

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (due for completion by end of academic year 2025-2026)**

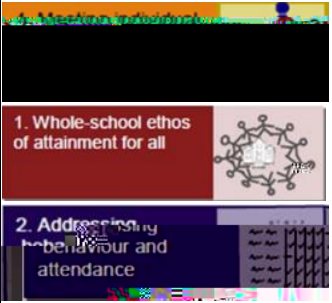



		<p>bespoke CPD opportunity allowing staff to feel part of the Trinity family.</p> <ol style="list-style-type: none"> 5. Staff retention data is strong. 6. Staff voice on academy QA process (is it supportive and developmental? What could be improved upon?) is strong. 7. Staff wellbeing/voice sessions (referred to as School Improvement Group meetings) to take place regularly, minutes logged, and actions taken.
	<p>Academy absence for all students incl. PP students is in line with or below national average absence for non-PP.</p> <p>All student attendance incl. PP students is carefully tracked, and robust actions taken where there are areas for improvement. Data shows improvements are made.</p>	<ol style="list-style-type: none"> 1. Termly absence, attendance and persistent absence data indicate that attendance at the academy is high, and absence is low. We are below national average non-

	<p>We increase the % of PP students on the EBACC pathway (this means students who study English, Maths, Geography/History, science and French/Spanish) if it is appropriate for them.</p>	<ol style="list-style-type: none"> 1. By the end of 2023/24, there was a marked increase in the number of PP students following the EBACC pathway (42% in AY22/23 to 67% in AY23-24). This will continue to increase into 2024-25. EBACC PP outcomes and the GCSE options process will be closely monitored so that we encourage PP students who are capable of completing the EBACC qualification, will enjoy it and feel motivated, to do so.
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A clear line of communication is established between academic and pastoral teams to support our pupil premium cohort who have significant pastoral challenges often linked to having and SEND need (SEMH)

To continue to use the Academy's reflective behaviour centre (The Arc) to fully support all pupils incl. pupil premium students who have become disengaged and are in need of significant

		<ol style="list-style-type: none"> 3. SLG off-site alternative provision link quality assures the education offer our AP students receive. She will further develop AP curriculum maps and ensure that student needs are being met when she visits the off-site AP settings. 4. Students who attend off-site alternative provision and may be able to re-integrate back into mainstream school, are helped to do so.
	<p>The Phase 1 Graduation, Phase 2 Trinity Challenge and Phase 3 Competitive Edge programmes are further embedded. Participation and outcomes data as well as student voice shows that we are raising aspirations, developing academic resilience, increasing cultural capital and providing a 'competitive edge' for students in years 7 to 11.</p>	<ol style="list-style-type: none"> 1. Student voice feedback about all programmes is positive. Any negative feedback is acted upon swiftly. 2. Phase 1 meetings take place to discuss students at risk of failing Phase 1 Graduation and for whom reasonable adjustments need to be made. 3. Student and staff voice feedback verifies that the students who failed Graduation are being mentored and supported effectively at Phase 2. Action is taken where needed. 4. The Trinity Challenge initiative allows our students to partake in an array of skills which contribute to the 'skills' criteria of the Duke of Edinburgh bronze award. Participation in and completion of the Bronze DofE scheme is strong as a result. 5. Destinations data is strong indicating that our character curriculum is having the desired effect.
	<p>Development of student counselling services so that the right support is in place for the right students at the right time.</p>	<ol style="list-style-type: none"> 1. Weekly referral meetings between leadership, the therapeutic and wellbeing teams ensure that the counselling waiting list is short and students are seen in a timely fashion. 2. We have forged strong links with external agencies within Calderdale and now host x2 MHST (mental health in schools' workers) within the academy. This allows us to ensure students suffering from low level needs are seen in a timely manner. 3. Our youth worker ensures we can provide targeted support to students who need this the most. 4. Weekly pastoral COBRA meetings are attended by the Therapeutic Manager and/or Officer so that

		<p>students get support at the right time.</p> <ol style="list-style-type: none"> 5. The Compass Mental Health Audit is reviewed and RAG rated each term. 6. There is an annual audit (and expansion) of external agencies supporting with student wellbeing. 7. There is further development of the Safety Net wellbeing website so that every C4L theme is tackled on the site and C4L tutors are showcasing the website at every opportunity.
	<p>Continuation of hardship funding so that students who need the basics (such as uniform/equipment/laptops for home study), get it in a timely fashion.</p>	<ol style="list-style-type: none"> 1. Laptops are made available for any students who may need them due to SEND needs/medical needs/inability to complete online homework due to lack of IT equipment at home. 2. CT tutors and SLG check student equipment every day and if a concern is raised about missing equipment, it will be followed up by the College Manager. 3. A school 'yellow form' will be completed by any staff member who has a significant concern about a student's uniform and temporary or permanent

Activity in this academic year

Teaching Assistants attend whole school literacy CPD sessions so that they can support SEND students with their literacy needs in class. Teaching Assistants have their own CPD programme in place that focuses on literacy support in the classroom.

