

# 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) 795 (2025-26)
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
Updated	November 2025
Date on which it will be reviewed	November 2026
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: £160,435
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>	£160,435

## Part A: Pupil premium strategy plan

### Statement of intent

At Trentham Academy, we believe that every young person should be empowered to shape their own future, regardless of background or circumstance and our Pupil Premium strategy is rooted in this belief. Our academy motto: **Aspire, Endeavour, Achieve**, captures our ambition for every disadvantaged pupil—to dream big, work hard and persevere to be successful.

Our intent is to significantly reduce the attainment gap between disadvantaged and non-disadvantaged pupils while raising standards for all. We are committed to ensuring that every pupil has equitable access to a broad, ambitious curriculum and the support needed to thrive academically and personally. We aim to ensure literacy, numeracy and foundational knowledge are strengthened from the outset and that pupils have the opportunity to experience a wide range of extra-curricular activities.

High-quality teaching is the cornerstone of our approach. Research consistently shows that excellent classroom practice has the greatest impact on disadvantaged pupils. We invest in staff development, subject expertise and curriculum design to ensure that all pupils, particularly those facing disadvantage, benefit from consistently strong teaching. Digital access is strengthened through the supported provision of devices and online resources, ensuring that all pupils can engage fully with learning both in and beyond the classroom.

Targeted intervention plays a vital role too. We use small group tutoring, intervention programmes and additional academic support for pupils whose education has been most affected by external factors. In addition, we work to remove practical obstacles by ensuring pupils have access to essential equipment, a predictable and nurturing environment, and strong pastoral support. We recognise that many disadvantaged pupils face complex and varied barriers to learning and our strategy therefore extends beyond academic provision.

We will also provide a broad range of enrichment activities and wider opportunities that build confidence and aspiration. We will support students to identify experiences that will enhance their skills and attributes beyond the taught curriculum to ensure they develop their character and cultural capital so they can succeed in life.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Outcomes and achievement: embedding precision at curriculum level.</b></p> <p>Pupil outcomes are meeting or above national averages, yet a gap in achievement persists between disadvantaged and non-disadvantaged pupils. The next step is to refine curriculum-level analysis and intervention so that every department systematically addresses underperformance and sustains progress for all.</p> <p>The proportion of our disadvantaged students, opting to study a language at GCSE is increasing with each year group. The next step is to ensure this trend continues and ensure the gap between disadvantaged and non-disadvantaged students continues to close.</p>
2	<p><b>Attendance: sustaining strength while closing the gap.</b></p> <p>Overall attendance is above national averages, reflecting a strong culture of engagement. The attendance of our disadvantaged students is at national average. However, the gap between disadvantaged and non-disadvantaged pupils has widened slightly in 2025. The challenge is to maintain excellent whole-school attendance while ensuring targeted support reduces this disparity.</p>
3	<p><b>Wider curriculum and enrichment: increasing equitable access.</b></p> <p>The school offers a rich programme of extra-curricular opportunities for all students, but disadvantaged pupils engage less frequently. The challenge is to ensure all pupils benefit equally by identifying barriers, promoting participation, and monitoring engagement more closely.</p>
4	<p><b>Aspirations and careers: raising ambition and exposure.</b></p> <p>Careers education and post-16 outcomes are strong, yet disadvantaged pupils are facing the challenge of lack of access to aspirational destinations. The challenge is to further enhance provision so that disadvantaged learners are inspired, well-informed, and supported to pursue ambitious futures. There is also a gap between the percentage of students still attending their post-16 provision after two terms between disadvantaged and other students. 2023 is an outlier, and we are working closely with Post-16 providers to close this gap.</p>
5	<p><b>Foundational Knowledge: accelerating progress to close the gap.</b></p> <p>The focus now is on targeted, consistent literacy and numeracy interventions to accelerate progress, especially for disadvantaged students, and strengthen confidence across all key stages, in reading, literacy, oracy and numeracy.</p>
6	<p><b>Social, emotional and mental health: supporting students in need.</b></p> <p>Students from a disadvantaged background are more likely to have experiences that lead to social, emotional and mental health struggles. We will continue to provide support internally and with external providers, and signpost to other services where necessary. This will also include meeting needs as they arise, such as for replacing equipment, uniform and other essentials to enable students and their families to flourish.</p>

