

# 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	966 (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)	2025/2026 – 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Matthew Shenton. Headteacher
Pupil premium lead	Tim Pickup. Assistant Headteacher
Governor / Trustee lead	Chris Ndubuisi, Governor

## Funding overview

Detail	Amount
<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	£232,372

## Part A: Pupil premium strategy plan

### Statement of intent

The Trinity Catholic school is a Catholic Nottingham City school that is proud of its faith-based and diverse community. As written in our mission statement, we aim to *offer an experience of Christ that gives a sense of the reality and strength of God's love*. We strive to do this by *living out the teachings of the Gospel, education the whole child: spiritually, morally, socially and academically*. To achieve this in our context for our most disadvantaged students our mission is driven by precepts of Catholic Social Teaching – particularly the *option for the poor*.

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, as of 2024, the Income Deprivation Affecting Children (IDACI) 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.

To fulfil our aims, for 2022-25, we developed an 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. The successes of this three-year strategy include:

- Being the top performing state school in Nottingham City in 2025 for disadvantaged students
- Being the third best performing school in the East Midlands for Attainment 8 for disadvantaged students in 2025
- Achieving a progress 8 score of +0.43 (estimate) for disadvantaged students in 2025
- Our Progress 8 and average Attainment 8 measures for our disadvantaged students are consistently above the national average for disadvantaged students
- Our internal student survey data consistently indicates that our disadvantaged students are almost as likely as their peers to attend extra-curricular clubs, enrol on enrichment programmes and aspire to enter Higher Education.
- Our attendance figures for disadvantaged students are better than national averages for all students. This was recently praised by Ofsted in December 2024

Building on these successes quality first teaching will remain at the heart of our approach for our new three-year strategy, with a more focused approach on areas of Teaching and Learning in the classroom which will have the greatest benefits to every child. These areas of Teaching and Learning will primarily include the development of our ambitious knowledge-rich curriculum, making students more accountable in the classroom and ensuring that students are assessed regularly on the knowledge that they are taught. We believe that these are the right T and L priorities to enhance the life chances of every child in our ambitious inner-city school

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”).

For 2022-2025, our CPD programme was 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.

Building on the previous three years, for 2025-2028, our CPD programme is being built on the premise of ‘*Curriculum to Classroom*’. Grounded in evidence informed strategies, Teacher CPD will equip teachers with further knowledge or how to enrich learning in the classroom through ways to make students more accountable for what they have learned, be regularly assessed on what they have learned as well as explicitly teaching students good habits for learning and attention (metacognition).

As a school we are in a period of transition, moving towards new knowledge-rich curriculum (currently in it’s second year being rolled out in Year 8) – 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. In September 2024, beginning with Year 7 we began rolling out a new knowledge-rich 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.

To build on the work of closing the vocabulary gap, September 2025 has seen the beginning of our whole school reading programme. This programme contains a carefully selected canon of books that aims to:

1. promote the culture of reading both in and beyond the classroom.
2. support both the development of our knowledge-rich curriculum.
3. support the personal, social and academic development of our young people through the life-changing power of reading and
4. build the confidence and competency of reading out loud (oracy) through accountable reading.

As a body of staff, we have all recently committed ourselves to five underlying principles called “**cornerstones**” - Christ being the cornerstone that is the foundation of His Church (Ephesians 2:20) These cornerstones are rooted in:

1. our Catholic faith and love of Christ
2. our ambition for providing the very best educational opportunities for inner city children
3. evidence-based best practice offered by academic research and the most successful schools in similar contexts

These five cornerstones encapsulate our identity and values as a school that:

1. is **built on faith and prayer** - we believe that faith is our foundation. Our Mission statement says we aim to live as a community in which the transformative power of God can be encountered through prayer, liturgy and work
2. is **built on relationships** – we believe that relationships can transform lives and so they must be prioritised. From this faith, trust, education, values and support all flow.

