Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	1204
Proportion (%) of pupil premium eligible pupils	38.5%
Academic year/years that our current pupil premium strategy plan covers	2025/26 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs V. Gibson Principal
Pupil premium lead	Mr P Jennings VP
Governor	Martin Oldknow, Chair of Local Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£430,000
Recovery premium funding allocation this academic year	£0
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	£430,000

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.

The Academy is larger than average and draws students almost entirely from the local area. The Academy caters for approximately 1232 students, with girls being represented at a rate 3% higher than the national average. Although the Academy draws from eleven local wards altogether, 98% of students come from three local wards (including 86% from just one, being Thorne and Moorends). Due to the high number of colleges and school sixth forms in the area, our Sixth Form recruits largely from our own Year 11 students, although we have recently begun to vigorously expand our external recruiting drive. Student deprivation is exceptionally high, even for Doncaster:

- Students' average Index of Multiple Deprivation (IMD) score is in just the second decile from

bottom; this actually declines towards the younger cohorts.

- Fewer than 10% of students have multiple deprivation indices above the 4th decile.

- Over the past 6 years, 40% of the pupil population has been eligible for Free School Meals, which is above the national average (the national average is 26%).

- This proportion is increasing with each new cohort; from 33% of current Year 11 students to 47.7% of current Year 7 students.

Challenges

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

Challenge number	Detail of challenge
1	**Progress:** As of August 2025, disadvantaged students' progress is within roughly half a grade of that of other students, and this difference has been narrowing each year. The greatest scope for further improvement lies in Maths and EBacc subjects, where performance currently trails national levels
2	**Reading and Literacy:** Reading remains a central priority for our Pupil Premium cohort. On entry to Year 7, 75% of the full cohort met the expected standard or higher in reading at KS2. This compares to 71.7% of disadvantaged pupils and 80.5% of non-disadvantaged pupils, evidencing a clear attainment gap on entry. Furthermore, 4% of Pupil Premium pupils arrive with a reading age below functional level, compared with 2.7% of their non-Pupil Premium peers, highlighting the need for early identification and targeted support. To ensure precise diagnosis of reading need, all pupils complete two NGRT assessments each year: one early in the autumn/spring term and one at the end of the summer term. These assessments allow us to identify pupils who require additional support with decoding, fluency, or comprehension. Pupil Premium pupils are prioritised for evidence-informed, bespoke interventions emerging from this diagnostic process. Reading is foundational to academic success; pupils must be able to read with accuracy, fluency and comprehension to fully access the curriculum. NGRT average reading age data shows a clear gap on entry for the current Year 7 cohort, with an average reading age of 10.10 for PP pupils compared with 11.07 for non-PP pupils. By Year 11, however, this gap has reduced to just three months, demonstrating the significant long-term impact of the academy's sustained reading strategy, including daily reciprocal reading through **'Team Read'**, modelled by an expert reader, and embedded disciplinary literacy approaches, particularly the explicit teaching of vocabulary.
3	**EBACC Entry, Progress and Attainment:** Our observations indicate that many of our lower-attaining disadvantaged pupils are still developing their metacognitive and self-regulation skills, particularly when monitoring and evaluating their responses to challenging tasks. This is evident across the curriculum; most notably in mathematics and science—and presents a valuable opportunity to further support pupils in securing the EBacc suite of qualifications.

4	**Mental Health and Well-being:** Current wellbeing surveys, pastoral observations, and discussions with pupils and families indicate a growing level of social and emotional need across the school. Trinity Academy serves a community with significant levels of deprivation, reflected in the IDACI score, which places the area within the *most deprived national quintiles* for income affecting children. This means many of our pupils are growing up in households experiencing financial instability, limited access to enrichment opportunities, and higher levels of day-to-day stress—all of which impact their readiness to learn. Pastoral and safeguarding data reflects this trend. These contextual challenges are particularly pronounced for our increasing Pupil Premium cohort, who are statistically more likely to experience barriers linked to the local socio-economic landscape. This includes reduced access to quiet study space, fewer structured extracurricular opportunities, and greater exposure to community-based challenges that affect wellbeing and attainment. This rising level of need underpins our Pupil Premium strategy and informs our priority areas including emotional wellbeing.
5	**Attendance:** Over the past three years, attendance for disadvantaged pupils has steadily improved, reducing the difference with their peers. In 2024–25, the cumulative attendance of PPG students in Years 7–11 was just 3.4% below that of all students, showing a clear year-on-year closing of the gap

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 2027/28, rehearsal data and recent examination trends indicate that the progress of disadvantaged students will continue to move closer to that of their peers. We expect outcomes in both Mathematics and the Open Basket to be broadly in line with national averages.
Improved reading comprehension among disadvantaged pupils across KS3. Improved reading ages to be at or above chronological age in KS4.	By the end of our current plan in 2027/28: • 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.	By the end of our current plan in 2027/28: Students across all key stages have improved self-regulatory skills. Uptake in the use of online platforms (such as Sparx/ Seneca) learning all in line with their non-disadvantaged peers.

