Pupil premium strategy statement – Trinity Catholic High School 2024-2025

This statement details our school's use of pupil 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	1597
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Dr P. Doherty - Headmaster
Pupil premium lead	B. Gorman – Assistant Head
Governor / Trustee lead	R. Bieniasz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,450
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*	£156,450

Part A: Pupil premium strategy plan

Statement of intent

The motto of Trinity Catholic High School is 'In Christo Florebimus' – 'In Christ we shall flourish" and whilst we recognise the importance of qualifications in expanding life opportunities, our mission is also far more encompassing and concerned with the holistic development of each student.

For our Pupil Premium students, we aim to ensure equal access to all aspects of the curriculum, with high expectations of excellence and aspiration for all, and appropriate levels of challenge and support to encourage students to respond and develop in their own unique and individual way. Within our broad and balanced curriculum, we ensure academic excellence, creating opportunities for students to develop intellectual curiosity and the disciplinary habits of mind required for sustained, meaningful and deep subject engagement and progression.

High quality teaching remains at the core of our provision for Pupil Premium students and we review the best of current pedagogical developments and ensure the effective implementation of these, which has been successful in securing positive outcomes for our students against national averages. We continually review and strive to enhance our provision to ensure that experiences, support and opportunities beyond the classroom complement the diverse needs and aspirations of the Pupil Premium group.

At Trinity Catholic High School, we are aware of the ever-growing body of evidence documenting "best practice" regarding the use of Pupil Premium spending and regularly review this, leading professional development for our own teaching staff and pastoral teams to inform priorities and approaches. We review evidence on the national picture for disadvantaged students against our own internal research with both students and a range of staff to determine our key priorities for our Pupil Premium cohort.

Our Director for Pupil Premium regularly attends the annual Pupil Premium Conference, participates in webinars from other leading authorities on Pupil Premium and consults colleagues in other schools to further develop insights into research and best practice in delivering outstanding Pupil Premium interventions.

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium.

- All students will have equal access to a rich and well-rounded curriculum and we will be relentless in our pursuit of this.
- We will maintain high expectations of excellence and aspiration from all students and will provide appropriate levels of challenge and support.
- We are aware that within our Pupil Premium students, there are a diverse range of needs both existing and emerging and will seek to address these. The wellbeing of students will be a priority.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.

We will use evidence to allocate funding to strategies which have the greatest impact.

Challenges

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

Challenge number	Detail of challenge
1	2024 outcomes data shows that the overall attainment and progress of disadvantaged students is less than that of their peers.
2	Reading assessments in year 7 show that some disadvantaged students have below average reading ability which impacts on their ability to access the curriculum effectively. Overall, disadvantaged students enter year 7 with lower literacy scores than their peers.
3	Attendance data shows that the overall attendance and punctuality of disadvantaged students is lower than that of their non-disadvantaged peers. Lost curriculum time impacts on progress and attainment.
4	With some of our disadvantaged students, there is a correlation between challenging behaviour and attendance which impacts on curriculum time and further disadvantages these students.
5	Some of our disadvantaged students come from families who lack experience in higher education so these students have less support at home with aspirations for university level studies and careers.
6	Disadvantaged students have less access to one-to-one tuition, revision materials and cultural capital experiences than their non-disadvantaged counterparts.
7	CPOMs data and observations from our pastoral team reveals that some of our disadvantaged students have issues relating to mental health and wellbeing and therefore require support.

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
Improved progress and attainment among disadvantaged students with comparable progress to other students (4+ in English and mathematics).	The gap between disadvantaged and non-disadvantaged achievement will reduce from the 2024 gap of 19% of those achieving 4+ in English and maths.
	Disadvantaged students' Attainment 8 score will increase from the 2024 score of 45.83.
	Mid and End of year assessments alongside routine AFL in classwork demonstrate that Pupil Premium students achieve in line with their peers and are reducing learning gaps.
	Targeted interventions and year 11 mentoring for Pupil Premium students to focus on the identified weaknesses of