3. is **an Ambitious Inner-city school** – we strive for excellence without excuses. We don't lower the bar due to the background of a young person; we raise it. We challenge disadvantage.
4. **sweats the small stuff and enlightened self-interest** – we believe that details define culture. We teach our young people that good habits lead to good character and that discipline is important in life, not just in school.
5. **Teachers are in charge** – Teachers own their classrooms. It is important that students see all teachers as teachers of discipline. It is equally important that all staff demonstrate the appropriate balance of justice and mercy towards young people in their roles.

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

#### **Behaviour, Culture and Faith**

- Students will be encouraged to develop their faith through the weekly study of and reflection on Holy Scripture through a carefully sequenced prayer programme based on a journey through the entirety of the Bible (*Cornerstone 1*)
- Students are taught explicitly what good behaviour and conduct looks like through our Behaviour Curriculum and our Basic Training Programme for Y7. (*Cornerstones 2 and 5*)
- Adults hold high expectations of behaviour regardless of student backgrounds. (*Cornerstone 3*)
- Good habits are shared, and poor ones challenged. (*Cornerstone 4*)

#### **Ambitious Knowledge Rich Curriculum**

- Knowledge is power; it is what we think about and think with.
- It is our ambition that students will be taught powerful and culturally rich knowledge that they might not otherwise access to. (*Cornerstone 3*)
- The knowledge we teach students should increase their academic and social success. This duality will help to be achieved through the development a knowledge-rich school curriculum in line with our 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.

- Students will have paper-based access to knowledge, which is brought to life by the teacher in charge of their own classroom practice (*Cornerstone 5*)

### **Fluency in Numeracy and Literacy**

- Students are supported to become confident and fluent readers, writers and mathematicians.
- The basics are automated so that all students regardless of their background are able to access our knowledge-rich curriculum and fulfil their potential (*Cornerstone 3*)
- Cognitive load is reduced.
- Access to wide academic vocabulary across the curriculum is delivered.
- Students are accountable readers

### **Belonging, Participation and Aspirations**

- Students will be actively encouraged to develop their faith and contribute to the wider faith life of the school (*Cornerstone 1*)
- Students will be active encouraged to nurture and develop their God-given talents through our extensive enrichment offer
- Students will be encouraged to aspire to continue a journey of lifelong learning, study at Higher Education or pursue a fulfilling career path that enables them to use their gifts to be witnesses to Christ in the world of work.
- We believe that all our young people should feel that they have a strong sense of belonging towards our school. Where barriers exist to students accessing their education whether they are personal, educational or financial, we commit to wider strategies and interventions that 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. As per the Education Endowment Foundation's "Menu of Approaches" for students entitled to Pupil Premium, we have structured our school activities for 2025-28 (**see pages...**) into the EEF's headings of:

- High Quality Teaching
- Targeted Academic Intervention
- Wider strategies

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><b>Lower Prior Attainment of Disadvantaged Pupils (Particularly in English and Maths)</b></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 our KS3 cohort, disadvantaged students on entry to the school were on average, 1.27 points below their peers in their KS2 Reading GPS results and 0.72 points below their peers in their KS2 Writing results. This gap is even wider for Maths; whereby disadvantaged students are 2.40 points below their peers on entry to the school. In Year 10, 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 Y11 cohort when analysing CAT4 scores on entry to Y7 (no KS2 SATS available).</p>
2	<p><b>Reading Ages and Fluency of Disadvantaged pupils on entry</b></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 except year 9. 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>As mentioned above, our Disadvantaged students, on average, enter our school with KS2 reading scores below that of their non-disadvantaged peers – the gap across our current Y7-10 pupils on entry stands at 1.39 points.</p> <p>The school also has a very high proportion of EAL students (48% - higher than the local area average) so this needs to be a priority for a number of reasons.</p>
3	<p><b>Successful habits required for academic learning</b></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 2024-5 a disadvantaged pupil was issued 61 behaviour points compared to 49 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><b>Social, Emotional and Mental Health factors (SEMH)</b></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 was 4% higher than in 2021. For academic year 2024-25 of the students using the school counselling service, 27% were pupil premium eligible. This is 5% higher than the school proportion of pupil premium eligible students.</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, anxiety-related illness and low mood and self-esteem issues.</p>



