

Pupil premium strategy statement – Trinity Academy Cathedral 2025-2026

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	1035
Proportion (%) of pupil premium eligible pupils	43.85% (454 students)
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 2025/2026 2026/2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Anna Gillinder
Pupil premium lead	Morag Murphy
Governor / Trustee lead	John Hanson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£471,758
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>	£471,758

Part A: Pupil premium strategy plan

Statement of intent

At Trinity Academy Cathedral we believe ‘everything is possible for one who believes’. This mission statement has driven our approach to pupil premium provision at the academy. It is our collective ambition that:

“The academy will ensure that disadvantaged pupils have the skills, experiences and confidence to achieve qualifications as good as their peers. That they develop into kind, courteous and confident young people who are highly knowledgeable and strive for excellence; allowing them to have choices in their future and to have a great life as courageous advocates for social justice.”

We are aware that each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning, put in place strategies to solve them and, ultimately, to enable students from less advantaged backgrounds to achieve at least as well as all students.

At Trinity Academy Cathedral, we are in a privileged position to make a significant impact to a special community. In our academy, 40% of our students live in an IDACI 1 postcode and 64.73% live in a 1-3 IDACI postcode. We understand that, nationally, there is a gap between disadvantaged and non-disadvantaged pupils and that the pandemic has exacerbated these gaps; but we are committed to increasing outcomes for our disadvantaged cohorts.

The intended impact of the Pupil Premium grant is to improve the attainment of disadvantaged pupils (and those that we have identified as vulnerable). We place a strong focus on achieving excellent academic results in GCSE and BTEC qualifications. These qualifications open doors, unlock future opportunities and ensure no path is closed off for our students in the future.

To maximise the effectiveness of our strategy, we are forensic and relentless in our approach to diagnosing our pupils’ needs so that we can implement the appropriate support and intervention. These interventions are based on high-quality research with a strong evidence base to ensure that our approach has greatest possible impact.

As a staff, we share this commitment to making a tangible difference to the lives and outcomes of our disadvantaged pupils. This clarity of vision ensures that our support for disadvantaged learners is consistent and equitable across our academy. Our whole school approach to disadvantage ensures that staff take responsibility for the outcomes of disadvantaged pupils and have the highest aspirations for their attainment and futures.

Our ambitious plan is driven by our ‘Think 50 First’ initiative. This will ensure that disadvantaged pupils are appropriately prioritised and monitored in all areas of school life. It is not a ‘one size fits all’ approach. Our strategy has been carefully planned and tailored to have the greatest impact on the pupils that we serve.

Challenges

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

Challenge number	Detail of challenge
1	Reading Disadvantaged pupils are more likely to join the academy with reading ages that are lower than their peers and their chronological reading age. The current Year 7 PP students have an average reading age 2 years 7 months below their peers. This is reflected by data on entry that shows that pupil premium pupils form a higher proportion of functionally illiterate pupils. We know that if this gap isn't closed, pupil premium pupils will find it harder to access the curriculum and to achieve their potential.
2	Progress There is a gap between the performance of pupil premium and non-pupil premium pupils in their Year 11 qualifications. Our 2024 outcomes showed that there is both an attainment and progress gap. Whilst this is better than national data, the challenge for all teachers is to close the disadvantage gap across our academy.
3	Engagement with School There can be a correlation between challenging behaviours and attendance that may lead to disadvantaged students being further disadvantaged by not being in the classroom. Nationally, disadvantaged students have lower attendance and are more likely to have behaviour concerns than their non-disadvantaged peers. Whilst behaviour and attendance data is improving at the academy, there is still a gap that we are determined to close.
4	Developing cultural capital and personal development Pupils from a disadvantaged background may not have the same exposure to experiences and activities as their non-PP peers. This can impact their ability to access lessons and exams where knowledge of the wider world is expected, and it may affect future aspirations and involvement in wider society.

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
Reading We will ensure that the literacy of our	<ul style="list-style-type: none"> The % of students under their chronological reading age will reduce.