## 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
<b>1) Outcomes and achievement: embedding precision at curriculum level.</b>	<ul style="list-style-type: none"> <li>Disadvantaged pupils' attainment (A8 / subject-level data) improves year-on-year.</li> <li>The attainment and progress gaps continue to narrow across core subjects and EBacc. grade.</li> <li>Subject Leads are aware of their attainment gaps and subject-specific strategies to continue closing this gap within the whole-school pupil premium strategy of removing barriers.</li> </ul>
<b>2) Attendance: sustaining strength while closing the gap.</b>	<ul style="list-style-type: none"> <li>Overall attendance for disadvantaged pupils improves beyond national average</li> <li>The attendance gap between disadvantaged and non-disadvantaged pupils narrows over time.</li> <li>Fewer disadvantaged pupils fall into the persistent absence category.</li> </ul>
<b>3) Wider curriculum and enrichment: increasing equitable access.</b>	<ul style="list-style-type: none"> <li>Increased percentage of disadvantaged pupils participating in at least one enrichment activity.</li> <li>Monitored engagement data shows a closing gap between disadvantaged and non-disadvantaged participation.</li> <li>Clear evidence of proactive follow-up for pupils not engaging.</li> </ul>
<b>4) Aspirations and careers: raising ambition and exposure.</b>	<ul style="list-style-type: none"> <li>Increased engagement of disadvantaged pupils in aspirational careers and employer encounters.</li> <li>Improved post-16 sustained destinations data for disadvantaged pupils.</li> <li>Student feedback shows evidence of raised aspiration and confidence</li> </ul>
<b>5) Literacy and Numeracy: accelerating progress to close the gap.</b>	<ul style="list-style-type: none"> <li>Reading age gap between disadvantaged and non-disadvantaged pupils reduces over time.</li> <li>Increased proportion of disadvantaged pupils reading at or above chronological age.</li> <li>Evidence of consistent reading interventions with demonstrable impact.</li> <li>Evidence of disadvantaged students' accelerated progress in TT Rockstars and SPARX Maths.</li> </ul>
<b>6) Social, Emotional and Mental Health: supporting students in need.</b>	<ul style="list-style-type: none"> <li>Disadvantaged students should be receiving priority for access to external agency services.</li> <li>Student and parent surveys show satisfaction with the level of support they are receiving from the Academy.</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: £90,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development: There is an embedded strategy of implementing a cyclical professional learning model that addresses all areas relating to Teaching and Learning that are identified as priorities.	<a href="#">EEF Guide to Pupil Premium</a>  <a href="#">EEF Toolkit</a>  <a href="#">EEF Effective Professional Development</a>	1, 5
Reading: There is an embedded strategy of improving literacy/reading in curriculum time	<a href="#">EEF Improving Literacy in Secondary Schools</a>  <a href="#">Now the whole school is reading</a>  <a href="#">EEF Reading Comprehension Strategies (+7 months)</a>	1, 5
Sparx Maths: This is a new strategy of the use of Sparx Maths as a teaching tool both in and away from the Academy for students in KS3 and KS4.	<a href="#">EEF Individualised instruction (+4 months)</a>	1, 4, 5
Sparx Reader: This is a new strategy of the use of Sparx Reader as a teaching tool both in and away from the Academy for students in KS3 and KS4.	<a href="#">EEF Individualised instruction (+4 months)</a>	1, 4, 5
Staff responsibility payment: There is an embedded strategy of Maths Mastery as a teaching tool in Maths lessons, to develop mastery and fluency in our identified students.	<a href="#">11 new research projects to build evidence base in maths, writing and communication and language</a>  <a href="#">Mathematics Mastery Secondary (+1 month)</a>	1, 4, 5
Firefly: This is an embedded strategy of providing access to Firefly VLE, promoting strong links between home and school for all students	<a href="#">EEF Using Digital Technology to Improve Learning</a>  <a href="#">EEF Guide to Pupil Premium</a>	1, 3, 5, 6
CPD: This is an embedded strategy of implementing professional learning on metacognition strategies and raising attainment and progress to support students in Year 11 Tutor Time.	<a href="#">EEF Extending school time (+3 months)</a>  <a href="#">EEF Metacognition &amp; Self-Regulation (+8 months)</a>	1, 2, 3, 4, 5, 6
Literacy lead: This is an embedded strategy of assigning a TLR specifically for improvement of literacy in the academy	<a href="#">EEF Improving Literacy in Secondary Schools</a>  <a href="#">‘Now the whole school is reading’ (gov.uk; October 2022)</a> <a href="#">EEF Reading Comprehension Strategies (+7 months)</a>	1, 3, 5