5	<p><b>General Knowledge and Cultural Capital Gaps</b></p> <p>Our assessments, observations and staff analysis suggest that the attainment/progress of some disadvantaged students is impacted by a <b>general knowledge/cultural capital gap</b> caused by a variety of factors such as socio-economic background, wider knowledge of the world, lack of access to the labour market and understanding of public services and civic society.</p> <p>This impacts on some students' aspirations, their access to the curriculum and understanding of key concepts and can place a burden on their cognitive load in some classroom circumstances and the ability to make connections between the curriculum and the wider world (hinterland knowledge). Linking to this, our internal student voice indicates that disadvantaged students are less likely to wish to continue studying beyond year 11 and more likely to state that they are unsure about what sector(s) of employment they wish to pursue as they journey into adulthood.</p> <p>Compared to pre-COVID pandemic, there have been fewer opportunities for schools to arrange trips, guest speakers, encounters with the workplace 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><b>Attendance and Punctuality to school</b></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 2.06% lower than for non-disadvantaged students – albeit attendance for both cohorts was affected by Covid-19 disruption.</p> <p>A recent study from the Department for Education has found that “sense of belonging” is the most important factor that drives a student to attend school regularly. Our internal student voice data indicates that non-disadvantaged students at our school are more likely to feel that they have a strong sense of belonging to the school than disadvantaged peers.</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>
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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. The impact made in our previous strategy plan is mentioned in each section below.

Intended outcome	Success criteria
To improve the progress among disadvantaged students across the curriculum at the end of KS4.	<ul style="list-style-type: none"> <li>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).</li> <li>Ideally, a progress 8 score for disadvantaged students that is consistently above the national average of 0.</li> <li>However, our ultimate aspiration is that our disadvantaged students make more progress than non-disadvantaged students nationally (usually between (+0.10 and +0.13).</li> <li>The figures above to be reflected in all buckets but especially Maths and English.</li> </ul> <p><b><i>Impact for 2022-2025 strategy</i></b></p> <ul style="list-style-type: none"> <li>Progress 8 of disadvantaged students is consistently above the national average for disadvantaged (+0.43 in 2025 (estimate), -0.40 in 2024, -0.09 in 2023, -0.07 in 2022, -0.05 in 2021). IDACI measures put the school in the 32<sup>nd</sup> percentile for progress for schools in similar deprivation contexts.</li> <li>2025 estimated Progress 8 of disadvantage students (+0.43) was above that of the national average for non-disadvantaged students in 2024 (+0.16)</li> </ul>
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	<ul style="list-style-type: none"> <li>To have a trend towards closing the gap between disadvantaged students' attainment at The Trinity Catholic School and non-disadvantaged students nationally.</li> <li>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.</li> </ul> <p><b><i>Impact for 2022-2025 strategy</i></b></p>

	<ul style="list-style-type: none"> <li>• In 2024, disadvantaged students at Trinity closed the gap between national non-disadvantaged students from 0.4 to 0.3</li> <li>• In 2025, disadvantaged students at Trinity further closed the gap between national non-disadvantaged students from 0.3 to 0.1</li> </ul>
To improve reading ages and reading comprehension in the cohorts of disadvantaged students identified as requiring extra support.	<ul style="list-style-type: none"> <li>• 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).</li> <li>• Identified students in Y10 will catch up to or towards their chronological reading age in time for their GCSE exams</li> <li>• All disadvantaged students will see their reading age and comprehension improve through participation in our whole school reading programme</li> <li>• These 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).</li> </ul> <p><b><i>Impact for 2022-2025 strategy</i></b></p> <ul style="list-style-type: none"> <li>• In 2024, 3 students in the identified Y7 cohort increased their reading age by more than 2 years 8 months in 18 months</li> <li>• In 2024, The 8 students identified in Year 10 made on average 2.4 years progress in less than an academic year</li> <li>• In 2024-25, over 70% of students identified for Thinking Reading intervention had caught up to their chronological reading age by the end of the academic year</li> </ul>
To improve the attendance of disadvantaged students; especially those who are persistent absentees.	<ul style="list-style-type: none"> <li>• Achieve reductions in the gap between the % attendance of disadvantaged and non-disadvantaged students (2018-2022 average = 3.12%)</li> <li>• 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.</li> </ul> <p>2019-2020: 92.33%, (Covid-19 disruption)  2020-2021: 89.34% (Covid-19 disruption)  2021-2022: 79.42% (Covid-19 disruption)  2022-2023: 93.00%  2023-2024: 91.9%  2024-2025: 92.40%  2025-2026: 93.4% (as of 03.12.2025)</p>