	students and the core knowledge and competences which are required to achieve standard and strong pass grades.
Improved progress in reading abilities of KS3 and KS4 disadvantaged students to enable better access to the curriculum.	A higher rate of completion of weekly Lexia targets with attendance at compulsory Lexia sessions improving. NGRT tests demonstrate reading progression of Pupil Premium equal to or exceeding that of their non-disadvantaged peers. Continued graduation from 'developing reader' status (SAS 96 and above) and Fresh Start Phonics programme. KS3 assessments show progress towards targets. Ongoing staff CPD delivered by Literacy Lead so that staff know their 'developing readers' and implement strategies effectively in the classroom, as evidenced by QA. Ongoing review of embedded pre-reading homestudies and academic reading across the curriculum as evidenced by QA. Parents know how to support their child with reading at home. Literacy Lead to liaise with parents of 'developing readers'. Positive student, parent and teacher voice.
Improved oracy progress in disadvantaged students to develop engagement with the curriculum, communication skills and confidence.	Literacy Lead to create and embed a new oracy policy with CPD delivered to staff. QA will show effective implementation of oracy strategies across the curriculum. Positive student and teacher voice.
Improved attendance and punctuality for disadvantaged students.	Attendance and punctuality data will evidence a positive trend. By the end of our current plan in 2024-25, attendance and punctuality for disadvantaged students will be closer to the whole school figures, with the gap reduced to less than 1 percent.
Improved behaviour for learning for disadvantaged students.	Weekly mentor meetings for disadvantaged students whose behaviour is a barrier to learning. Cloisters attendance data will evidence a positive trend for disadvantaged students. Data from Edulink (behaviour points / achievement points) will evidence a positive trend.
Sustained, targeted support for aspirations in further education and careers for disadvantaged students.	One-to-one support for year 9 disadvantaged students choosing GCSE options. Participation in Future Frontiers Careers Programme for year 10 disadvantaged students who are borderline 4/5 in core subjects.

	Positive student voice.
	Participation in the Social Mobility Foundation's 'Aspiring Professionals' programme (year 12 students).
	Percentage of disadvantaged pupils applying to Russell Group universities in Year 13.
Sustained access to revision materials and improved one-to-one and small group support for disadvantaged students.	Revision materials purchased and provided for disadvantaged students (KS4 and KS5). Peer mentoring introduced in core subjects. Disadvantaged pupils' participation levels at Darius GCSE revision sessions. Improved outcomes.
Improved and sustained wellbeing for disadvantaged students with strategies for resilience developed in students.	Qualitative data through positive student voice in wellbeing surveys and parent voice through parental questionnaires. Quantitative data from CPOMs referrals and timely resolutions to issues.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure quality first teaching through a comprehensive professional development programme to develop teaching practices and include the best of current pedagogical developments. Audit effective implementation of	The EEF Guide to Pupil Premium states that '*Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.*' The implementation of the 2 year Embedding Formative Assessment Programme CPD is supported by *'a full randomised control trial involving 140 schools [in which] the Education Endowment Foundation found:* *Learners made the equivalent of two months' additional progress in their Attainment 8 GCSE score.* *Learners in the lowest third for prior attainment made more progress than their classmates in the top third.*	1, 2, 4

these within classrooms. Ongoing staff CPD implemented by Lead Practitioners (for example, behaviour for learning, effective questioning), Literacy Lead, SENCO and other leadership staff.	• *Teachers felt the Teacher Learning Communities (TLCs) improved their practice by allowing valuable dialogue between teachers and encouraged.* https://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/ *'Approaches such as improving teachers' behaviour management … are effective, on average.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
External staff training on oracy (Literacy Lead) followed by the development of a new oracy policy. Literacy Lead to deliver CPD and strategies to be embedded across the curriculum.	Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions *Oracy skills equip young people to make the most of their educational experiences, to develop the skills needed for the future, for success and satisfaction in their work, and for life in general by helping them develop life skills and supporting confidence and access.'* *'One consequence of students lacking oracy skill is that they are less able to access top universities like Oxford, reducing potential for social mobility and limiting future life chances. … Strong oracy skills are essential to succeeding in the Oxford admissions process and on-course as they contribute to attainment, strong interviewing skills and the ability to engage in tutorial teaching.'* *'Children with poor life opportunities are impacted most by poor focus on oracy education.'* https://www.education-uk.org/documents/pdfs/2021-appg-oracy.pdf	
Employment of a Deputy SENCO and further teaching assistants.	*'Teaching assistants can provide a large positive impact on learner outcomes.'* Teaching Assistant Interventions | EEF	1, 2, 4
External staff training for phonics	*'Investing in professional development for teaching assistants to deliver structured interventions can be a*	1, 2

intervention – Ruth Miskin.	*cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.'* [Teaching Assistant Interventions	EEF](#)	
Continued enhancement of provision for disadvantaged students through purchase of resources, supporting effective delivery of our curriculum and supporting excellent progress at KS3 and KS4.	Ensuring that our rich curriculum is maintained through the continued enhancement of provision, provides disadvantaged students with the important foundation for them to improve their outcomes.	1, 2, 6

