

Pupil premium strategy statement – Trinity Church of England School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	1185
Proportion (%) of pupil premium eligible pupils	29%
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)	2025-2028
Date this statement was published	2025
Date on which it will be reviewed	2026
Statement authorised by	David Lucas
Pupil premium lead	Clare Shobbrook
Governor / Trustee lead	Janet Hills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£372,108
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£372,108

Part A: Pupil premium strategy plan

Statement of intent

The key aims of the Pupil Premium Strategy are:

- *Close the attainment gap between Pupil Premium (PP) and non-PP pupils*
- *Improve PP pupils' attendance to align with the school average*
- *Reduce negative behaviour sanctions for PP pupils*

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed above, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to enable pupils excel. To ensure they are effective we will:

- *ensure disadvantaged pupils are challenged in the work that they're set*
- *act early to intervene at the point need is identified*
- *adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Our pupil premium strategy is designed to ensure that every disadvantaged pupil at Trinity achieves outcomes equal to their peers, particularly in English and maths, and is fully engaged in all aspects of school life. This strategy is rooted in our School Improvement Plan priorities:

- **Enhance Adaptive Teaching:** *All teachers select a 'focus 5' group in each class, with PP pupils included, to target for raised outcomes.*

- **Enhance Communication Across the Curriculum (Oracy):** Disciplinary literacy and oracy are embedded across subjects to improve engagement and attainment.
- **Embed Metacognition:** Pupils are explicitly taught metacognitive strategies to support independent learning and self-regulation.
- **100% Engagement:** Every PP pupil is expected to be fully engaged in classroom learning and enrichment opportunities.
- **Comprehensive Review of Interventions:** All interventions are regularly reviewed for impact and value for money.
- **Attendance:** PP attendance is monitored and supported to be in line with non-PP pupils and above 95%.
- We are committed to a whole-school approach, where all staff take responsibility for disadvantaged pupils' outcomes and high expectations are set for all.

Challenges

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

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils in English and maths remains below that of their peers. Diagnostic assessments and progress data indicate persistent gaps, particularly in problem-solving and extended writing tasks. For example, entry assessments show PP pupils score on average 2% lower in English and 1.9% lower in maths compared to non-PP pupils. At KS4, the average A8 for PP pupils is 40.2 versus 49 for non-PP, with the strategic aim to raise PP outcomes to an average A8 of 50.
2	Attendance rates for PP pupils are consistently lower than for non-PP pupils. Over the past three years, PP attendance has averaged 3% below their peers, with 16% of PP pupils classified as 'persistently absent' compared to 10.5% of non-PP. Persistent absence is closely linked to lower attainment and engagement, making attendance a key priority for improvement.
3	Observations and behaviour data show that some PP pupils are less engaged in lessons and more likely to receive negative behaviour sanctions. Behaviour incidents and suspensions/exclusions are disproportionately higher among PP pupils. Pastoral mentoring programmes (e.g., Black Men Teach) are being implemented to address these challenges, aiming to improve behaviour, reduce incidents, and foster positive relationships.

4	Many disadvantaged pupils lack metacognitive and self-regulation strategies, particularly when faced with challenging tasks. This is evident in their monitoring and evaluation of answers, especially in maths and science. Pupil voice and lesson observations highlight the need for explicit teaching of metacognitive skills to support independent learning and resilience.
5	PP pupils often demonstrate lower levels of disciplinary literacy and oracy, which impacts their progress in all subjects. Assessments and teacher feedback indicate that PP pupils are less confident in speaking, listening, and using subject-specific vocabulary. Embedding oracy and communication strategies across the curriculum is essential to close this gap and improve engagement.
6	The impact of interventions for PP pupils is variable, and there is a need for a comprehensive review to ensure all strategies are effective and provide value for money. Regular monitoring and evaluation are required to identify which interventions have the greatest impact on progress, engagement, and wellbeing, and to ensure resources are allocated efficiently.

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
1. Close the attainment gap in English and maths so PP outcomes are equal to non-PP (average A8 of 50)	- PP pupils achieve an average A8 of 50 in English and maths, matching non-PP pupils. - Progress data shows no significant gap between PP and non-PP pupils in English and maths at KS4. - PP pupils make expected or better progress from their starting points.
2. Attendance of PP pupils in line with non-PP and above 95%	- PP attendance $\geq$ 95%, equal to or above non-PP. - Reduction in persistent absence among PP pupils. - Improved engagement and participation in lessons and enrichment.
3. 100% engagement of PP pupils in classroom and enrichment	- All PP pupils participate fully in lessons, clubs, and enrichment activities. - Increased PP representation in leadership roles and enrichment programmes. - Pupil voice and staff feedback confirm high levels of engagement.
4. Improved behaviour and reduced exclusions for PP pupils	- Fewer behaviour incidents and suspensions/exclusions among PP pupils.

