

## 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	789 (2024-25)
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 Updated	June 2024 December 2025
Date on which it will be reviewed	May 2027
Update authorised by	E. Wagg (Principal)
Pupil premium lead	L. Gaggini (SLT)
Governor / Trustee lead	S. Grindey (Chair of Governors)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024-25: £153,045 2025-26: £167,045
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>	£167,045

## 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.

We foster a complete student experience built on our core values: Respect, Integrity, Optimism, and Responsibility. These values support personal development, well-being, and a strong sense of belonging, allowing every student to truly thrive. This foundation is further enhanced by our wide range of extra-curricular and enrichment activities, which complement both the formal and informal elements of our 'Aspire, Endeavour, Achieve' curriculum.

### 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
5	Uptake of PP students of extra-curricular activities, trips and events

## 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>- <b>Continue to reduce the PP / Non-PP attendance gap</b> 2022-23 8.5% gap; 2023-24 8.0% gap; 2024-25 5% gap, showing a consistent improvement</li> <li>- <b>Continue the trend of reducing persistent absence for PP students:</b> 2022-23 22% gap, which is close to the national average 23-24 25% gap, which is close to the national average 24-25 15% gap, which is significantly better than national average</li> <li>- <b>Percentage attendance of PP is in line with or above national average</b> 2022-23 82.5% (below average); 2023-24 84.7% (close to average); 2024-25 88.2% (close to national average)</li> </ul>
Positive academic outcomes at KS4	<ul style="list-style-type: none"> <li>- <b>P8 for 2026-2027 and 2027-2028 to be in line with non-PP students and/or national average</b></li> <li>- <b>A8 for PP students to move towards being in line with non-PP students</b></li> <li>- <b>SIMS initiatives indicate targeted conversations with students and with home</b></li> <li>- <b>Academy and Department-focussed plans will remain focussed on disadvantaged groups.</b></li> </ul>
Reduce the impact of Social, emotional and financial on engagement and achievements of PP students	<ul style="list-style-type: none"> <li>- <b>Student voice reflects they feel their needs are listened to/supported/met</b></li> <li>- <b>Numbers of disadvantaged pupils participating in Doctorate activities increases</b></li> <li>- <b>Contact with home is more regularly made by Form tutor who will build the relationship and communication with home.</b></li> <li>- <b>Improved attendance at extra-curricular and enrichment activities</b></li> <li>- <b>Uniform support offered to all Yr 7s</b></li> </ul>
Increased Ebacc entry	<ul style="list-style-type: none"> <li>- <b>Improve upon last year's 22% of PP students and current 23% of Yr 10 PP students taking a language at GCSE</b></li> <li>- <b>Percentage of disadvantaged students to move towards being in line with national average.</b></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://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2 & 3
<i>'WOW' curriculum development</i>	- <a href="https://educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a> - <a href="https://educationendowmentfoundation.org.uk">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="https://educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a> - <a href="https://educationendowmentfoundation.org.uk">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="https://educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a> - <a href="https://educationendowmentfoundation.org.uk">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
<i>Tutor programme development including Performance Learning, meta-cognition and oracy</i>	- <a href="https://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a> - <a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a> - <a href="https://educationendowmentfoundation.org.uk">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="https://ssatuk.co.uk">Embedding Formative Assessment - SSAT (ssatuk.co.uk)</a> - <a href="https://educationendowmentfoundation.org.uk">Embedding Formative Assessment   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
<i>Embedding literacy, oracy and reading strategies to improve reading ages</i>	- <a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> - <a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>	1,2
<i>Use of technology to support quality first teaching</i>	- <a href="https://educationendowmentfoundation.org.uk">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
<i>Curriculum enrichment opportunities</i>	- <a href="https://educationendowmentfoundation.org.uk">Physical Activity (educationendowmentfoundation.org.uk)</a> - <a href="https://educationendowmentfoundation.org.uk">Arts Participation (educationendowmentfoundation.org.uk)</a> - <a href="https://educationendowmentfoundation.org.uk">Extending School Hours (educationendowmentfoundation.org.uk)</a>	5

## 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>	<ul style="list-style-type: none"> <li>- <a href="https://educationendowmentfoundation.org.uk">Extending school time   EEF (educationendowmentfoundation.org.uk)</a></li> <li>- <a href="https://educationendowmentfoundation.org.uk">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1, 2, 3
<i>Targeted 'Drop down' days to support reducing En/Ma mismatch in Yr 11</i>	<ul style="list-style-type: none"> <li>- <a href="https://educationendowmentfoundation.org.uk">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1, 2
<i>Art/Food Tech materials bought</i>	<ul style="list-style-type: none"> <li>- <a href="https://educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	2,3
<i>Promote identity of disadvantaged students amongst all staff</i>	<ul style="list-style-type: none"> <li>- <a href="https://educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1, 2, 3, 4
<i>Transition communication more open and strategic</i>	<ul style="list-style-type: none"> <li>- <a href="https://educationendowmentfoundation.org.uk">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1, 2, 3, 4
<i>Use of Higher Horizons opportunities to raise aspirations</i>	<ul style="list-style-type: none"> <li>- <a href="https://educationendowmentfoundation.org.uk">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	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>	<ul style="list-style-type: none"> <li>- <a href="https://educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></li> <li>- <a href="https://educationendowmentfoundation.org.uk">Using Digital Technology to Improve Learning   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1, 2, 3, 4
<i>Work Experience support for disadvantaged students</i>	<ul style="list-style-type: none"> <li>- <a href="https://educationendowmentfoundation.org.uk">Generation STEM Work Experience   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	2,3
<i>Priority given in supporting CEIAG interviews for disadvantaged and 'NEETS'</i>	<ul style="list-style-type: none"> <li>- <a href="https://educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1,2,3