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

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Fresh Start Phonics intervention programme and OUP Fresh Start Phonics resources.	The EEF toolkit has found that phonics has *'high impact for very low cost based on very extensive evidence'*. *'Phonics has a positive impact overall (+5 months) with very extensive evidence.'* *'The teaching of phonics should be explicit and systematic'* therefore our staff need to be trained in order to deliver it successfully. Approaches using digital technology have been found to be less successful than those led by a teacher, which is another reason for why we have opted for this strategy. [Phonics	EEF](#) *'Pupils who participate in oral language interventions make approximately five months' additional progress over a year, rising to six months for students from disadvantaged backgrounds.'* https://www.education-uk.org/documents/pdfs/2021-appg-oracy.pdf	1, 2, 6
Purchase NGRT for whole school year 7 testing and termly reading testing of	*'Reading comprehension strategies are high impact on average (+6 months).'*	1, 2, 6

disadvantaged developing readers. Purchase Lexia PowerUp online intervention programme.	*'Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.'* *'There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Implement Darius small group after school revision classes for GCSE (led by teaching staff). Introduce peer tutoring in core subjects.	*'Small group tuition has an average impact of four months' additional progress over the course of a year.'* *'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition *'Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1, 2, 6
Begin mentoring of underachieving disadvantaged students in year 11. This will be led by experienced and senior members of staff.	*'The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment… school-based approaches can be successful.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	1, 2, 3, 5, 6, 7
Provide year 9 students with one-to-one careers advice when choosing GCSE options. Provide additional careers guidance and support for targeted disadvantaged students in year 10 through the Future	The EEF Careers Education summary 2016 states that *'careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work'.* https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	5

Frontiers career programme.		
Run the Jack Petchey Speak Out Challenge for year 10 students to assist oracy development and confidence.	*'Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions *'Oracy skills equip young people to make the most of their educational experiences, to develop the skills needed for the future, for success and satisfaction in their work, and for life in general by helping them develop life skills and supporting confidence and access.'* *'One consequence of students lacking oracy skill is that they are less able to access top universities like Oxford, reducing potential for social mobility and limiting future life chances. … Strong oracy skills are essential to succeeding in the Oxford admissions process and on-course as they contribute to attainment, strong interviewing skills and the ability to engage in tutorial teaching.'* https://www.education-uk.org/documents/pdfs/2021-appg-oracy.pdf	1, 2, 7

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

Budgeted cost: £38,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of 2 behaviour mentors. Part of their role will be to mentor selected disadvantaged students through Edulink and weekly meetings.	*'The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4, 7

Purchase of Edulink to monitor behaviour and achievement.	*'The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment… school-based approaches can be successful.'* https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Appointment of 2 part-time School Counsellors. Sustain the effectiveness off the wellbeing referral system monitored by the Safeguarding Lead and supported by ELSAs and Counsellors.	Our pastoral teams report an increase in the number of students reporting social and emotional issues over the last year, in particular, a rise in the number of students reporting anxiety or low self-esteem. There are notable links between these reported issues and lower rates of school attendance or a lack of engagement with lessons and learning. Mental health referrals and cases on CPOMs account for 43% of all cases. *Socio-economic disadvantage is an identified risk factor for mental health, so this may include children currently or previously receiving Free School Meals and eligible for the Pupil Premium".* (Mental Health and Behaviour in Schools, DfE: p10) https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 The EEF Toolkit cites Social and Emotional Learning interventions as having potential to increase progress by +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	7
Purchase the Future Frontiers Programme for year 10 disadvantaged students who are borderline 4/5 in core subjects.	The EEF Careers Education summary 2016 states that *'careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work'.* https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education *'Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.'* The Future Frontiers Programme provides '*the knowledge, skills, and characteristics required'*	5

