

# Pupil premium strategy statement – Trentham Academy

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	784
Proportion (%) of pupil premium eligible pupils	18.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	June 2024
Date on which it will be reviewed	May 2027
Statement authorised by	M. Whittingham (HT)
Pupil premium lead	E Hardacre (SLT)
Governor / Trustee lead	P.Archer (Chair of Governors)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/2025)	<b>£169,050</b>
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	<b>£169,050</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that every student at Trentham academy, regardless of background or starting point, will achieve the very best outcomes in progress and attainment through high quality teaching and learning. This will be supported by our high quality pastoral and inclusion teams who will work to build positive and respectful relationships to identify needs and work towards removing barriers to attendance at school and learning.

Our core values of Respect, Integrity, Optimism and Responsibility as part of our Personal Development strategy, well-being and sense of belonging and enhanced with the offer of extra-curricular and enrichment activities that run alongside and within our Aspire, Endeavour, Achieve formal and informal curricular.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance gap between PP and their non-PP peers
2	Persistent gap between PP and non-PP students at KS4 and HPA KS2-4 reduced progress reflects the national trend
3	Social and emotional issues affecting disadvantaged pupils meaning disadvantaged students are more likely to be late, or truant lessons
4	Uptake by PP students of a language at GCSE – promoting the Ebacc pathway

## 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 attendance	<ul style="list-style-type: none"><li>-The current 7% gap will be reduced</li><li>-The 30% difference of persistent absence between PP and non-pp will be reduced.</li><li>-% attendance of PP is in line with or above national average</li></ul>

Positive academic outcomes at KS4	<ul style="list-style-type: none"> <li>-P8 gap for 2026-2027 and 2027-2028 to be in line with non-PP students and national average</li> <li>-A8 for PP students to move towards being in line with non-PP students</li> <li>-SIMS initiatives indicate targeted conversations with students and with home</li> <li>-LM agenda/minutes reflect focus on PP within departments and focus on HPA PP in particular</li> </ul>
Reduce the impact of Social, emotional and financial on engagement and achievements of PP students	<ul style="list-style-type: none"> <li>-Student voice reflects they feel their needs are listened to/supported/met</li> <li>-Numbers of disadvantaged pupils participating in Doctorate activities increases</li> <li>-Contact with home is more regularly made by Form tutor who will build the relationship and communication with home.</li> <li>-Improved attendance at extra-curricular and enrichment activities</li> <li>-Uniform support offered to all Yr 7s</li> </ul>
Increased Ebacc entry	<ul style="list-style-type: none"> <li>-Improve upon last year's 22% of PP students and current 23% of Yr 10 PP students taking a language at GCSE</li> <li>-% of disadvantaged students to move towards being in line with national average.</li> </ul>

## 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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>A4L curriculum to support SEL</i>	<a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2 & 3

	<a href="#">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF (educationendowmentfoundation.org.uk)</a>	
<i>Careers/Aspirations 'WOW' curriculum development</i>	<a href="#">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
<i>Quality first teaching</i>	<a href="#">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
<i>Staff CPD to develop the culture of positive relationships, restorative justice conversations, Class Charts</i>	<a href="#">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
<i>Staff CPD to review the PP strategy and to integrate into LM agenda, curriculum planning and classroom practice</i>	<a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Planning-professional-development.pdf (d2tic4wvo1iusb.cloudfront.net)</a>  <a href="#">Professional-Development-Conversation-Cycle.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1, 2, 3
<i>Tutor programme development including Performance Learning, meta-cognition and oracy</i>	<a href="#">Extending school time   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3
<i>Use of diagnostic data and Summative Assessment (EFA) to inform curriculum planning</i>	<a href="#">Embedding Formative Assessment - SSAT (ssatuk.co.uk)</a>	1, 2, 3, 4

	<a href="https://www.educationendowmentfoundation.org.uk">Embedding Formative Assessment   EEF</a> (educationendowmentfoundation.org.uk)	
<i>Embedding literacy, oracy and reading strategies to improve reading ages</i>	<a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF</a> (educationendowmentfoundation.org.uk)  <a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF</a> (educationendowmentfoundation.org.uk)	1,2
<i>Use of technology to support quality first teaching</i>	<a href="https://www.educationendowmentfoundation.org.uk">Using Digital Technology to Improve Learning   EEF</a> (educationendowmentfoundation.org.uk)	1, 2, 3, 4

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Period 6 interventions</i>	<a href="https://www.educationendowmentfoundation.org.uk">Extending school time   EEF</a> (educationendowmentfoundation.org.uk)  <a href="https://www.educationendowmentfoundation.org.uk">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF</a> (educationendowmentfoundation.org.uk)	1, 2, 3
<i>Targeted 'Drop down' days to support reducing En/Ma mismatch in Yr 11</i>	<a href="https://www.educationendowmentfoundation.org.uk">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF</a> (educationendowmentfoundation.org.uk)	1, 2
<i>Art/Food Tech materials bought</i>	<a href="https://www.educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF</a> (educationendowmentfoundation.org.uk)	2,3
<i>Promote identity of disadvantaged students amongst all staff</i>	<a href="https://www.educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF</a> (educationendowmentfoundation.org.uk)	1, 2, 3, 4
<i>Transition communication more open and strategic</i>	<a href="https://www.educationendowmentfoundation.org.uk">3. Wider strategies   EEF</a> (educationendowmentfoundation.org.uk)	1, 2, 3, 4
<i>Use of Higher Horizons opportunities to raise aspirations</i>	<a href="https://www.educationendowmentfoundation.org.uk">3. Wider strategies   EEF</a> (educationendowmentfoundation.org.uk)	1, 2, 3, 4

