Trinity Catholic College

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 academic years) 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 Catholic College
Number of pupils in school	1299
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026

Date this statement was published	December 2025
Dates on which it will be reviewed	March 2026 July 2026 December 2026
Statement authorised by	Andrew Rodgers
Pupil premium lead	Simon Haugh
Governor / Trustee lead	Carol Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£611, 355
Recovery premium funding allocation this academic year	£170, 292

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£781,647

Part A: Pupil premium strategy plan

Statement of intent

As a Catholic school our historical focus has always been driven by the Churches vision to ensure that the poorest of society are given every opportunity to fulfil their God given potential. Our mission as a school is to **follow Jesus** and at the heart of scripture is to serve the poor, "For ye have the poor always with you" Matthew 26:11. At Trinity Catholic College we **build a family** which means supporting every member of our family regardless of socio-economic background and to ensure that every child **fulfils their potential** and for us that means that the most disadvantaged pupils in our care are strategically supported to remove any barrier to success that they may face.

Our intention is that all pupils, irrespective of their background and prior attainment should not be disadvantaged and we must remember that their socio-economic background does not define their talent or ability nor does their prior attainment. We are ambitious to ensure that all pupils should make good progress and achieve high attainment across the curriculum, particularly in Ebacc subjects.

Our focus is on quality first teaching for all and our approach is focused on ensuring the most disadvantaged require the most support so that they achieve in line or better than their peers. In addition, the culture at Trinity Catholic College is that we have a collective

responsibility for disadvantaged pupils including, Trust, governance, senior leaders, pastoral care and most importantly in the classroom where we know we can make the most difference to a child's future.

Our aim is to focus on early help rooted first and foremost in our curriculum intent and implementation. At our school we recognised that 'over intervention' is a reactive approach and our strategy is a preventative one. Our philosophy is very much through the lens of a parent with the view that if it is not good enough for our own children then it is not good enough for the children in our school. Therefore our approach is not focused on assumptions but robust assessment of each individual pupil to make sure that:

Underpinned by research from the Education Endowment Foundation EEF and the National Foundation for Educational Research NFER we have developed a clear plan of how to spend the money effectively to ensure all pupils achieve their highest potential.

Challenges

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

Challenge number	Detail of challenge
1 - Attendance	Attendance data over the past three years demonstrates a significant gap between those that are disadvantaged compared to their national peers but within an improving trend. During 2021/22 TCC had attendance of 87% and PA of 42%. Covid 19 has most certainly exacerbated our already significant challenge to improve the attendance of all particularly the attendance of our disadvantaged pupils. (EEF, 2022)

<table>
<tr><td></td><td>Since Covid attendance has been improving. In 2023/4 overall attendance was 91.3% and disadvantaged pupil attendance was 86.6%. In 2024/25 overall attendance was 91.5% whereas disadvantaged pupils attendance was 87.2%.

Attendance remains a significant challenge within our school and local authority area.</td></tr>
<tr><td>2 - Outcomes</td><td>The attainment of disadvantaged pupils is lower than their peers and teacher diagnostic assessments suggest that many pupils struggle with the ability to problem solve in most areas; particularly maths.

<table>
<tr><th>Academic Year</th><th>4+</th><th>5+</th><th>7+</th></tr>
<tr><td>2024</td><td>41.6%</td><td>25.8%</td><td>5.6%</td></tr>
<tr><td>2023</td><td>25.6%</td><td>16.8%</td><td>3.0%</td></tr>
<tr><td>2022</td><td>27.8%</td><td>14.4%</td><td>2.1%</td></tr>
</table>

The above leads to a need for the highest quality teaching and further interventions to improve the literacy, especially reading, and numeracy of disadvantaged pupils so the gaps are closed as early as possible.</td></tr>
<tr><td>3 - Well being</td><td>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by professionals) and low-self esteem.

Improving pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on</td></tr>
</table>

	the academic or cognitive elements of learning. Improving the ways in which students work with (and alongside) their peers, teachers, family or community. The Princes Trust identified 27% of young people are struggling to cope with life after the pandemic; 37% have experienced insomnia and 41% experienced self-loathing.
4 - Behaviour	Our figures show that more disadvantaged pupils are receiving consequences for poor attitude and failing to follow school rules: The impact of the pandemic on the resilience and compliance of our pupils is notable. When mapped against local figures and statistics via Postcode with a focus on some of the poorest wards in the area and nationally Middlesbrough according to Crime Rate is the most dangerous city in North Yorkshire with the overall crime rate in Middlesbrough in 2020 was 141 crimes per 1,000 people. For England, Wales, and Northern Ireland as a whole, Middlesbrough is the second most dangerous city, and the 170th most dangerous location out of all towns, cities, and villages. https://crimerate.co.uk/north-yorkshire/middlesbrough
5 - Literacy / Reading	Assessment, observations and discussions with KS3/KS4 pupils indicates that disadvantaged pupils have lower levels of reading comprehension than their peers. This impacts on the progress made in all subjects; The Literacy Trust ranked Middlesbrough 1 of 533 for literacy levels, stating it as the area in greatest need.

