



This statement details our school's use of pupil premium (and recovery premium) funding for the 2023 to 2024 academic year to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Holy Trinity
Number of pupils in school	1124 729 Secondary 395 Primary
Proportion (%) of pupil premium eligible pupils	68 Primary 17.2% 272 Secondary 37.3% 340 30.2%
Academic year/years that our current pupil premium strategy plan covers.	2023-2024
Date this statement was published	October 2023
Date on which it will be reviewed	01.10.2024
Statement authorised by	L. Oldcorn
Pupil premium lead	S.Walker
Governor / Trustee lead	Pat Hunter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£388.155
Recovery premium funding allocation this academic year	£85,802
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£473,957

## Part A: Pupil premium strategy plan

### Statement of intent

At Holy Trinity, we believe that the best strategy to tackle disadvantage is to ensure that all pupils are successful in the classroom. We aim to accomplish this by ensuring that pupils receive the very best learning experiences each and every day. Research tells us that the impact of highly effective teaching is much greater on disadvantaged pupils, so our strategy is to ensure that teaching and learning at Holy Trinity is the best it can be. Through this approach, disadvantaged pupils will acquire the skills, knowledge and understanding to be successful in the classroom, leading to academic achievement and secure futures.

At the heart of this approach is the school's desire to draw upon the most up to date research and development across the educational sector to ensure that our policies and practices are rooted in the strong evidence of their effectiveness. We do this in the following ways:

- Evidence informed practice to ensure the best pedagogical practices are in place
- Building Cultural Capital
- Pastoral and spiritual care and guidance
- Developing vocabulary and a reading culture
- Access to an appropriate and ambitious curriculum

#### **The principles that underpin our ambition for our disadvantaged children**

- A culture of high expectations of all pupils
- A belief that all pupils, irrespective of background or barrier to learning, can attain well
- All adults in the school - and governors - understand their role within the strategy
- A collective, shared vision and ambition for disadvantaged pupils which recognises that academic attainment is necessary, but not sufficient for success
- Disadvantaged pupils and their families are held in positive regard and this is evident through interactions within school
- Self-evaluation is rigorous and honest
- A strong understanding of the experiences and barriers to learning faced by individual disadvantaged pupils, that these barriers are different for each pupil and an understanding of how these present in the classroom
- The effective use of data to inform strategic planning
- The recognition that access to excellent teaching and learning is the key to success for disadvantaged pupils. Professional development targeted at pupil need is at the heart of the school's strategy
- Intervention is additional and extra to high quality teaching and learning. Class teachers always retain accountability for pupil achievement. The impact of intervention is carefully evaluated.
- That leaders, teachers and other staff target their resources at pupils at risk of underachievement. The focus is on ensuring disadvantaged pupils are successful in the classroom as opposed to being measured by the number of activities they undertake
- An engagement with research evidence to inform strategies and activities to overcome barriers to success, taking care to not use it selectively to support existing activities or biases

- That robust quality assurance processes, clear success criteria and impact evaluation is integral to success for disadvantaged learners
- Leaders, at all levels, are clear and can articulate the intended outcomes of the strategy that relates to their responsibility

## Challenges

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

Challenge number	Detail of challenge
1	Engagement in teacher questioning and classroom discussions – this could be due to poorer previous academic outcomes, disruptions to learning due to attendance, both of which impact on students' confidence and/or ability to access the curriculum.
2	Organisation – this could mean students are less likely to be fully equipped for learning, on time, complete homework, have lower attendance or meet deadlines.
3	Cultural Capital – for some students, the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence might be more limited than for our less disadvantaged students.
4	Resilience and emotional well-being – for some students, prior lower outcomes lead to lack of confidence and, in turn resilience in lessons. This can also lead to a lack of aspiration.