The whole school professional literacy programme helps the academy to become a world class school for literacy as **every** child is literate, **every** child is a reader, **every** child is a confident speaker.

<p>doors' for them when they leave the Academy. We must also ensure that they develop personally (in terms of behaviour, attitude to learning).</p> <p>Students who attend off-site AP settings and have an SEND need are well supported by the SEND team to fully support the SEND students in their care.</p> <p>Students who attend off-site alternative provision and may be able to re-integrate back into mainstream school, are helped to do so.</p>	<p>decision is not taken lightly and follows extensive support.</p> <p>“Alternative provision must meet the needs of students and enable them to achieve ‘good’ to ‘outstanding’ educational attainment level with their mainstream peers, while the needs which require intervention are addressed. The length of time a student spends in alternative provision will depend on what best supports the students’ needs and potential educational attainment. Any child or young person placed by a school in alternative education provision, either full or part time, remains the responsibility of the school, retains their place on the roll of that school and is dual registered (registered at both the school and alternative provision). The school remains responsible for the monitoring and tracking of attainment, attendance, behaviour and safeguarding of their students placed in alternative provision”. (sendadvice surgery.org.uk)</p>	
<p>A FOCUS ON ATTENDANCE</p> <p>Student attendance and punctuality concerns are shared with teaching staff via weekly Pastoral Cobra updates so that all staff are working to support students improve their attendance and punctuality.</p> <p>All student attendance incl. PP students is carefully tracked, and robust actions taken where there are areas for improvement. Data shows improvements are made.</p> <p>Termly absence, attendance and persistent absence data is tracked carefully so that attendance at the academy is high, and absence is low. Attendance data and areas for improvement are shared with leadership at regular intervals.</p> <p>The ‘Challenge PA’ programme will continue to push the attendance of students who are currently 90% and below and thus at risk of being persistently absent. Members of the pastoral team, including Colle Tutors, will act as key workers for these students to ensure students are actively coming into the academy.</p> <p>Students whose attendance is a significant cause for concern are</p>	<p>Our most recent internal data shows that:</p> <p>Pupil premium students with an average attendance of below 90% gained an average P8 score of -0.36. Pupil premium students who had an attendance level of between 91 and 95% gained +0.37 P8. This increases to +0.79 for students on 96% attendance or above.</p> <p>These P8 scores show the importance of sharing attendance challenges with academic staff via pastoral COBRA so that every lesson with poor attenders is maximised.</p>	<p>7</p>

discussed at weekly Pastoral Cobra and Child Protection meetings so that swift action can be taken to keep these children safe and get them back into school.

Development of Y11 Attendance Cobra weekly meeting to ensure that students in their final year of GCSE are in school as much as they can be and achieving well.

TLA (Teaching and Learning Assistant) team to mentor 17 PP/SEND students at risk of persistent absence in AY2023-24 so that they do not fall below 90% attendance in AY24-25.

Students with over 96% attendance have their attendance rewarded through achievement points.

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

Further information (optional)

The statement above is a working document and may be updated at any time.

It has been written with reference to:

- Section 329 of Ofsted Framework: 'The use of the pupil premium and catch-up funding'.
- Trinity Academy Halifax Ofsted Report (September 2023)
- Working Together to Improve School Attendance (August 2024)
- The EEF Guide to the Pupil Premium (April 2022)
- Education Endowment Foundation Pupil Premium publications (latest guidance provided in April 2022)
- DfE Pupil Premium reports and guidance (various, latest update on 27th October 2022)
- Marc Rowland – Pupil Premium Strategy guidance (13th June 2022)
- Internal experience (Our in house 'Spark' teaching and learning research guide)
- Internal data
- End of year outcomes analysis
- National College for Teaching and Leadership, 'Effective pupil premium reviews' (Feb 2018)
- National Governance Association, 'Spotlight on Disadvantage' (April 2018)
- National Foundation for Educational Research, 'The Building Blocks of Success' (Jan 2017)
- Sir John Dunford (2017)