Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Trinity Academy
Number of pupils in school	1074 (1265, inc 6th Form)
Proportion (%) of pupil premium eligible pupils	37.5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs V. Gibson Principal
Pupil premium lead	Mrs J Richmond Vice Principal Academic
Governor	Martin Oldknow, Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	404, 343
Recovery premium funding allocation this academic year	110, 676
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	515, 019

Part A: Pupil Premium Strategy Plan-Statement of Intent

Our Pupil premium plan exists alongside our whole school development plan. Its intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly Reading, Mathematics and Open basket subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, to narrow the gap between their peers and provide social justice. We will consider and understand the challenges faced by our vulnerable pupils and do our up-most to eradicate the identified barriers to their success. We strive to remove the unconscious bias which could lead to the unconscious lowering of expectations, raise lifelong aspirations, increase cultural capital and focus on removing barriers to learning and enabling our students to achieve academic excellence in alignment with our ethos of Curriculum Excellence.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Quality first teaching 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 below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

PP Context at Trinity Academy

Trinity Academy is designated as a non-denominational Christian-ethos school. Founded in 2005, the mission of Trinity Academy, as part of the Emmanuel Schools Foundation, is to raise standards of character and scholarship within an area of high deprivation, by building a strong community in which every child is regarded as created in the image of God: of infinite and intrinsic worth, uniquely gifted and morally responsible.

Each of the Foundation's schools are located in areas of high deprivation, and no faith test is applied to aspiring students or their families, but there is a high degree of buy-in from staff, students and parents to our core virtues. The Academy is larger than average and draws students almost entirely from the local area. Although the Academy draws from ten local wards altogether, 95% of students come from three local wards (including 80% from just one, being Thorne and Moorends. Student deprivation is high, even in relation to the wider context of Doncaster: Students' average Index of Multiple Deprivation (IMD) score is in just the second decile from bottom; this increases towards the younger cohorts. 33% of the total number of pupils on roll are entitled to free school meals.

Challenges

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

Challenge number	Detail of challenge
1	School validated progress from examination data for 2018/19 for PP was -0.76 compared to -0.27 for non-PP. Mathematics average points score for PP was 2.90 compared to 3.91 for non-PP. School validated progress from examination data for 2021/22 for PP was -0.93 compared to -0.32 for non-PP. Mathematics average points score for PP was 3.26 compared to 4.42 for non-PP. School unvalidated progress from examination data for 2022/23 for PP was –0.79 compared to –0.25 for non-PP. Mathematics average points score for PP was 3.29 compared to 4.42 for non-PP. Validated open basket performance data 2018/19 for PP was -0.88 compared to non-PP -0.18. Validated open basket performance data 2021/22 for PP was -0.54 compared to non-PP -0.04. Unvalidated open basket performance data 2022/23 for PP was –0.33 compared to non-PP 0.14.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to Year 7 in the last 4 years, on average pupils have started the Academy with a reading age of 10.25 months lower than that of previous Year 7 reading ages. The reading gap, on entry, is especially significant for the current Y7 cohort (2023-2024), as follows. In this year group, the PP cohort had an average score of 123.1, compared to the non-PP cohort with an average score of 142.7. In comparison, the reading gap on entry to Y7 is only marginal for the current Y10 cohort, with PP at 142.0, compared to 142.7 for non-PP students; suggesting the impact of the pandemic on Primary Phase education has had a more significant impact on the younger year groups in the academy.
3	Our observations suggest many of our lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly mathematics and science.

4	Mental health and wellbeing. Our wellbeing survey observations and discussions with pupils and families have identified social and emotional issues for many pupils. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. We are aware that these challenges particularly affect our disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for support markedly increased. Whilst the number at this time is low, we do expect this figure to rise. 14 pupils (*9 of whom are disadvantaged) currently require additional support with social and emotional needs and are currently receiving small group interventions with our learning mentors.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been around 5.5% lower than for non-disadvantaged pupils. 31% of disadvantaged pupils have been 'persistently absent' compared to 10% PA of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. In 2022-2023, there was a 3.7% difference between the cumulative attendance of PPG students from Years 7-11 in comparison to All students in Years 7-11; additionally, there was a 15.4% difference between the Persistent Absence rates of PPG students, in comparison to all students.
6	Extra-curricular participation data indicates that disadvantaged pupils are less likely to access the extra-curricular and enrichment opportunities offered by the academy. In 2022-2023, there was a difference in participation rates between disadvantaged and their non-disadvantaged peers in all year groups, which significantly increased from Y9 upwards, as follows: Y7- 5%; Y8- 7%; Y9- 16%; Y10-11% and Y11-17%

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Mathematics and Open Basket subjects.	By the end of our current plan in 2024/25: KS4 predictions from rehearsal data and current three-year examination trends demonstrate that the gap between disadvantaged students and their peers will diminish from 0.75 (18/19) to 0.15 (24/25) This progress score would bring the: • Mathematics average progress 8 score in line with national average • Open Basket average progress 8 score in line with national average.

