

Pupil premium strategy statement – End of year review 2024-25

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
To develop the next generation of teachers and leaders and improve the quality of T&L so students experience a greater frequency of outstanding teaching over time in all subject areas. This will ensure all students (including disadvantaged students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.	Assessment data indicates progress and attainment gaps have closed from our baseline assessments and using Masters of Recall and summative assessment data. Students eligible for PP increased their score by 7% between AW1 (57%) and AW 2 (64%) Non PP increased by 4% (62%-68%) There was a 5% gap between PP and non PP – which reduced to 4% by AW2. PP students at TAL are making rapid progress and will continue to do so
Ensure pupils are strong orators, able to use their Voice in the classroom and beyond.	Staff model good oracy. Students talk in full sentences. Curriculum conversations and reviews show that students are confident in articulating how they learn. Year 11 all undertook a mock interview with industry experts and the feedback was exemplary. They are able to discuss their ambitions for the future with maturity. All staff deliver Inspire assemblies, modelling strong oracy. All students deliver regular, public gratifications and take part in weekly Habits of Discussion.
Increased engagement with reading and improvement in reading ages, including for those with very low reading ages.	All students' reading age improves, that of disadvantaged improves more quickly and closes the gap from their baseline assessment. In terms of functional literacy rates, significant progress has been made in closing gaps. The aim is to have this figure at 0% by January 2026.

	<table><tr><th></th><th>Functionally illiterate on entry (< 9y, 6m)</th><th>Functionally illiterate now (< 9y, 6m)</th><th>Gap closed</th></tr><tr><td>Y7</td><td>32%</td><td></td><td></td></tr><tr><td>Y8</td><td>29%</td><td>10%</td><td>+19%</td></tr><tr><td>Y9</td><td>28%</td><td>10%</td><td>+18%</td></tr><tr><td>Y10</td><td>29%</td><td>5%</td><td>+24%</td></tr><tr><td>Y11</td><td>32%</td><td>3%</td><td>+29%</td></tr></table> <p>Our goal to ensure all students, including our most disadvantaged students, leave TAL with a reading age in line with their chronological age is on track as evidenced below:</p> <table><tr><th></th><th>On / above chronological age on entry</th><th>On / above chronological age now</th><th>Gap closed</th></tr><tr><td>Y7</td><td>39%</td><td></td><td></td></tr><tr><td>Y8</td><td>45%</td><td>78%</td><td>+33%</td></tr><tr><td>Y9</td><td>51%</td><td>79%</td><td>+28%</td></tr><tr><td>Y10</td><td>49%</td><td>82%</td><td>+33%</td></tr><tr><td>Y11</td><td>39%</td><td>87%</td><td>+48%</td></tr></table>		Functionally illiterate on entry (< 9y, 6m)	Functionally illiterate now (< 9y, 6m)	Gap closed	Y7	32%			Y8	29%	10%	+19%	Y9	28%	10%	+18%	Y10	29%	5%	+24%	Y11	32%	3%	+29%		On / above chronological age on entry	On / above chronological age now	Gap closed	Y7	39%			Y8	45%	78%	+33%	Y9	51%	79%	+28%	Y10	49%	82%	+33%	Y11	39%	87%	+48%
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Improved attendance for Disadvantaged/EAL students.	<p>No gap between PP and non PP. PP absence (7.8%) nationally was double that of their non PP peers (3.7%). (2021)</p> <p>TAL has the highest attendance of all secondary schools in Leeds. PP Attendance at TAL is 96% - no gap and significantly above NA</p>																																																
Expert CPD on closing gaps for multilingual learners including the introduction of our Multilingual Toolkit.	<p>Students at early acquisition stage to make rapid progress across all subjects.</p> <p>The students who joined us new (A and B on the Bell foundation) to English have made an average of 20% progress between AW1 and AW2 across all subjects. Multilingual students outperform their peers in all measures.</p>																																																

