</p> <p>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 the cumulative advantage ('Matthew Effect') of more advantaged students more likely to occur.</p> <p>In the Y8 and Y9 cohorts, disadvantaged students on entry to the school were on average, 0.8 points below their peers in their KS2 English GPS results. In Year 9, 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 Y10 and Y11 cohorts when analysing CAT4 scores on entry to Y7 (no KS2 SATS available).</p>
2	<p>Reading Ages and Fluency of Disadvantaged pupils on entry</p> <p>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 texts becomes greater; there is also a greater need to acquire and understand a wide range of vocabulary.</p>

	<p>Our Disadvantaged students, on average, enter with KS2 reading scores of 104.61 which again is well below that of their non-disadvantaged peers which is 105.79 (-1.18 Gap).</p> <p>The school also has a very high proportion of EAL students so this needs to be a priority for a number of reasons.</p>
3	<p>Successful habits required for academic learning</p> <p>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.</p> <p>Behaviour data indicates that students from disadvantaged backgrounds accounted for greater proportion of negative behaviour logs recorded by staff at school. On average, for academic year 2023-4 a disadvantaged pupil was issued 59 behaviour points compared to 34 for a non-disadvantaged pupil.</p> <p>Students from disadvantaged backgrounds are also overrepresented in both the internal isolation data and the fixed term suspensions (FTS).</p>
4	<p>Social, Emotional and Mental Health factors (SEMH)</p> <p>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.</p> <p>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.</p> <p>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. The number in 2024 is 4% higher than in 2021.</p> <p>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.</p>
5	<p>General Knowledge and Cultural Capital Gaps</p> <p>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.</p>

	<p>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.</p> <p>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.</p>
6.	<p>Attendance and Punctuality to school</p> <p>Although our attendance data remains stable and has been above national averages, it is important to highlight that our figures over the last 6 years indicates that attendance among disadvantaged students has been 2.9% lower than for non-disadvantaged students – albeit attendance for both cohorts was affected by Covid-19 disruption.</p> <p>Persistent absenteeism amongst disadvantaged students nationally has 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.</p> <p>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.</p>

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
To improve the progress among disadvantaged students across	<ul style="list-style-type: none"> 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).

the curriculum at the end of KS4.	<ul style="list-style-type: none"> • Ideally, a progress 8 score for disadvantaged students that is consistently above the national average of 0. • However, our ultimate aspiration is that our disadvantaged students make more progress than non-disadvantaged students nationally (usually between (+0.10 and +0.13). • The figures above to be reflected in all buckets but especially Maths/English/Ebacc. <p>Impact since 2022-23:</p> <ul style="list-style-type: none"> • Progress 8 of disadvantaged students is consistently above the national average for disadvantaged (-0.40 in 2024, -0.09 in 2023, -0.07 in 2022, -0.05 in 2021). IDACI measures put the school in the 32nd percentile for progress for schools in similar deprivation contexts. •
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	<ul style="list-style-type: none"> • To have a trend towards closing the gap between disadvantaged students' attainment at The Trinity Catholic School and non-disadvantaged students nationally. • 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. <p>Impact since 2022-23</p> <ul style="list-style-type: none"> • In 2024, disadvantaged students at Trinity closed the gap between national non-disadvantaged students from 0.4 to 0.3
To improve reading ages and reading comprehension in the cohorts of disadvantaged students identified as requiring extra support.	<ul style="list-style-type: none"> • Identified students in Y7 will see reading age increases above the amount of time spent in the breakfast reading interventions (i.e. they will close the reading age gap). • Identified students in Y10 will catch up to or towards their chronological reading age in time for their GCSE exams • 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). <p>Impact since 2022-23</p> <ul style="list-style-type: none"> • 3 students in the identified Y7 cohort increased their reading age by more than 2 years 8 months in 18 months • The 8 students identified in Year 10 made on average 2.4 years progress in less than an academic year
To improve the attendance of disadvantaged students; especially those who are	<ul style="list-style-type: none"> • Achieve reductions in the gap between the % attendance of disadvantaged and non-disadvantaged students (2018-2022 average = 3.12%)

