



This statement details our school’s use of pupil premium funding for the 2024 to 2025 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	1117 723 Secondary 394 Primary
Proportion (%) of pupil premium eligible pupils	84 Primary 21.3% 285 Secondary 39.4% 369 33.03%
Academic year/years that our current pupil premium strategy plan covers.	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	01.10.2025
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	£423.570
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	£423.570

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.

As an all through school, we have the privilege of overseeing a child's education from Early Years through to GCSE examination. This means that we are able to understand and support our pupils and their families at all different key points in their learning journey.

It is our intention that we create a stable, and secure environment for all of our students and especially to those who need it most.

Research tells us that the impact of highly effective teaching, and consistent accessible support strategies is much greater on disadvantaged pupils, so our intention is to ensure that teaching and learning and our wider offer beyond the classroom at Holy Trinity is the best it can be.

Through this approach, disadvantaged pupils will acquire the skills, knowledge and understanding to be successful both in and out of the classroom, leading to good academic achievement and secure futures.

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 learning – this could be due to poorer previous academic outcomes (including poor literacy). Improving engagement in learning through high quality teaching will help to narrow the gap between our disadvantaged and non-disadvantaged peers.
2	Attendance – for our Pupil Premium students, attendance is a barrier to learning and causes a disruption to learning which in turn impacts on confidence. Absenteeism negatively impacts on pupil learning.
3	Reading - Reading can present challenges for our students due to limited access to books and reading materials at home, fewer opportunities for early literacy experiences, and the impact of external stressors that may affect focus and engagement.

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 attainment gap between PP and non-PP students. Holy Trinity at least in line with National like for like outcomes.	<ul style="list-style-type: none"> 43.2% at grade 5 or above (2019 non-PP national) Increase the percentage of PP students achieving 5+ in Maths and English
Improve attendance of PP students.	<ul style="list-style-type: none"> 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.
A reading culture is evident throughout the school; common strategies are used to raise the profile of reading, and reading comprehension among disadvantaged students at all phases.	<ul style="list-style-type: none"> Teachers will place importance on reading engagement in lessons and evidence impact through the outcomes of reading comprehension tests. Whole staff training will be delivered focusing on reading in the classroom. Students from Y2 (post-phonics) to Y6 have a personal reading book and follow the Accelerated Reader programme. Increased engagement in World Book Day Phonics training for TAs and staff to target older students.

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 £211.785

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure the school's curriculum is ambitious, challenging and sequenced well to	School Planning Guide 2021 Education Endowment Foundation EEF	1,3

support pupils to acquire and retain knowledge over time. Including the planning and development of cross-phase planning.		
To develop high quality teachers through a culture of continuous improvement and with a focus on evidence informed practice.	School Planning Guide 2021 Education Endowment Foundation EEF Putting Evidence to Work - A School's Guide to Implementation Education Endowment Foundation EEF Improving Social and Emotional Learning in Primary Schools Education Endowment Foundation EEF	1,3
To develop high quality teacher feedback (both verbal and written) for assessment and homework using Rosenshine's Principles to utilise a range of AFL strategies.	Teacher Feedback to Improve Pupil Learning Education Endowment Foundation EEF	1,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £105.892.

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	Improving Literacy in Secondary Schools Education Endowment Foundation EEF Improving Literacy in Key Stage 2 Education Endowment Foundation EEF Improving Literacy in Key Stage 1 Education Endowment Foundation EEF 2. Targeted academic support Education Endowment Foundation EEF	1,3

A coherent programme of Mathematics intervention is in place that is monitored and evaluated for effectiveness	Improving Mathematics in Key Stages 2 and 3 Education Endowment Foundation EEF 2. Targeted academic support Education Endowment Foundation EEF	1
Accelerated Reader programme in the Primary Phase Development of a reading culture embedded throughout the school.	Accelerated Reader Projects Education Endowment Foundation EEF R61323.pdf (renlearn.com)	1,3
Bespoke programmes of study are facilitated for students unable to access GCSE, or to support the step up to GCSE.	EEF SEND Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3

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

Budgeted cost: £105.892

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the attendance of disadvantaged pupils.	Working with Parents to Support Children's Learning Education Endowment Foundation EEF Working together to improve school attendance - GOV.UK	2
Monitor and support mental health and well-being	EEF Metacognition and self-regulated learning.pdf (educationendowmentfoundation.org.uk) Improving Social and Emotional Learning in Primary Schools Education Endowment Foundation EEF	1,2
To reinforce positive behaviour strategies and reduce suspensions.	Improving Behaviour in Schools Education Endowment Foundation EEF	1,2

	EEF Metacognition and self-regulated learning.pdf (educationendowmentfoundation.org.uk)	
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Total budgeted cost: £423.570

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Please see below Holy Trinity outcomes for the academic year 2023-2024

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

KS4

Attainment 8

Our cohort of 137 achieved 34.24. Our PP students achieved a score of 30.92 which is just below last year's outcome v nonPP 35.81.

Progress 8

Our cohort score was -0.71. Our PP students achieved a score of -1.02 (the same as previous year) v nonPP -0.56

5+ in English and Maths

The overall score for this cohort was 14.6%. For PP students the outcome was 11.4% which is an increase on last year and for nonPP students 16.1%

4+ in English and Maths

The overall score for this cohort was 37.2%. 36.4% for PP which is an increase on last year and 37.6% for nonPP

KS2

		Reading			Writing		Maths			RWM		GPS			Science
		Expected	Higher	Average	Expected	Higher	Expected	Higher	Average	Expected	Higher	Expected	Higher	Average	Expected
All (60)		70.0%	18.3%	103.42	73.3%	3.3%	76.7%	15.0%	103.83	60.0%	0.0%	78.3%	30.0%	105.08	86.7%
Gender	Female (31)	67.7%	22.6%	103.52	83.9%	6.5%	71.0%	22.6%	104.00	64.5%	0.0%	77.4%	35.5%	104.00	90.3%
	Male (29)	72.4%	13.8%	103.31	62.1%	0.0%	82.8%	6.9%	103.69	55.2%	0.0%	79.3%	24.1%	106.14	82.8%
SEN	E (2)	0.0%	0.0%	89.50	0.0%	0.0%	0.0%	0.0%	95.50	0.0%	0.0%	50.0%	0.0%	95.00	0.0%
	K (8)	25.0%	0.0%	93.75	12.5%	0.0%	25.0%	0.0%	94.75	12.5%	0.0%	37.5%	12.5%	95.38	37.5%
	N (50)	80.0%	22.0%	105.52	86.0%	4.0%	88.0%	18.0%	105.62	70.0%	0.0%	86.0%	34.0%	107.04	98.0%
PP	Yes (12)	66.7%	16.7%	103.00	66.7%	0.0%	75.0%	0.0%	102.00	50.0%	0.0%	83.3%	25.0%	104.67	83.3%
	No (48)	70.8%	18.8%	103.52	75.0%	4.2%	77.1%	18.8%	104.29	62.5%	0.0%	77.1%	31.3%	105.19	87.5%

Further Information

- 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 have appointed an Early Help Practitioner to support some of our most vulnerable families in overcoming their obstacles to learning.
- 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 is recorded through Personal Development Journals and shows individual targeted development foci
- Changes to the behaviour system have been put in place to reduce negative incidents and improve staff/student relationships.
- Careers advice, trips and opportunities are offered to all students to ensure all have a clear understanding of next steps.