

Pupil premium strategy statement – Trinity Academy Cathedral

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	1039
Proportion (%) of pupil premium eligible pupils	43.7%
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)	3 years (2023-24 is year 3)
Date this statement was published	November 2023
Date on which it will be reviewed	November 2023 (all Governors) November 2024 (all Governors)
Statement authorised by	Anna Gillinder (Principal) and Governors
Pupil premium lead	Morag Murphy (Associate Assistant Principal)
Governor / Trustee lead	John Hanson (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£418,053
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£108,744
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£526,797

<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>	
--	--

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding for?

The Pupil Premium funding we receive is for raising the attainment of pupil premium students. Our PP strategies have been effective over the past few years as our Pupil Premium attainment 8 figure has risen from 35.2 to 45.04 (in 2023). We endeavour to improve this figure even more and the strategies in this statement will enable us to do this.

What is our Academy approach to the use of the Pupil Premium?

No single intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve.

The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

- a broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital,
- pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all,
- regular whole school data entry points that allow progress to be tracked over time,
- a 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly,
- support for more able disadvantaged pupils, particularly during years 7 and 8 as 'this is an area that many schools tend to forget' (Effective pupil premium reviews. A guide developed by the Teaching Schools Council),
- integration and supported involvement in activities with their peers,
- interventions to close the gap in achievement and address barriers to learning and progress,
- access to funding for those suffering hardship to meet costs for access to enrichment opportunities

Challenges

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

Challenge number	Detail of challenge
1	When the Thinking Reading Program began in September 2021 student reading scores identified the following data: 21.5% of all students were more than two years below the chronological age for reading (GL 2022); this figure is 28.9% for PP students 13.3% of students were below 9.06 which is the threshold for functional illiteracy; this figure was 17.5% for PP students.

2	<p>In 2023/24 academic year: Of the 207 students in Y7 with KS2 data, 56 students (27.05%) are working below expected level Out of the 56 students working below expected level, 33 students are PP (58.92%)</p>
3	<p>Attendance, although much improved, still represents a barrier to progress:</p> <ul style="list-style-type: none"> • 2018-19: PP Attendance 93.3%, Non-PP Attendance 95.6%, whole school attendance 94.34% • 2019-20: PP Attendance 92.8%, Non-PP Attendance 94.5%, whole school attendance 94.0% • 2020-21: PP Attendance 88.54%, Non-PP Attendance 93.98%, whole school attendance 91.46% • 2020-21: PP Attendance 85.97%, Non-PP Attendance 93.98%, whole school attendance 89.25% • 2022-23: PP Attendance 86.9%, Non-PP Attendance 92.9%, whole school attendance 89.8% <p>We know that school attendance is directly correlated to success at the end of Y11. The Education Hub May 2023 identified that government data (2019) shows that “secondary school pupils who didn’t achieve grade 9 to 4 in English and maths missed 10 more days on average over the key stage than those who achieved grade 9 to 5 in both English and maths” ref article <i>Why is school attendance so important and what are the risks of missing a day? May 2023</i></p>
4	<p>The behaviour of a minority of students, both pupil premium and non-pupil premium students, is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.</p>
5	<p>In 2023-24 71.29% students at Trinity Academy Cathedral come from the most deprived areas in England and the majority of these are PP students (<i>Lowest 26% as per IDACI data</i>). This can lead to a lack of resilience in students due to a lack of academic aspirations at home and/or challenges they face at home which affects their motivation in school.</p>
6	<p>Some of our pupil premium students have limited opportunity to take theatre trips, travel within the UK or read extensively for pleasure. Increasing opportunities and broadening pupils’ experiences remains a priority.</p>

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
Improve the quality of T&L so students consistently experience outstanding teaching over time. This will ensure all students (inc. pupil premium students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day .	<p>Achieve Ofsted outstanding for QofE (achieved May 2022).</p> <p>External QA processes show outstanding T&L maintained in all curriculum reviews.</p> <p>Internal monitoring shows typicality is strong in lessons across the academy.</p>
The quality of Teaching & Learning is consistent across all subject areas.	<p>Trust level QA rates all curriculum reviews to be good or better.</p>