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

Budgeted cost: £20,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Yr 5 and Yr 6 Transition days with feeder schools</i>	<ul style="list-style-type: none"> <li>- <a href="#">EEF Blog: Getting transition right (part 1 of 2) – four...   EEF (educationendowmentfoundation.org.uk)</a></li> <li>- <a href="#">EEF Blog: Supporting pupils through transitions – a trio of...   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1,2,3,4
<i>All Yr 6 students to be offered the chance to continue transition activities over the summer.</i>	<ul style="list-style-type: none"> <li>- <a href="#">Summer schools   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1,2,3,4
<i>Language lessons offered to Year 5 and 6 classes by MFL staff</i>	<ul style="list-style-type: none"> <li>- <a href="#">Reforms to encourage more students to take up language GCSEs - GOV.UK (www.gov.uk)</a></li> <li>- <a href="#">information_paper_supporting_modern_foreign_languages_in_your_school_1.pdf (british-council.org)</a></li> </ul>	1,2,3,4
<i>Trentham Doctorate Engagement</i>	<ul style="list-style-type: none"> <li>- <a href="#">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	2,3,4
<i>Celebration events including Presentation evenings, assemblies, Class Charts recognition and Rewards Trips</i>	<ul style="list-style-type: none"> <li>- <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></li> <li>- <a href="#">Introducing 'The EEF Guide to Supporting School Planning: A...   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1,2,3
<i>Prefect/JLT system opportunities</i>	<ul style="list-style-type: none"> <li>- <a href="#">Student Leaders - The Teacher Toolkit</a></li> </ul>	1,2,3
<i>Attendance team: Attendance officer working, EWO, Pastoral and Inclusion team to work with students and families to improve attendance</i>	<ul style="list-style-type: none"> <li>- <a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1, 2 & 3
<i>Use of staff for targeted SEL interventions</i>	<ul style="list-style-type: none"> <li>- <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1, 2 & 3
<i>Uniform support for Year 7</i>	<ul style="list-style-type: none"> <li>- <a href="#">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1, 3
<i>Improving attendance at extra-curricular clubs</i>	<ul style="list-style-type: none"> <li>- <a href="#">Physical Activity (educationendowmentfoundation.org.uk)</a></li> <li>- <a href="#">Arts Participation (educationendowmentfoundation.org.uk)</a></li> <li>- <a href="#">Extending School Hours (educationendowmentfoundation.org.uk)</a></li> </ul>	5
<i>Supporting students in being secondary school ready</i>	<ul style="list-style-type: none"> <li>- <a href="#">Summer Schools (educationendowmentfoundation.org.uk)</a></li> </ul>	2,3

	- <a href="http://educationendowmentfoundation.org.uk">Supporting high-quality teaching for students with SEND</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	
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**Total budgeted cost: £ 160,435**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This data summarizes the academic performance of Trentham school, comparing the outcomes of disadvantaged and non-disadvantaged students against National averages for the years 2023 and 2024:

Target (Annually)	Outcomes 2023	Outcomes 2024
<b>Numbers</b>	<b>Disadvantaged: 20 13.9%</b> <b>Non-disadvantaged: 123</b>	<b>Disadvantaged: 20 13.1%</b> <b>Non-disadvantaged: 133</b>
<b>Grade 9-4 % inc. English &amp; Maths</b> Achieve at least National Average for disadvantaged students in similar schools	Disadvantaged - Trentham 15% - National 56% Non-disadvantaged: - Trentham 62.2% - National 78% Total: - Trentham 62.2% - National 67.8%	Disadvantaged - Trentham 45.0% - National 42.4% Non-disadvantaged: - Trentham 75.9% - National 72.5% Total: - Trentham 71.9% - National 67.4%
<b>Grade 9-5% inc. English &amp; Maths</b> Achieve at least National Average for disadvantaged student -ts in similar schools	Disadvantaged - Trentham 10% - National 28.4% Non-disadvantaged: - Trentham 48.8% - National 55.4% Total: - Trentham 43.4% - National 45.3%	Disadvantaged - Trentham 25.0% - National 25.8% Non-disadvantaged: - Trentham 57.1% - National 53.1% Total: - Trentham 52.9% - National 45.9%
<b>EBacc Entry</b> % of disadvantaged students entered for EBacc is in line with national average, moving to be in line with non-disadvantaged students	Disadvantaged - Full EBacc 0% - Languages 5% - Humanities 65% Non-disadvantaged: - Full EBacc 25.2% - Languages 30.9% - Humanities 88.6% Total cohort entered: - Trentham 21.7% - National 39.3%	Disadvantaged - Full EBacc 30.0% - Languages 35.0% - Humanities 70.0% Non-disadvantaged: - Full EBacc 42.1% - Languages 44.4% - Humanities 95.5% Total cohort entered: - Trentham 40.5% - National 40.4%
<b>Progress 8</b> Achieve at least National Average for disadvantaged students in similar schools	Disadvantaged: - Trentham -0.998 - National -0.53 Non-disadvantaged: - Trentham +0.17 National +0.20	Disadvantaged: - Trentham -0.60 - National -0.57 Non-disadvantaged: - Trentham +0.32 National +0.16
<b>Attainment 8</b> Achieve at least National Average for disadvantaged students in similar schools	Disadvantaged: - Trentham 28.53 - National 35.0 Non-disadvantaged: - Trentham 52.41 National	Disadvantaged: - Trentham 36.75 - National 34.5 Non-disadvantaged: - Trentham 52.85 National 49.8



