

Pupil premium strategy statement – Holy Trinity Catholic School

This statement details our school's use of pupil premium (and recovery 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	741
Proportion (%) of pupil premium eligible pupils	56%
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)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021 Ratified 17 th March 2022
Date on which it will be reviewed	December 2023
Statement authorised by	C Crehan
Pupil premium lead	J Daw V Hodson Sept 2022
Governor / Trustee lead	Anna Brewer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£432,111
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years	£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>	£432,111

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity, we ensure that every decision we make has at its core the aim to remove all barriers and to ensure that any form of disadvantage is challenged and removed. It is our ambition to ensure that our pupils who are pupil premium achieve in line with our non-pupil premium in terms of outcomes, attainment, individual experiences, and educational opportunities. This includes amongst other key areas the following:

- A focus on aspirational attainment
- The removal of barriers to learning (including literacy)
- The achievement of exceptional pupil outcomes
- The development of personal skills and attributes of each individual equipping them for the next stage of their educational career and the world of work; development of effective lifelong learning behaviours
- Develop excellent character , attend school every day and be punctual so that they can maximise their potential
- Fostering a notion of vocation
- Improving life chances by reducing the risk of NEET and the risk of exclusion,
- A focus on ensuring equality of opportunity for pupils who are SEND and PPG
- A chance to ensure all aspects of safeguarding (national as well as those aspects which are contextual) and those linked to PSD and SRE are understood by pupils.
- A focus on reading for pleasure and language for learning; development of effective lifelong learning behaviours and skills.
- A curriculum which is inclusive and personalised to meet the need and demands of our pupils and which incorporates a range of lifelong learning, rich and varied experiences ensuring exposure to cultural capital

The support we offer pupils to ensure all pupils achieve their full potential falls into the following areas

- Quality of education
- Pastoral care
- Extra-curricular and enrichment
- Personalised provision
- Careers provision and knowledge of the labour market including Apprenticeships and further education

Evidence shows that those who are less financially secure rely more heavily on school for their educational experience and successes. Our key priority for the school to close

the Pupil Premium vs non-Pupil Premium gap is to deliver a consistently at least excellent quality of teaching provision. The school's CPD programme ensures staff can access the training they need depending on the stage of their career. Furthermore, the robust and regular quality assurance programme embedded within school allows us to monitor and ensure that standards are consistently high and that lessons are engaging. Regular pupil voice opportunities ensures that pupils can provide feedback on their lessons and the curriculum, which contributes to our whole school drive for improvement. Embedded through our robust and quality PSD programmes, pupils have the key chance to develop the key skills and attributes of the most highly effective individuals and learners, critical for both academic, educational, and lifelong success as well as personal fulfilment. This ensures that our pupils make an active contribution to future society, which will require highly skilled and adaptable young people. Pupil voice is a key feature of the success of our school and all pupil voice sessions are organised proportionately to ensure that the disadvantaged are fully represented.

How does our pastoral system support pupil premium pupils?

Through our pastoral system, we are able to provide dedicated and high-quality support for our pupils. Individual pupil needs are identified and focused support is ensured. We employ a range of highly trained support staff and our pupils, and their families access the support of a pupil social worker to support the pupils' need. The school employs a home-school link worker as well as a school nurse. We also have a full-time attendance lead who is supported by an attendance support assistant. Additional and targeted support is sourced for pupils linked to need. The impact of this is improved attendance and the ability to identify pastoral or educational issues that relate to those pupils in receipt of pupil premium. Swift and timely identification facilitates a more rapid response to need. There is ample research documenting clearly the potential devastating impact which trauma and Adverse Childhood (ACES) experiences have on both educational attainment and health life chances beyond school leaving age. Serving a community where deprivation levels are high means that we are often seeking to remove barriers, which will extend beyond those merely linked to the classroom. Pupils are supported by an outstanding pastoral team led by skilled Behaviour Leaders. This team has been extended to include an Inclusion Manager and Student Development Leader.

We recognise that it is important for pupils to learn a variety of skills that go beyond the classroom. Skills learnt in a variety of situations are integral to a young person's sense of self, confidence, and soft skills. It is crucial that pupil premium pupils are given equal access to these opportunities, allowing them to fulfil their potential. We also identify the critical importance of ensuring that our Pupil premium pupils access a range of diverse and rich cultural experiences as part of their exposure to the wider cultural capital.