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.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £**475,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve reading comprehension among disadvantaged pupils in KS3/KS4 - Make reading core aspect of form time and curriculum - Improvement of literacy strategy	There are numerous studies that support improving literacy skills to improve outcomes for pupils. On average, reading comprehension approaches deliver an additional six months' progress.'(EEF) Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) 'Importance of improving literacy for disadvantaged students links to research on improving outcomes for all subjects' (National Literacy Trust) Reading ability has a considerable impact on both educational attainment and wider life outcomes. https://cfey.org/wp-content/uploads/2019/	2, 3, 4, 5

and reading strategies - Learning Resource Centre / Library	The correlation between vocabulary size and life chances is as firm as any correlation in educational research. 'A wealth of words' in 'City Journal', 23(1), 2013, E D Hirsch	
Training will be provided for staff to ensure assessments are interpreted correctly. - PowerBi - Arbor - GL Assessments - PPE's	Trust wide CPD lead by specialists in areas of data and assessment. Greater supported by Directors across all core subject areas and subject leads in other subjects. This ensures greater data collection, greater QA and more formalised assessment methods. Standardised tests can provide reliable insights into the specific strengths and areas for improvement of each pupil to ensure they receive correct additional support through interventions or teacher instructions.	2
Recruitment of Staff	Staff recruitment across all areas of the college, including Senior leaders, Lead practitioners, curriculum staff and pastoral staff. The additional capacity is instrumental in providing rigour and support across the college. For example with pastoral staff the EEF and Youth Endowment Fund published evidence in March 2022 in their reports on rapid interventions and the impact upon attendance. St Christopher's Centre / The ARC Provision staffing; As a catholic school we value the 'culture of vocation' of every member of our community is made in the image and likeness of god. Staff working in these provisions are a	1, 2, 3, 4, 5

	central point for systemic support along with cultivating a place of comp-assion, justice and renewal.	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£100,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achieve@TRINITY	The attainment of disadvantaged pupils is lower than their peers and teacher diagnostic assessments suggest that many pupils struggle with the ability to problem solve. EEF research on the impact of tutors and small group activities Including targeted interventions for GCSE pupils - Learning journey Strategic and focussed programme to support engagement and progress linked to thinking skills and questioning	1, 2, 3, 4, 5

	Additional opportunities outside of core school time	
Set up a Learning and behaviour hub(s) to support pupils specifically with SEMH and behavioural issues	There is evidence to suggest 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) Recruitment of specialist pastoral staff to support behaviour and SEMH needs.	1, 2, 3, 4

Launch of Sparx platform in English, Maths and Science	Lower attaining disadvantaged pupils lack metacognition/self regulation strategies when faced with challenging tasks, this is indicated across the curriculum, particularly in Maths and Science. Further encourage pupil engagement and provide a structure of independent learning outside of school, Supporting the homework policy	2, 5

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

Budgeted cost: **£206,647**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to	Attendance team of 5 led by an attendance manager supported by an attendance officer, home school liaison officer and two first days callers The DfE guidance has been informed by engagement with schools that have	1

develop and implement new procedures. Establish a new attendance team in our attendance 'hub'	significantly reduced persistent absence levels.	
Targeted intervention for specific pupils who require support with regulating their behaviour and emotions. - Curriculum support centre - St Christophers Centre - ARC - Reflect	Setting up a system of support for pupils who have major difficulty adapting and presenting 'social norms' underpinned and supported by a new behaviour policy introduced in September 2022. 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

Total budgeted cost: £781,647

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 2023 to 2024 academic year.

The current strategies in place are beginning to have a positive impact on disadvantaged students. The new staffing structure, additional pastoral support, targeted interventions and behavioural consistency are all promoting a stronger culture and greater results in all areas. Attendance improved 0.4% in 2023/24 compared to 2022/23. Persistent absence reduced by 2.9%. We plan to continue and further improve the attendance strategies across the school and hope to see attendance increase again this academic year.

Pupil Premium progress remains below the national average. However, we have started to see a positive impact, with 2024 showing improvement across all buckets compared to 2023 with an overall increase of 0.4 in PP Progress 8, English P8 improved by 0.63, Maths by 0.01, Ebacc by 0.30 and Open by 0.63.

Pupil Premium attainment is still below the national average, though substantial progress has been made in 2024 compared to 2023. For instance, English 4+ and 5+ scores have improved by 22.4% and 15.8%, respectively.

Outcomes remain a key focus for improvement for pupil premium pupils and we will continue to follow a strategic, evidence-based approach that addresses barriers to learning and creates an inclusive environment.

The pastoral and SEND team often lead staff CPD sessions, highlighting key PP/SEND students and offering support, advice, guidance and more importantly strategies on how best to support these learners. Trinity were successful in their application to be part of the Proclaim programme ran by the Virtual School - (Attachment and Trauma informed practice). Staff have completed whole school awareness training on Attachment and Trauma to support building their relationships with students and supporting their emotional needs. The attendance teams and pastoral staff have completed ESBA (Emotional School based Avoidance) training to develop understanding of students needs to improve attendance.

Reading is given priority during form time with a range of full fiction and non-fiction books ensuring every student has a book to read and an adult in the room to support them. This is further embedded by dining hall articles on current affairs, news and are linked to school-wide themes and building cultural capital which are available daily.

All students in KS3 are screened for reading age and these are shared with staff to ensure lesson planning takes this into account. The weakest readers are given either phonics or fluency intervention and are given the opportunity to read daily in lessons using the whole-school strategies of FASE, echo or choral reading. The impact of this are significant, either in decoding skills, productive fluency or self-reported reading confidence, with reading age data showing improvement in every group.

Extra literacy lessons have been put in place for our weakest groups and a fully staffed English department now supports increased/improved literacy skills.