disadvantaged pupils improves so that they can access the full curriculum and leave with a literacy level at least in line with their chronological age	<ul style="list-style-type: none"> • The proportion of PP pupils, in the lowest 20% of reading ages across the school population, will reduce. • PP pupil reading ages will significantly increase from their starting points.
Progress We will ensure that disadvantaged pupils perform at least as well as their peers.	<ul style="list-style-type: none"> • Attainment gaps between PP and non-PP pupils will reduce. • Number of PP pupils achieving standard and strong passes in English and maths will increase. • Progress gaps between PP and non-PP pupils will close.
Engagement with School We will ensure that disadvantaged pupils engage positively with school and have excellent attendance and behaviour	<ul style="list-style-type: none"> • Sustain improvements in PP attendance and punctuality data. • Number of PP pupils receiving red cards, exclusions and suspensions to continue to reduce.
Developing cultural capital and personal development We will ensure that disadvantaged pupils benefit from the widest range of experiences so that they have the aspirations to achieve excellence in their futures.	<ul style="list-style-type: none"> • PP participation in INVOLVE clubs increases so it is in line with non-PP pupils. • Think 50 First is embedded in trip planning and tracking of data shows increase in PP participation. • Increase the proportion of PP pupils completing Odyssey and Graduation so that there are no gaps between PP and non-PP pupils. • The number of PP NEET pupils continues to decline. • Increased proportion of PP pupils continuing in education or employment after Key Stage Four.

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: £297,207

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD <ul style="list-style-type: none"> Quality time, and money, set aside for responsive CPD for all staff. Subject passion time to focus on mastery teaching, developing highly skilled subject specialists that can close gaps and improve outcomes in reading and literacy. CPD based on reducing barriers for groups of students identified as not accessing the curriculum. Training to further develop understanding of “intellectual preparation” for lessons to identify and close gaps of groups of learners. 	<p>‘Improving teaching quality generally, leads to greater improvements’ Education Endowment Foundation (EEF)</p> <p>‘There is particularly good evidence around the potential impact of teacher professional development’ Education Endowment Foundation (EEF)</p>	1 Reading 2. Progress 3. Engagement with School
Staff recruitment and retention <ul style="list-style-type: none"> Contributions to salaries such as Lead Teachers, Reading Mentors and additional teaching staff to allow for smaller class sizes. Contributions to salaries to ensure additional layers of pastoral support, such as Student Liaison Officers 	<p>“Teachers are widely regarded as the most valuable asset available to schools, with the best staff having a major impact upon young people’s achievement (Hanushek, 2011)” John Jerrim (Ofsted and UCL Institute of Education</p>	1. Reading 2. Progress

<p>Classroom delivery</p> <ul style="list-style-type: none"> • Booklets and text used in every classroom. • 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 examples and non-examples to explore understanding. • Literacy policy is further developed that is consistent and allows students reflect and respond to errors. • Reading ages identified on seating plans and staff using the Think 50 First Strategy when developing and using seating plans. 	<p>“Teachers must be provided with training to ensure that they are able to teach reading in their subjects”</p> <p>“Training focussed on teaching reading is likely to help secondary school teachers teach their subject more effectively”</p> <p>Improving Literacy in Secondary Schools EEF</p>	<p>1. Reading</p> <p>2. Progress</p>
<p>Collaborative support with the Trinity MAT</p> <ul style="list-style-type: none"> • Trust curriculum reviews • Subject QIN networks • Leadership collaboration networks • Trinity Culture Day • Trinity Fest • Sparke TV • Sparke Journal • Sparke Sounds 	<p>“Collaborative professionalism is about how teachers and other educators transform teaching and learning together to work with all students to develop fulfilling lives of meaning, purpose and success”</p> <p>(Leading collaborative professionalism Andy Hargreaves and Michael T O’Connor 2018)</p>	<p>1. Reading</p> <p>2. Progress</p> <p>3. Engagement with School</p> <p>4 Developing Cultural Capital</p>
<p>Monitoring and identifying gaps</p> <ul style="list-style-type: none"> • Paired data entry to ensure practical changes in classrooms to address emerging needs throughout the year. • Effective use of Trinity Analytics to gain a holistic view of all students: Progress, attendance behaviour • COBRA meeting for core and EBACC to include PP lead. 	<p>“While individually each piece of data may have limitations, together they build a more reliable understanding of what is going on.</p> <p>Insights and perspectives should be gathered from across the school community. As well as generating useful insights, actively engaging people in this way improves implementation through the way it</p>	<p>2. Progress</p> <p>3 Engagement with School</p>

<ul style="list-style-type: none"> • KS3 COBRAs students at risk of underachieving; termly Masters • of Recall COBRA and twice-yearly • formal assessment COBRAs. • KS3 intervention groups using the THINK 50 FIRST strategy to support students as 	<p>unites values and generates buy-in.”</p> <p>EEF Guide to Pupil Premium</p>	
<p>Careers focus within all curriculums</p> <ul style="list-style-type: none"> • Curriculum maps identify careers for each unit of work • Careers links to subject areas are shared with students. 	<p>“Knowledge of particular careers or subject choices can often come from sources both inside and outside of the classroom”</p>	<p>4. Developing Cultural Capital</p>