Since the pandemic we have increased our capacity and opportunity for pupils to gain wider experiences outside of the classroom including Duke of Edinburgh, Spiritual life

retreats, theatre visits and trips relating to careers such as the Envision programme, Engineering visits and University taster days.

It is of paramount importance that no child ever feels stigmatised or loses out because of their financial background. We ensure that provision is sought for this to be the case; examples of this will include our laptop scheme, FSM and biometric fingerprint catering system, access to fundamental basic learning and revision materials and resources, supports with travel, uniform and PE kits, provision of ingredients for food technology and financial support for specific pupil needs. Those pupils embarking on technical courses such as GCSE photography have access to DSL cameras that are available for them to loan so they can extend upon their learning and develop their skills outside of the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Literacy/ SEND- Disadvantaged pupils generally have a lower level of reading comprehension than their peers. This will impact their progress in all key areas and in wider aspects of school life, as well as impacting on the wider realms of media, visual and digital literacy. For pupils with SEND who are pupil premium this will have an additional impact.
2	Reduce education disadvantage and to improve engagement with school, thus influencing improved attendance, attainment, and enjoyment. It is well documented that disadvantaged pupils may have lower confidence in educational settings. Ongoing studies identify that the pandemic has had a detrimental impact on the confidence and wellbeing of many pupils, especially those who may be disadvantaged. It is important therefore, that quality-personalised inputs are in place and that pupils can access their learning inside and outside of the classroom. They will benefit most from consistently high-quality teaching, high expectation, an aspirational mind-set and careful plugging of gaps. It is important for learners to have access to additional resources for home learning, which may not be easily available if they were not provided by school. The promotion and development of independent learning and study skills when at school is critical for the next educational steps of all learners and increases pupils' chances of success at degree level or equivalent, thus serving to facilitate social mobility. For this reason, school has identified the development of homework and of pupil independent study skills as a key area for development linked to school improvement.
3	Mental health and wellbeing – Observations, discussions, safeguarding referrals, and feedback from pupils and their families, including ongoing

	communications and home visits have identified social and emotional issues for many pupils, all of which impact on educational engagement, aspiration and safeguarding. A number of these issues have been as a result of the pandemic. Such challenges for a number of reasons, can often also affect disproportionately disadvantaged pupils especially in terms of attendance, attainment and outcomes.
4	Aspirations and cultural capital – It is widely documented that those pupils from disadvantaged backgrounds often have reduced access to opportunities in comparison to their peers. Embedded within or school ethos is that all pupils should have access to equip opportunities including where possible those which extend beyond the classroom. We seek all opportunities to provide pupils with opportunities that they may be otherwise unable to access.
5	Accessible and Inclusive education offer – For many families, financial restraints means that they may be unable to afford some of the materials needed for their children to access fully the curriculum or indeed their home learning. At Holy Trinity Catholic School, we recognise the importance of ensuring that pupils are not disadvantaged because of material wealth or previous educational experiences. Our mission is to ensure that we provide the highest quality of inclusive education to ensure educational success. We will always seek to meet the needs of our diverse pupils, working with a range of agencies and providing quality interventions to minimise the risk and impact of educational disengagement (linked to inclusion, needs outside of school, (for example attendance behaviour, to reduce the risk of exclusion and risk of NEET).

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
<p>To remove barriers which impact on educational disadvantage</p> <p>All PPG to make at least expected progress in line with national average.</p> <p>Through consistently high quality teaching, pertinent and quality regular staff training and ongoing work both pre and post pandemic (Challenges 1, 2, 3, 4, 5)</p>	<p>Aspirational targets for all pupils, especially those from disadvantaged backgrounds.</p> <p>Regular monitoring and review of data captures so that any gaps in progress are identified promptly and intervention can be targeted and impactful. PPG pupils are a key focus as all subject review meetings and as part of internal quality assurance practices.</p> <p>There is a focus on personalised learning and target setting using FFT data and CATs testing. This work is quality assured by the Assistant Head teacher responsible for pupil progress and attainment, alongside faculty leaders.</p>