	Booklets demonstrate more consideration of teaching of language, as well as content. Three members of staff are fully trained Bell Foundation Licensed Practitioners.
Disadvantaged students do not fall behind their peers in school and perform significantly above their peers nationally.	No in school gap in attainment between PP and N-PP students. We are predicting a gap that PP students will outperform their peers. 61% of students are predicted to get Basics at 5+, this increases to 63% for disadvantaged students. 36% above the NA for PP.
A high quality, smooth transition process.	All primary schools were contacted, and visits made as appropriate. Identified students at risk of poor performance were visited at home and in school. Summer school targeted identified students and ensured they were able to be successful. Students and parents speak of a transformation: Parent voice: We think the school has got a strong understanding of ***** and his needs. His targets are great, and we are pleased with the support. This is the happiest we have ever seen in a school setting.
Broaden the experiences of students through extra-curricular programs and trips.	100% of PP students to experience co-curricular offer every week 100% of PP students to attend the theatre 100% of PP students to partake in Empower All PP students take part in one Involve opportunities per week, 3 empower trips and one whole school theatre visit. Extra curricular opportunities had at least 70% of PP representation. Out Turing Trips to Rome, Iceland and Normandy had 80% of PP representation.
Catch-up funding To improve the reading and language understanding of a group of disadvantaged students who are further behind due to COVID-19 and lockdowns. Extra books and home learning support provided. Additional hour in timetable to work on mastery approach to Literacy.	Reading ages improve alongside, writing and understanding of language, indicated through results of the intervention and results of assessments compared to baseline. <i>See reading age data above and assessment data throughout.</i> <i>Catch-up funding was used well and had impact where required.</i>

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy:</p> <p>33% of our students in receipt of Pupil Premium funding had reading ages below 9.06, on arrival, which is the threshold for functional illiteracy.</p>
2	<p>Acquisition of English:</p> <p>70% of our students are classed as EAL, a term we replace with Multilingual, as we prefer an asset based model. A significant minority of these pupils are at the A and B stage of the Bell Foundation. Over one third of this cohort are in receipt of pupil premium and a low level of English acquisition is their greatest barrier to academic success.</p>
3	<p>Deprivation:</p> <p>Trinity Academy Leeds is located within one of the most deprived wards within the country. (IDACI decile 1, top 10%, 2021). The cost of living crisis has put our families under even more pressure and many struggle to provide the physiological factors identified by Maslow's hierarchy of needs: food, warmth, rest.</p>
4	<p>SEMH:</p> <p>Many of our students suffer with poor Social, Emotional, Mental Health and whilst this affects both pupil premium and non-pupil premium students, pupil premium students and their families lack the resources to access the support available.</p>
5	<p>Transience:</p> <p>Many of our families are transient due to housing instability or temporary accommodation. A significant number of our families move into area from another country as immigrant, refugees or asylum seekers. 47 of you current Year 11 cohort did not start in 2021. This mobility can affect emotional wellbeing and create challenges in maintaining academic progress and social stability.</p>
6	<p>Attendance:</p> <p>PP absence (7.8%) nationally was double that of their non PP peers (3.7%). The persistent absence rate for PP students was 24.4%, compared with 8.3% (DfE, 2021).</p>

Pupil premium strategy spending and review
Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 120,640

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year review
<p>To create a bookletised curriculum to deliver high quality education. This includes high quality text, structured tasks and a reduced cognitive load. £40,000</p>	<p>Metacognition and self-regulating strategies (+7 EEF Toolkit). Evidence shows that if children can process why they are learning something it will support their understanding. Our staff use a bookletised curriculum to do this. We explicitly teach knowledge and use visualisers to highlight the learning process and model the processes through guided practice and then independent work.</p>	<p>1,2</p>	<p>Booklets have been introduced by all subject areas and adapted to meet the needs of all children. The structure of this work has led to at least 400,000 words being read by children this year. The literacy strategy and reading strategies employed are shown by research to significantly impact on reading levels.</p> <p>Assessment PP students are making rapid progress with an increase of 7% between assessment windows. June assessment – PP score was 64%. Jan assessment – PP score was 57% Non PP increased by 5% - 62%-68% The gap is closing</p>