<i>Use of remote learning and virtual learning platform via Firefly to support those who are absent, for all revision materials and communication with staff</i>	<a href="https://www.educationendowmentfoundation.org.uk/pupil-premium/the-eef-guide-to-the-pupil-premium-eef">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/digital-technology/using-digital-technology-to-improve-learning-eef">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
<i>Work Experience support for disadvantaged students</i>	<a href="https://www.educationendowmentfoundation.org.uk/work-experience/generation-stem-work-experience-eef">Generation STEM Work Experience   EEF (educationendowmentfoundation.org.uk)</a>	2,3
<i>Priority given in supporting CEIAG interviews for disadvantaged and 'NEETS'</i>	<a href="https://www.educationendowmentfoundation.org.uk/pupil-premium/the-eef-guide-to-the-pupil-premium-eef">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3

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

Budgeted cost: £ 29,050

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Yr 5 and Yr 6 Transition days with feeder schools</i>	<a href="https://www.educationendowmentfoundation.org.uk/transition/eef-blog-getting-transition-right-part-1-of-2-four-eef">EEF Blog: Getting transition right (part 1 of 2) – four...   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://www.educationendowmentfoundation.org.uk/transition/eef-blog-supporting-pupils-through-transitions-a-trio-of-eef">EEF Blog: Supporting pupils through transitions – a trio of...   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
<i>All Yr 6 students to be offered the chance to continue transition activities over the summer.</i>	<a href="https://www.educationendowmentfoundation.org.uk/transition/summer-schools-eef">Summer schools   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4
<i>Language lessons offered to Yr 5 and 6 classes by MFL staff</i>	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612223/reforms-to-encourage-more-students-to-take-up-language-gcse-gov-uk">Reforms to encourage more students to take up language GCSEs - GOV.UK (www.gov.uk)</a>  information_paper_supporting_modern_foreign_languages_in_your_school_1.pdf (britishcouncil.org)	1,2,3,4

<i>Trentham Doctorate Engagement</i>	<a href="#">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4
<i>Celebration events including Presentation evenings, assemblies, Class Charts recognition and Rewards Trips</i>	<a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
<i>Prefect/JLT system opportunities</i>	<a href="#">Student Leaders - The Teacher Toolkit</a>	1,2,3
<i>Attendance team: Attendance officer working, EWO, Pastoral and Inclusion team to work with students and families to improve attendance</i>	<a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a>	1, 2 & 3
<i>Use of staff for targeted SEL interventions</i>	<a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2 & 3
<i>Uniform support for Yr 7</i>	<a href="#">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a>	1, 3

**Total budgeted cost: £ 169,050**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact our 3 tiered activities had on pupils in the academic year 2022-2023 and projected figures for 2023-24 based on final predictions as of May 2024.

Aim	Target	Target Date	Outcome
Progress 8	Achieve at least national average for progress for disadvantaged pupils in similar schools	August 2023	2023 results show P8 for disadvantaged pupils was -0.998. The national average was -0.53. Non-disadvantaged national average was +0.17, Trentham's was +0.20
Attainment 8	Achieve national average for attainment for disadvantaged pupils in similar schools.	August 2023	2023 results show A8 for disadvantaged pupils was 28.53 The national average was 35.0
%Grade 4+ in En and Ma	Achieve average English and Maths 4+ grades in similar schools.	August 2023	Disadvantaged 15% National 56%  Non-disadvantaged achieved 62.2% National 78%  Total – 62.2% Total National – 67.8%
%Grade 5+ in En and Ma	Achieve average English and Maths 5+ grades in similar schools.	August 2023	Disadvantaged 10% National 28.4%  Non-disadvantaged 48.8% National 55.4%  Total 43.4% National total – 45.3%
Ebacc Entry	% of disadvantaged students entered for Ebacc is in line with national average moving to be in line with non-disadvantaged students.	August 2023	Disadvantaged – Full Ebacc = 0%, Languages – 5% Humanities – 65%  Non-disadvantaged Ebacc – 25.2% Languages 30.9% Humanities – 88.6%  Total cohort entered – 21.7% National – 39.3%

Whilst the projected data for this year appears to be an improvement on last year for A8 and P8, the gap is still much wider than in 2021-2022.

Entries for Ebacc have seen gains made, and those taking a language have doubled since last year. We are continuing to push languages as an option and the introduction



of Spanish to the curriculum seems to have been popular resulting in increased numbers.

A combination of attendance issues, gaps in knowledge and the impact of the pandemic still hamper the disadvantaged group and will do for a number of years after. And our HPA PP students continue to match the national trend of not making the expected progress between KS2-4. This will become a focus for departments through LM agenda, data meetings, delivery in classrooms and targeted interventions.

Attendance has been a key focus since the pandemic and we are proud that our school sits above the local and national figures. This remains a focus though as the attendance for PP students is 7% lower than non PP students and this is greater for persistent absence rising to a 27% gap. Our attendance officer is supported by a strong Inclusion and Pastoral team that work tirelessly to create strong lines of communication between home and school; to provide support where needed, with reasonable adjustments and strategies utilised to support the increased attendance of those with attendance issues.

We have a small number of PP/Disadvantaged students who have challenging behaviour. The introduction of Class Charts, a centralised inclusion email, lesson by lesson sweeps around the academy, and direct phone line for all staff means that these can be tackled more swiftly to further support their attendance and attitude.

## 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.*

<b>Programme</b>	<b>Provider</b>
Performance Learning	Performance Learning
EFA	SSAT

## Service pupil premium funding (optional)

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

## Further information (optional)

N/A.