	<p>There is a clear focus on closing the gap and reducing in school variation aiming for achievement for PPG above 0.</p> <p>RADY is years 7 and 8 - this has been reviewed and will be used pertinently for individual contexts (e.g. if there is an underachieving boy who needs extra support to make the relevant progress).</p> <p>There is a clear strategy on raising the achievement of higher prior attaining pupils, in particular those who are PPG.</p> <p>The school have a weekly programme of CPD and calendared department time that focuses on the delivery of quality first teaching strategies.</p>
<p>All PPG learners to access an enriched and wide curriculum which impacts positively on personal development and builds capacity to prepare for the demands of this wider world (Challenge 4)</p> <p>Pupils access a wide choice of options which engages their interests and introduces them to new fields, including vocational qualifications.</p>	<p>Pupils confidently develop the skills and attributes, which are needs to be effective learners in school and in future life. They develop the transferable skills that support them to become more effective and successful learners. Schools prepares them well for the demands of the wider world. They know how to be safe and what to do if they are at risk.</p> <p>Pupils are facilitated in nurturing an interest and a passion in their chosen subjects at option level, with a wide choice and range of courses including exposure to vocational and specialist creative courses that may not have previously been studied.</p> <p>A number of pupils are entered for the Cambridge national awards in Health and Social Care, Enterprise, iMedia and Sport Studies as well as a Vocational Award in Hospitality and Catering. Pupils have the option of studying these alongside more traditional pathways such as History, Geography and French.</p> <p>We are in the second academic year of guided pathways to ensure that the KS4 curriculum offer is broad, balanced but also ambitious. As a result, there has been an increase in the number of PPG pupils completing the EBACC.</p>

<p>Improve life chances of all pupils Engagement and attendance for pupils in order to impact positively on attainment and enjoyment of education (Challenges 1-5)</p>	<p>Robust processes for challenging and supporting with poor attendance, which results in improvements in engagement with education.</p> <p>Escalation to external agencies to support where this is deemed necessary, including referrals to the local authority where all other options have been exhausted.</p> <p>A system has been established around the monitoring and sanctioning of poor punctuality. Improved communication home regarding expectations around attendance and the introduction of a tiered system to support in the reduction of persistent absence (PA). Attendance has become part of the rewards system with the introduction of 'Going or Gold', the Hall of Fame and recognition of those pupils who have made key milestones in improving their attendance. Attendance has become 'everyone's' business at Holy Trinity with clear links made between good attendance and achievement.</p> <p>School have recently invested in SOL Attendance and are embedding in tutor time to raise awareness, challenge and identify any patterns in absence before poor attendance becomes entrenched.</p>
<p>Reduce risk of NEET and Permanent exclusion, including for those most vulnerable (Challenge 5)</p>	<p>Appropriate careers and interventions in place to support all pupils.</p> <p>Access to specialist and quality IAG careers inputs alongside the school careers programme.</p> <p>Additional internal and external bespoke and targeted provisions sourced for pupils at risk.</p> <p>Permanent exclusions and fixed term suspensions remain low as a result of successful interventions. There have been no permanent exclusions during this period.</p>
<p>Language for learning and Literacy To improve reading and literacy levels amongst disadvantaged pupils. To embed a range of reading programmes and strategies across the school (Challenges 1 2 3)</p>	<p>Create a culture of 'love of reading' throughout the school to help to accelerate progress and expose pupils to concepts in the wider world.</p>

<p>To promote reading for pleasure (this includes ensuring that pupils have access to reading materials at home for those who may not be able to access them).</p>	<p>Reading wise and Jumpstart are used to close reading gaps and increase reading ages to make pupils secondary ready.</p> <p>To provide training and support for colleagues to enhance their knowledge and understanding of how reading and vocabulary can support intent planning and pupil outcomes.</p> <p>Reading strategies and updates have been built into the school CPD calendar and top tips. This training has included external inputs from Alex Quigley.</p> <p>Whole school drive of prefix of the week.</p> <p>To monitor the progress of reading scores and the disparity between pupil premium and none pupil premium.</p> <p>To inspire confidence, a love of reading and development of good habits for all pupils- which includes providing reading books to read at home for those who do not have them at home.</p> <p>Pupils regularly take part in collegiate, MAC and Catholic partnership reading and debate competitions. These are represented well by PPG pupils.</p>
<p>To achieve and sustain positive wellbeing for all pupils, including those who are disadvantaged and are most at risk (Challenge 3 5)</p>	<p>An expertly mapped PSD curriculum ensures that pupils know and understand how to manage their own wellbeing.</p> <p>To strengthen this school sources in house and external support for pupils who may be struggling with emotional and social issues.</p> <p>High levels of wellbeing and support for pupils is evidenced by pupil and parent voice and staff and external agency feedback.</p> <p>Pupils are trained in mental health awareness and actively engage through student leadership activities.</p>