Increased engagement with reading and improvement in reading ages.	NGRT testing shows significant improvement in reading ages across the academy and particularly for our PP cohort.
Best practice in the explicit use of data shared on BromCom to ensure the rapid progress of all students with a particular focus on PP and SEND.	Annotated seating plans show that starting points, reading ages and specific barriers to learning are understood and catered for in all lessons. Ofsted, SEND reviews and curriculum reviews demonstrate that staff use this data effectively to ensure stretch and challenge for all students.
Equal curriculum opportunities for all students through a comprehensive careers education, information, advice and guidance (CEIAG) program	Ofsted, internal QA of Gatsby benchmarks, low numbers of NEET PP Students, successful complete Quality in Careers Award, positive student voice on careers education from PP students.
Students in receipt of PP make progress to close the attainment gap & ensure that literacy & numeracy are no longer barriers to success	Raised Progress and Attainment 8 for PP students in KS4 outcomes.
Improved attendance for PP students.	Raise attendance and reduce PA for PP students to achieve pre-pandemic levels.
Improved engagement in education for students whose behaviour can be a barrier.	No PP/ non-PP gaps on behaviour points, detentions, inclusions and suspensions.
Broaden the experiences of students through extra-curricular programs and trips (Cathedral Character Journey & Experiences for All)	Full engagement with PP students on Experiences for all; fully tracked. No negative gap between PP and Non-PP on successful completion of Odyssey/ Graduation and INVOLVE attendance.
A high quality, smooth transition process	Successful completion of Cathedral Way for all Y7 PP students. Y7 attendance for PP high. Y7 PP student voice positive. PP students including those with SEND have high ATL, low behaviour issues, high achievement points.
Increased student motivation and improve perception of school particularly for Phase 2 students.	No PP/ non-PP gaps on behaviour points, detentions, inclusions and suspensions.
Increased uptake of free breakfast by students across all year groups	Figures for free breakfast raised across all year groups with high take up from PP cohort.

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: £133,993.54

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Quality time, and money, set aside for responsive CPD for all staff. • Rigorous but supportive QA processes which are not graded. • Weekly subject passion or whole school CPD sessions which are supported by LT team. • Collaboration across the MAT for CPD and resources in all curriculum areas. • CPD on offer for identified staff: • Weekly ECT sessions • New starters induction program • Increased focus on subject specific CPD. • Sharing best practice with the MAT to include collaborative planning, assessment writing and moderation. • Subject QIN meetings across the MAT. 	<p>EEF (Education Endowment Foundation) – High impact, strong evidence base.</p> <p>EEF Effective Professional Development Report</p> <p>‘Improving teaching quality generally leads to greater improvements’ EEF (Education Endowment Foundation). ‘There is particularly good evidence around the potential impact of teacher professional development’ (EEF).</p> <p>‘Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school’. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p> <p>Using the pupil premium effectively: an evidence-based approach to closing the gap (2014) Dunford - National Pupil Premium Champion & chair of Whole Education and the Chartered Institute of Educational Assessors.</p> <p>Impact of CPD to date is demonstrable with improved results over 5 years.</p>	All
<ul style="list-style-type: none"> • Use of academic vocabulary for all students in the classroom and supported in booklets. • Quick vocabulary method is a focus every lesson and students take part in “I say you say” and right and wrong examples to explore and understand the word. 	<p>‘Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum’ (Ofsted: ‘The pupil premium. How schools are spending the funding successfully to maximise achievement’)</p>	1 and 2

<ul style="list-style-type: none"> • Literacy marking policy is consistently implemented across the academy • The curriculum further moves to teaching through text (roll out fully to KS3 with some at KS4). • Booklets are planned by staff for each subject to develop reading in the classroom and teaching through text. • English Reading programme further developed to ensure 1 hour of class reading and text analysis. • Increased focus on disciplinary reading & high-quality texts. "Read like a....." posters are actively used in lessons. • Showing an active engagement with reading is required as part of KS3 Graduation & Odyssey • Reading ages identified on seating plans 	EEF Literacy Guidance Report	
<ul style="list-style-type: none"> • Bromcom seating plans used consistently and available in blue files. 	<p>Staff need to be able to identify PP students quickly and efficiently so they can provide targeted support within lessons.</p> <p>PP students need to be identified so they can be offered appropriate support, if necessary</p> <p>EEF Pupil Premium Guidance</p>	1,2, 5
<ul style="list-style-type: none"> • University visit (Year 9) and workplace visits (Year 10) • Priority careers interviews for students identified as 'at-risk' of NEET in Y11. • Apply for assessment for Quality and Careers award 	<p>Schools that achieve the highest standards for careers advice and guidance significantly reduces the chances of their students going on to be not in education, employment or training (NEET), latest analysis shows.</p> <p>Analysis of year 11 pupils' destination data between 2016/17 and 2018/19 by the Careers and Enterprise Company (CEC) shows that each of the eight Gatsby Benchmarks a school achieves reduces the odds of a young person being NEET or in an "unknown destination" by 1.1 per cent. (2023 Ready for the future report)</p>	5 and 6