<p>LSP support: This is an embedded strategy of ensuring LSPs in lessons provide high quality support to learning across the academy</p>	<p><a href="#">EEF Making Best Use of Teaching Assistants</a></p> <p><a href="#">EEF Deployment of Teaching Assistants Guidance Report</a> (March 2025)</p> <p><a href="#">EEF Supporting high-quality teaching for pupils with SEND</a></p>	<p>1, 5, 6</p>
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £34,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group maths: This is a new strategy of providing small group maths tuition to intervention groups.</p>	<p><a href="#">EEF Small group tuition</a> (+4 months)</p> <p><a href="#">11 new research projects to build evidence base in maths, writing and communication and language</a></p> <p><a href="#">Mathematics Mastery Secondary</a> (+1 month)</p>	<p>1, 5</p>
<p>Literacy intervention: This is an embedded strategy of running phonics intervention programmes (delivered as part of literacy interventions and with LSPs).</p>	<p><a href="#">EEF Phonics</a> (+5 months)</p> <p><a href="#">EEF Small group tuition</a> (+4 months)</p> <p><a href="#">EEF Oral Language Interventions</a> (+6 months)</p>	<p>1, 5</p>
<p>External Intervention support: This is an embedded strategy of running intervention days, for improving the number of students achieving grades 4 and 5 in English &amp; Maths.</p>	<p><a href="#">11 new research projects to build evidence base in maths, writing and communication and language</a></p> <p><a href="#">Mathematics Mastery Secondary</a> (+1 month)</p>	<p>1, 5</p>
<p>Peer readers (staff time): This is an embedded strategy of Peer readers, supporting the improvement of literacy and oracy in the academy.</p>	<p><a href="#">‘Now the whole school is reading’</a> (gov.uk; October 2022)</p> <p><a href="#">EEF Reading Comprehension Strategies</a> (+7 months)</p> <p><a href="#">EEF Oral Language Interventions</a> (+6 months)</p>	<p>1, 5</p>
<p>Music: An embedded programme of music clubs, trips and opportunities to study, including embedded peripatetic lessons accessible for all students who wish to learn instruments</p>	<p><a href="#">EEF Arts Participation</a> (+3 months)</p>	<p>3, 4</p>

IPads: This is an embedded strategy to ensure all students have access to an iPad for to classwork, homework and independent learning, ensuring equity of access to online learning for all.	<a href="#">EEF Using Digital Technology to Improve Learning</a>  <a href="#">EEF Guide to Pupil Premium</a>	1, 3, 5, 6
Revision guides: There is an embedded strategy of free revision guides, knowledge organisers and flashcards to support students in their Independent Study away from the Academy	<a href="#">EEF Homework</a> (+5 months)	1, 4, 5
Quality first teaching: There is an embedded strategy of department level interventions, to remove barriers for individuals.	<a href="#">EEF Wider Strategies</a>  <a href="#">EEF Small group tuition</a> (+4 months)  <a href="#">EEF Homework</a> (+5 months)	1, 5, 5, 6

