

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	Blessed Trinity RC College
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 to 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Deborah Williams Head of School
Pupil premium lead	Marie Geoghegan Assistant Headteacher
Governor / Trustee lead	Andrew Taylor

Funding overview 2025-2026

Detail	Amount
Pupil premium funding allocation this academic year	£481, 063
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£481, 063

Pupil Premium overview 2025-26 (As at 5/11/2025)

Year	Total	Male	Female	Disadvantaged Male	Disadvantaged Female	Disadvantaged Total	Non-disadvantaged Male	Non-disadvantaged Female	Non-disadvantaged Total
7	253	134	119	54	53	107	80	66	146
8	247	123	124	54	44	98	69	80	149
9	249	117	132	51	52	103	66	80	146
10	246	126	120	41	37	78	85	83	168
11	277	149	128	47	40	87	102	88	190
TOTAL	1272	649	623	247	226	473	402	397	799

Pupil premium % per year group

Year	Total	Male	Female	DP Male	DP Female	DP Total	%
7	253	134	119	54	53	107	42%
8	247	123	124	54	44	98	40%
9	249	117	132	51	52	103	41%
10	246	126	120	41	37	78	32%
11	277	149	128	47	40	87	31%
TOTAL	1272	649	623	247	226	473	37%

Part A: Pupil premium strategy plan

Statement of intent

Despite students at Blessed Trinity coming from very different backgrounds and contexts, we are committed to all pupils having the same high-quality education. We want our pupils all to have the independence and drive to overcome any potential obstacles on their learning journey. We do not want socio-economic barriers to inhibit in any way, the progress of our disadvantaged pupils as part of our Catholic mission.

Our intention is to ensure that pupils from disadvantaged backgrounds thrive and achieve as well as, or even better than, pupils from more affluent backgrounds especially in EBacc subjects. We consider this to mean more than just achieving academically and so our aim is to produce pupils who achieve good or outstanding progress but also pupils who will have grown holistically and socially, through a rich programme of extra-curricular offerings and with the support of Gods' teachings.

Following the guidance of The EEF School Improvement Guidance Document, we believe in a three-tiered approach to improving outcomes for our most vulnerable students. Firstly, we are committed to providing High Quality First teaching to all our pupils, that maximises learning. 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.

Our strategy is also integral to wider school plans for education, and where pupils need further intervention, we supplement their learning by providing targeted academic intervention, to address the individual challenges and needs of those pupils.

Additionally, we are wholly committed to improving and sustaining positive wellbeing in all our young people. Our pastoral care system will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and support their needs, regardless of whether they are disadvantaged or not.

Objectives

*Narrow the attainment gaps between disadvantaged pupils and non-disadvantaged pupils within school.

*Remove barriers to learning created by poverty, family, and financial circumstances.

*Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum.

*Develop confidence in pupils' ability to communicate effectively in a wide range of contexts.

*Access a wide range of opportunities, during and post-16, to develop pupils' knowledge and understanding of the world, moving into a range of careers.

*Enable pupils to be independent and have the tools to look after their own mental health and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	The attainment and progress of PP pupils is generally lower than that of their peers across KS3 and KS4.
2	Lower starting points in relation to numeracy and literacy for PP pupils.
3	Attendance data shows that attendance among PP pupils is lower than for non-PP pupils. Absenteeism and in particular persistent absenteeism are negatively impacting upon the progress of our disadvantaged pupils.
4	Lower aspirations of some PP pupils means that they are less likely to engage with school or understand the post-16 options that are available to them. They are less likely to make post-16 enquiries or visits, placing them at a greater risk of unemployment or failure to continue an educational pathway.
5	Mental health/wellbeing concerns disproportionately affect PP pupils with a lack of resilience becoming an issue.