<p>Live marking and focused whole class feedback will ensure misconceptions are highlighted and dealt with swiftly and whole class feedback focuses pupils work to correct any misconceptions.</p> <p>CPD and staff time £4,000</p>	<p>Feedback (+6 EEF)</p> <p>Both live marking and focused marking both have a direct impact on learning. Staff give specific information of how to improve so pupils can focus on this.</p>	<p>1,2</p>	<p>Learning walks, reviews and curriculum conversations show live marking is embedded across all subjects and used to identify misconceptions, scaffold for high success, challenge to think deeper and mark for literacy. Live marking and WCF is personalised, and students can articulate what areas they needed to improve and how they improved them. Teaching is responsive and feedback is used to move learning forward.</p> <p>Our Masters of Recall data shows term by term improvements, which is an indication that feedback is effective and supports learning.</p>
<p>Mastery curriculum delivery in maths.</p> <p>Our Trust owns White Rose Maths who use this model throughout 85% of all primary schools. We have employed a CL of maths directly from White Rose Maths to establish this. 0.4 time of maths CL £7,480</p>	<p>Research shows the impact of delivering mastery in maths. (+5 EEF).</p>		<p>The average score in Maths has increased from 40% to 60% as significant gaps from primary have been identified and the curriculum adaptations implemented. Students in receipt of Pupil Premium Funding outperformed their non PP peers in Year 9 by 1%.</p>

Whole school reading. Once a week HOY read aloud to their Year Group. One English lesson per week was also dedicated to reading. £3000	Research shows that rapid reading out loud by an adult significantly improves children's reading ages. (EEF +6)	1,2	<table> <tr> <th></th><th>Functionally illiterate on entry (< 9y, 6m)</th><th>Functionally illiterate now (< 9y, 6m)</th><th>Gap closed</th></tr> <tr> <td>Y7</td><td>32%</td><td></td><td></td></tr> <tr> <td>Y8</td><td>29%</td><td>10%</td><td>+19%</td></tr> <tr> <td>Y9</td><td>28%</td><td>10%</td><td>+18%</td></tr> <tr> <td>Y10</td><td>29%</td><td>5%</td><td>+24%</td></tr> <tr> <td>Y11</td><td>32%</td><td>3%</td><td>+29%</td></tr> </table>		Functionally illiterate on entry (< 9y, 6m)	Functionally illiterate now (< 9y, 6m)	Gap closed	Y7	32%			Y8	29%	10%	+19%	Y9	28%	10%	+18%	Y10	29%	5%	+24%	Y11	32%	3%	+29%
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CPD coaching built into timetable to allow for deliberate practice. £25,000	<p>"Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'.</p> <p>– EEF Effective Professional Development Guidance Report</p>	1,2	<p>Teaching is always mentioned as a strength in internal and external reviews. Students can confidently articulate how they learn. "Teachers are experts in the subjects that they teach. The school provides staff with highly effective training. This enables them to teach the curriculum well. Teachers present new learning clearly. They check on what pupils know and use this to adapt their lessons. The school prioritises the development of pupils' vocabulary. In lessons, teachers support pupils to use ambitious, subject-specific terminology accurately to improve their responses."</p> <p>(Ofsted, 2024)</p>																								
Curriculum conversations with external experts to strength test the curriculum and ensure standards are sky high. £3,000	'Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school'. (Effective pupil premium	1, 2	<p>"Pupils learn a highly ambitious curriculum across a range of subjects. The school has considered what the most important knowledge is that pupils need to learn. All pupils work towards these same aspirational end points. Pupils who need additional help to reach these are well supported through skilful teaching. Pupils with special educational needs and/or disabilities (SEND) achieve just as well as their peers."</p> <p>(Ofsted, 2024)"</p>																								

	reviews. A guide developed by the Teaching Schools Council).		
CPD library and Expert Teacher, Expert ECT, Expert Coaches and Expert Leader Handbooks £2,500	<p>“The quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development. Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.”</p> <p>– EEF Effective Professional Development Guidance Report</p>	1, 2	Staff voice is 100% positive about the CPD they receive. ‘ Collaboration with colleagues - hearing their perspectives and how they would implement these strategies. This allows me to magpie certain language or ways of implementing strategies which enhances my own practice.’
ECT conferences each term £1,500	<p>“Teachers at the start of their careers don’t always get the support they need to build a successful career, and at the moment, too many end up leaving.” – Teacher Recruitment and Retentions target (DfE 2022)</p>	1	All ECTS have been successful and remained at TAL, with the exception of one member of staff who left on health grounds.
Lead coaches x2 £35,160	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” EEF</p>	1,2	Our coaching team has grown in terms of strength and depth and we now have Lead Teachers in all Core subjects and MFL.

