

Pupil premium strategy statement – Trinity Academy Leeds 2025/6

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1201
Proportion (%) of pupil premium eligible pupils	61%
Academic year/years that our current pupil premium strategy covers	2025-26 to 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Kat Cafferky
Pupil premium lead	Hannah Collins
Governor / Trustee lead	Stephanie Hunter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Estimate, the actuals will be allocated around February 25 and should be higher as it is based on assumption of 45% PP)	£699,654
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£699,654

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium Funding for? The Pupil Premium funding we receive is to raise the attainment of disadvantaged students and to ensure that no child is left behind. All children deserve access to a world class education and we use the funding to ensure this is the case.

What is our Academy approach to the use of the Pupil Premium? At Trinity Academy Leeds, all stakeholders are mission aligned in obliterating the disadvantage gap, we remove any barriers and target resources towards the greatest need. We use Maslow's Hierarchy of needs to ensure that all the needs of our learners are met, from the physiological to self-actualisation. No one intervention provides a complete solution to the complex educational issues in any school and a multi-faceted approach offers the best opportunity for our students to improve. The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students disadvantaged backgrounds to achieve as well as their peers, by benefitting from:

- A world class curriculum that develops personal and social skills, confidence in learning and cultural capital
- Pedagogy that effectively promotes metacognition, motivation, high aspiration and accelerated learning for all
- Regular whole school data entry points that allow progress to be tracked over time,
- A 'hunting not fishing' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement, which we pursue relentlessly
- A quality co-curricular provision enjoyed by all student
- Interventions to close the gap in achievement and address barriers to learning and progress,
- Access to funding for those suffering hardship to meet costs for access to enrichment opportunities

The EEF Report from 2022 shows that 'high quality teaching is the most important lever schools have for improving outcomes for disadvantaged pupils, even as it benefits all in the classroom.' To this end, we invest in world class CPD, to ensure our world class teachers deliver world class lessons to all. This approach is underpinned by an expert pastoral team who work tirelessly to ensure every child is in lessons, fully equipped and ready to learn. We have a very simple mantra that we apply to all facets of education, 'find the gap, fill the gap.' Our curriculum offer is unrivalled, as every child accesses an academically rich diet, which is never narrowed. All students take part in our compulsory co-curricular offer, Involve, and all students enjoy our award-winning Careers pathway, Empower. At TAL we leave nothing to chance: every child is explicitly taught how to be the best learner they can be.

What is the duration of the strategies outlined in the following policy? At Trinity Academy Leeds, we adopt long term pupil premium strategies to tackle the challenges that are entrenched in our local communities. The majority of strategies outlined are multi-year strategies but efficacy will be reviewed regularly and this document will be updated at the end of each academic year to ensure the strategies are refined, adapted or removed to best meet the needs of our cohort.

Challenges

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

Challenge number	Detail of challenge
1	Literacy: 54% of TAL's cohort join us reading below their chronological age. 72% of these students are in receipt of Pupil Premium Funding.
2	Acquisition of English: 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. 25% of our students with SEND have Speech, Language and Communication Needs. It is the primary SEND need in our academy
3	Deprivation: Trinity Academy Leeds is located within one of the most deprived wards within the country. (IDACI decile 1, top 10%, 2025). 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.
4	SEMH: 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.
5	Transience: 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.
6	Attendance: 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).

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.

Challenge	Intended outcome	Success criteria
1, 2 and 5	To develop the next generation of teachers and leaders and improve the quality of T&L so students experience	<ul style="list-style-type: none">All ECTs to remain at TAL for AY2026/27 (unless there are external factors)

	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.	<ul style="list-style-type: none"> • 95+ % positive staff voice about CPD. • All teaching to be outstanding, as evidenced by drop ins, reviews, book looks and outcomes.
1, 2 and 5	Ensure pupils are strong orators, able to use their Voice in the classroom and beyond.	<ul style="list-style-type: none"> • At least 95% of staff regularly model good oracy. • Students talk is audible, employing Habits of Discussion. • All answers are in full sentences. • Students deliver gratifications with confidence and eloquence.
1	Increased engagement with reading and improvement in reading ages, including for those with very low reading ages.	<ul style="list-style-type: none"> • No in school gap between PP and NPP Reading Ages and these are improving over time.
4	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.	<ul style="list-style-type: none"> • The trend in behaviour shows there are fewer additional needs students repeatedly in rebuild.
5 and 6	Improved attendance for Disadvantaged/EAL students.	<ul style="list-style-type: none"> • No in-school gap between PP and N-PP attendance. • Attendance is at or above NA.
2 and 5	Expert CPD on closing gaps for learners	<ul style="list-style-type: none"> • Students at early acquisition stage to make rapid progress across all subjects.
3 and 5	Disadvantaged students do not fall behind their peers.	<ul style="list-style-type: none"> • At least 95% home learning completion rates for PP students. • No in school gap in attainment between PP and N-PP students.
3	A high quality, smooth transition process.	<ul style="list-style-type: none"> • All information needed to support SEND and vulnerable students is acquired prior to summer holidays.
3 and 5	Broaden the experiences of students through extra-curricular programs, trips and Leadership opportunities.	<ul style="list-style-type: none"> • 100% of PP students to experience co-curricular offer every week • 100% of PP students to partake in Empower • Think 60 to ensure all trips and opportunities are represented by 60% PP students