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions The Future Frontiers Programme also involves the parents of these disadvantaged students and '*the average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.*' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Provide disadvantaged students with a full stationery set, calculator and school uniform items as needed. Provide laptops as needed.	Our own work with students suggests that providing these materials increases engagement and motivation.	1, 6
Financial support for Pupil Premium students in accessing wider curricular provision such as educational visits, co-curricular activities such as the Duke of Edinburgh Award, music tuition etc.	A Social Mobility Commission report "An unequal playing field 2019" outlines the merits of extra-curricular activities for Pupil Premium students. "*Extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities are hugely valuable to young people themselves in ways that are not quantifiable. Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.*" "*Disadvantaged children benefit more from participation in extracurricular activities than their privileged counterparts*" (Dumais, 2006).	1, 6
Implement library lessons and arrange a visiting author talk every term.	'*Research from the National Literacy Trust has shown us that children and young people who like to read are three times more likely to have better mental health than those who don't.*' https://literacytrust.org.uk/communities/yorkshire-coast/childrens-mental-health-week-why-reading-for-pleasure-is-vital-for-young-minds/	2, 7

Total budgeted cost: £156,450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Quality first teaching remains at the heart of supporting our disadvantaged students in improving their academic outcomes and expanding their life opportunities and during 2023-2024, we ran a comprehensive and compulsory professional development programme focusing on embedding formative assessment to develop teaching practices. Evidence from an extensive series of lesson observations showed that these were routinely implemented by teachers to enhance teaching, learning and student progress.

Academic Attainment

At GCSE, the gap between disadvantaged students and non-disadvantaged students has narrowed for those achieving 5+ in English and maths from 29% in 2023 to 21% in 2024. The gap at 4+ in English and maths has remained the same (19%).

Outcomes for disadvantaged students achieving 5+ in English and maths have significantly improved with 37% achieving this measure in 2023 compared to 46% in 2024. This is also significantly higher than the national average for disadvantaged students of 25.8% in 2024.

Outcomes for disadvantaged students achieving 4+ in English and maths have also significantly improved with 67% achieving this measure in 2023 compared to 71% in 2024.

At A Level, the gap between disadvantaged students and non-disadvantaged students has narrowed at the higher grade points A*-A and A*-B but has increased at A*-C, A*-D and A*-E which suggests that further work is needed to target those whose profiles in internal assessments suggest these outcomes in future.

The 2023 gap between average points of disadvantaged and non-disadvantaged students was 6.80 but in 2024 this gap narrowed to 4.69.

The 2023 average grade for disadvantaged students was C+ compared to C- for disadvantaged students but 2024 shows an increase in the average grade of disadvantaged students to C (with the non-disadvantaged average grade remaining at C+).

The 2023 gap between disadvantaged and non-disadvantaged students at grades A*-B was 17% but this gap has narrowed to 8% in 2024.

The 2023 gap between disadvantaged and non-disadvantaged students for 3+ A Levels at A*-E was 10% but this gap has widened to 20% in 2024.

Provision and Support

12% of students involved in Darius GCSE revision sessions were disadvantaged students which was in line with disadvantaged numbers across the year group. Not all students were involved in these sessions but data demonstrates that the disadvantaged cohort were prioritised for these small group sessions.

A selected group of high ability Year 10 students (50% were Pupil Premium) gained a "university experience beyond the curriculum" through participating in The Scholars' Programme, run through The Brilliant Club. They participated in weekly lectures on American politics given by a PHD tutor, developed key university-preparedness skills including critical thinking, subject knowledge, written communication, and university self-efficacy and completed 2,000 word assignments with the majority of students achieving university grades of first-class awards (1st).

Literacy

All students in Years 7 took the New Group Reading Test (NGRT) which identifies areas of insecurity in reading and provides a standardised age score (SAS). Students were identified for further targeted support and 22% of these were Pupil Premium students; they were enrolled onto the Lexia PowerUp programme of weekly support, with 35% graduating the programme within 3 terms (an increase of 5% from the previous year).

Wellbeing

The well-being referral system that the school has in place allows the team to triage each case and assign to a range of professionals including ELSA's (Emotional Literacy Support Assistants), the school counsellors or the MHST (Mental Health Support Team) who are part of the REWT (Redbridge Education Welfare Team). Currently we have over 60 students working in one of the in-house services and we have seen a big increase in cases over the last year linked to anxiety and wellbeing with the focus on educating parents and young people on strategies to help including the influence of social media. Sleep, diet and exercise have been neglected in the majority of cases.

Attendance

Attendance of Pupil Premium students has continued to be a priority and key staff regularly review figures for this cohort and intervene through a range of methods, appropriate to the needs of individuals, such as working closely with the EWO or external agencies such as CAMHs or Early Help and applying for home tuition. Two cohorts (year 7 and 8) met or exceeded our target of 94%. This is a decrease from the previous year when year 10 also met our target. The overall cumulative attendance for Pupil Premium students was 90% (down from 92% previously).

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
The Scholars Programme	Brilliant Club