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

Budgeted cost: £32,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contingency fund: For acute issues, whilst also considering the impact of the cost-of-living crisis. This will include assessing students' individual needs and applying funding to their situation. This could include uniform, transport or specific equipment. This is an embedded strategy the Academy has used.	<a href="#">NFER Cost-of-living crisis: Impact on schools</a> (September 2023)  <a href="#">EEF Uniform</a>	1, 2, 3, 4, 5, 6
Attendance support (staffing): Embedding principles of good practice set out by the DfE: - Attendance Officer; - Parental meetings held by Pastoral Teams; - 100% Attendance initiatives.	<a href="#">Working together to improve school attendance</a> (DfE statutory guidance applies from 19 August 2024)  <a href="#">EEF Parental Engagement</a> (+4 months)	2, 6
Inclusion support (staffing): Use of internal and external support staff, resources and agencies to promote positive mental health and wellbeing in students that need extra support.	<a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a> (July 2021)  <a href="#">EEF Aspiration Interventions</a>  <a href="#">EEF Social and Emotional Learning</a> (+3 months)	2, 6
Enrichment resources: A comprehensive embedded programme to enhance the curriculum which includes: - Visits to enhance Cultural Capital.	Cultural capital and the extracurricular activities of girls and boys in the college attainment process (Kaufman and Gabler, 2004): <a href="#">Abstract</a>	3, 4

<ul style="list-style-type: none"> <li>- Financial support to ensure participation in school trips/visits and extra-curricular opportunities.</li> <li>- Careers support at KS3 and KS4.</li> <li>- Weekly enrichment/extra-curricular activities.</li> <li>- House Competition challenges</li> </ul>	<p><a href="#">EEF Toolkit Physical Activity</a> (+2 months)</p> <p><a href="#">EEF Arts Participation</a> (+3 months)</p> <p><a href="#">EEF Physical Activity</a> (+2 months)</p>	
<p>Breakfast: This is an embedded strategy of ensuring all year 11 students receive breakfast prior to exams, both internal mock weeks, and real exam dates.</p>	<p><a href="#">EEF Magic Breakfast</a> (+2 months)</p>	<p>1, 2, 6</p>
<p>Administration: This is a new strategy of communicating with parents regularly via the Academy's monthly newsletter, celebrating students, raising aspirations, and ensuring awareness of upcoming opportunities.</p>	<p><a href="#">EEF Parental Engagement</a> (+4 months)</p>	<p>1, 2, 3, 4</p>
<p>Coffee mornings and evenings: This is a new strategy of building relationships between academy staff and parents, via parent coffee mornings.</p>	<p><a href="#">EEF Parental Engagement</a> (+4 months)</p>	<p>1, 2, 3, 4</p>
<p>Junior leadership team support (staffing): An embedded programme of Junior Leadership opportunities, which includes</p> <ul style="list-style-type: none"> <li>- Senior Prefects / Year 11 Prefects</li> <li>- Y10 prefects</li> <li>- Eco Club</li> <li>- House Council (&amp; Youth Council)</li> <li>- Form Captains</li> </ul>	<p><a href="#">The Teacher Toolkit: Student Leaders</a></p>	<p>3, 4</p>
<p>Transition support (staffing): This is an embedded strategy of providing access to Transition events, including Summer school, when additional funding is available. Supporting students in being secondary ready.</p>	<p><a href="#">EEF Wider Strategies</a></p> <p><a href="#">EEF Blog: Getting transition right</a></p> <p><a href="#">Summer Schools</a> (+3 months)</p>	<p>1, 3, 5, 6</p>