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

Budgeted cost: £ 216,940

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year review
<p>Sparx maths and Sparx Reader – completed by all 65% to reflect PP - £2,340 + support sessions 121 £6,000</p>	<p>The average impact of homework in secondary school is an additional 5 months over the course of a year. Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on... Pupils eligible for free school meals typically receive additional benefits from homework.” – <i>EEF Teaching and Learning Toolkit - Homework</i></p>	<p>1,2</p>	<p>Sparx home learning averages at 98% completion ensuring strong habits are embedded at KS3 and foundational knowledge gaps are addressed.</p>
<p>Reduced class sizes for D £2,000 per period x four year groups £160,000 total</p>	<p>Reduced class sizes (EEF +2) Small group tuition (EEF +4) We know that children who are significantly behind need more structure and support to complete the basics. The curriculum is the same content but adapted to meet their specific need. These groups also have an extra English lesson making 5 hours of English per week. Reduced class sizes (EEF +2)</p>	<p>1,2, 3, 5</p>	<p>32% of students started TAL functionally illiterate (with a reading age below 9) this has now reduced to 3% and we predict it will be 0% by January. Students reading at their chronological age has increased by 48%</p>

Golden Team intervention £25,200	1:1 tuition (EEF +5)	1,2, 3, 4, 5	Student with SEND are thriving at TAL as evidenced by positive outcomes and parental voice. Golden toolkit and golden booklets are used effectively to close gaps. Inclusion is at the heart of everything we do.
English acquisition group – five additional hours p/w £23,400	1:1 tuition (EEF +5)	2,3	Students have made strong progress, increasing their average grade by 2.

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

Budgeted cost: £ 259,651

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year review
INVOLVE clubs £12,000 for equipment and other external support	Extended school times (EEF +3) If we can let our children experience different clubs it can stimulate their	3, 4, 5	All students enjoy on hour of co-curricular activities per week. Student voice cites this as one of the elements they enjoy most about

	interest, encourage better attendance and raise aspirations.		their school. 65% of students choose to stay for extracurricular.
Appointment of additional SLO to support with removing barriers. £60,000 Additional Sports and Culture Coach £25,000	Behaviour interventions (EEF +4) Mentoring (EEF +2)	4	SEMH identified as biggest area of need. Students feel listened to and supported. SLO checks in with vulnerable learners every morning. This will be reviewed and extended next academic year
Provide uniform to low income families £15,000	The right uniform policy, that puts affordability and best value at its core, has the potential to make lives easier for both children and parents. Yet one in eight families reported they had cut back on food and other essentials because of uniform costs. Our research also found that for low income families, these impacts were greater, with more than one in five such families reporting cutting back on food and other basics to pay for uniform. (The Children's Society 2020)	5	Parents are very appreciative of the help we provide, and positive attendance suggests we are removing barriers seen in other schools serving similar cohorts.
Bus passes to parents struggling with transport costs £4,000	PP absence nationally is double that of their more affluent peers – we remove any obstacle to attending school.	5	1% attendance gap between PP and non
High quality transition, including summer school 65% of £25,000 = £16,250	(Summer School EEF+2)	3,4,5	Student voice suggests Summer school allayed fears for disadvantaged students who struggled in primary. Attendance of previous PA students supports this.
Empower – 5 trips across the city to raise cultural capital and aspirations. 65% of whole cost = £33,250	“Of 495,620 students offered places at English Universities in 25,910 were from disadvantaged backgrounds. This represents	3	Every student engaged in 3 Empower experiences across the city.

	5%, a significant mismatch from National 22.5%”		
<p>Improving attendance for Disadvantaged/EAL students by: Daily SLT and Rebuild Team of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL students. Home visits (by Attendance a officers) to bring students in where possible. £30,000 (65% of AL salary)(400 visits since Sept)x2= £60,000 Synergy – an external agency to support with attendance £8901</p>	<p>“The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.” – DfE - The link between absence and attainment at KS2 and KS4 March 2016</p>		<p>PP attendance significantly above NA – highest in city.</p>

