PP Strategy Summary October 2026

This summary outlines how Trinity Academy uses its £430,000 Pupil Premium budget to improve attainment and outcomes for disadvantaged pupils, in alignment with Curriculum Excellence and social justice. It draws on the updated strategy covering 2026/27–2028/29 and its review of 2025/26 outcomes.

School Context

- Total pupils: 1,208 | Pupil Premium eligible: 36.7%.
- High levels of deprivation: 40% eligible for FSM over six years; younger cohorts face increasing disadvantage.
- Intake is predominantly local, particularly Thorne and Moorends.
- Barriers include lower reading attainment on entry, limited enrichment and study opportunities, financial pressures and growing pastoral needs.

Key Challenges for Disadvantaged Pupils

- Academic progress: the reported gap to peers was within 0.4 of a grade in August 2026 and continues to narrow; Maths and EBacc subjects, particularly for high prior attainers, remain priorities.
- Reading and literacy: 71.7% of disadvantaged Year 7 pupils met the KS2 reading standard, compared with 80.5% of their peers; 4% enter below functional reading level.
- Metacognition and self-regulation: pupils need support to plan, monitor and evaluate learning, particularly in Maths and Science.
- Mental health and wellbeing: increasing social and emotional needs affect readiness to learn and access to enrichment.
- Attendance: the 2025/26 PP attendance gap was 5.4 percentage points, compared with the strategy's national comparator of 7.8; persistent absence remains a priority.
- Strategic Intent
- Narrow attainment gaps through high-quality teaching and consistently high expectations.
- Improve reading, literacy and numeracy, with particular attention to Maths and Open Basket outcomes.
- Develop independent learning, metacognition and self-regulation.
- Remove barriers to attendance, wellbeing and participation in enrichment.
- Maintain broad, ambitious KS4 options, including academic subjects and vocational routes suited to pupils' strengths.

Intended Outcomes

The strategy covers 2026/27–2028/29. Its stated success criteria retain 2027/28 milestones.

- KS4: disadvantaged pupils' progress moves closer to peers; Maths and Open Basket outcomes are broadly in line with national averages.
- Reading: 90% of KS3 pupils read at or above chronological age; improve KS4 reading ages and standardised reading scores.
- Independent learning: improve homework completion and use of Sparx and Seneca; target an average of 10 homework completion merits per week for all pupils and the PP cohort.
- Wellbeing: sustained improvement evidenced through pupil and parent voice, surveys and observations, alongside increased enrichment participation.
- Attendance: overall absence no more than 5.5%; reduce the PP attendance gap by the stated 3.5 percentage points. Whole-school persistent absence below the strategy's 25.1% comparator; disadvantaged PA no more than 15% greater than peers.
- Curriculum: strengthen attainment through broad KS4 choices, including successful vocational routes such as Sport, Health and Food.

Planned Spending and Approaches - Total budget: £430,000.

Teaching £215000

- Standardised assessment and question-level analysis through Pupil Progress to identify gaps and inform responsive teaching.
- CPD, instructional coaching and collaborative planning focused on literacy, numeracy, metacognition, modelling, scaffolding and checking understanding.
- Disciplinary literacy, explicit vocabulary teaching and the SPEAK oracy framework; standardise approaches to writing.
- Individualised instruction, formative assessment and feedback; train LSAs and teachers to support SEND pupils effectively.
- Recruit and retain effective, experienced Maths and English practitioners.

Targeted Academic Support £107500

- Reading support matched to need: Trinity High Five and Frayer Model, Little Wandle CODE phonics, Reading Plus and paired reading.
- Twice-yearly NGRT assessment to diagnose decoding, fluency and comprehension needs and track progress.
- Targeted tuition to address specific knowledge gaps, with Maths a particular focus.
- Head of Year-led RAG meetings, Year 11 staff mentoring, revision guides, checklists and independent study support.

Wider Strategies £107500

- Graduated mental-health support through Learning Mentors, the Inclusion Panel, Peer Mentors, WMIM and the School Nurse.
- Attendance monitoring, personalised support plans, family liaison, home visits and rewards; remove barriers such as uniform and food hardship.
- Consistent behaviour expectations and alternative provision supporting academic progress and SEMH needs; reduce exclusions and lost learning time.
- PP Champion oversight of academic and pastoral interventions, parental engagement and a contingency fund for emerging needs.

Impact in 2025 to 2026

- Achievement: the strategy reports a third successive year of narrowing progress gaps and increased PP Grade 5+ attainment in English and Maths.
- Curriculum: increased learning time in Open Basket subjects and greater access to successful vocational routes, while retaining academic options.
- Reading: the reported PP/non-PP reading-age gap is nine months in Year 7 and three months in Year 11. Year 8 is prioritised for additional intervention because its gap is widest.
- Earlier reading comparisons: the proportion of all pupils in the Red band fell from 19.4% to 11.02% in Year 8 and from 33.04% to 19.13% in Year 9 between the starts of 2024/25 and 2025/26.
- Attendance: PP attendance improved by 0.7 percentage points in 2025/26; the gap narrowed by 0.5 points and PP persistent absence fell by 2.5 points. Early 2026/27 data shows a further 0.4-point attendance improvement.
- Destinations: the latest confirmed evidence is for 2024/25, when two students were recorded as NEET. Bespoke Year 11 CEIAG supports pupils at risk; 2025/26 destinations are due to be confirmed in December 2026.
- Wellbeing: the strategy describes a coordinated, graduated support system responding to disadvantaged pupils' social, emotional and mental-health needs.

Evaluation and Planning

- Use assessment, attendance, pastoral information, book scrutiny and pupil, parent and staff feedback to identify barriers and evaluate provision.
- Apply EEF guidance and a sustained approach across teaching, targeted support and wider strategies.
- Review impact regularly and adjust provision; the full strategy lists its next formal review as November 2027.