

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	The Trinity Catholic Academy (St Joseph's Multi-Academy Trust)
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	55.1% 172 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sinead Heraty
Pupil premium lead	Sinead Heraty
Governor / Trustee lead	Terry Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 232, 579.00
Recovery premium funding allocation this academic year	£ -----
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ -----
Total budget for this academic year	£ 232,579.00

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

At The Trinity Catholic Academy we are committed to offering a curriculum and an environment that offers all children every opportunity to succeed and reach their potential. Our aim for our pupil premium strategy is to ensure that disadvantaged children have access to the agencies, resources and quality first teaching that enable them to be ready to learn so that they have the same high standards and ambitious targets as other children.

We continue to recognise the importance of children's well-being and mental health. With this in mind, our strategy also targets disadvantaged children who have been require additional pastoral and emotional support in order for them to fully access their learning. Our strategy is one that wants to ensure that children have all the tools they need in order to be able to make academic progress.

To ensure they are effective we will:

- Ensure the we respond to areas of concern with early intervention
- Ensure that intervention is monitored and its impact is effective
- Ensure that all children are catered for, whether it be through attainment, well-being or any other needs so that they are ready to learn
- Ensure that pupil premium children are offered many opportunities to get experiences that will help to broaden their learning
- Ensuring quality CPD for all staff
- Ensure that pupil premium spend is constantly reviewed to ensure impact
- Ensure that Christ is at the centre of all

Challenges

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

Challenge number	Detail of challenge
1	Children's data on entry is well below average. Children's low levels of personal, social and emotional development hinders their readiness to learn.
2	Poor speaking and listening skills impacts negatively on attainment

3	Low starting points of PP children requires accelerated progress in KS1 and KS2 to meet expected standards
4	Pupil premium children often need increased support to achieve academically in school
5	Pupil premium children often need access to programmes to raise self-esteem, ensure emotional wellbeing and readiness to learn.
6	Pupil premium children and their families need access to resources and support to ensure their children are ready for school and to learn.
7	Pupil premium children need a range of first-hand experiences to broaden their understanding of the world and access parts of the curriculum.
8	Attendance and punctuality are constantly challenged to ensure that children are in school
9	Increasingly more of our pupil premium children have SEND or have additional needs that also create a barrier to learning

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
Continued improvement in GLD by end of EYFS under the new framework	Increased % of PP children achieving GLD.
To continue to close the gap in phonics in Year 1, 2 for disadvantaged children	Gaps between school and national average for PP attainment is narrowed.
Improved outcomes at the EXS/GDS for PP in reading, writing and maths in KS1 and KS2	Improved attainment at end of KS
The well-being and mental health of children is improved enabling them to achieve better in class	Reduced CPOMs and less referrals for the outside agencies.
Improved attendance and punctuality	% attendance in line with national average and fewer PA

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: £78,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths Hub training	Investment in the research groups enables deeper understanding of the pedagogy. This impacts practice in school leading to better outcomes for children	1, 3
Implementation of instructional coaching to develop the quality of teaching	Instructional coaching is a proven CPD that enables children to make accelerated progress. All staff will train on Steplab to develop their coaching skills to ensure better outcomes for children	1, 2,3,9
Ongoing Mastery CPD	Investment in the ongoing PD gives greater understanding allowing teaching to deepen their understanding	1,2,3,9
Ongoing RWI training and practice	The teaching of early reading and phonics is proven to improve life chances for children.	1,2,3,9
Retention of pastoral link with the parish	As a Catholic school we hold Christ at our centre. We subsidise a proportion of the salary of our pastoral link to the parish in order to develop the Catholicity of the school and consolidating the relationships between school and church.	5,6

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

Budgeted cost: £616,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 tutoring RWI	The bottom 20% of the children in each class on RWI receive 1:1 tutoring. This intensive tutoring will ensure that all children, particularly the most vulnerable, achieve.	1, 3, 4, 9
Time spent delivering Wellcomm	Entry level in nursery is very low, this speech and language package works to help develop language and communication. Children with less developed speech and communication do not access early reading and phonics as well as those at ARE	1, 2
IDL	The program supports children with spelling	4, 9
Full dyslexia Assessment	Children identified with possible dyslexic tendencies are able to be quickly assessed and early intervention can be put in to support the needs of the child and their provision. 10 children at 8 hours each	1, 9 £3255
Specialist dyslexia Teaching	In order to support children with dyslexia, we have a member of staff able to deliver specialist dyslexia teaching. This intervention supports the needs of the children and enables them to develop strategies to access the classroom better.	1, 3, 9 £1183
Phonics Lead assessment and analysis time	Children that do not have the phonics and early reading skills find it harder to make progress and attain expected and greater depth standard. Regular assessment and review of groups is essential so that children make rapid progress	1, 3, 4 £2203
Purchase of mastery curriculum booklets for English, history, geography and science	Access to these high quality curriculum books ensures what is being taught is at the right level and challenging	£
Ark mastery and Oxford Owl subscription	These work hand in hand with the high quality workbooks purchased.	£

Assessment lead - analysis time	Analysis of assessments and pupil progress meetings are key to monitor and ensure progress and attainment. Regular assessment and reviews with teachers is vital if the process is to be rigorous.	1, 2, 3, 4, 6, 7 £2375
Trips and visits to access the wider curriculum	All pupil premium children to access trips, after school clubs, residential and experiences to access the wider curriculum	7 £2000
Subject leader management time	The delivery of a high quality curriculum is vital. As a result, subject leaders are given time to plan, monitor, resource, evaluate their subjects. This time is essential in the accountability of middle leaders and of teachers.	1, 2, 3, 4, 7, 9 £6911

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

Budgeted cost: £60,806

Activity	Evidence that supports this approach	Challenge number(s) addressed
Salary of Family Support Officer	Vulnerable families often need support in order to access services. Liaising with families, social workers, school health and other agencies gives PP children and families greater chances of accessing the services they need. This in turn will give the children better chances of progress and attainment.	2, 4, 5, 7, 9
Attendance Officer Salary	Children who attend school regularly are more likely to progress and have better attainment. First day response is essential in the monitoring of attendance, including phone calls and house visits.	8
EWO time per week for academic year	Children who attend school regularly are more likely to progress and have better attainment. Working with the EWO service to ensure that PAs are challenged and that all PP children are in school.	8
Seedlings	Children who need additional support for wellbeing are more able to access the curriculum if they are supported emotionally	5, 6
Part Salary of SEND lead	A significant proportion of PP children are on the SEND register. These	9

	children and their families are supported by the SENDCo to ensure that their needs are catered for in order for them to access the curriculum.	
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Total budgeted cost: £232,579

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 2022 to 2023 academic year.

The data at the end of the last school year reflected the gap between disadvantaged and non-disadvantaged pupils. Where this is the case, we are working hard to address this and put in same day intervention.

End of Keystage results are still significantly below national, as are results across school. We need to ensure that staff are in the right place at the right time with the right skill set to ensure that intervention, pre and post teaching is effective.

Attendance is still a key element of the our strategy. We recognise that children will not make progress if they are not in school: either for extended amounts of time at once or where attendance sporadic. Children in PA are still of concern with the SLT/safeguarding team working closely with them to implement strategies to improve school attendance.

We continue to have a significant number of children and parents requiring support with mental health and wellbeing. We continue to work with all external agencies to ensure that children are ready to learn.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Seedlings	CAHMS
Positive Futures	Positive Futures
Mental Health Support Team	Alder Hey Mental Health
OSSME	Autism Initiatives
ADHD Foundation	ADHD Foundation

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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