	Homework completion rates of the PPG students will have improved by 27/28, using the recording of homework merits on Bromcom as a benchmark. Year to date in 24/25, 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 2027/28 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 2027/28 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 2027/28, there will be: • We anticipate a substantial rise in the proportion of pupils entered for and achieving the EBacc, with around half of the cohort expected to do so. • This represents strong progress from 2022–23, when 11% of students achieved the EBacc (including 5% of the PPG cohort). • By 2024–25, EBacc entry had already increased to 42.2%. • This improvement reflects the impact of the revised curriculum model introduced in September 2022 and further strengthened in September 2024..

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: £215,000

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.	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	2,3
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 and Whole School Numeracy). 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 students to apply their mathematical knowledge in other contexts, including through enrichment of the curriculum and through extra-curricular activities.	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,
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.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2

Increasing enrichment opportunities, linked to reading and oracy.		
Instructional Coaching	Instructional coaching can significantly improve the teaching and learning of pupil premium students by providing teachers with highly targeted, personalised support that focuses on small, high-leverage changes to classroom practice. Through regular coaching cycles, teachers refine strategies such as modelling, scaffolding, questioning, and checking for understanding; approaches proven to have the greatest impact on disadvantaged learners. Coaching helps ensure these strategies are applied consistently and effectively, reducing cognitive load, increasing access to challenging content, and improving the quality of teacher–student interactions. Over time, this leads to more responsive teaching, stronger relationships, and better progress for pupil premium students who often benefit most from clarity, structure, and high expectations. 1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	1,2,3,
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 (educationendow-mentfoundation.org.uk)	1,2,3,
Use of Pupil Progress software to generate QLA information to inform intervention	QLA trackers created after Year 11 and 10 Rehearsal exams in order to improve the focus of interventions; ensuring they are bespoke to students' individual needs. EEFtoolkit/individualised-instruction	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. Amendments made to KS3 assessment and reporting systems to better inform staff, students and parents of student's	Providing high quality feedback has a high impact on learning outcomes. Feedback | EEF (educationendowmentfoundation.org.uk)	1,2,3

performance (both academically and pastorally)		
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: **£107,500**

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	1, 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	1,2,3,4
New Group Reading Test (NGRT), used to track pupil progress and direct to targeted and evidence-based interventions. Twice per academic year.	Identifying gaps in learning, so schemes can respond to student need in a student-centered approach is a school priority. These assessments allow us to do this, as and when our students are ready. Regular tracking will enable us to rapidly diminish differences in reading ages of disadvantaged pupils.	1,2
Books, revision checklists 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.	1,3

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

Budgeted cost: **£107,500**

Activity	**Evidence that supports this approach**	**Challenge number(s) addressed**
Me in Mind – Mental Health practitioners in one school at least one day a week 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. 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.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5

Staff will receive training and release time to develop and implement new procedures. Attendance officers have been appointed to continually improve attendance.	Improving School Attendance	
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
Creation of a PP Champion role	Data analysis, academic support, pastoral support, academic mentoring, engagement and tracking the impact of interventions. EEF-toolkit/mentoring	1,2,3,4
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
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. Personalised rewards and recognition to ensure whole school profile raised. For example, rewards for good attendance are "loud and proud" to promote the importance of attendance and it's link to academic outcomes.	The Department for Education (DfE) published research in 2016 which found that: • 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.	1,3,5
Improve family home school liaison and relationships by supporting potential	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.	5

attendance barriers such as uniform and food hardship.	Attendance officer and HOY/AHOY help to arrange appointments at all parent events. EEF toolkit/parental-engagement suggests +4 months progress.	
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: £430,000

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 2024 to 2025 academic year.

Pupils in the PPG cohort showed strong improvement in 2024–25, making noticeably more progress than in the previous academic year.

The difference in progress between PPG students and their peers has continued to narrow for the second consecutive year. In addition, the proportion of PPG students achieving a Grade 5 or above in English and Maths has risen for the second year running.