	<p>"It's about the early and sustained involvement of employers and information about the diverse range of pathways to work, including the non-traditional routes. It's about bringing careers into the mainstream of school and college life – linking lessons to life beyond education - and it's about targeted support for those who face the most barriers." (Oli de Botton, chief executive of Careers and Enterprise company)</p>	
--	--	--

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

Budgeted cost: £284,109.68

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Thinking Reading continues and FI is eradicated for school leavers. Recruit and train further mentors in this role 	Ofsted The Reading Framework	1
<ul style="list-style-type: none"> Continue to develop the quality and expertise of those teaching on our Nurture pathway 	EEF SEND in Mainstream Guidance	1, 2, 5
<ul style="list-style-type: none"> Appointment of new AP for Attendance Daily QA of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL students. Appointment of EWO to ensure a large number of home visits take place over the course of a year. Weekly attendance data email to all form tutors to share with students. Whole school attendance data shared with SLT to ensure awareness with all senior leaders. Think for the Future Program in place to mentor and support 	EEF Rapid evidence review attendance DFE Working together to improve school attendance	3

students to ensure improved attendance.		
<ul style="list-style-type: none"> • Monitoring of students' times in Inclusion to allow for early intervention where appropriate e.g. the use of the inclusion & restorative practices to reduce the possibility of PEx • The development of a Reset Room to allow students an opportunity to reset their behaviour, access online lessons and return to class ready to engage. • Alternative provision is offered to reengage students with education where appropriate e.g. Focus Training and College Placements. • Pastoral COBRA 	DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. EEF Improving Behaviour in schools guidance report	4, 5
<ul style="list-style-type: none"> • Employment of learning mentors in Maths who provide additional support to students • Period 7 lessons to catch up targeted year 11 students. • Holiday sessions take place for targeted students in year 11. • Student tracking and monitoring of progress through regular COBRA meetings. • Paired data entry to ensure practical changes in classrooms to address emerging needs throughout the year. • THINK 50 strategy embedded across the academy 	EEF Pupil Premium Guidance	2, 5

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

Budgeted cost: £108,693.78

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • 'Involve' program of extracurricular activities, such as Games Club, Table Tennis Club, Lego Club, Eco Club and extensive sports clubs such as football. 	https://anewdirection.org.uk/research/pupil-premium-case-studies	5, 6

<ul style="list-style-type: none"> • Trips & activities are tracked across all areas to ensure all students have the opportunity to go on one trip every year. THINK 50 is applied to all scenarios to ensure PP uptake is strong. Key events & activities for all year groups that all students participate in 		
<ul style="list-style-type: none"> • Transition Plan for Y5 & Y6 to ensure learners are well equipped, including SLT visit to all feeder primaries • Extended transition for SEND students to fully support transition to secondary. • Development Pyramid Meetings- which are meetings between subject leaders and Primary leads- 	<p>SEND Code of Practice: 0 to 25 Years (Jan 2015)</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-pupils-through-transitions-a-trio-of-challenges</p>	All
<ul style="list-style-type: none"> • Continuation of free breakfast provision, now part of the Magic Breakfast membership • Amazon parcels delivered to students “most at risk of going hungry” during school holidays 	<p>Evidence from the Leeds Uni report: “Associations between habitual school-day breakfast consumption frequency and academic performance in British adolescents” *</p>	6

Total budgeted cost: £526,797

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Student Outcomes

Outcomes have continued to improve for PP students at TAC for example:

- PP students at TAC make better progress than non-PP students nationally with TAC PP students achieving +0.43 in 2023 whereas non-PP nationally achieved +0.17
- Attainment of PP students at TAC has increased from 37.90 in 2017 to 45.0. in 2023.

Since September 2021 and the start of the Thinking Reading Program the following progress has been made.

- PP illiteracy has fallen from 27.3% to 11.07%
- The Thinking Reading Program alone has seen 19 PP students graduate, and they have made an average of 5 years and 6 months progress in their reading ages.

Externally provided programmes

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

Programme	Provider