**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 s for the years 2023, 2024 and 2025:

Target (Annually)	Outcomes 2023	Outcomes 2024	Outcomes 2025
<b>Numbers</b>	<b>Disadvantaged: 21 13.9%</b> <b>Non-disadvantaged: 123</b>	<b>Disadvantaged: 20 13.1%</b> <b>Non-disadvantaged: 133</b>	<b>Disadvantaged 34 23%</b> <b>Non-Disadvantaged 114</b>
<b>Grade 9-4 % inc. English &amp; Maths</b> Achieve at least the National for disadvantaged students in similar schools.	Disadvantaged - Trentham 19% - National 43.4% - Below significant Non-disadvantaged: • Trentham 62.2% • National 78% Total: • Trentham 62.2% • National 65.1% • Close to national average	Disadvantaged • Trentham 47.6% • National 43.4% • Close to national average Non-disadvantaged: • Trentham 75.9% • National 72.5% Total: • Trentham 71.9% • National 65.0% • Close to national average	Disadvantaged - Trentham 45.9% - National 43.5% - Close to national average Non-disadvantaged: • Trentham 73.4% • National Total • Trentham 68.0% • National 64.5% • Close to national average
<b>Grade 9-5% inc. English &amp; Maths</b> Achieve at least the National average for disadvantaged students in similar schools.	Disadvantaged • Trentham 14.3% • National 25.2% • Close to national average Non-disadvantaged: • Trentham 48.8% • National 55.4% Total: • Trentham 43.4% • National 45.3% • Close to national average	Disadvantaged • Trentham 28.6% • National 25.8% • Close to national average Non-disadvantaged: • Trentham 57.1% • National 53.1% Total: • Trentham 52.9% • National 45.9% • Close to national average	Disadvantaged • Trentham 27.0% • National 25.6% • Close to national average Non-disadvantaged • Trentham 48.6% • National Total • Trentham 43.5% • National 45.2% • Close to national average
<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% • Increasing trends Non-disadvantaged: • Full EBacc 42.1% • Languages 44.4% • Humanities 95.5% Total cohort entered: • Trentham 40.5% • National 40.4%	From SISRA: Disadvantaged • Full EBacc 30.8% • Languages 30.8% • Humanities 82.1% • Increase Full & Hums, slight drop in Lang Non-disadvantaged: • Full EBacc 56.0% • Languages 57.8% • Humanities 90.8% Total cohort entered: • Trentham 49.3%
<b>Progress 8</b> Achieve at least National average for disadvantaged students in similar schools	Disadvantaged: - Trentham -0.88 - National -0.57 - Below, non-sig Non-disadvantaged: • Trentham +0.17 • National +0.20 Total Cohort - Trentham 0.02 - National -0.03 - Close to national average	Disadvantaged: • Trentham -0.53 • National -0.57 • Close to national average Non-disadvantaged: • Trentham +0.32 • National +0.16 Total Cohort • Trentham 0.21 • National -0.03 • Close to national average	Not applicable
<b>Attainment 8</b> Achieve at least National average for disadvantaged students in similar schools	Disadvantaged: • Trentham 30.8 • National 35.0 • Close to national average Non-disadvantaged: • Trentham 52.41 • National 50.3 Total Cohort • Trentham 49.1 • National 46.3 • Close to national average	Disadvantaged: • Trentham 37.5 • National 34.6 • Close to national average, narrowing Non-disadvantaged: • Trentham 52.85 • National 50.0 Total Cohort • Trentham 50.8 • National 45.9 • Significantly above	Disadvantaged • Trentham 34.9 • National 34.9 • Close to national average, widening Non-disadvantaged • Trentham: 49.5 • National 50.3 Total Cohort • Trentham 46.5 • National 45.9 • Close to national average, slight decrease

## 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**. These improvements were maintained from 2024 to 2025.

### Outcomes and achievement: embedding precision at curriculum level.

#### Attainment in English & Maths (Basics)

The Academy has successfully moved away from the "below significant" performance of 2023.

- **Grade 9-4:** After a massive leap from 19% (2023) to 47.6% (2024), the academy has maintained stability. The 2025 outcome of 45.9% remains above the national average for disadvantaged students (43.5%), representing a sustained improvement of nearly 27% over two years.
- **Grade 9-5:** Performance has stabilized at 27%, consistently outperforming the national average for disadvantaged students (25.6%). This suggests that the academy's strategy for supporting high-attaining disadvantaged students is yielding results.

#### Progress 8 & Attainment 8 (A8)

- **Progress 8:** The most notable achievement was the shift from a significant negative progress score in 2023 (-0.88) to outperforming the national average in 2024 (-0.53 vs -0.57).
- **Attainment 8:** In 2024, the academy successfully narrowed the gap, with disadvantaged students achieving 37.5, well above the national average of 34.6. However, 2025 saw a slight dip to 34.9.

*Note: It is important to contextually observe that the disadvantaged cohort size increased by 70% in 2025 (from 20 to 34 students), which naturally places more pressure on the score.*

#### EBacc Entry & Ambition

The academy has made significant growth in curriculum breadth for disadvantaged learners:

- **Full EBacc Entry:** This has risen from 0% in 2023 to 30.8% in 2025.
- **Humanities:** This is a clear area of strength, with entry rising to 82.1% for disadvantaged pupils, rapidly closing the gap with non-disadvantaged peers (90.8%).
- **Languages:** While there was a slight drop in 2025 (30.8%), the long-term trend remains significantly higher than the 5% baseline in 2023. Internal data shows the percentage of pupil premium students choosing a language is continuing in the rising trend with leavers 2026 set to be 37%, leavers 2027 37.9% and leavers 2028 42.9%.