## Overall Data Summary

Trentham Academy are very pleased with our Pupil Premium Strategy on the last academic year, where we have made significant progress in several areas, as outlined below.

The data shows a trajectory of **significant improvement** from 2023 to 2024, particularly in the attainment of **disadvantaged students** and the overall performance of the **total cohort**.

- **Disadvantaged Students:** Trentham showed dramatic gains across all attainment metrics (Attainment 8, Grade 9-4%, Grade 9-5%), substantially closing the gap with the national average.
- **Total Cohort Performance:** Trentham's total cohort attainment (Grade 9-4% and Grade 9-5%) and non-disadvantaged student performance now exceed National Averages in 2024.
- **EBacc Entry:** The entry rate for the disadvantaged cohort increased significantly and the total cohort entry rate is now very close to the national average.
- **Progress 8:** Gap between PP and Non-PP students progress 8 measure is closing (from 1.168 to 0.92). Trentham's score is in line with the national average in 2024
- **Attainment 8:** Significant improvement (+8.22) in PP A8 from 2023 to 2024. Gap reduced (from 23.88 in 2023 to 16.1 in 2024). Trentham's A8 score for PP and for Non-PP exceeded the national average in 2024.
- **Grade 9-4% (inc. English & Maths):** Massive improvement (+30%). Trentham's PP Students 9-4 percentage is higher than the national average in 2024. Now very close to the national average gap (reduced to -3.3%). Trentham's overall achievement exceeded the national average in 2024.
- **Grade 9-5% (inc. English & Maths):** Significant improvement (+15%). Trentham's PP Students' 9-5 percentage is now in line with the national average. Now Trentham's gap is better than the national average gap.
- **Attendance** of FSM students has increased annually, from 82.5% in 2022-23 (below national average), to 84.7% (close to national average) in 2023-24, and 89.7% in 2024-25 (above national average)
- **Attendance** Gap between PP and non-PP has decreased significantly, from 8.5% in 2022-23, 8.0% in 2023-24, and 5% in 2024-25.
- **Persistent Absence** Gap between PP and Non-PP has decreased from 25% (2023-24) to 15% (2024-25)
- **Disadvantaged students in the last 3 years:** overall A8, Eng A8, Open A8, Open P8 have been in line with national average.
- **Disadvantaged students in the last 2 years:** Hum 4+ is in line with national average.
- **Disadvantaged students in 2024:** the following subject measure have been in line with national average: Eng & Maths 4+, Eng & Maths 5+, Eng 4+, Eng 5+, Eng A8, Maths 4+, Maths 5+, Sci 4+, Lang 5+, Ebacc A8, Overall P8, Eng P8, Maths P8, Lang VA, Hum VA
- **Disadvantaged students in 2024** In 2024 Sci 5+, Hum 5+, Sci Va, EBacc P8 measures were above national average

### Disadvantaged: Pupil Destination Data

Destination Category	2020 Leavers (27 pupils)	2021 Leavers (33 pupils)	2022 Leavers (12 pupils)
<b>Sustained education, employment or training</b>	<b>Average 81%</b>	<b>Average 91%</b>	<b>Average 100%</b>
Any sustained education	Average 78%	Average 85%	Average 75%
Sustained employment	Average 4%	Average 3%	Average 17%
Sustained apprenticeship	Average 0%	Average 3%	Average 8%
<b>Destination not sustained</b>	Suppressed	Average 9%	Average 0%
<b>Activity not captured</b>	Suppressed	Average 0%	Average 0%

### 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
Performance Learning	Performance Learning
Embedding Formative Assessment (EFA)	SSAT
Lexonic	Lexonic (Reading)
Morographs	SRA program by McGraw Hill. (Spelling)
Speed Up	LDA Speed-Up! Activity Programme (Handwriting)

### Service pupil premium funding (optional)

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

N/A

#### The impact of that spending on service pupil premium eligible pupils

N/A

### Further information (optional)

N/A