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

Budgeted cost: £80,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke reading intervention</p> <ul style="list-style-type: none"> • Lexonik Advance Programme • Lexonik Leap Programme • Training provided for 6 staff to deliver these effective intervention programmes. 	<p>“Developing a model of tiered support, which increases in intensity in line with need is a promising approach.”</p> <p>(Effective pupil premium reviews. A guide developed by the Teaching Schools Council)</p>	<p>1. Reading</p> <p>2. Progress</p> <p>3. Engagement with School</p>
<p>EAL intervention</p> <ul style="list-style-type: none"> • EAL interventionist works with most vulnerable pupils. • Flash Academy intervention 		<p>1. Reading</p> <p>2. Progress</p> <p>3. Engagement with School</p>
<p>Year 11 interventions</p> <ul style="list-style-type: none"> • Morning Preparation groups in a carousel to allow for targeted intervention. • Period 7 for small group intervention and catch up. • Holiday schools for small group and intervention and catch up. • English catch up sessions during the year. • Maths mentors for small group intervention. 		<p>2. Progress</p> <p>3. Engagement with School</p>

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

Budgeted cost: £94,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced support, monitoring and data</p> <ul style="list-style-type: none"> • Effective use of Trinity Analytics to gain a holistic view of all students. <ul style="list-style-type: none"> - Progress - Attendance - Behaviour • Attendance team expanded; attendance liaison officers and EWO to have daily visits into the community to support attendance. • Enhanced staffing in Student Support for pastoral, wellbeing and behaviour support. • Attendance and behaviour data is reviewed by students every Monday. • Attendance and behaviour data reviewed by SLT and CLs regularly. • Sparx Reader PP use tracked and small MP intervention groups • SLT, SLO and phase leader attendance groups to target first day phone calls and in school support of targeted students. • Tracking of PP in place for termly review and focus for PP target groups- 	<p>“While individually each piece of data may have limitations, together they build a more reliable understanding of what is going on. Insights and perspectives should be gathered from across the school community. As well as generating useful insights, actively engaging people in this way improves implementation through the way it unites values and generates buy-in.”</p> <p>EEF Guide to Pupil Premium</p>	<ol style="list-style-type: none"> 1. Reading 2. Progress 3. Engagement with School

<p>Attendance and behaviour.</p> <ul style="list-style-type: none"> • Focus cohorts for phase leaders, SLO and SLT using Think 50 First. • Fully fitted inclusion room with booths • Monitoring of students' times in Inclusion to allow for early intervention where appropriate e.g. the use of the inclusion and restorative practices to reduce the possibility of PEx 		
<p>Reading beyond the classroom</p> <ul style="list-style-type: none"> • Sparx Reader used across KS3. • Sparx Reader PP use tracked and small MP intervention groups. • Reading Rewards programme. • Library open every break, lunchtime and after school. • Odessey and Graduation programmes promote wide reading. • All Year 7 pupils receive a selected book at Christmas. 	<p>"Recent UK studies suggest enjoyment and engagement may play an important role in students learning"</p> <p>(Improving Behaviour in Schools EEF)</p>	<p>1. Reading</p>
<p>Student wellbeing</p> <ul style="list-style-type: none"> • The school take part in the Magic Breakfast programme; that ensures all students receive a free breakfast before the start of the school day. • Partnership with iSpace who provide mental health support to targeted students. 	<p>"A simple meal not only fuels their learning but also their confidence, focus and wellbeing"</p> <p>(Magic Breakfast A Brighter Start)</p> <p>"Mental health difficulties can lead to educational disadvantage and increase the risk of poor academic</p>	<p>2. Progress</p>