## 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
Narrow the gap between PP and non-PP students. Holy Trinity at least in line with National like for like outcomes.	43.2% at grade 5 or above (2019 non-PP national)
Improve attendance of PP students.	We will reduce the gap between our disadvantaged students and their peers in both primary and secondary reducing the figure year on year to meet our target for all students of 96% attendance.
Develop a culture around improving and researching teaching and learning.	A culture of continuous improvement is evident in school including the use of research as a tool

	<p>for best practice, with strategies embedded as part of the Holy Trinity Standard.</p> <ul style="list-style-type: none"> <li>• INSET focuses on areas of pedagogical practice for staff development</li> <li>• Staff CPD model and personal development journals encourages reflective practitioners</li> </ul>
Ensure mental health and well-being strategies are in place in school.	<p>Support is in place in school for students to access through a range of both internal and external agencies ensuring high levels of wellbeing.</p> <ul style="list-style-type: none"> <li>• Reflected in: student voice, teacher observations, and student surveys etc.</li> <li>• Increased engagement in enrichment opportunities.</li> <li>• Training for mental health first aiders</li> <li>• ELSA training for staff</li> <li>• Mental health and wellbeing officer working with students one to one</li> <li>• Enrichment opportunities with mental health focus</li> </ul>
Students will have access to a range of appropriate catch-up/interventions strategies to support attainment.	<p>There will be a range of bespoke programmes in place internally and through external agencies to narrow the gap between disadvantaged pupils and their peers.</p> <ul style="list-style-type: none"> <li>• Phonics intervention KS1 &amp; Y3</li> <li>• Pre-teaching and same day intervention (Primary)</li> <li>• Y6 Booster sessions</li> <li>• Y7 Literacy and Numeracy intervention</li> <li>• School Led Tutoring KS2</li> <li>• KS4 revision sessions</li> <li>• HOD small group intervention</li> <li>• Maths and English intervention</li> <li>• Y11 revision sessions</li> <li>• Alternative pathways offered where appropriate to include ASDAN, Entry Level and Functional Skills</li> </ul>
Curriculum provision is ambitious, challenging and sequenced to ensure high quality teaching and learning across Primary and Secondary phases.	<p>Cross-phase planning will reflect the development of Cultural Capital and learning sequences from Primary through to Secondary ensuring that disadvantaged students will have access to the broader ideas and experiences shared by those who are less disadvantaged.</p>
A reading culture is evident throughout the school; common strategies are used to raise the profile of reading, and the reading	<p>Teachers will recognise an improvement in reading engagement in lessons and through the outcomes of reading comprehension tests.</p>

comprehension among disadvantaged students at all phases.	<p>Whole staff training focusing on reading in the classroom.</p> <p>Students from Y2 (post-phonics) to Y6 have a personal reading book and follow the Accelerated Reader programme.</p> <p>World Book Day</p> <p>Staff Profile include favourite books</p> <p>Regular reading list shared through the school website.</p> <p>Secondary Reading Room</p> <p>Disciplinary Literacy and reading as CPD focus.</p> <p>Phonics training for TAs and staff to target older students.</p>
---	---

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention) Budgeted cost £236,978.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure the school's curriculum is ambitious, challenging and sequenced well to support pupils to acquire and retain knowledge over time. Including the planning and development of cross-phase planning.	<a href="#">School Planning Guide 2021   Education Endowment Foundation   EEF</a>	3,4
To develop high quality teachers through an engendered culture of continuous improvement and with a focus on evidence informed practice.	<a href="#">School Planning Guide 2021   Education Endowment Foundation   EEF</a> <a href="#">Putting Evidence to Work - A School's Guide to Implementation   Education Endowment Foundation   EEF</a> <a href="#">Improving Social and Emotional Learning in Primary Schools   Education Endowment Foundation   EEF</a>	1,2,3
To develop high quality teacher feedback (both verbal and written) for assessment and homework	<a href="#">Teacher Feedback to Improve Pupil Learning   Education Endowment Foundation   EEF</a>	1,4

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £118.489.