Improved reading comprehension among disadvantaged pupils across KS3. Improved reading ages to be at or above chronological age in KS4.	• 90% of KS3 read at, or above, chronological reading age. • PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • PP students to achieve, or exceed, P8 averages, in line with national averages for all students. • Standardised reading scores are in line, or above, national averages.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Students across all key stages have improved self-regulatory skills. Uptake in the use of GCSE Pod and Seneca learning all in line with their non-disadvantaged peers. Homework completion rates of the PPG students will have improved by 24/25, using the recording of homework merits on Bromcom as a benchmark. Year to date in 23/24, the average homework merit difference between all pupils and the PPG cohort is 0.8; however, in Y7 the difference is most notable at 3.5. The target is for all pupils and the PPG cohort to have an average of 10 homework completion merits per week.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 5.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 17.4% and the figure among disadvantaged pupils being no more than 12% greater than their peers.
To ensure the curriculum is ambitious and broad for all pupils, especially for those who are disadvantaged.	By the end of 2024/25, there will be: • A significant increase in the % of pupils entered for and achieving the EBacc qualification with approximately 50% of the cohort doing so. This compares to 11% of students who achieved this qualification in 2022-23 (5% of the PPG cohort are included in this measure.) This will be the direct result of a change in curriculum model which was introduced September 2022.
To ensure there are opportunities for all pupils, particularly for disadvantaged pupils, to increase their participation in extra-curricular activities and are provided with increased opportunities to increase their cultural	By 2024/25, there will be: • A continued increase in the % of the PPG cohort participating in extra-curricular and enrichment opportunities- especially in KS4 from 33.5% to at least 50%, which is line with non-PPG participation. • The participation difference between non-disadvantaged and their disadvantaged peers in 2022-2023 was: 5% in Y7; 7% in Y8; 16% in Y9; 11% in Y10 and 17% in Y11.

capital through enrichment of the curriculum.	

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

Budgeted cost: **£267,808**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. We will be using NGRT and NCER data.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3,
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training, support and release time. It will first be rolled out in mathematics and Open Basket subjects	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	3
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access White Rose Maths Hub resources and CPD offers from White Rose Maths Hub (including Teaching for Mastery training). Appointment of a Numeracy Co-ordinator will ensure that there is a consistent approach to the teaching of Maths across the curriculum and that there are increased opportunities for	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	1, 3, 6

students to apply their mathematical knowledge in other contexts, including through enrichment of the curriculum and through extra-curricular activities.		
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will focus CPD/T&L on reading, oracy and then disciplinary literacy skills. Increasing enrichment opportunities, linked to reading and oracy.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2, 6
High quality collaborative planning structure in place.	All departments and all teachers to take part in the after-school training, department meetings and CPD sessions. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	1,2,3,
Individualised instruction in mathematics.	Individualised instruction can have high impact in subjects such as science and maths and also reading. EEFtoolkit/individualised-instruction	1,2,3
Ensure that staff are incorporating formative assessment strategies in all lessons with high quality student response to feedback given.	Providing high quality has a high impact on learning outcomes. Feedback | EEF (educationendowmentfoundation.org.uk)	1,2,3
Make certain lesson planning includes resources and structures to support curriculum delivery. That scaffolding particularly for low prior attaining and disadvantaged students is common practice. Develop and train LSAs to be proactive in supporting SEND students' individual needs. Provide CPD for staff on the effective use of LSAs within the classroom.	EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf (d2tic4wvo1iusb.cloudfront.net) Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	1,2,3
Recruitment and retention	The recruitment and retention of highly effective and experienced practitioners in mathematics and English.	1,2,3