	<p>performance, absenteeism and behavioural problems.”</p> <p>(NGA - Supporting the attainment of disadvantaged children in educational settings)</p>	
<p>Rewards</p> <ul style="list-style-type: none"> • Tutor group league tables will allow student incentives to attend school. • Enhanced rewards take place termly. • Individual rewards for attendance. • Celebrations and rewards events are embedded into school for example, trips to the cinema and ten pin bowling. • Odyssey, Graduation and The Edge all celebrate student engagement and progress. • Friday Food Around the World rewards include a specific PP student for each year group each week. 	<p>“Clear rewards and sanctions can be motivating for children and young people”</p> <p>(Improving Behaviour in Schools EEF)</p>	<p>1. Reading</p> <p>2. Progress</p> <p>3. Engagement with School</p>
<p>Mentoring</p> <ul style="list-style-type: none"> • Sparx Reader PP use tracked and small MP intervention groups • SLT, SLO and Phase Leader attendance groups to target first day phone calls and in school support of targeted students. • Step Out mentoring to support attendance drive. • I Space and Focussing Mind mentoring for targeted students 	<p>“Developing a model of tiered support, which increases in intensity in line with need is a promising approach.”</p> <p>(Effective pupil premium reviews. A guide developed by the Teaching Schools Council)</p>	<p>1. Reading</p> <p>2. Progress</p> <p>3. Engagement with School</p>
<p>High quality careers education, information, advice and guidance</p> <ul style="list-style-type: none"> • Priority careers interviews for students identified as ‘at-risk’ of NEET in Y11. • Apply for assessment for 	<p>“High quality careers education, information, advice and guidance is vital to ensure young people can access jobs that suit their talents and aspirations. For those from</p>	<p>3. Engagement with School</p> <p>4. Developing Cultural Capital</p>

<p>Quality and Careers award.</p> <ul style="list-style-type: none"> • Work and further education-based visits take place, for example all Year 11 students go to Barnsley college, all year 10 students have a workplace-based visit. • KS4 students all have meetings with a Level 6 qualified careers advisor using the Think 50 First strategy. 	<p>lower socioeconomic backgrounds, this advice is particularly important, as they are less likely to have access to support from family and friends, or to have networks which provide an insight into a wide range of career options.”</p> <p>PAVING THE WAY Careers guidance in secondary schools</p> <p>Erica Holt-White, Rebecca Montacute, Lewis Tibbs March 2022</p>	
<p>Extra-curricular</p> <ul style="list-style-type: none"> • Extensive INVOLVE program of extracurricular activities, • Tracking of PP in place for termly review and focus. • Year 7 and Year 8 compulsory attendance to INVOLVE • Experiences for All is a pathway all students take throughout their time at Trinity Academy • Cathedral increasing students’ cultural capital for example, Yorkshire Experience 1 where all of Year 7 go to Grassington, Yorkshire Experience 2 where all Year 8 students go to the Yorkshire Sculpture Park. • Many trips take place including trips abroad such as Barcelona and trips to France, using the • Think 50 First strategy. • The CAPA pathway not only allows students to receive high quality performing arts lessons, but attend a large number of after school lessons, attend residential trips 	<p>“35% of young people from lower social groups remember their first memorable cultural trip as organised by their school compared to 27% of young people from higher social groups”</p>	<p>4. Developing cultural capital and personal development</p>

and take part in a number of productions.		
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Total budgeted cost: £471,758

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress and outcomes:

2025 National PP APS: 34.9

2025 National Non PP APS: 50.3

2025 Wakefield APS: PP: 34.4

Trinity Academy Cathedral APS: PP APS 2025: 40.3

The national difference between PP and non-PP is 15.4 the gap between disadvantaged at Trinity Academy Cathedral and non-disadvantaged nationally is 10.0 this means the gap is 33% smaller at this academy.

This shows us PP students at TAC do better than PP students across Wakefield and across the country.

Attendance:

Attendance was a focus of the school last year and the strategies identified in the section above were used to drive attendance forward with a real focus on PP students

National state secondary PP attendance: 86.3%

Wakefield PP attendance 2024/ 2025: 83.1%

Trinity Academy Cathedral 2024/ 2025: 88%

PP attendance is higher at TAC when measured both against Wakefield and national figures.

Part of this strategy has been to change create a cultural change with a huge focus on Year 7 in 2025 and this is reflected in the data below.

National state secondary non- PP attendance 2024/2025: 91.4%

Trinity Academy Cathedral 2024/ 2025 PP Year 7: 92.8%

Reading and literacy intervention.

From the start of the Thinking Reading Programme in September 2021 the following progress has been made.

- PP illiteracy has fallen from 27.3% to 7%

- The Thinking Reading Program alone has seen 31 students graduate 45% of the graduates were PP, and they have made an average of 5 years and 6 months progress in their reading ages.

During this time period the schools has created a booklet-based curriculum, developed a whole school reading strategy and used the Thinking Reading programme to reach these aims. The data above identifies that progress has been made in this area. Outcomes for PP students have improved since 2017.

The evidence above identifies that the chosen programme from 2021- 2024 was the correct one for our academy at that time. We have now reassessed the needs of our students and have a clear focus to close the gap of students with a reading age up to two years below their peers. We have therefore moved to the Lexonik Advance Programme and Lexonik Leap Programme.