	<p>The school has secured silver for its participation in the Right Respecting School Award and is working towards gold.</p> <p>Designated Safeguarding Leads and the pastoral team have made referrals to Forward Thinking Birmingham, Family Connect, Barbados, Edwards Trust and Birmingham Irish.</p> <p>School continues to maintain strong links with the school nursing team and are planning additional enrichment inputs delivered by the NHS in the spring term of 2024.</p>
<p>To ensure pupils access a carefully planned Personal Development and SRE programmes which equips them with the knowledge and skills to allow pupils to thrive and to be safe and to know how to respond when they may be at risk (Challenge 3 4 5)</p>	<p>All pupils engage and access quality inputs, which meet need and respond to contextual and national issues.</p> <p>This is accessed via discreet quality PSD lessons, additional inputs, and high-quality external providers and is reviewed regularly in response to need.</p> <p>Provision is quality assured as part of whole school quality assurance processes.</p>
<p>Bespoke and targeted catch up and revision/ 1-1- (Challenge 1 2)</p>	<p>Year 11 pupils attend a highly effective extra tuition programme which runs afterschool.</p> <p>This is targeted and informed by data.</p> <p>Pupils have engaged extremely well with this and are benefitting from support, guidance and the revision strategies provided.</p> <p>Pupils also access my tutor, there is currently at 70% uptake in English, Maths and Science. This provision is delivered online. PPG pupils have been supported with access to chrome books.</p> <p>School have also signed up to 'positively you' and the Mosaic mentoring project for pupils in lower years.</p> <p>Members of the Senior Leadership team also mentor a number of pupils vulnerable to underperformance.</p>

	Additional study support and homework clubs run alongside the intervention programmes for those pupils struggling to access a quiet space to learn and revise from home.
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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: £335,934

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staffing- pastoral and teaching</i> <i>Contributions to key pastoral staffing</i>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.- understanding the needs of individual pupils makes it more likely that solutions can be found.</p> <p>(EEF Guide to pupils premium page 3)</p>	1, 2 3 5
<u>CPD</u> <i>National college</i> <i>Targeted teaching support and training (Language for Learning/</i>	<p>CPD is pivotal to teacher progression and development of practice. The EEF highlights that Good teaching is a key factor which improves outcomes in school for disadvantaged pupils. The latest report suggests that professional development and support for early career teachers is an effective way to spend PP funding. In essence it is well</p>	1, 2,

<p><i>External reading training for all staff)</i></p> <p><i>Contributions to SfE Training for staff- linked to Attachment- becoming a Trauma informed school/ SRE and POPA inputs</i></p> <p><i>Staff internal training- active listening programme (cross re safeguarding and wellbeing)</i></p>	<p>documented that PP pupils benefit disproportionately from the quality of teaching. National college is part of the CPD programme which looks to ensure quality professional development for staff (The EEF guide to pupil premium- page 3)</p> <p>This also impacts on the skillset and stability of staff- The NFER highlights the importance of ensuring staff stability in school for PPG pupils.</p>	
<p><i>Additional staffing in SEND / EAL to meet the ever growing needs and demands of our cohort</i></p>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	1, 2 5
<p><i>Safeguarding and Early Help Staffing</i></p>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	3,5
<p><i>Contribution to Recruitment of additional teacher – Maths / English / Language for learning leads</i></p>	<p>Teaching quality and provision across the school is sustained and improved via enhanced quality staffing – which ensures that the provision is most effective, especially for those deemed most vulnerable.</p>	1, 2

<i>Appointment of responsibility holders for language for learning and Literacy lead- with a focus on promoting reading and all aspects of literacy</i>	<p>Acquiring disciplinary literacy is key for pupils as they learning new, more complex concepts in each subject. (Improving Literacy in secondary schools- Why Reading Matters). Reaching comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.</p> <p>Correlation between language acquisition and reading levels has been analysed extensively. Reports also highlight links between language acquisition and behaviour. Pupils with lower language levels are more likely to misbehave. EEF Improving literacy in Secondary schools. National Literacy Trust- Language unlocks reading Behaviour and Discipline in schools (p.47)</p>	
<i>Appointment of mentor</i>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	3, 5

