Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. Although this has changed to a three year plan it will carry forward most of the successful strategies used last year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Professor Becky Francis' statement helps to focus our planning and actions.

'Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery.'

In addition to this the DFE 'Using Pupil Premium guidance' indicates 'the gap between disadvantaged pupils and their peers has grown between 2019 and 2022, having previously narrowed between 2011 and 2019. In the context of widening attainment gap, it is more important than ever that schools use the wealth of evidence of 'what works'.

School overview

Detail	Data
School names	Trinity Academy St Edward's
Number of pupils in school	900
Number of pupils identified as pupil premium	205
Proportion (%) of pupil premium eligible pupils	22.8%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	6th November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mark Allen
Pupil premium lead	Laura Pearson
Governor / Trustee lead	Shane Sutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£240,178
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£240,178

Part A: Pupil premium strategy plan

Statement of intent

At Trinity Academy St Edward's we ensure that all of our children, irrespective of background, barrier or prior learning gain academic excellence and an amazing experience.
The funding is being used to ensure that disadvantaged pupils attend school, remain in class, and make progress with their learning. Funding will be used to ensure those pupils whose reading, and writing are behind their peers close the gap on their peers and show significant improvement in reading ages and writing ability. Funding will be used to ensure the pastoral team are working closely with disadvantaged families to ensure they are always attending school and disadvantaged attendance is in line with non-disadvantaged pupils. Funding will be spent on support for those pupils whose behaviour is holding them back, the funding will be used to identify any learning needs that are driving the behaviour and then the interventions used to correct the behaviour. The funding will be used to ensure impactful interventions are used to support the learning of disadvantaged pupils and finally, funding will be used to ensure the extra-curricular experiences disadvantaged pupils gain opens their eyes to the possibilities they have and raises their aspirations.
The ultimate aim is to eradicate any progress, attainment, attendance and cultural capital gaps.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower reading ages than their peers. This has a significant impact on their learning and understanding. Our baseline data for our 2021 cohort indicates that 16% of disadvantaged pupils have a reading age two or more years below their chronological age in comparison to only 10% of their non disadvantages peers. In our 2022 cohort, 7.14% of our disadvantaged students had reading age more than two years below their chronological age in comparison to only 6.9% of our non-disadvantaged students. In our 2023 cohort, 33% of our disadvantaged students have a reading age from than two years below their chronological age in comparison to 10.7% of their non disadvantaged peers. Our 2024 cohort 23% of our disadvantaged students have a reading age from than two years below their chronological age in comparison to 10% of their non disadvantaged peers. 57.5% of disadvantaged students were at or above their CRA at the start of the year
2	Disadvantaged pupils have poor literacy skills, particularly writing. Our combined English baseline indicated disadvantaged students have a score of 51.4 compared to non-disadvantaged students having a score of 61.8 (2021 cohort). Our 2022 cohort have a combined score of 50.9 compared to 55.5 for their non-disadvantaged peers. Our 2023 cohort have a combined score of 27.44 compared to 31.23 for their non disadvantaged peers.

	Our 2024 cohort have a combined score of 20.7 compared to 22.8 for their non disadvantaged peers.
3	Disadvantaged pupils generally have a lower attendance rate than their peers. This is reflected in national and local data over previous years. Last year our disadvantaged cohort had an attendance rate of 84.9% and their non-disadvantaged peers' rate was 93.4%. This is a gap of 8.5% which is 0.5% better than 2023-24.
4	Disadvantaged students have a lower average attainment than their non-disadvantaged peers, in particular in Maths. Our 2021 cohort have a predicted A8 score of 43.32 compared to 56.37 of their peers. Cohort 2022 have an average percentage of 49% and their peers are 61%. Our 2023 cohort have an average percentage of 55% and their peers is 65.2%. Finally, our 2024 cohort have an average percentage of 55.4% and their peers is 68.5%
5	Disadvantaged boys are making slightly faster progress than disadvantaged girls. In the past academic year this has levelled off a little for cohorts 2022 and 2023. There is a 4% gap in cohort 2024. Disadvantaged girls in cohort 2024 will be tracked more closely this year (2025-26)
6	Disadvantaged higher ability pupils need their aspirations raising and to be pushed to achieve in line with their HA peers.
7	Disadvantaged pupils need to access as many extra-curricular events/activities as possible to broaden their horizons.

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 ensure disadvantaged pupils progress and attainment is in line with their peers	Assessment data indicates progress and attainment gaps have closed from our baseline assessments and using Masters of Recall and summative assessment data.
To ensure feedback is given to in a timely manner support the learning of children	Evidence of effective feedback is evident in student's work and there is a noticeable alteration to improve their understanding.
To ensure pupils have a complete understanding of content and the processes of how to get there.	Through knowledge-led teaching, students learn the content, can practise implementing their knowledge in class and can recall when required.
To improve children's reading ability and close reading age of disadvantaged children to their peers.	All student's reading age improves, that of disadvantaged improves more quickly and closes the gap from their baseline assessment.
To rapidly improve the literacy of a select group of children who are significantly behind their peers.	That all the group significantly improve their reading age – at least 12 months

To ensure disadvantaged girls do not fall behind all other groups.	Disadvantaged girls make progress in line with boys through their MoR scores and attainment scores being in line with boys.
To ensure children who are behind in their cognitive ability and reading/spelling ages are given a curriculum they can access with the required support to enable them to 'close the gap'	Students who access group 4 can learn effectively and assessment and test data shows improvements and the gap to others is closed.
To broaden the horizons of disadvantaged children and raise their aspirations for the future.	Students are immersed in activities that increase their aspirations and knowledge of what is available to them. Students access external courses, INVOVLE clubs and surveys indicate increased aspirations.
To improve the attendance of disadvantaged children ensuring the gap is closed between them and their peers.	There is a reduced attendance gap between disadvantaged students and their peers.