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: £ 175,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use a bookletised curriculum to deliver high quality education. This includes high quality text, structured tasks and a reduced cognitive load. £55,000	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.	1,2, 5, 6
Mastery curriculum delivery in maths. Our Trust owns White Rose Maths who use this model throughout 85% of all primary schools. We have employed two Math Mastery specialists to establish this. 0.4 time of maths teacher £7,480	Research shows the impact of delivering mastery in maths. (+5 EEF).	1,2, 5, 6
Whole school reading programme. One English per week is devoted to reading. This includes an element paired and choral reading. £8,000	Research shows that rapid reading out loud by an adult significantly improves children's reading ages. (EEF +6)	1,2, 5
Curriculum conversations with external experts to strength test the curriculum and ensure standards are sky high. £2,000	'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 reviews. A guide developed by the Teaching Schools Council).	1, 2

CPD coaching built into timetable to allow for deliberate practice. £64,000	“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’. – <i>EEF Effective Professional Development Guidance Report</i>	1, 2, 5, 6
CPD library and Expert Teacher, Expert ECT, Expert Coaches and Expert Leader Handbooks £2,500	“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.” – <i>EEF Effective Professional Development Guidance Report</i>	1, 2
ECT conferences each term £1,500	“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)	1
Lead coaches £35,160	“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	1,2

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

Budgeted cost: £ 236,940

<i>Activity</i>	Evidence that supports this approach	Challenge number(s) addressed
Sparx maths and reader – completed by all £7,200	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>	1,2, 5

<p>Reduced class sizes for D</p> <p>£2,000 per period x four year groups £160,000 total</p>	<p>Reduced class sizes (EEF +2)</p> <p>Small group tuition (EEF +4)</p> <p>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.</p>	1,2,3,5, 6
<p>Golden Team and Reading intervention</p> <p>£46,340</p>	1:1 tuition (EEF +5)	1,2, 3, 4, 5, 6
<p>English acquisition group – three additional hours p/w</p> <p>£23,400</p>	1:1 tuition (EEF +5)	2, 3, 5

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

Budgeted cost: £ 290,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of additional SLOs to support with removing barriers.</p> <p>£70,000</p> <p>Additional Sports and Culture Coach</p> <p>£25,000</p>	<p>Behaviour interventions (EEF +4)</p> <p>Mentoring (EEF +2)</p>	4, 5
<p>Senior Well Being and Progress Tutor – students out of Team Time for 121 mentoring</p> <p>= £23,400</p>	Mentoring (EEF +2)	4, 5

INVOLVE clubs £10,000 for equipment and other external support	Extended school times (EEF +3) If we can let our children experience different clubs it can stimulate their interest, encourage better attendance and raise aspirations.	3, 4, 5, 6
Provide uniform to low income families £10,500	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, 6
Bus passes to parents struggling with transport costs £2000	PP absence nationally is double that of their more affluent peers – we remove any obstacle to attending school.	5
High quality transition, including summer school 65% of £25,000 = £16,250	(Summer School EEF+2)	3,4,5
Empower – 5 trips across the city to raise cultural capital and aspirations. 65% of whole cost = £32,250	"Of 495,620 students offered places at English Universities in 25,910 were from disadvantaged backgrounds. This represents 5%, a significant mismatch from National 22.5%"	3,5,6
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 officers) to bring students in where possible. £30,000 (65% of AL salary)(400 visits since Sept)x2= £60,000	"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	5,6

Synergy – an external agency to support with attendance £8901		
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Total budgeted cost: £702,591

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please see Pupil Premium Spending review for full review of spending and impact

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexonic Leap and Advanced	Lexonic
NGST Assessments	GL Assessments
Sparx Read and Maths	Sparx Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.