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

Budgeted cost: £47,276

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Building Aspiration- including: Forward thinking programme</i>	‘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 pupils from poorer backgrounds,	1, 2 , 3, 4, 5

<p><i>Targeted additional careers focussed inputs</i></p> <p><i>Careers interventions- 'What's my job?'</i> <i>'Apprenticeship Fayre'</i></p> <p><i>Opportunities to work with real life mentors- partnership with Irwin Mitchell Mentoring and virtual work experience</i></p>	<p>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.' EEF 2012</p>	
<p><i>Extra Tuition programmes focussing on plugging the gaps and skills in learning</i> <i>Year 11 extra tuition</i> <i>Additional tutoring programmes</i> <i>Year 10 and 11</i> <i>Enrichment programme- offering of six further options (Catering, enterprise and marketing, Art, Computer, I Media)</i> <i>Music tuition funded for PPG pupils</i></p> <p><i>Physical and virtual catch up lessons.</i> <i>Bespoke teaching interventions such as +- single digits, counting in 2s etc. (Maths SEND pupils)</i></p>	<p>'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' EEF- Aspiration interventions- Linking Learning EEF</p>	1, 2
<p><i>Resources to support learning:</i> <i>Provision of home learning packs:</i> <i>Pupil independent study resources, including revision materials, study guides, set texts, access to specialists materials (e.g. Art)</i> <i>Purchase of ingredients (food technology)</i> <i>Digital access (additional laptops/</i></p>	<p>Schools know the importance and benefits of engaging parents in children's learning. The evidence supports this view, with parental engagement consistently being associated with academic success. However, maintaining dialogue with parents, overcoming digital divides and the logistics of distant learning are a challenge for us all at this time. - EEF guidance reports.</p>	1, 2, 5,

<i>subscriptions for online learning resources)</i>		
<p><i>Resources for improving reading and for promoting the enjoyment of reading – school based and at home English purchases- Group Reading, Reading Cloud; First news</i></p> <p><i>Whole school focus on Reading for Enjoyment. DEAR, 'Everyone can read'</i></p> <p><i>Reading pathways 7-9- revised curriculum programme</i></p> <p><i>Contribution to NGRT testing twice yearly for all year 7 pupils</i></p>	<p>Acquiring disciplinary literacy is key for pupils as they learning new, more complex concepts in each subject. (Improving Literacy in secondary schools- Why Reading Matters). Reaching comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English.</p> <p>Correlation between language acquisition and reading levels has been analysed extensively. Reports also highlight links between language acquisition and behaviour. Pupils with lower language levels are more likely to misbehave. EEF Improving literacy in Secondary schools. National Literacy Trust- Language unlocks reading Behaviour and Discipline in schools (p.47)</p>	1, 2, 4 , 5
<i>Reading programme – reading wise</i>	As above	1, 2, 3
<i>Reading programme – Jump start</i>	As above	1, 2, 3
<p><i>Access to digital online platforms and resources Cloud box, Twinkle, Group Reading, Reading Cloud , My Maths, Linguascope, Kerboodle AQA leaning resources, SNAP revision book</i></p>	<p>DFE Remote Education Good Practice March 2021 identifies the importance of pupils accessing a range of quality digital learning and additional accessible resources which will support with both remote learning and independent study at home. Such resources complement the school blended approach, access to the PAK academy and additional online learning resources which are of great benefit in terms of engaging and facilitating learning and understanding for pupils when learning outside of school. This includes homework as well as remote learning and independent learning at home for enjoyment sake.</p>	1, 2, 4, 5
<i>Bromcom/ Teams - contribution to ongoing Bromcom costs. This is used to monitor pupil</i>	<p>Understanding the individual needs of pupils will ensure that appropriate interventions can be put into place to meet their needs.</p>	1, 2