	- PP pupils achieve a higher number of rewards and fewer sanctions. - Behaviour data shows PP pupils are in line with or better than non-PP peers.
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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: £ 114,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Quality first maths teaching</i>	https://www.q1e.co.uk/learning/maths/ https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1
<i>Whole school CPD budget</i>	Our Continuous Professional Development budget has been allocated with a focus on effective professional development as outlined by the Education Endowment Foundation below https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development All staff have been allocated weekly departmental sessions throughout the year to develop their subject knowledge and pedagogy. This is to ensure that all teachers regularly reflect on their practice and are supported to develop as subject experts.	1, 2
<i>Zones of regulation training to whole school during Family Group (PSHE) time.</i>	https://researchschool.org.uk/derby/news/zones-of-regulation	4

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

Budgeted cost: £ 215,120

Activity	Evidence that supports this approach	Challenge number (s) addressed
<i>Use of SparxMaths</i>	https://www.rand.org/randeurope/research/projects/2021/analysing-the-relationship-between-sparx-maths-and-maths-outcome.html	1
<i>KS4 interventions</i>	Small group tuition EEF (educationendowmentfoundation.org.uk) This is carefully implemented only in subject areas where there is an identified need. For example, interventions in Maths and English has supported improved outcomes in the last academic year.	1,2
<i>Bedrock</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2
<i>Thinking Reading</i>	The 'Thinking Reading' programme is a structured, research-based intervention designed to address significant reading challenges among secondary school pupils. It employs rigorous assessment and systematic instruction to facilitate rapid and complete reading catch-up. The book "Thinking Reading: What every secondary teacher needs to know about reading" provides an extensive overview of the research underpinning the programme. It discusses evidence-based practices and addresses the unique requirements of secondary pupils. The programme incorporates Precision Teaching performance standards to assess pupil progress and inform daily instructional decisions. This method, rooted in Applied Behaviour Analysis, ensures that teaching strategies are responsive to individual pupil performance, thereby enhancing the effectiveness of the intervention.	2
<i>1x full time learning mentors</i>	On average, mentoring appears to have a small positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentoring	1,2,3,4,5
<i>Black Caribbean champion</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentoring	1,2,3,4,5
<i>1 x behaviour mentor</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-	1,2,3,4,5

	toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentoring	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42,988

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employ a 0.75 attendance officer to monitor attendance and oversee interventions</i>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance	5

Total budgeted cost: £ 372,108

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

*Trinity's pupil premium (PP) cohort achieved an average Attainment 8 of **39.9**, outperforming the national disadvantaged average of **34.6** yet remaining **10.1 points** below our in-school target of 50. Year 11 PP pupils showed steady improvement through the year's mock exam series, evidencing the effectiveness of targeted interventions, though further work is needed on attendance and EBacc outcomes.*

1. Attainment and Progress Outcomes

Average Attainment 8 (A8):

- PP pupils: 39.9 (non-PP: 50.3; national disadvantaged: 34.6)
- Gap to non-PP: 10.4 points; gap to school target: 10.1 points

Progress 8 Distribution:

- 39.5% of PP pupils achieved "Expected" or above (non-PP: 37.8%)
- 16.3% of PP pupils recorded "Concern" (non-PP: 9.9%)

While PP pupils exceed their national cohort in A8 by 5.3 points and match non-PP pupils in progress distributions at the "Expected" level, the gap to our aspirational target remains significant.

2. Summative and Formative Assessment Trends

Termly PPE A8 scores showed a clear upward trajectory for the PP cohort

- PPE 1: A8 = 38.1
- PPE 2: A8 = 40.1
- PPE 3: A8 = 42.1
- Actual Exams: A8 = 46.7

This consistent 1.9–4.6 point uplift per assessment window reflects the impact of literacy and numeracy booster sessions, bespoke mentoring and revision programmes.

3. Attendance, Behaviour and Wellbeing

Attendance:

- PP average: 93.2% (non-PP: 95.8%; national disadvantaged: 92.0%)
- Persistent absence (<90%): 11.6% PP (non-PP: 8.6%)

Behaviour and Engagement:

- Average behaviour points: PP 19.4 vs. non-PP 13.1

- Average praise points: PP 43.1 vs. non-PP 49.4

Improved behaviour referrals and positive rewards demonstrate growing engagement, though attendance remains a barrier for a small PP subgroup.

4. Comparison to Local and National Benchmarks

- National A8 (all pupils): 50.3; PP national A8: 34.6
- Local Authority PP A8 (Lewisham): c. 35.2 (latest data)
- Trinity PP A8 (39.9) sits 4.7 points above local disadvantaged peers and 5.3 points above the national disadvantaged average.

5. Strategy Impact and Areas for Development

What's Working Well

- **Targeted Academic Support:** Mock exam trajectories confirm the success of small-group literacy and numeracy interventions.
- **Mentoring and Pastoral Provision:** Improved behaviour and engagement data reflect the impact of 1:1 mentoring and wellbeing checks.

What Needs Refinement

- **Attendance:** Persistent absence for 11.6% of PP pupils remains above target; additional family outreach and attendance incentives are required.
- **EBacc Passes:** Although 72.1% of PP pupils are EBacc-eligible, none achieved a full EBacc pass; further curriculum planning is needed to ensure stronger subject uptake and support in humanities and languages.

6. On-Track Evaluation

*Progress against our **Intended Outcomes** shows that academic interventions narrowed the A8 gap from 12 points in PPE 1 to 3.6 points in actual exams during 2024-25, indicating we are **on track** to achieve our three-year closing-the-gap aims. However, improving attendance and EBacc outcomes will be critical in the next phase of the strategy.*

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.