	<ul style="list-style-type: none"> <li>• Reduce persistent absenteeism among disadvantaged students to below 20% and back to pre-pandemic levels.</li> </ul> <p>2022-2023: 24.6%</p> <p>2023-2024: 23.0%</p> <p>2024-2025: 17.5%</p> <p>2025-2026: 19.7% (as of 02.12.2025)</p>
To achieve improved habits-for-learning and self-regulation among disadvantaged students.	<ul style="list-style-type: none"> <li>• Achieve a reduction in the over representation of disadvantaged students in negative behaviour data e.g. (FTSs, Internal Isolations, Negative Behaviour Points).</li> <li>• Achieve a reduction in the proportion of negative behaviour points accounted for by disadvantaged students.</li> <li>• Reduce the gap in annual achievement points allocated per pupil</li> <li>• Evidence of improvements taken from an annual staff/pupil survey on behaviour and learning habits.</li> </ul> <p><b><i>Impact for 2022-2025 strategy</i></b></p> <ul style="list-style-type: none"> <li>• In Academic Year 2023-4 disadvantaged students (229) on average were awarded 43 more achievement points than non-disadvantaged students (186)</li> </ul>
To achieve and sustain improved pupils' attitudes to school and self for all pupils, including those who are disadvantaged.	<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"> <li>1. Well Being</li> <li>2. Careers and Aspirations</li> <li>3. Behaviour and Motivation</li> <li>4. Classwork</li> <li>5. Homework and independent learning</li> <li>6. Catholic Life and Faith</li> </ol> <ul style="list-style-type: none"> <li>• Achieve no/small gaps between disadvantaged /nondisadvantaged students on most/all of the above measures.</li> <li>• Evidence of successful intervention work in the reduction of pupils presenting out of lessons requiring support and mental health advice.</li> <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 the Faith life of the school e.g. chaplaincy and Briars retreats</li> </ul>

	<ul style="list-style-type: none"> <li>• Achieve an increase in participation in our extra-curricular and House activities.</li> <li>• Achieve and increase in participation in our enrichment programmes such as Duke of Edinburgh</li> <li>• Achieve an increase in participation of social justice campaigns, such as Anti-Bullying Week, Agents for Change and Advent Foodbank Donations</li> </ul> <p><b><i>Impact for 2022-2025 strategy</i></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• In 2024, 75% of PP students surveyed said they attend at least 1 weekly club (higher than the school average)</li> <li>• After a visit to University of Nottingham in 2024, 97% of PP students in Year 9 said they felt more likely to consider going to university</li> <li>• According to our survey data, in 2025 disadvantaged pupils feel just as strongly as non-disadvantaged pupils that there are many career paths open to them when they are older</li> <li>• In 2025, 82% of PP pupils surveyed have expressed that they are excited about their future</li> </ul>
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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.

## High Quality Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
An 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><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>To support this, we are building a new 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>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 planning around reducing the disadvantaged gaps in attainment.</p> <p><a href="https://rebeccaallen.co.uk/?s=Pupil+Premium">https://rebeccaallen.co.uk/?s=Pupil+Premium</a></p> <p>As mentioned above, our CPD programme will focus on Teaching strong habits of attention and learning, holding students accountable for what they have learned through frequent and effective means of assessment.</p>	1, 2, 3, and 5