<p>persistent absentees.</p>	<ul style="list-style-type: none"> 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. <p>2019-2020: 92.33%, (Covid-19 disruption) 2020-2021: 89.34% (Covid-19 disruption) 2021-2022: 79.42% (Covid-19 disruption) 2022-2023: 93.40% 2023-2024: 92.90% 2024-2025: 93.40% (as of 18.11.2024)</p> <ul style="list-style-type: none"> Reduce persistent absenteeism among disadvantaged students to below 20% and back to pre-pandemic levels. <p>2022-2023: 24.6% 2023-2024: 23.0% 2024-2025: 18.7% (as of 18.11.2024)</p>
<p>To achieve improved habits-for-learning and self-regulation among disadvantaged students.</p>	<ul style="list-style-type: none"> Achieve a reduction in the over representation of disadvantaged students in negative behaviour data e.g. (FTSs, Internal Isolations, Negative Behaviour Points). Achieve a reduction in the proportion of negative behaviour points accounted for by disadvantaged students. Reduce the gap in annual achievement points allocated per pupil Evidence of improvements taken from an annual staff/pupil survey on behaviour and learning habits. <p><i>Impact since 2022-2023</i></p> <ul style="list-style-type: none"> In Academic Year 2023-4 disadvantaged students (229) on average were awarded 43 more achievement points than non-disadvantaged students (186)
<p>To achieve and sustain improved pupils' attitudes to school and self for all pupils, including those who are disadvantaged.</p>	<p>Improved pupils' attitudes to school and self, demonstrated by biannual Pupils Attitudes to School and Self surveys which measure multiple factors such as:</p> <ol style="list-style-type: none"> 1. Well Being 2. Careers and Aspirations 3. Behaviour and Motivation 4. Classwork 5. Homework and independent learning 6. Catholic Life and Faith

	<ul style="list-style-type: none"> • Achieve no/small gaps between disadvantaged /nondisadvantaged students on most/all of the above measures. • Evidence of successful intervention work in the reduction of pupils presenting out of lessons requiring support and mental health advice. • Evidence of Behaviour Team interventions on the resilience and attendance in lessons of our highest profile pupils. • Achieve an increase in participation in our extra-curricular and House activities. • Achieve an increase in participation of social justice campaigns, such as Anti-Bullying Week and Advent Foodbank Donations <p><i>Impact since 2022-23</i></p> <ul style="list-style-type: none"> • In academic year 2023-4, as part of their careers education all year groups were enabled to have an encounter with an employer and training • In 2024, 75% of PP students surveyed said they attend at least 1 weekly club (higher than the school average) • After a visit to University of Nottingham, 97% of PP students in Year 9 said they felt more likely to consider going to university
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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: £69,177

Activity	Evidence that supports this approach	Challenge number(s) addressed
New evidence informed approach to Teaching and Curriculum	<p>EEF evidence suggests that the greatest impact within school can be achieved through high quality first teaching that has been informed by research evidence.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>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.</p> <p>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 Like School? A Cognitive Scientist Answers Questions About how the Mind Works and What it Means for the Classroom' (2021).</p> <p>The programme of professional development is underpinned by the importance of 'Knowledge' and is driven through Cognitive Science evidence informed pedagogy.</p> <p><u>2022-2023 CPD Curriculum Plan (Year 1)</u></p> <p>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.</p> <p>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</p>	1, 2, 3, and 5

articulates this with great clarity, making a strong case for schools to prioritise classroom conditions within their planning around reducing the disadvantaged gaps in attainment.

<https://rebeccaallen.co.uk/?s=Pupil+Premium>

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 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

Half Term 2 – Access to the Curriculum; Bespoke CPD sessions

Half Term 3 – Assessment/Disciplinary Literacy; Bespoke CPD sessions

Half Term 4 – Bespoke CPD sessions

Half Term 5 – Bespoke CPD sessions; Y7 Curriculum Development Update

Half Term 6 – Bespoke CPD sessions

2024-2025: CPD Curriculum Plan (Year 3)

With the roll out of the Year 7 curriculum in September 2024, the main foci of staff CPD this year will be the development of the Year 8 curriculum as well as on successful behaviour and culture in the classroom to