<i>behaviour, share homework, resources and learning and communicate with parents and carers (learning, behaviour for learning and progress updates)</i>	The EEF highlights the importance of identifying pupils who are not 'making good progress across the spectrum of achievement'. Bromcom allows subject leaders, pastoral leads and SLT to monitor the academic and pastoral needs of pupils. It allows parents access to support their child's learning behaviour and progress thus improving home school communication and partnership working.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £48,901

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Educational visits and enrichment experiences</i></p> <p><i>Extra-curricular clubs and interventions/enrichment</i></p> <p><i>Additional provision including academic and enrichment focus (KS3) and in house targeted tutoring (KS4)</i></p> <p><i>Access to additional out of school hours provision for targeted year 8 pupils</i></p> <p><i>Targeted catch up intervention, including at KS4 and over school holidays</i></p> <p><i>Enrichment opportunities including sports, music, science, chess and art, community projects</i></p>	<p>Research highlights the importance of a wealth of skills for a pupil's success in later life. This can also help with attendance initiatives as well as supporting the mental and health and well-being of pupils.</p> <p>'Curriculum must be well-sequenced and underpinned by an understanding of how children learn. But, in addition, it must be based on a rich conception of knowledge that includes the skills and attitudes that contribute to success'</p> <p>EEF Blog 2019</p> <p>'...Self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.</p> <p>These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (e.g., improving</p>	4, 3

<p><i>Summer school Transition programme July 2022</i></p> <p><i>Development and partial funding towards rewards programme linked to behaviour for learning</i></p>	<p>maths by playing chess); develop children's character(e.g., their motivation or resilience); or pursue wider goals because these are held to be important.</p> <p>At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as "arts for arts' sake"). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	
<p><i>Pastoral Safety inputs – Gangs and Knives/ Ambition projects</i></p>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	3, 4, 5
<p><i>Attendance strategies / attendance and reward. Home school link worker funding with section A)</i></p>	<p>The link between attendance and achievement and safety is well identified. Often however it is very challenging to address attendance issues- At Holy Trinity we ensure that we embed all principles of good practice as identified in the DfE's Improving School Attendance and in line with Local Authority best practice.</p>	1, 2, 3, 4, 5
<p><i>Early help interventions for pupils and families at risk (Home school link worker funding/ early help with section A)</i></p>	<p>Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life (Early Intervention Foundation (EIF), 2021).</p> <p>Early help can offer children the support needed to reach their full potential (EIF, 2021). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2021)</p>	3, 4, 5,

	Early help can also support a child to develop strengths and skills that can prepare them for adult life (EIF, 2021) .	
<p><i>Targeted mentoring programme; in house attendance improvement, behaviour improvement, safe choices programmes; FTB programme for year 10 via UOB</i></p> <p><i>Support for pupils upon transition</i></p>	<p>Understanding the needs of individual pupils ensures that barriers can be identified, and solutions found. At Holy Trinity, the pastoral and safeguarding staff can provide support for pupils needs.</p> <p>In the EEF the importance of a pastoral structure is highlighted- in terms of a tiered approach. It highlights that the most significant non- academic barriers to success in school, including attendance, behaviour, safeguarding and social and emotional support.</p>	1, 3, 5
<p><i>School nurse funded provision</i></p>	<p>All research linked to ACES and Trauma identifies that pupils who are at risk are less likely to succeed academically. Both pre and significantly since the pandemic we have identified a significant increase in pupils who would like support with their mental health, including those with medically identified mental health needs. Research from the Sutton Trust indicates that wellbeing was worse among disadvantaged pupils during the crisis. This can also be evidenced by school staff both during Lockdown and since the start of the pandemic.</p> <p>Public Health also finds a link between mental well-being and attainment</p>	3, 5,
<p><i>Support with uniform. Bus passes/ access to education/ emergency financial support (this has included clothing, food, emergency basic necessity hampers)</i></p>	<p>Maslow's hierarchy of needs reinforces the key fundamental basics which need to be present in a child life; sometimes in cases of extreme financial hardship families will need emergency help and school will support with making the necessary referrals. In terms of accessing education Holy Trinity will always support with trying to remove any barriers which may result due to financial hardship. (Early Help Process BCC, BCP- definition of hardship, 2022)</p>	5, 3

Total budgeted cost: £432,111

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Number of pupil premium pupils in existing cohort:

Year group	Male	Female	Total	Cohort	% of cohort
7	32	29	61	142	43%
8	52	39	91	152	60%
9	54	38	92	149	62%
10	48	36	84	151	56%
11	54	34	88	147	60%
ALL	240	176	416	741	56%

GCSE results data to date:

	2019		2020		2021		2022		2023	
	PP G eligible	Whole school	PP G eligible	Whole school	PP G eligible	Whole school	PP G eligible	Whole school	PPG	Whole School
% achieving C+ / grade 4 in both English and Maths	44%	58%	59%	65%	47%	52%	56.3%	69%	49.4%	56.3%
Progress 8 score average	0.35	0.37	0.26	0.2	0.5 (upper confidence) -0.06 (lower confidence)	0.83 (upper confidence) 0.22 (lower confidence)	-0.20	0.02	-0.02	-0.21
Avg. Total Attainment 8 grade	40.04	43.42	41.54	45.48	41.25	44.48	40.89	46.05	39.36	40.35

Data shows that gap between PPG and whole school for achieving grade 4 + in English and maths is narrowing. Previous gap was 12.7% (2022), reduced to 6.9% (2023). PPG pupils made better progress (-0.02 gap) compared to non- PPG (-0.53) in 2023 results.

Pupil premium remains a priority for all subject areas, especially in closing the attainment gap and improving progress further. We continue to work towards a target of above 0 progress for our disadvantaged cohort.

The number of pupil premium pupils entered for EBACC has increased this academic year (13.6%) compared to the previous academic year (8.4%). School continues to be ambitious and committed to increasing EBACC numbers with 57% of existing EBACC cohort been PPG pupils.

Trends

	2014	2015	2016	2017	2018	2017 - Figures for national (non-disadvantaged)	2019	2020	2021- see previous chart for upper and lower confidence intervals	2022	2023
% achieving C+ or 4+ in both English and Maths (disadvantaged)	43%	39%	48%	52%	39%	71%	44%	59%	47%	56.3%	49.4%
% achieving 5+ in English and Maths (disadvantaged)	n/a	n/a	n/a	33%	20%	49%	29%	28%	23%	30%	27%
C+ or 4+ in English	54%	52%	61%	70%	59%	73% (En Language)	68%	72%	61%	73.1%	65%
C+ or 4+ in Maths	54%	43%	62%	59%	45%	76%	52%	59%	59%	58%	59%
Progress 8 Disadvantaged	n/a	n/a	0.01	-0.57	-0.56	0.1	0.34	0.25	-0.06	-0.20	-0.02
Avg. Total Attainment 8 grade Disadvantaged	n/a	n/a	46.26	37.73	34.76	45.49	40	41.54	41.25	40.89	40.35

Attendance- 2022-23 (31st May)

	Whole school	PPG
Overall	89.6%	88.5%
PA	34.5%	38.5%

2023-24 to date compared to autumn 1 2022-23

	Whole school	PPG	Whole school	PPG
	Autumn 2022-23		Autumn 2023-24	
Overall	89.8%	88.9%	92.3%	91.1%
PA	35.4%	37.3%	24.5%	27.2%

Attendance and PA for PPG has significantly improved compared to this time last year. FFT data also shows that attendance of PPG pupils at Holy Trinity is 0.5% better than national.

Improving attendance and reducing persistent absence remains a whole school priority.

Behaviour

Fixed term suspensions (FTS) remain low for all pupils. To date, there have been 15 compared to 21 at the same time last year. Less than 50% of pupils receiving a FTS are PPG.

The school operates a rewards and consequence system. 57% of positive rewards were issued to PPG pupils. There is no noticeable difference between the number of PPG and non-PPG pupils receiving consequences.

A reward pyramid has been successfully implemented to support in raising achievement and aspiration for all pupils, in particular our disadvantaged. Pupils have contributed to the design of the pyramid alongside leaders and work incredibly hard to ensure that they collect BFL points in a chance of securing the ultimate prize. Pupils are rewarded weekly, half termly and termly for their efforts. A culture of celebrating success, hard work and resilience is centre to our work at Holy Trinity. There is no ceiling. All pupils can achieve anything.

Externally provided programmes

Programme	Provider
Working for Marcus	Loudmouth
First News	First News
Envision	Envision

Naturally High	David Graham
Life to the full	Ten: Ten

Service pupil premium funding (optional)

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

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 or recovery premium funding.