

Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Holy Trinity C of E Secondary
Number of pupils in school	Years 7-11 1137 PP 7-11 - 359
Proportion (%) of pupil premium eligible pupils	31.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2024 – August 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	C. Millwood Executive Headteacher
Pupil premium lead	J. Manuel Group Leader
Governor / Trustee lead	H. Thomas Link Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this financial year (Apr 24-Mar 25) DFE template asks for academic Year	£ 333,780.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£333,780.00

Part A: Pupil premium strategy plan

Statement of Intent

Holy Trinity C of E School Pupil Premium Commitment:

At Holy Trinity Church of England School our vision is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential. Staff at the school work with a moral purpose to improve all students' life chances and this especially extends to the most vulnerable students in our school. We recognise that children we care for, students who have previously or currently have a social worker, young carers and those with an Early help plan will face various challenges and this statement reflects our commitment to them. Irrespective of levels of disadvantage we strive to ensure we meet the needs of all of the young people we serve. It is our intention that we use our knowledge of every student as an individual to support them to flourish within the community. We believe it is vital to support our disadvantaged learners to make the same progress as their non-disadvantaged peers so that they may have successful outcomes reflecting their aspirational goals. We will ensure that full academic support is combined with a range of wider strategies in a whole school holistic approach to meet all students' needs.

- To tailor support to the needs of students as individuals, to enhance their personal and academic progress within the community
- A behavior and culture centered ethos that inspires and motivates all learners
- To create opportunities for students to flourish in all areas of school life
- To use current educational research to inform practice and raise student outcomes
- To enhance continued professional learning to ensure first and best quality teaching and learning
- To use assessment and data to inform all intervention and additional or alternative provisions
- To develop our work as an iPad school by ensuring all students have access to technology, in conjunction with all of the resources and materials they need to make progress and thrive.

Our approach to raising standards is centered around first quality teaching and learning. Our classroom practice is embedded with the use of HITS (Holy Trinity's Impactful Teaching System) The EEF indicates the potential impact of metacognition and self- regulation approaches. As practitioners, we are dedicated to using evidence informed research to improve teaching and learning. We have previously recognised during Covid-19 that a high proportion of our disadvantaged learners did not have access to the appropriate technology to support progress in their independent and home learning. Having become an iPad school, we now look to empower students in the classroom to develop their ideas using a range of principles and applications with the latest educational software. It is important that students have a high attainment level across the curriculum particularly in their core and EBacc work and that any barriers are addressed and that all students are supported to achieve their best, regardless of their background or any challenges they may face.

We want to ensure that students have access to all areas of school life and that this is fulfilled by enabling wider participation. It is vital that disadvantaged students are not only represented but also prioritised at the heart of all opportunities. These include leadership, working groups, student voice, school council, the Equality and Diversity team and extra-curricular groups and events.

Challenges

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

Challenge number	Detail of Challenge
1	Ensuring that all disadvantaged students are aspirational, in line with their school's offer. Ensuring there are not lower levels of engagement with interventions, extra-curricular and careers opportunities in relation to those of non-disadvantaged peers.
2	Attendance at school is lower for many disadvantaged students in comparison with their non-disadvantaged peers. This affects all aspects of school life from confidence and sense of belonging to outcomes.
3	Disadvantaged students have lower literacy levels in comparison with their peers, and this impacts their scope within the curriculum through quality first teaching.
4	Outcomes for disadvantaged students at Key Stage 4 do not always match the attainment of the whole cohort, and this is especially true to those students with less than 90% attendance.

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 linked to WSIP
To raise disadvantaged students' literacy levels in line with non-disadvantaged peers A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read. Lexonik will become embedded and support pupils' literacy development and progress. Accelerated reader tracking specifically for disadvantaged students shows progress. Disadvantaged students are spending increased time on Century, marked by tracking and this enhances progress and	Opportunity Education Curriculum Improving literacy levels within the school Disadvantaged students' literacy levels will improve, and the gap will narrow in line with their non-PP peers. This will be shown through tracking data. There will be fewer disadvantaged students recorded at below the national benchmark for reading and thus requiring urgent intervention. Century will be used by KS3 and KS4 students for English literacy homework. Tracking will identify students' use of Century for further support and interventions. The Pastoral leadership team will support tutor teams to develop literacy focus with tutor time reading across the school.

