

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 1145 PP 7-11 - 381
Proportion (%) of pupil premium eligible pupils	33.28%
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 2025
Date on which it will be reviewed	March 2026
Statement authorised by	C.Millwood Headteacher
Pupil premium lead	Jo Manuel Group Leader
Governor / Trustee lead	H Thomas Link Governor

Funding overview

Detail	Amount
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Pupil premium funding allocation this financial year (Apr 25-Marc 26) DFE template asks for academic Year	£ 374,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£374,100

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 continue 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 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.

**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.

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.

**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.

<p>Disadvantaged attendance gap will narrow in line with the whole school attendance figures to below 5%.</p> <p>Disadvantaged attendance will improve from last year's 85% average.</p> <p>Student voice shows disadvantaged students feel well supported to attend school.</p>	<p>Outreach family support through FLO and PLT work.</p> <p>The tracking of disadvantaged students' opportunities in school to increase belonging.</p> <p>Use of interventions and provisions such as forest school to raise low attendance.</p> <p>Best Practice ideas are shared and collated from the Everyone Achieves project.</p> <p>Use of tutor time for student attendance meetings and support, as well as specific disadvantage student voice.</p> <p>The development of school systems with strategy to improve attendance rewards.</p>
<p>Ensure that 'Quality First' Teaching enables all students in all measures to achieve.</p>	<p>Opportunity Education Curriculum HITS, Rosenshine principles and metacognition skills are embedded within Quality First Teaching.</p>

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing teachers use of iPads in delivering the school curriculum</p> <p>Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge 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 teachers' expertise in remote education.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>https://www.gov.uk/government/collections/using-technology-in-education</p>	3

<p>Trauma Informed Practice</p> <p>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.</p> <p>Trauma informed practice and working with West Sussex virtual school for continued CPD.</p>	<p>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.</p> <p>Centre 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</p> <p>https://epi.org.uk/wp-content/uploads/2018/01/disadvantage-report.pdf</p>	<p>1 and 2</p>
<p>Learning and Teaching – Feedback and</p>		

<p>Adaptive Teaching.</p> <p>Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check 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.</p> <p>All teachers will attend research groups using Walkthrus material and receive support and training will have their needs addressed through both</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Using research evidence to support spending decisions</p> <p>https://educationendowmentfoundation.org.uk/news/ef-blog-unlocking-potential-the-power-of-the-pupil-premium</p>	<p>4</p>
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internal and external methods e.g everyone achieves, exam board training. Mentoring, coaching and further observations and support.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 210,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Capacity Behaviour and Attitudes Pupils have high attendance. They come to 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-	2

<p>on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p> <p>Supporting improved attendance for pupil premium in line with whole school attendance policy using banding system.</p>	<p>attendance#:~:text=Attendance%20and%20family%20liaison%20officers,staff%20to%20address%20attendance%20issues.</p>	

<p>Capacity Behaviour and Attitudes</p> <p>Pastoral Support Manager (PSM) roles across the school will help students to access the targeted support they need to be successful learners.</p>	<p>The understanding of impact pastoral roles can have on behaviour across the school and improve wellbeing, promoting positivity to learning.</p> <p>https://www.teachfirst.org.uk/blog/pastoral-roles-critical-schools</p> <p>A good education, promoting life in all its fullness.</p> <p>https://www.churchofengland.org/sites/default/files/2017-10/2016%20Church%20of%20England%20Vision%20for%20Education%20WEB%20FINAL.pdf</p>	<p>1,2,4.</p>

<p>Opportunity Education Curriculum Improving literacy levels within the school</p> <p>Lexoni k and LEAP supports pupil literacy development and progress.</p> <p>Accelerated reader tracking specifically for disadvantaged students shows progress</p>	<p>Literacy is shown in evidence from schools and the EEF as one of the biggest barriers for disadvantaged students.</p> <p>https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</p>	<p>3,4</p>
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<p>Opportunity</p> <p>Careers Pathways:</p> <p>Students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens</p> <p>Work experience for year 10</p>	<p>Learning and opportunity are provided for students from Year 7 onwards, woven through school.</p> <p>https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</p> <p>Gatsby good career guidance</p>	<p>1</p>

and 12 is developed and embedded.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school co-curricular provision enriches and	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.	1

maximises the curriculum that students access, stimulating their aspirations as global citizens.