Targeted academic support

Budgeted cost: **£129,606**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Using the McGraw Hill programme at KS3 for students who require additional phonics targeted interventions.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. Subjects identified are mathematics, English and science. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high prior attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3
RAG meetings	It is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. It will be the role of the RAG team to deploy these for students centrally. Whether these be academic or pastoral interventions. Selecting_interventions_tool.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4
Mentoring of Y11 disadvantaged students	Y11 Students paired with a staff member in order to help organise, structure and provide support. EEF toolkit/mentoring	1,2,3
New Group Reading Test (NGRT), used to track pupil progress and direct to targeted and evidence-	"Our biggest concern will be around identifying gaps in learning, so schemes can respond to student need in a student-centered approach. These assessments allow us to do this, as and when our	2

based interventions. Twice per academic year.	students are ready." Regular tracking will enable us to rapidly diminish differences in reading ages of disadvantaged pupils.	
Books and revision guides provided to students as part of year 11 strategy.	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	3

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

Budgeted cost: **£117, 605**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Me in Mind – We have Mental Health practitioners in one school at least one day a week to support students. In addition, fortnightly advice/supervision for staff Support in training our Mental Health Champions School Nursing Team Fortnightly drop in sessions Student 1:1 referrals Health Checks for CIN/CP students Worth Unlimited: Weekly support through counselling sessions through a Christian funded charity. These cover low mood/anxiety/self-esteem support This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)	3,4

Embedding principles of good practice set out in DfE's 'Improving School Attendance' guidance. Staff will receive training and release time to develop and implement new procedures. Attendance officers will be appointed to continually improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving School Attendance	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Establish place-based change approach to supporting disadvantaged families.	The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement | EEF (educationendowmentfoundation.org.uk)	5
PP Champion role	Data analysis, academic support, pastoral support, academic mentoring, engagement and interventions. EEF-toolkit/mentoring	1,2,3,4,6
Alternate provision supports academic progress as well as SEMH support	Disadvantaged students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this. EEF-toolkit/behaviour-interventions	1,3,4,5,6
Offer consistency through a whole school behaviour policy.	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF-toolkit/behaviour-interventions	1,3,5
Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer and TLR post-holders/HOY/AHOY	The attendance of PP students to school is below national expectations. Many PP students have significant social and emotional barriers to learning and are subject to external multi-agency plans.	5
Sustain a system of rewards and incentives for improved attendance to school.	The Department for Education (DfE) published research in 2016 which found that:	1,3,5,6

Personalised rewards and recognition to ensure whole school profile raised.	• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9- 4 or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons.	
Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance officer and HOY/AHOY help to arrange appointments at all parent events. EEF toolkit/parental-engagement suggests +4 months progress.	5
Reduce the number of Exclusions. Reduce the number of Fixed Term Exclusions. Reduce the number of Permanent Exclusions.	Disadvantaged student outcomes will not be improved if they lose valuable lesson time. Disadvantaged students have a higher national percentage of permanent exclusions. If they are excluded by the school, they have less chance of becoming productive members of society. DfE research on school exclusion	1,3,5
Work with external agencies including CAMHS	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021	5

Total budgeted cost: £515, 019

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

2023 Outcomes and Gaps Analysis (Unvalidated):

Key Performance Indicator:	ALL (211):	PP (58):	Gap:
KS2 APS:	104	102.5	2.5
A8:	42.2	33.3	8.9
Estimated P8 Score:	-0.35 (CI: -0.54 to –0.15)	-0.91 (CI: -1.28 to –0.53)	0.56
EM % 9-5	30%	9%	21%
EM % 9-4	53%	40%	13%
Ebacc Entry:	19%	5%	14%
EBacc Standard Pass:	16%	3%	13%
EBacc Strong Pass:	11%	2%	9%

KS4 Outcomes: Comparison to 2021/2022 (PPG Cohort)

Key Performance Indicator:	2022/2023:	2021/2022:	Difference:
P8 Score:	-0.91(unvalidated)	-1.17	+0.26
A8 Score:	33.3	33.9	-0.6
EM5+	9%	22%	-13%

EM4+	40%	40%	0%
EBacc 4+:	3%	6%	-3%
EBacc 5+:	2%	6%	-4%
EBacc Entry:	5%	16%	-11%

Pupils within the PPG cohort made increased progress in 2022-2023, when compared to the previous academic year. This is particularly attributable to the work done to improve outcomes in the Open Basket, but improving the progress score for disadvantaged learners continues to be a priority.

The curriculum offer and curriculum design has been modified, to enable learners increased curriculum time in their Open Basket subject areas and the curriculum model for the current Y10 cohort (Class of 2025) demonstrates increased ambition in terms of the % EBacc entry.