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 and learning (for example, CPD, recruitment and retention)

Budgeted cost: £52,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use a bookletised curriculum to deliver high quality education. This includes high quality text, structured tasks and a reduced cognitive load. £30,000 (resources, CPD sessions, external collaboration time)	Metacognition and self-regulating strategies (+7 EEF Toolkit). Evidence shows that if children can process why they are learning something it will support their understanding. Our staff use a bookletised curriculum to do this. We explicitly teach knowledge and use visualisers to highlight the learning process and model the processes through guided practice and then independent work.	1,2,5
Live marking and focused whole class feedback will ensure misconceptions are highlighted and dealt with swiftly and whole class feedback focuses pupils work to correct any misconceptions. £4000	Feedback (+6 EEF) Both live marking and focused marking both have a direct impact on learning. Staff give specific information of how to improve so pupils can focus on this. Inluding No More Marking package to support KS4 children	1,2,4,5
Mastery curriculum delivery in maths. Our Trust owns White Rose Maths who use this model throughout 85% of all primary schools. We have employed a CL of maths directly from White Rose Maths to establish this. 0.2 time of maths CL £10,280	Research shows the impact of delivering mastery in maths. (+5 EEF).	1,2,4,5

Whole school reading. Three times a week children read for 15 mins with their form tutor and once a week in an English class. £8,000 (curriculum time and resources)	Research shows that rapid reading out loud by an adult significantly improves children's reading ages. (EEF +6)	1,2,5

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

Budgeted cost: £138,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reduced class sizes and a 'group 4' as part of the timetable. Group 4 will result in a further 35 lessons needing to be funded by the academy. Group 4 curriculum time £1,103 per period x five year groups £121,330 total	Reduced class sizes (EEF +2) Small group tuition (EEF +4) We know that children who are significantly behind need more structure and support to complete the basics. This approach allows them to be taught 1:8 and have direct support of a teacher in EVERY lesson. The curriculum is the same content but adapted to meet their specific need. Group 4 also have an extra English lesson making 6 hours of English per week.	1,2,4,5
Lexonik – programme and Sparx reader costs and training of staff to improve literacy and reading ages of pupils. £4,600	Phonics (EEF +5) Phonics has a positive impact overall (+5 months EEF) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills	1,2,4,5

	more quickly for pupils who have experienced these barriers to learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Lexonik Advanced £12,140	Oral language interventions (EEF +6) Lexonik Advance is designed for students who require extra support and intervention with their reading. Over the course of six weeks, learners improve their phonological awareness by working with common syllable sounds, practising until they reach automaticity to aid reading accuracy and fluency. In parallel to this, learners explore polysyllabic, academic vocabulary and are taught a methodology that supports the morphemic analysis of words, which can be applied independently when they need it most. Learners are selected based on existing internal school assessment processes, then receive a baseline and post assessment to determine progress. This will help to narrow the gap between reading ages of disadvantaged and non-disadvantaged pupils. The programme will also accelerate students reading ages that are still bellow their CRA.	1,2,4,5

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

Budgeted cost: £50,436.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour interventions – using positive report cards, Zones of regulation to ensure emotions are linked to behaviour and positive mentoring from an adult. Graduated response will link into the work done by the SENDCo and specific assessments will be undertaken based on this work. Cost of rewards and	Behaviour interventions (EEF +4) Mentoring (EEF +2) A graduated response for SEMH approaches will be started and tracked for all boys. SLT link will oversee the intervention and we will use class charts to track the impact of the work.	6

logistics of the programme £500 0.6 of SLO - £8,200		
Appointment of Assistant Attendance Officer in 2024 to help monitor attendance and meet with the students/families of disadvantaged students/families where attendance has dropped. 0.5 of their salary is dedicated to this £16,268	Parental engagement (+4) Attendance is linked to positive outcomes for students in terms of attainment. The assistant attendance officer has dedicated time to meet with the families/students to work on solutions for getting them to school.	1,2,3,4
Assistant student liaison officer in post to help the pastoral team. Meeting with students and parents to positively impact behaviour.	Behaviour interventions (EEF +4) Parental engagement (+4)	6
INVOLVE clubs Offering leadership awards for pupils Developing partnerships with universities Experiences/trips/excursions INVOLVE time and equipment £2000 Trips and transport costs - £3000	Extended school times (EEF +3) Aspiration intervention (EEF) If we can let our children experience different clubs it can stimulate their interest, particularly focusing on our STEM specialism we can encourage them to raise their aspirations. By having partnerships with universities and making visits to campuses will promote university life for our children. Developing leadership courses will improve our children's confidence and oral ability.	6,7
Mentoring sessions and attendance strategies, that include positive and negative approaches. Attendance incentives £3000 EWO – 4 days a week based at TASE. £34,228.14 0.3 of cost £10,268.44	Mentoring (EEF +2) Research indicates the positive correlation between high attendance and high attainment. Attendance strategy part of pastoral and academy ADP. Regular monitoring and reporting to various groups, including LGB	1,2,3
Re-appointment of focussing minds mental health worker	Social and emotional learning (EEF +4)	6

with extended hours due to the positive impact he is having. £40,000 per year 0.4 of cost = £7,200	Mentoring (EEF +2)	

Total budgeted cost: £240,786.44

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Please see Pupil Premium Spending review for full review of spending and impact.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

N/A