Chaplaincy:
The school has developed a sustainable model of Chaplaincy that meets the spiritu

[CofE research in secondary school chaplaincy](#)

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<p>al needs of the comm unity.</p>		
<p>Oppor tunity The West Susse x Every one Achie ves Proje ct</p> <p>To embe d action planni ng and share best practi ce with other schoo ls to bring about progre ss and impro</p>	<p>https://www.suttontrust.com/wp-content/uploads/2024/04/School-Funding-and-Pupil-Premium-2024.pdf</p> <p>Collated evidence-based feedback shows that 72% of senior leaders value knowing what works from other schools and the sharing of good practice for development</p> <p>The EEF supports a tiered model with a menu of approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>1,2,3 and 4</p>

<p>veme nt.</p> <p>Devel opme nt of interv ention s to suppo rt stude nts, such as embe dding the secon d year of Forest Schoo l as an attend ance and SEMH provisi on.</p>		
<p>Conti ngenc y</p>		

<p>budgeting</p> <p>Increased use of class charts</p> <p>, 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</p>	<p>Schools should adopt a more holistic outlook when deciding how to spend pupil premium funding.</p> <p>https://www.nga.org.uk/knowledge-centre/spotlight-disadvantage-pupil-premium-research/#:~:text=Key%20findings&text=Schools%20should%20adopt%20a%20more,disadvantaged%20pupil%20progress%20and%20attainment.</p>	<p>1,2,3 and 4</p>
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<p>that become evident during the school year. These may be for I.T equipment, resources or uniforms for students.</p>		
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Total budgeted cost: £ 360,000.

Part B: Review of the previous academic year

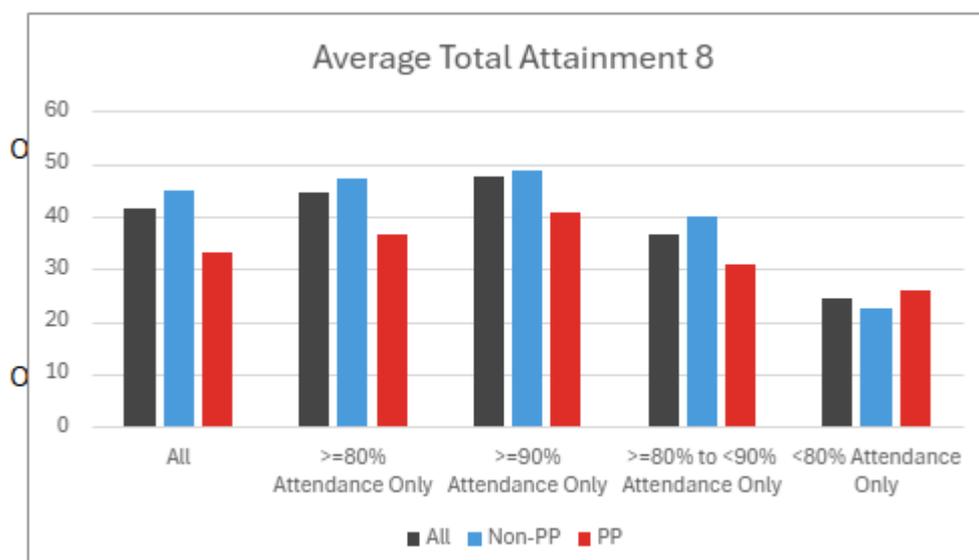
Outcomes for disadvantaged pupils 2024/2025

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.

It is extremely encouraging that the outcomes for our disadvantaged students have continued to improve. The gap between their non-disadvantaged peers outcomes has also closed in the academic year of 2024/2025 from that of 2023/2024. From the data we can also see that Holy Trinity Schools disadvantaged students have achieved a higher Attainment 8 percentage than their local West Sussex peers.

Measure	Holy Trinity CofE Secondary School, Crawley	West Sussex	England (Maintained Schools)
Average Attainment 8 score per disadvantaged pupil	32.9	31.3	34.9
Average Attainment 8 score per non-disadvantaged pupil	44.9	49.3	50.3

We can see that there continues to be a strong correlation between Attendance to school and outcomes.



Developing our Attendance strategy across the school to best support students so that they come to school on time and are punctual to lessons remains a priority focus. We are working to ensure that when this is not the case, the school takes appropriate, swift, and effective action to support students. 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. We continue to use a menu of approaches as laid out in our current strategy, which have shown successful impact through student voice and data collection.