learning outcomes. Disadvantaged students will be using Century regularly during the week at KS4 and all KS3 students are logging on to Century. Disadvantaged student voice shows attitudes to reading, confidence and enjoyment and increase over time.	Class charts student voice is developed with literacy questioning. Use the Everyone Achieves project to continue to liaise with link schools in best literacy practice and feedback.
Improving the Progress 8 score for Disadvantaged students Learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. The gap between disadvantaged students' outcomes at KS4 and their non-disadvantaged peers will narrow. Maths and English Grades 9-4 % will continue to improve positively for disadvantaged students. PP 9-5 E&M moves. A8 score improves for disadvantaged students.	Opportunity Raising Standards Quality of Education Improved P8 for disadvantaged students will be shown in yearly data for the cohort. Ensure that disadvantaged students are aware of and attending all interventions including Easter revision sessions. Use of the Horsforth Quadrant to identify and select students and give specific support. Ensure disadvantaged students have all of the revision materials and resources they need for exam success

Increased Pupil Premium attendance to school Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. Disadvantaged attendance gap will narrow in line with the whole school attendance figures to below 5%. Disadvantaged attendance will improve from last year's 85% average. Student voice shows disadvantaged students feel well supported to attend school.	Capacity Behaviour and Attitudes Disadvantaged students and their families will feel well supported to attend school. Strategic meetings will track disadvantaged students' attendance and identify where further support is needed. Outreach family support through FLO and PLT work. The tracking of disadvantaged students' opportunities in school to increase belonging. Use of interventions and provisions such as forest school to raise low attendance. Best Practice ideas are shared and collated from the Everyone Achieves project. Use of tutor time for student attendance meetings and support, as well as specific disadvantage student voice. The development of school systems with strategy to improve attendance rewards.
	Opportunity Education Curriculum

Ensure that 'Quality First' Teaching enables all students in all measures to achieve.	HITS, Rosenshine principles and metacognition skills are embedded within Quality First Teaching.
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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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2025
Developing teachers use of iPads in delivering the school curriculum Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital https://www.gov.uk/government/collections/using-technology-in-education	3	Whole staff training has been completed with a focus on AFL with iPads. Staff have been supported in training and on TEAMS with a range of techniques and apps available to support AFL in the classroom. More stringent focus time has then also been of use within subject departments, with a view to adapting and

teachers' expertise in remote education.			scaffolding using subject knowledge. Each area has a blended learning champion to support staff within their subject area. Staff are using Air Server to model work in lessons, and use of iPad specific learning walks have been conducted to look at developing best practice.
Trauma Informed Practice Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. Trauma informed practice and working with West Sussex virtual school for continued CPD.	Exposure to early childhood adversity, and the risk of experiencing 'toxic stress' that is known to impair the development of cognitive executive functions, is associated with socioeconomic status. Center on the Developing Child at Harvard University (2011), Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function: Working Paper No. 11	1 and 2	To ensure all 'inputs' are shared across the whole school, we have put in place a 'Lead team'. The Lead Team (6 staff) will support to cascade key learning/thinking and practice across the school, so that any staff not able to attend inputs, will still be part of our journey to becoming more trauma informed.

	https://epi.org.uk/wp-content/uploads/2018/01/disadvantage-report.pdf		There have been 6 inputs throughout the year West Sussex advisory team, trauma informed practice Dr. Bruce Perry's sequence 'The Three R's'. Attachment Needs in Young People' Theraplay PACE approach. Playfulness, acceptance, curiosity and Empathy. Developing our trauma informed practice - Facilitated by Dr Karen Sage
Learning and Teaching – Feedback and Adaptive Teaching. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check	https://educationendowmentfoundation.org.uk/education-	4	We have been working to develop classroom practices that are proven to have a positive impact on student outcomes and confidence. The aim is to boost student metacognition and

pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. All teachers will attend research groups using Walkthrus material and receive support and training will have their needs addressed through both internal and external methods e.g. PIXL events and training, exam board training. Mentoring, coaching and further observations and support.	evidence/guidance-reports/effective-professional-development Using research evidence to support spending decisions https://educationendowmentfoundation.org.uk/news/eef-blog-unlocking-potential-the-power-of-the-pupil-premium		independence in learning. Sessions this year have included: TALK and GROUP WORK w/ a TEACHERS' EVIDENCE W/ TEACHERS' EVIDENCE W/ Resources to uk Reducing the use of coaching Reducing the use of coaching
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 200,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review 2025
Capacity Behaviour and Attitudes		2	Holy Trinity School has continued to

Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. Embedding the role of the Family Liaison officer will better support families to overcome any barriers or challenges in attending school.	Attendance barriers linked to outcomes are shown in the DFE report. https://www.nao.org.uk/wp-content/uploads/2024/07/improving-educational-outcomes-for-disadvantaged-children-1.pdf https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance#:~:text=Attendance%20and%20family%20liaison%20officers,staff%20to%20address%20attendance%20issues .	work in partnership with the Everyone Achieves project and link schools, as well as development of attendance strategy and monitoring and reporting. The gap between the whole school attendance and that of Disadvantaged students has closed and narrowed, from the attendance data last year. Attendance remains an area of priority, so that student outcomes are not impacted. Training support and guidance with tracking data has been shared with tutors and staff to better support attendance, as well as developing rewards and recognition for improved attendance progress. A holistic whole school approach has been adopted to include specific provisions such as FLO support,
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			Forest School, Alternative provision and blended learning. This has fully supported all learners with a bespoke offer when needed, to maximise attendance. Our Assessment of Need process ensures that referral with appropriate support is timely and impactful.
Capacity Behaviour and Attitudes Pastoral Support Manager (PSM) roles across the school will help students to access the targeted support they need to be successful learners.	The understanding of impact pastoral roles can have on behaviour across the school and improve wellbeing, promoting positivity to learning. https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools	1,2,4.	Regular meetings with students, staff and families ensure that PSMs roles are a vital resource within the school community. PSMs continue to use our systems CPOMs, Bromcom, Class charts and Provision mapping to enhance student support.

	A good education, promoting life in all its fullness. https://www.churchofengland.org/sites/default/files/2017-10/2016%20Church%20of%20England%20Vision%20for%20Education%20WEB%20FINAL.pdf		
Opportunity Education Curriculum Improving literacy levels within the school Lexonik will become embedded and support pupils literacy development and progress. Accelerated reader tracking specifically for disadvantaged students shows progress	Literacy is shown in evidence from schools and the EEF as one of the biggest barriers for disadvantaged students. https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools	3,4	There are two dedicated staff members who have been consistently running the Lexonik programme throughout the school year. School data shows impactful increases in students reading ages and Accelerated reading data recognises that many disadvantaged students are reading on or above national benchmark. Year 9 are targeted for most intervention and support moving forwards as a group into GCSEs, so that oracy can be

			developed with subject specific vocabulary. This year saw the success of a school author visit with reading books and a workshop to target our young readers from disadvantaged backgrounds with an interest in sport and football. Personal dedicated reading time within English lessons and tutor times continues to be embedded in practice.
Opportunity Careers Pathways: Students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens	Learning and opportunity are provided for students from Year 7 onwards, woven through school. https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools	1	This year there have been a variety of in school and online enriching careers opportunities such as raising aspirations careers workshops for Year 10. Staff are also offered upskilling opportunities through the year such as a Programme of

Work experience for years 10 and 12 is developed and embedded.	Gatsby good career guidance		Teacher Encounter opportunities. This involves employability skills, apprenticeship, technical education pathways, and preparing young people for application processes, with a view to supporting positive student outcomes. Year 12 Work experience is embedded in the Spring term and Year 10 in the summer term 2025.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
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The school co-curricular provision enriches and maximises the curriculum that student's access, stimulating their aspirations as global citizens. Chaplaincy: The school has developed a sustainable model of Chaplaincy that meets the spiritual needs of the community.	EEF guidance - life-skills enrichment EEF guidance on physical activity To maximise Disadvantaged student's opportunities in school through opportunities such as leadership and extra-curricular activities. CofE research in secondary school chaplaincy	1 1	This academic year Cultural Capital days have been specifically tailored to each year group with both in school workshops and educational visits that have provided a wealth of enrichment for our Disadvantaged young people. These have included: E3 Adventures - team building at HTS Portsmouth Historic Docks Hindu Temple Watford GCSE / Vocational taster lessons The Globe Drusilla's Science, RPE and Math's Workshops Gatwick STEM London Museums
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			The Chaplaincy role is embedded within the school community, with collective worship at the heart of each and every learning day at Holy Trinity. A wealth of resources for both staff and students have been curated, as well as mentoring and community project work to support students.
Opportunity The West Sussex Everyone Achieves Project To embed action planning and share best practice with other schools to bring about progress and improvement. Development of interventions to support students, such as embedding the second year of Forest School as an attendance and SEMH provision.	https://www.suttontrust.com/wp-content/uploads/2024/04/School-Funding-and-Pupil-Premium-2024.pdf Collated evidence-based feedback shows that 72% of senior leaders value knowing what works from other schools and the sharing of good	1,2,3 and 4	Everyone Achieves has run throughout the year in every half term and involved: Action & Impact statement to strategise Case Studies using student voice Partnership groups with our link schools. E learning course content