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
Improved attainment among PP pupils across the curriculum at the end of KS4.	<ul style="list-style-type: none"> Improved Attainment 8 score Percentage of PP pupils achieving Grade 4+/5+ in English and Maths increases and is in line with National figures. Gap between PP and non-PP pupils for Grade 4+/5+ is reduced. PP pupils show improved attainment in core subjects (English, Maths, Science, and RE) measured by internal assessments and GCSE outcomes. <p>Intervention Impact</p> <p>Evidence that targeted interventions (e.g., tutoring, mentoring, revision sessions) have led to measurable improvement in PP pupils' mock and final exam results.</p>

	<p>Attendance and Engagement</p> <p>PP pupils' attendance improves, reducing gap with non-PP pupils and with national figures.</p> <p>Increased participation in enrichment and homework completion for PP pupils.</p> <p>Destination Data</p> <p>100% of PP pupils progress to sustained education, employment, or training post-16.</p>
<p>Improved reading standards and reading comprehension among disadvantaged pupils across KS3.</p>	<p>Reading Age Progress</p> <p>All disadvantaged pupils make at least 12 months progress in reading age within an academic year, measured by standardised reading assessments.</p> <p>Comprehension Skills</p> <p>Improvement in inference, vocabulary, and retrieval skills shown through termly SPARX tests.</p> <p>The % of disadvantaged pupils achieving age-related expectations in reading comprehension by the end of KS3 improves.</p> <p>Accelerated Progress for Below-Age Readers</p> <p>Pupils starting below chronological reading age make accelerated progress (e.g., 18 months in 12 months) through targeted interventions.</p> <p>Engagement with Reading</p> <p>Increase in reading for pleasure among disadvantaged pupils, evidenced by library usage, and pupil voice surveys.</p> <p>Curriculum Access</p> <p>Pupils demonstrate improved ability to access and understand subject-specific texts across the curriculum, measured through subject assessments.</p> <p>Closing the Gap</p> <p>The gap between disadvantaged and non-disadvantaged pupils in reading age and comprehension scores is reduced compared to baseline.</p> <p>Intervention Impact</p>

	<p>Evidence that targeted interventions (phonics, reciprocal reading, tutoring) lead to measurable improvement in reading scores.</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Positive Pupil Voice</p> <p>Pupils report feeling safe, supported, and happy in school through wellbeing surveys.</p> <p>Disadvantaged pupils show no significant gap compared to peers in wellbeing survey responses.</p> <p>Attendance and Engagement</p> <p>Whole-school attendance improves to 94% or above, with disadvantaged pupils' attendance gap reduced.</p> <p>Increased participation in enrichment activities, clubs, and pastoral programs by disadvantaged pupils.</p> <p>Behaviour and Exclusions</p> <p>Reduction in behaviour incidents and fixed-term exclusions, particularly among disadvantaged pupils.</p> <p>Positive behaviour points increase across all groups.</p> <p>Access to Support</p> <p>All pupils, including disadvantaged, have timely access to mental health and wellbeing support (e.g., counselling, mentoring).</p>
<p>To achieve and sustain improved attendance for all pupils, including those who are disadvantaged.</p>	<p>Whole-School Attendance</p> <p>Overall attendance improves to 94% or above and is sustained across terms.</p> <p>Attendance does not drop below target during key periods (e.g., exam season, winter term).</p> <p>Disadvantaged Pupils</p> <p>Attendance gap between disadvantaged and non-disadvantaged pupils is reduced</p> <p>Persistent absence among disadvantaged pupils decreases year-on-year.</p>