The percentage of the PPG cohort achieving 4+ in both English and Mathematics in 2022-2023 remained static at 40%; attainment in English and Maths at both 4+ and 5+ remains a priority.

End of KS4 Destinations Data:

End of KS4 Destinations: 2021-2022 (Lagged)	**No.**	**%**
Further Education	24	42
Sixth Form	3	5
College	19	34
Apprenticeships	5	8
Employment	1	2
Other Training- Non-Employed	1	2
Independent Specialist Provision	1	2
Full Time Employment with Accredited Training	1	2
Potential NEET	2	3
Total	56	100

Bespoke CEIAG provision is in place for the PPG cohort in Y11 and additional CEIAG intervention is put into place for any PPG students who are at risk of becoming NEET.

Improving Reading:

By the end of KS3, 61% of all students made at least expected progress in reading between their first and last reading age tests in Y9. However, 43% of all students at a reading age at or above their chronological age by the end of KS3, compared to 29% of the disadvantaged cohort. Therefore, despite the academy being proactive in addressing low levels of literacy, reading ages continues to lag behind chronological age progression and so this remains a key priority.

In 2022-2023, students in Years 8, 9 and 10 made accelerated progress, following the implementation of daily 20 minute reading sessions, delivered by an 'expert reader.' The impact of this reading intervention was successful in reducing the gap between their reading age and their chronological age.

Library circulation figures demonstrate that more students, including students from the PPG cohort, read for pleasure in 2022-2023; this was the case across all year groups.

Crucially, the numbers of students with a reading age significantly below their chronological age reduced throughout 2022-2023; the students who require bespoke Phonics-recovery interventions are identified through additional diagnostic testing and are placed in targeted time-limited interventions, which take place on a rolling programme, in order that these students are able to continue to access the full breadth of the KS3 curriculum.

	Year	All	PP	NPP	Male	Female
Average reading age on Entry (months)	All	135.4	130.3	140.2	132.2	135.6
	7	134.0	123.1	142.7	132.5	135.7
	8	136.7	130.9	141.1	132.2	141.3
	9	130.0	125.1	133.7	131.5	128.9
	10	140.5	142.0	142.7	132.5	135.7
Improvement in Reading Age (Month)	All	14.4	15.4	14.0	14.4	14.6
	7					
	8	11.1	12.7	10.1	15.1	7.6
	9	20.6	23.9	18.6	19.5	21.5
	10	26.7	25.9	28.1	23.5	30.7
Below Chronological Age (%)	All	42%	43%	31%	44%	44%
	7	47%	60%	48%	49%	58%
	8	32%	32%	24%	35%	34%
	9	46%	41%	30%	53%	41%
	10	45%	40%	23%	38%	41%
McGraw-Hill Students (%)	All					
	7	33 / 14.9%	21 / 9.5%	12 / 5.4%	23 / 10.4%	10 / 4.5%
	8	16 / 6.7%	11 / 4.6%	5 / 2.1%	6 / 2.5%	10 / 4.2%

Improving Attendance:

Despite there continuing to be a gap between PP and overall cumulative attendance in Years 7-11 in 2022-2023, this gap reduced from 4.8% to 3.7% when compared to the previous academic year.

In terms of Persistent Absence, the gap is more significant at 15.4% and this gap remained static from the previous academic year.

Many proactive evidence-informed strategies are in place, in order to raise attendance and the PP Champion tracks the attendance of the PPG cohort and liaises with all key stakeholders to ensure that students are being proactively and closely monitored, once they become at risk of triggering PA.

Cumulative attendance of less than 90% for the Y11 PPG cohort in 2022-2023 directly correlates to 21.6% difference between the PPG and Non-PPG students achieving the EM 4+ Basics Measure at the end of KS4, with Maths being particularly adversely affected.

Improving Mental Health and Wellbeing:

Wellbeing of students remains a focus with a significant increase in safeguarding cases coupled with a higher need for counselling and mental health support. We continue to use our Pupil Premium Allocation to address this, as well as drawing on locally available services.

The widening National GCSE disadvantage gap is consistent with other evidence that learning losses during the pandemic were more acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue to build on that approach in our new plan.

Currently, there are 32 students identified as 'Primary Need SEMH' on the SEND Register, making up 18% of the total SEND cohort.

Numbers in each year group, with %PP/non-PP:

Year Group	SEMH	SEMH/PP	SEMH/Non-PP
7	6	6	0
8	8	5	3
9	6	4	2
10	6	5	1
11	2	1	1

Further information

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.