Activity	Evidence that supports this approach	Challenge number(s) addressed
A coherent programme of reading intervention is in place for the weakest readers that is monitored and evaluated for effectiveness	<a href="#">Improving Literacy in Secondary Schools   Education Endowment Foundation   EEF</a> <a href="#">Improving Literacy in Key Stage 2   Education Endowment Foundation   EEF</a>  <a href="#">Improving Literacy in Key Stage 1   Education Endowment Foundation   EEF</a> <a href="#">2. Targeted academic support   Education Endowment Foundation   EEF</a>	1,3,4
A coherent programme of Mathematics intervention is in place that is monitored and evaluated for effectiveness	<a href="#">Improving Mathematics in Key Stages 2 and 3   Education Endowment Foundation   EEF</a> <a href="#">2. Targeted academic support   Education Endowment Foundation   EEF</a>	1.3.4
Accelerated Reader programme in both Primary Development of a reading culture embedded throughout the school.	<a href="#">Accelerated Reader   Projects   Education Endowment Foundation   EEF</a> <a href="#">R61323.pdf (renlearn.com)</a>	1,3
Bespoke programmes of study are facilitated for students unable to access GCSE, or to support the step up to GCSE.	<a href="#">EEF SEND Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,2
School led tutoring programme	<a href="#">National Tutoring Programme Tuition Partners: Year 1 (2020-21) resources   Education Endowment Foundation   EEF</a>	1,2,3,4

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

Budgeted cost: £118.489

Activity	Evidence that supports this approach	Challenge number(s) addressed
The underperformance of boys is tracked rigorously and strategies are implemented to improve their progress and attainment	<a href="#">EEF Attainment Gap Report 2018.pdf (educationendowmentfoundation.org.uk)</a>	1,2,3
Improve the attendance of disadvantaged pupils.	<a href="#">Working with Parents to Support Children's Learning   Education Endowment Foundation   EEF</a>	2,4
Monitor and support mental health and well-being	<a href="#">EEF Metacognition and self-regulated learning.pdf (educationendowmentfoundation.org.uk)</a>	2,4

	<a href="#">Improving Social and Emotional Learning in Primary Schools   Education Endowment Foundation   EEF</a>	
To reinforce positive behaviour strategies and reduce exclusions.	<a href="#">Improving Behaviour in Schools   Education Endowment Foundation   EEF</a> <a href="#">EEF Metacognition and self-regulated learning.pdf</a> <a href="#">(educationendowmentfoundation.org.uk)</a>	1,2,3,4

**Total budgeted cost: £473.957**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium strategy had on pupils in the 2022 to 2023 academic year.

**Please see below Holy Trinity outcomes for the academic year 2022-2023**

***KS4 – these results show PP outcomes v Non-PP outcomes***

Y11 C1	Student Count	Ave KS2 Prior Attainment	Average Attainment 8	Average Estimated Attainment 8	Basics (% achieving 4+ in EN & MA)	Basics (% achieving 5+ in EN & MA)	% achieving EBacc (Standard Pass)	% achieving EBacc (Strong Pass)	Ebacc APS	English Grade 4	English Grade 5	Maths Grade 4	Maths Grade 5	Progress 8	Progress 8 English Basket	Progress 8 Maths Basket	Progress 8 Ebacc Basket	Progress 8 Open Basket	Science VA	Languages VA	Humanities VA
All	134	102	35.16	45.63	27.6	9	20.1	9	3.16	47	19.4	36.6	15.7	-1.00	-1.38	-1.46	-0.70	-0.75	-1.04	-0.88	-0.30
Boys	83	101	34.01	44.81	22.9	4.8	15.7	4.8	3.12	41	13.3	36.1	12	-1.02	-1.46	-1.41	-0.57	-0.94	-0.88	-0.97	-0.10
Girls	51	102	37.03	46.94	35.3	15.7	27.5	15.7	3.23	56.9	29.4	37.3	21.6	-0.96	-1.24	-1.55	-0.33	0.50	-1.27	-0.76	-0.62
LAP	43	94	26.44	31.32	4.7	0	0	0	2.04	23.3	2.3	9.3	2.3	-0.49	-0.69	-0.86	-0.42	-0.18	-1.10	-	0.18
MAP	70	105	37.06	49.59	28.6	4.3	20	4.3	3.45	54.3	17.1	40	11.4	-1.25	-1.73	-1.81	-0.82	-1.00	-1.01	-	-0.48
HAP	16	112	56.16	68.42	93.8	56.3	81.3	56.3	5.54	93.8	81.3	100	68.8	-1.23	-1.65	-1.60	-0.88	-1.04	-0.97	-	-0.85
PP	57	100	31.98	42.26	19.3	8.8	17.5	8.8	2.81	28.1	12.3	29.8	12.3	-1.02	-1.44	-1.55	-0.70	-0.73	-1.02	-1.11	-0.37
NPP	77	103	37.52	48.27	33.8	9.1	22.1	9.1	3.43	61	24.7	41.6	18.2	-0.98	-1.33	-1.40	-0.70	-0.76	-1.05	-0.77	-0.25