	<p>Persistent Absence</p> <p>Whole-school persistent absence (below 90%) falls to below national average.</p> <p>Disadvantaged pupils' persistent absence rate shows continuous improvement.</p> <p>Monitoring and Reporting</p> <p>Attendance data is tracked weekly, shared with staff, and acted upon promptly.</p> <p>Governors receive termly reports showing sustained improvement trends.</p>
<p>Improved understanding of future pathways</p> <p>CEIAG work carried out by KH will offer bespoke guidance for PP pupils offering them clear pathways to post-16 education.</p>	<p>Personalised Guidance</p> <p>All disadvantaged pupils receive at least one bespoke careers guidance session with the careers lead or advisor.</p> <p>Individual action plans are created and shared with pupils and parents/carers.</p> <p>Destination Data</p> <p>100% of disadvantaged pupils transition to a sustained post-16 destination (education, employment, or training).</p> <p>Reduction in NEET (Not in Education, Employment, or Training) figures for disadvantaged pupils compared to previous years.</p> <p>Engagement with CEIAG Activities</p> <p>Disadvantaged pupils attend careers fairs, employer encounters, and post-16 provider visits.</p> <p>Increased participation in work experience placements and virtual career events.</p> <p>Parental Engagement</p> <p>ALL parents/carers of disadvantaged pupils attend careers events or receive targeted communication about pathways.</p> <p>Monitoring and Evaluation</p> <p>Termly tracking of disadvantaged pupils' CEIAG engagement and understanding.</p>

Feedback from pupils and parents shows improved confidence in next steps.

University Visits & Experiences

100% of identified higher-achieving disadvantaged pupils attend at least one university visit or outreach event (e.g., campus tours, summer schools).

Pupils report increased confidence and aspiration for higher education in post-event surveys.

Personalised Guidance/ Application Readiness

Pupils demonstrate understanding of entry requirements and progression routes.

Parents/carers of disadvantaged pupils attend information sessions on higher education pathways and funding.

Tracking and Monitoring

Termly tracking of pupils' engagement with HE opportunities and progress toward application milestones.

Feedback from pupils shows greater clarity and ambition for post-16-18 pathways.

Destination Outcomes

Increase in the percentage of disadvantaged pupils progressing to College/Sixth Form compared to previous cohorts.

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: £ 372, 006

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school commitment to re-ruitment and retention of strong teachers, particularly across the core subjects of Mathematics and Science, where it can often prove difficult to re-ruit.</p>	<p>The EEF School Improvement Guidance Document details high-quality teaching maximises learning.</p> <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-achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	1, 2
<p>Whole school T & L focus to ensure high quality learning experiences for all pupils in all lessons.</p> <p>Continue to embed Whole School T & L foci of recall and retrieval practice, whilst also developing challenge and TIF's.</p>	<p>The EEF School Improvement Guidance Document details high-quality teaching maximises learning.</p> <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-achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p>	1, 2
<p>2-year DfE Embedding Formative Assessment programme, to form major part of the whole-school CPD package.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/</p>	1,2

	<p>Building on over 20 years of research by Dylan Wiliam and Siobhan Leahy, this programme has shown to make a positive impact on student achievement and teacher behaviours.</p> <p>Through a full randomised control trial involving 140 schools, the Education Endowment Foundation found:</p> <ul style="list-style-type: none"> • Learners made the equivalent of two months' additional progress in their Attainment 8 GCSE score. • Learners in the lowest third for prior attainment made more progress than their classmates in the top third. • Teachers felt the Teacher Learning Communities (TLCs) improved their practice by allowing valuable dialogue between teachers and encouraged. 	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English:</p>	1,2
<p>Consistent and per- sistent focus of PP pupils in and out of the class- room.</p>	<p>Historical data showed a trend of underperformance with PP pupils.</p>	1,2
<p>Monitor set movement of PP pupils.</p>	<p>Achievement panel routinely meet following each data collection point to discuss set moves. Historical data showed that PP pupils were disproportionately demoted, especially boys. Achievement panel forces a more rigorous monitoring process and early intervention response from curriculum areas.</p>	1,2
<p>Setting structures considered.</p>	<p>Revision of setting structures in Maths to allow for more flexibility with movement across sets and tier choices.</p>	1, 2

GCSE Pod and Sparx packages to support Literacy, Mathematics and Science	Track and monitor engagement with the GCSEPod dashboard and all Sparx packages to promote independence with homework and revision.	1,2
Form time extended to allow for additional PSHE curriculum time to prioritise social, emotional and RSE concerns.	We believe that increasing PSHE curriculum time during form time with form tutors may help reduce concerns with social, emotional and relationship issues. We can only see the benefits of increased learning surrounding these key issues that impact upon wellbeing, education and future successes.	1,2