	practice for development The EEF supports a tiered model with a menu of approaches https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium		Julian Grant advisory visits with feedback and focus on tutor role development, SEN and PP double disadvantaged HA and attendance crossover groups.
Contingency budgeting Increased use of class charts, CPOMS and Provision mapping systems identify need and support and have shown that it would be beneficial to set funding aside in order to have capacity to meet needs that become evident during the school year. These may be for I.T	Schools should adopt a more holistic outlook when deciding how to spend pupil premium funding. https://www.nga.org.uk/knowledge-centre/spotlight-disadvantage-pupil-premium-research/#:~:text=Key%20findings&text=Sch	1,2,3 and 4	So far, this academic year we have used budget to meet increased uniform support requests for students in need and supported with funding for Cultural Capital day and with school technology, especially iPads and pens.

equipment, resources or uniform for students.	ools%20should%20ad opt%20a%20more,dis advantaged%20pupil %20progress%20and %20attainment.		
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Total budgeted cost: £ 320,000.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023/2024

In this section we will review the outcomes (using provisional figures) of disadvantaged pupils at Holy Trinity based on three commonly used metrics of academic success.

1. **Attainment 8:** this is the average total attainment each pupil has achieved across 8 qualifications.
2. **Progress 8:** this is the average difference in attainment 8 pupils have achieved compared to the average attainment 8 of pupils with similar KS2 scores nationally, divided by 10.
3. **Achieving Passes in English/Maths:** these are the percentages of pupils that have achieved passing grades (4 is the threshold for a standard pass whilst 5 is the threshold for a strong pass) in both English and maths.

For 2023/2024 the Attainment 8 score for disadvantaged pupils was 33.1 which compares with 46.2 for non-disadvantaged pupils, a smaller gap than across West Sussex and England. This gap narrows further when considering pupils with regular school attendance.

	Holy Trinity	HT (>=90% Attendance)	West Sussex	England
Disadvantaged	33.1	46.86	31.6	34.5
Non-Disadvantaged	46.2	49.36	48.9	50
Gap	-13.1	-2.50	-17.3	-15.5

Progress 8 for disadvantaged pupils was -1, an improvement on the -1.19 of 2022/2023. The gap between disadvantaged and non-disadvantaged pupils continues to persist, though is reduced for those pupils with good attendance.

	Holy Trinity	HT (>=90% Attendance)	West Sussex	England
Disadvantaged	-1	0.07	-0.7	-0.57
Non-Disadvantaged	-0.08	0.16	0.17	0.16
Gap	-0.92	-0.09	-0.87	-0.73

The percentage of disadvantaged pupils achieving standard passes in English & maths is in-line with local and national figures.

	Holy Trinity	HT (>=90% Attendance)	West Sussex	England
Disadvantaged	39.6%	62.5%	40.4%	43.4%

The percentage of disadvantaged pupils achieving strong passes in English & maths is in-line with local and national figures.

	Holy Trinity	HT (>=90% Attendance)	West Sussex	England
Disadvantaged	20.8%	41.7%	21.9%	25.8%

The gap in attainment and progress between disadvantaged and non-disadvantaged pupils continues to persist, though we can see that it is greatly diminished when pupils have regular attendance. Unfortunately, poor attendance continues to be a lingering challenge post COVID that disproportionately impacts disadvantaged pupils.