## KS2

	Cohort		Reading				Writing				Maths			
			Nat 2023 Reading progress adjusted	HT Reading progress adjusted	Nat 2023 Reading progress unadjusted	HT Reading progress unadjusted	Nat 2023 Writing progress adjusted	HT Writing progress adjusted	Nat 2023 Writing progress unadjusted	HT Writing progress unadjusted	Nat 2023 Maths progress adjusted	HT Maths progress adjusted	Nat 2023 Maths progress unadjusted	HT Maths progress unadjusted
All	61			-2.23		-3.79		-4.25		-0.72		-0.56		-1.31
Boys	33			-2.55		-5.43		-6.24		-2.48		-1.29		-1.14
Girls	28			-1.87		-1.96		-2.12		1.24		0.25		-1.51
Pupil Premium	14			-2.89		-3.79		-8.95		-1.48		-3.00		-2.40
Non Pupil Premium	47			-2.03		-3.79		-2.95		-0.50		0.16		-0.98

## KS1

			% achieving at least the expected standard in reading												2023 % Progress Y	2022 % Progress Y	2019 % Progress Y
			Nat 2023 % EXS+	HT 2023 % EXS+	Nat 2022 % EXS+	HT 2022 % EXS+	Nat 2019 % EXS+	HT 2019 % EXS+	Nat 2023 % GDS	HT 2023 % GDS	Nat 2022 % GDS	HT 2022 % GDS	Nat 2019 % GDS	HT 2019 % GDS			
All	56			68%	67%	68%	75%	25%		18%	18%	27%	25%	25%	80%	91%	88%
Boys	26			73%	63%	70%	71%	21%		12%	16%	24%	22%	21%	77%	91%	83%
Girls	30			63%	71%	65%	79%	28%		23%	20%	30%	29%	28%	83%	91%	100%
Pupil Premium	11			64%	72%	22%	78%	0%		27%	8%	11%	28%	0%	82%	67%	67%
Non Pupil Premium	45			69%	72%	77%	78%	28%		16%	21%	30%	28%	28%	80%	96%	75%



## Further Information

- Our curriculum maps have been adapted to take into account any learning that, retrospectively, might have been missed due to national lockdowns and the impact of COVID. Our middle-leaders are continually assessing gaps caused due to the global pandemic and have put in place recovery curriculums to ensure that students are not disadvantaged.
- Middle-leaders work across phase to ensure curriculum mapping is developed through both phases of the Academy.
- Students have access to a wide range of enrichment opportunities during break, lunch and after-school. These activities cover health and well-being as well as further academic study.
- We have employed a mental health support worker who is developing strategies to support both staff and students across all phases of the Academy.
- We continue to use research and guidance from multiple sources eg EEF to ensure effective use of Pupil Premium spending and the impact it can have on disadvantaged students.
- Staff CPD has focused on individual pedagogical practice and also group work researching different ways to overcome barriers to learning.
- Changes to the behaviour system have been put in place to reduce negative incidents and improve staff/student relationships.
- Ofsted recognised the improvements made in the Academy since last inspection.
- Careers advice, trips and opportunities are offered to all students to ensure all have a clear understanding of next steps.