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

Budgeted cost: £ 346,263

Activity	Evidence that supports this approach	
Engage children in effective reading interventions, delivered by Intervention staff, TA, EAL specialist.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2
Literacy interventions delivered by English specialist teachers and trained intervention staff, targeting underachieving pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and small.	1,2
Numeracy interventions delivered	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.	1,2

by Maths staffing targeting under-achieving pupils.		
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Proactive engagement of parents and carers at events and progress evenings.	Internal data has shown a reduction in attendance figures. This has specifically affected more PP pupils. Year leaders and Pastoral Team calls will focus on parents/carers of PP pupils in the week before evenings to reduce barriers to non-attendance.	4
Careers Guidance	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p> <p>In attempting to understand evidence of improved academic attainment, Hughes and colleagues (2004) Hooley and colleagues (2014) drew on the earlier work of Killeen and colleagues (1999), who theorised 'that the relationship of career guidance to attainment is due to its capacity to help young people to:</p> <ul style="list-style-type: none"> • understand the relationship between educational goals and access to occupational goals; • clarify valued outcomes; • set attainable educational goals; and understand the relationship between current educational effort and performance to the achievement of educational and career goals' 	

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

Budgeted cost: £ 241,959

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Support Team	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p>	1, 3

Routine identification of pupils that are struggling with mental health or wellbeing concerns and provide tailored packages of support such as Learning Mentor, Counselling etc.	Internal behaviour data, Pupil referrals, Pupil panel, Weekly Pastoral meetings.	4
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Promote effective home-school engagement.	Class charts package is routinely updated. All forms of communication are routinely delivered across multiple channels. Proactive calls are made to parents ahead of parents' evenings. Improved homework communications through Sparx.	4
Improve attendance for PP pupils and reduce persistent absenteeism, particularly absence related to the pandemic. Attendance/support officers appointed along with Senior leadership support to improve attendance.	Embedding principles of good practice set out in DfE's Improving School Attendance advice. The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels	3

Additionally, the school provides Free School Meals at a cost of £176,000

Total budgeted cost: £ 1,136,228

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Funding overview for 2024 - 2025

Detail	Amount
Pupil premium funding allocation this academic year	£414,225
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£414, 225

Outcomes for Disadvantaged pupils

2024/2025	PP pupils		Non-PP pupils		GAP
	No.	%	No.	%	
Cohort	72	28.7	179	71.3	38%
Basics 4+	17	23.6	110	61.5	
Attainment 8	29.25		40.74		

2023/2024	PP pupils		Non-PP pupils		GAP
	No.	%	No.	%	
Cohort	64	26.3	179	73.6	29%
Basics 4+	24	37.5	119	66.5	
Attainment 8	32.96		42.71		

2022/2023	PP pupils		Non-PP pupils		GAP
	No.	%	No.	%	
Cohort	58	23.3	191	76.7	
Basics 4+	23	39.7	20	62.8	23%
Attainment 8	33.21		43.88		10.67

Attendance comparison figures

Attendance Figures September 2024 – July 2025

	Year 7	Year 8	Year 9	Year 10	Year 11
PP Attendance	88.2	85.9	81.3	80.2	88.5
Non-PP Attendance	94.4	93.2	92.3	92.1	83

Overall 89.5% (+0.6%)

PP 84% (+0.8%)

Non-PP 92.6% (+1%)

Attendance Figures September 2023 - July 2024

	Year 7	Year 8	Year 9	Year 10	Year 11
PP Attendance	88.66	82.99	80.61	81.14	77.07
Non-PP Attendance	94.25	91.31	91.21	90.16	84.85

Attendance Figures September 2022 - July 2023

	Year 7	Year 8	Year 9	Year 10	Year 11
PP Attendance	87.94	85.78	81.16	80.00	71.45
Non-PP Attendance	93.93	92.72	90.61	90.14	80.45