	<p>support the success of the knowledge-rich curriculum approach.</p> <p>Here is a breakdown of the CPD calendar for 2024-2025:</p> <p>Half Term 1 and 2 – Behaviour and culture (Trinity Cornerstones)</p> <p>Half Term 3 – Year 7 and Year 8 curriculum</p> <p>Half Term 4 – Reading across the school</p> <p>Half Term 5 – Curriculum to Classroom</p> <p>Half Term 6 – Behaviour and culture (Basic Training)</p>	
Trinity Action Research Group – whole school reading	<p>A group of volunteering Teachers will be researching ways to create and implement a whole school reading culture into Trinity with a view to implement this in September 2025.</p> <p>Research findings and proposals will be submitted to the wider staff body before the end of academic year 2024-25.</p>	1, 2, and 5
Continue to develop our ambitious knowledge rich curriculum starting	<p>In the roll out of our ambitious curriculum for Y7 in September 2024, staff have been 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.</p> <p>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.</p>	1,2, and 5
Extending our behaviour for learning	<p>Jackson (2018) found that teachers' impact on motivation, behaviour and self-control was ten times more likely to impact on students' long-term success than test scores.</p>	3 and 4

programme into Y8-11	<p>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.</p> <p>Academic year 2023-24 saw the implementation of <i>Basic Training</i>, a “Behaviour as a Curriculum” model that included focussed work around the KS3 transition process. This academic year we wish to develop this programme further so that the explicit teaching of the habits, attitudes and traits of successful learners is done in all year groups Y7-11.</p>	
Prioritising of the Personal Development of students, to address cultural capital gaps	<p>Academic year 2024-5 will see both the expansion of the school’s careers programme relaunch of the pastoral curriculum. In careers, all year groups Y7-11 will have a package of 4 hours classroom learning, a meaningful encounter with at least one employer or training provider and opportunities to learning about careers across school curriculum subjects.</p> <p>PHSE, RSE and Citizenship lessons have also been re-written with a knowledge-based approach and planned for progression from topic to topic so that students learn to remember key statutory content that will play a fundamental role in helping them make informed choices about their health, wellbeing and contribution to British society.</p>	5

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

Total budgeted cost: £ 66,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Reading for	Westbrook et al. (2018) had teachers read two complete novels to students over a series of	1, 2 and 5

<p>identified disadvantaged students.</p> <p>£3230</p>	<p>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 fast pace in each lesson repositioned 'poorer readers' as 'good' readers. Giving them a more engaged uninterrupted reading experience over a sustained period."</p> <p>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.</p>	
<p>Employ and train Teachers of Reading to support our weakest readers</p> <p>£49776</p>	<p>This academic year we have employed two Teachers of Reading and have entered a 3-year contract with an organisation called Thinking Reading.</p> <p>"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.</p> <p>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.</p> <p>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.</p>	<p>1,2 and 5</p>
<p>Academic support fund</p>	<p>This fund is used on an ad hoc basis to support disadvantaged students with opportunities as they present (e.g. holiday revision programmes</p>	<p>4,5 and 6</p>

(e.g. to support revision, wider school experience access, music tuition etc).	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).	
£13100	We know from experience and parent/student voice that support provided from this fund has made students feel valued.	

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

Total budgeted cost: £87,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour Support and Mentoring</p> <p>Emotional Literacy and self-regulation work.</p> <p>£35976</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	3,4, and 6

	<p>Structured programmes with clear goals and targets are more effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mentoring</p>	
<p>School Counselling provision for students requiring mental health support.</p> <p>£7822</p>	<p>“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)</p> <p>Student/parent voice shows that this is a valued provision and that the support offered is effective.</p>	3,4, and 6
<p>Rigorous monitoring and proactive strategies to ensure good attendance reducing persistent absenteeism.</p> <p>£43026</p>	<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>https://educatingstamio.wordpress.com/author/educatingstamio/</p> <p>This academic we will focus on improving our engagement with parents on attendance through using strategies outlined in the DfE toolkit:</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</p>	4 and 6

Diagnostic assessment of students' emotional wellbeing and attitudes towards school	<p>We will conduct a Biannual 'Pupils Attitude to School and Self' questionnaire to help reveal hidden 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.</p> <p>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.</p> <p>The next survey will be conducted in Advent Term 2024</p>	2, 3 and 6
<p>Hardship Fund.</p> <p>£500</p>	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: £222,609

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024 Academic Data

Progress 8 measure for the last academic year suggest that disadvantaged pupils made -0.40 progress. Although this figures is below the 3 year average of -0.22, it is still above the national average for disadvantaged pupils (-0.57 for 2023 and -0.55 for 2022). The 2024 figure will soon be validated by the DFE

<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 2024.

The schools 2024 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 4.5 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 -0.3 for 2024 and -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 2024 data.. 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 93.4% as of 18th November 2024. This figure puts the school in the top 10% nationally for the attendance of disadvantaged cohorts. 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. The new statutory guidance on Working Together to Improve School Attendance 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.

Since 2022-3, there have been a significant changes 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 disadvantaged 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