Total budgeted cost: £ 597,231

Outcome	Evaluation
To develop the next generation of teachers and leaders and improve the quality of T&L so students experience a greater frequency of outstanding teaching over time in all subject areas. This will ensure all students (including disadvantaged students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.	<p>All ECTs remained at TAL for AY2025/26, except one member of staff who left on grounds of ill health. 95+ % positive staff voice about CPD. All teaching outstanding, as evidenced by drop ins, reviews, book looks and outcomes.</p>
Ensure pupils are strong orators, able to use their Voice in the classroom and beyond.	<p>Students talk is audible, employing Habits of Discussion. All answers are in full sentences. Students deliver gratifications with confidence and eloquence.</p>

Increased engagement with reading and improvement in reading ages, including for those with very low reading ages.	<p>The rate of students reading below chronological has decreased as below:</p> <ul style="list-style-type: none"> • PP = 278 on entry has decreased to 98 (65%). • Non - PP = 108 on entry has decreased to 39 (64%). <p>The gap is closing more quickly for those who need it most.</p>
Bespoke Social and Emotional Learning interventions for students identified as SEMH on the SEND register to enable them to self regulate their behaviour. School Counsellor available 5 days a week.	The trend in behaviour shows there are fewer additional needs students repeatedly in rebuild.
Improved attendance for Disadvantaged/EAL students.	No in-school gap between PP and N-PP attendance. Attendance is at or above NA.
Expert CPD on closing gaps for learners	Students at early acquisition stage make rapid progress across all subjects.
Disadvantaged students do not fall behind their peers.	95% home learning completion rates for PP students.
A high quality, smooth transition process.	All information needed to support SEND and vulnerable students is acquired prior to summer holidays.
Broaden the experiences of students through extra-curricular programs, trips and Leadership opportunities.	<p>100% of PP students to experience co-curricular offer every week</p> <p>100% of PP students to partake in Empower</p> <p>Think 60 to ensure all trips and opportunities are represented by 60% PP students</p>

Teaching

☒ Good progress ☐ Average progress ☐ Minimal progress

Teaching quality has been a significant strength. Our fully bookletised curriculum across subjects reduces, increase reading volume (at least 400,000 words read), and strengthens literacy and knowledge retention. Assessment data shows **pupil premium (PP) students made faster progress than non-PP**, with a 7% increase between assessment windows and a narrowing attainment gap.

High-impact CPD, instructional coaching, and expert curriculum review have resulted in consistently strong classroom practice. Live marking and whole-class feedback are embedded and effective, with students able to articulate how feedback improves their work. Mastery approaches in maths have led to substantial gains, with PP students outperforming non-PP peers in some year groups.

Staff retention and morale are very strong, ECTs are successfully supported, and external validation (including Ofsted) confirms teaching is ambitious, well-sequenced, and inclusive, particularly for disadvantaged and multilingual learners.

Targeted academic support

☒ Good progress ☐ Average progress ☐ Minimal progress

Targeted academic interventions have had a high impact, particularly in literacy, English acquisition, and maths. Reduced class sizes, small-group teaching, and intensive interventions have dramatically improved outcomes for the lowest-attaining students.

The proportion of students who were functionally illiterate on entry has reduced from 32% to 3%, with predictions of 0% imminently. Reading at chronological age has increased significantly, and English acquisition groups have led to an average two-grade improvement for participating students. Sparx Maths and Reader show very high engagement, with near-universal completion supporting strong learning habits.

SEND and vulnerable students are well supported through targeted 1:1 provision, with positive outcomes reflected in student progress and parental confidence. Overall, targeted support has accelerated learning and effectively closed gaps.

Wider strategies

☒ Good progress ☐ Average progress ☐ Minimal progress

Wider Strategies

Overall progress: Strong

Wider strategies have been highly effective in addressing barriers linked to attendance, wellbeing, SEMH, deprivation, and cultural capital. Attendance for PP students is **significantly above national averages**, with virtually no in-school gap between PP and non-PP students.

Pastoral investment, including additional student liaison and mentoring, has improved emotional regulation, behaviour, and daily engagement. Students report feeling supported and listened to. Practical barriers have been reduced through uniform support, transport assistance, and consistent home-school engagement.

Enrichment is a notable strength: all students access co-curricular activities weekly, PP representation in clubs and trips is high, and Empower and Involve programmes have broadened aspirations and cultural experiences. Transition arrangements, including summer school, have been particularly effective for vulnerable students.