	<p>We will base increasing Student Accountability and Assessment on these principles:</p> <ul style="list-style-type: none"> <li>• Learning as a change in long-term memory (not just facts, schemas, how to <i>do</i> something).</li> <li>• Just because we've taught it, it doesn't mean they've learnt it.</li> <li>• Assessment and engagement/accountability are the bridges between Teaching and Learning.</li> <li>• Assess students every 6-8 minutes, not every 6-8 weeks.</li> </ul> <p>We have selected five T and L strategies that all teaching staff will be exploring and encouraged to use in their classrooms:</p> <ol style="list-style-type: none"> <li>1. <b>FOCUS</b> – Preparing students for teacher instruction and explanation</li> <li>2. <b>Accountable Reading</b> – Introducing new knowledge via knowledge books or textbooks</li> <li>3. <b>Immediate Recall/Check</b> – Following the introduction of new knowledge either by teacher explanation or accountable reading. Before independent tasks.</li> <li>4. <b>Cold Call</b> – To check understanding of new content. Or retrieval of older content.</li> <li>5. <b>Live Feedback</b> – As students are set independent tasks, as they complete those tasks and when. Teachers review students' progress.</li> </ol>	
Lectio Trinitate – whole school reading	<p>All Trinity students will be entitled to participate in our new whole school reading programme which will take place during a newly created daily reading period.</p> <p>All students will be read to by their form tutor a selected canon of age-appropriate and cultural and historically significant books that we believe will contain powerful</p>	1, 2, and 5

	<p>knowledge and stories that will help shape our young people into becoming more knowledgeable, compassionate and culturally aware young citizens.</p> <p>For our most disadvantaged students we hope that this fosters a love of reading, helps them access the school curriculum and make new connections between their reading, what they study in our curriculum and the wider world.</p> <p>Students beginning in year 7 will have read at least 30 books (estimated 2 million words) by the time they leave Trinity in year 11.</p>	
Continue to develop our ambitious knowledge rich curriculum	<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 have been consulted on and supported in the development of high-quality curriculum resources such as knowledge books or knowledge organisers. All Year 7 and 8 students are now entitled to access to paper-based knowledge throughout the school curriculum. This will in particular support the learning and academic progress of disadvantaged students, particularly those who lack the resources at home to research, revise and study.</p>	1,2, and 5
Extending our behaviour for learning curriculum into Y8-11	<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> <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 focused work around the KS3 transition process.</p>	3 and 4



	This academic year 2025-6 we have implemented a new Behaviour curriculum called, which will be delivered to students by their form tutor	
Prioritising of the Personal Development of students, to address cultural capital gaps and keeping students safe	<p>Academic year 2024-5 saw both the expansion of the school's careers programme and relaunch of the Personal Development 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. In light of the new Gatsby Benchmark guidance, we are making steps to provide more experience of the workplace in Key stage 3 and ensure our careers programme is informed by our internal student voice data.</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> <p>Our Personal Development curriculum is built on the three CAR principles, that the knowledge taught is:</p> <ul style="list-style-type: none"> <li>- Context-driven</li> <li>- Age appropriate</li> <li>- Responsive to pupil needs</li> </ul> <p>To meet these principles our RSE topics are informed by the RSE statutory guidance, KCSIE and our own internal safeguarding data. We work strategically with organisations in the city such as Equation and the local authority Prevent team to provide insight and advice on the teaching of RSE.</p> <p>In addition to our PD curriculum, there is a structured safeguarding assembly programme that is delivered to all students, tailored by key stage and year group level. These assemblies are planned by DSL trained staff.</p>	4 and 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Reading for identified disadvantaged students.	<p>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."</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>	1, 2 and 5
Teachers of Reading to support our weakest readers	<p>We continue to employ 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</p>	1,2 and 5

	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.	
Paired reading programme	Identified students in Y7 and Y8 are paired with sixth form students and are read with on a weekly basis across the academic year.	1, 2 and 5
Academic support fund (e.g. to support revision, wider school experience access, music tuition etc).	<p>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).</p> <p>We know from experience and parent/student voice that support provided from this fund has made students feel valued.</p>	4,5 and 6

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

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>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 with a team of Behaviour Mentors work with students after incidents of low-level disruption and more serious contraventions. There are regular referrals and direct work carried out with external agencies, Heads of Year, APC's, Safeguarding Team and our Attendance Liaison 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</p>	3,4, and 6