The curriculum offer has also been strengthened to support this improvement. Adjustments to curriculum design have increased learning time in Open Basket subjects, and the curriculum model for the current Year 11 cohort (Class of 2026) reflects greater ambition, particularly in the proportion of students entered for the EBacc

End of KS4 Destinations Data 24/25:

Bespoke CEIAG provision is in place for all Year 11 PPG students, with additional targeted support for those at risk of becoming NEET. This proactive approach ensured that only two students from the cohort were recorded as NEET, with one continuing to receive coordinated support to secure an appropriate next-step provision.

Destination	Percentage
College Non Advanced Education	40.23
Study Programme	4.47
Sixth Form College	10.43
FT Perm Employment (accredited training)	1.49
Further Education (Y12-14)	38.74
Intermediate Apprenticeship Employed	1.49
NEET	2.98

Impact: Improving Reading Outcomes

Reading data from Summer 2024 to Summer 2025 shows consistent improvement in average reading ages across all year groups, with particularly accelerated progress in Years 8, 10 and 11. The proportion of pupils in the lowest reading band (Red) has reduced notably in Years 8 and 9, evidencing the strong impact of targeted interventions. In Year 8, the total percentage of students within the Red Band (All Pupils) has reduced from 19.4% at the start of 2024-2025 to 11.02% at the start of 25-26; equally, the percentage of pupils within the Red reading band in Year 9 for All Pupils has reduced from 33.04% at the start of 2024-2025 to 19.13% at the start of 2025-2026.

In some year groups, small increases in the Red or Amber bands are accompanied by substantial gains in average reading age, indicating improved diagnostic accuracy and more appropriate banding rather than a decline in performance. This is particularly the case in Year 10, in which the average reading age for ALL pupils has improved by 18 months in a 12 month period of time; equally, the average reading age of PP students in Y10 has improved from 12.01 at the start of 24-25, to 13.07 at the start of 25-26.

The gap between PP/Non PP students in terms of their average reading age also decreases over time, as a result of timely and impactful reading interventions and a comprehensive reading strategy which emphasis the importance of reading being the responsibility of all staff within the academy; in the current Y7 cohort, the gap between PP/Non PP is 9 months, whereas in Y11, the gap between PP/Non PP is 3 months. The widest gap between PP/Non PP is in Year 8; Year 8 are therefore being prioritised for additional interventions, especially in the form of Reading Plus.

Overall, the data reflects the positive cumulative impact of a sustained, multi-layered reading strategy. Pupils who have engaged with these approaches over several years demonstrate the strongest outcomes, evidencing the importance of long-term, structured literacy support.

Improving Attendance:

PP attendance improved by 1.5 percentage points in 2024/25 compared with the previous academic year. Early data for 2025/26 shows a further 0.4 percentage point increase, demonstrating sustained improvement and continued positive impact from strengthened attendance systems and targeted support. The gap between PP and non-PP pupils is gradually narrowing.

Persistent Absence among disadvantaged pupils also improved in 2024/25, with a 7.6 percentage point reduction compared with the previous year. Although the gap with non-PP pupils remains, this progress indicates that earlier identification and more proactive intervention strategies are beginning to address the most entrenched attendance issues.

Attendance work is fully embedded within the whole-school strategy. Systems have been strengthened so that attendance and PA risk indicators are monitored daily, weekly, and termly, enabling prompt action when concerns emerge. Staff work collaboratively to ensure that disadvantaged pupils receive timely intervention, with student-centred support plans used to remove identified barriers and maintain a consistent focus on improving attendance. This layered approach ensures that emerging issues are addressed swiftly, and sustained support is provided for those with more complex needs.

Improving Mental Health and Wellbeing:

A tiered approach to mental-health support ensures that the individual needs of our Pupil Premium students are met through both universal and targeted interventions. Learning Mentors provide day-to-day emotional support, delivering structured 1:1 and small-group work for students identified through wellbeing surveys, teacher referral or safeguarding concerns.

The Inclusion Panel meets regularly to review emerging needs, coordinate provision and ensure timely escalation where additional support is required. Peer Mentors offer a relatable layer of early support, helping students build confidence and positive relationships, while our partnership with WMIM enables access to specialist mental-health input for pupils requiring more intensive intervention.

The School Nurse provides further expertise in health and wellbeing, ensuring that concerns are addressed holistically. Pupil Premium funding helps sustain and enhance this graduated system of support, enabling timely and effective responses to the social, emotional and mental-health needs of disadvantaged learners.

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.