	<p>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. Structured programmes with clear goals and targets are more effective.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/mentoring</a></p>	
Promoting belonging and positive participation in community and wider society	<p>Targeted interventions with outside agencies are put in place for students who we feel need additional support with building positive relationships with peers and adults, building their self-esteem or understanding and living out fundamental British values.</p> <p>We work with organisations such as Equation, MHST, Kooth, Stronger People and the Local Authority Prevent Team to ensure students at risk of harm and social exclusion are given the opportunity to engage and learn from experts outside of school who are committed to supporting some of our most vulnerable young people in being able to flourish in modern British society</p>	4
School Counselling provision for students requiring mental health support.	<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
Rigorous monitoring and proactive	<p>We employ an Attendance Liaison Officer, which enables us to adopt a personalised approach to attendance and absenteeism through work with the</p>	4 and 6

<p>strategies to ensure good attendance reducing persistent absenteeism.</p>	<p>pastoral teams and families. Our ALO works strategically with the local authority and our SLT to interpret policy changes and ensure referrals are made and appropriate targeted support is put in place for students and families struggling with school attendance.</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. This staffing structure entails a member of the Senior Leadership Team who oversees Attendance across the school, Assistant Progress Coordinators who manage attendance across their respective year group and our Attendance Liaison Officer.</p> <p>We know that there is a strong correlation between % attendance and progress (+0.26 correlation in Summer 2024, rising to +0.52 for disadvantaged students only). We train staff and educate our students and their parents about this strong linkage between attendance, academic success and good habits through our assembly programme, newsletters and termly personalised letters that update parents on their child's attendance.</p> <p>We positively recognise students who achieve more than 97% attendance each term with a certificate and letter home. We also celebrate students who make a conscious effort to improve their school attendance.</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><a href="https://educatingstamio.wordpress.com/author/educatingstamio/">https://educatingstamio.wordpress.com/author/educatingstamio/</a></p> <p>This academic year we will continue focus on improving our engagement with parents on attendance through using strategies outlined in the DFE toolkit:  <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance/toolkit-for-schools-communicating-with-families-to-support-attendance</a></p>	
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	New for this academic year we use the attendance banding tool on the DFE data dashboard to closely monitor studentp;	
Comprehensive Careers provision to raise aspirations	In recent research, the DFE have mentioned that the income gap between richer and poorer students is widening nationally. We will challenge this through our commitment to providing an ambitious Careers programme that exposed students to the world of work through a high-quality careers curriculum, encounters of the workplace and encounters with further and higher education. To help us achieve this, we will commit to work closely with our strategic partners such as EMCCA, Department for Work and Pensions, RAF, University of Nottingham and Nottingham Trent University,.	5
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
Hardship Fund.	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: £232,372**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 2024-2025 Academic Data

**Progress 8 estimated** measure for the last academic year suggest that disadvantaged pupils made +0.43 progress. The three year average for disadvantaged P8 is -0.02, which is well above the national average for disadvantaged students.

**Attainment 8** measures for disadvantaged pupils are almost identical to non-disadvantaged pupils – on average only 0.1 below per pupil. Our ambition is for our disadvantaged pupils on the whole to be outperforming non-disadvantaged pupils nationally.

The school's 2025 data for attainment 8 for disadvantage has put us in the top 3 schools in the East Midlands. Our 2025 data has also demonstrated that there had been a reduced attainment gap. Overtime we have seen a sustained reduction in the attainment gap between our disadvantaged students and non-disadvantaged students nationally. This has been -0.1 for 2025, -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 2025 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 3<sup>rd</sup> December 2025. 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 updated 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's previous strategy 2022-5 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's data continues to be above national figures and has consistently achieved this over the past few years.

For the last three-year strategy 2022-5, there were 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. The plan outlined above in this new strategy statement aims to 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. We firmly believe that High quality teaching of a knowledge-rich curriculum, effective targeted academic interventions and strategically appropriately placed wider strategies will deliver the equity and support that our young people need to thrive as members of our community and wider British society.

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. We believe that our school built on our five cornerstones will continue to deliver successful outcomes for our young people irrespective of background. We will continue to underpin our approach with the core teachings of the Gospel and evidence-based research tied into the context our school 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