### Attendance: sustaining strength while closing the gap.

#### Closing the Attendance Gap

The gap between disadvantaged pupils and their non-disadvantaged peers has seen a significant and accelerating reduction:

- 2022-23: 8.5% gap
- 2023-24: 8.0% gap
- 2024-25: 5.0% gap

The gap has narrowed by 3.5% over two years. The accelerated progress in the most recent academic year suggests that targeted attendance interventions are now embedded and seeing positive impact.

#### Persistent Absence (PA) Reduction

The Academy has successfully moved from being "in line" with national trends to "better than" national averages. The trend for PA shows a drop from 45.1% (2023) to 31.1% (2025). The PA gap has narrowed from 22% to 15%.

A 14-percentage point reduction in persistent absence since 2023 is a major success. By moving below the national average for PA, the academy is ensuring that fewer disadvantaged students are missing the critical 10% of learning time that leads to underachievement.

## **Overall Disadvantaged Attendance**

Overall FSM attendance is on a consistent upward trajectory toward national parity:

- **2022-23:** 82.5% (Below National)
- **2023-24:** 84.7% (Close to National)
- **2024-25:** 88.3% (Close to National)

With an increase of 5.8% in absolute attendance over three years, the academy is successfully stabilising the attendance of the most vulnerable learners. The difference between the FSM cohort and the whole academy has also tightened from 8.7% to 5.6%.

## **Wider curriculum and enrichment: increasing equitable access**

November 2025 prefect applications, saw our highest number of applications overall so far, with 19% of the applications coming from pupil premium students. This is an increase of 8% compared to the 2025-26 prefects (11% PP students). The current academic year (2025-26)'s eco club and house council representatives, across all year groups, each have an 18% pupil premium student body. Equity in student voice representation is important to Trentham Academy. Over the last 12 months, some of our house council representatives have been supported in attending Stoke on Trent Youth Council, and Future 100. 67% of Trentham's Youth Council representative students are pupil premium recipients.

Extra-curricular activities that all students are able to access include sports clubs, dance, drama productions, music, and student leadership opportunities. Disadvantaged students attended our extra-curricular clubs in proportionally in 2024-25. Disadvantaged students who have not been accessing these are encouraged by form tutors and club leaders for further engagement, which has proved to be successful. Student surveys show a large majority of Pupil Premium students attend clubs, and are interested in trying new ones this academic year. Our sports clubs have had the highest take-up from disadvantaged students. The academy encourages students' take-up of peripatetic lessons, and pays for the provision of these for Pupil Premium students (21% of the lessons in 2025).

Whilst not all students will be able or motivated to access optional extra-curricular clubs, all students are encouraged to participate in house competitions in form time and lunch times. The academy ethos around house competitions has had a large boost in 2025, with forms actively engaging in a variety of activities. This has provided a broad range of experiences for all students, and particularly positively impacts on disadvantaged students who have fewer opportunities to access these themselves.

## **Aspirations and careers: raising ambition and exposure.**

All students receive one-to-one guidance from our dedicated CLT Careers advisor. Disadvantaged students are prioritised for these meetings early on in KS4. All students have the opportunity for follow-up appointments.

A variety of local sixth forms and colleges presented to our students to share opportunities for next steps with a range of different courses available. This removes the barrier of access from students who may not have attended open days.

Students in all year groups participate in Trentham's A4L programme, accessing age-appropriate personal development and careers learning, delivered through tutor time, drop-down days, and 15 1-hour lessons across each year. A dedicated World of Work week, is embedded in March for all year groups, which includes a week of Work Experience for Year 10. This is strongly supported by our Year 10 Form Tutor programme.

The academy continues to perform strongly against the Gatsby Careers benchmark.

## **Foundational Knowledge: accelerating progress to close the gap.**

Continuing to narrow the gap between disadvantaged students and their peers will remain a focus into this academic year, in line with the increased national focus on reading and leaders' recognition that improving student reading will have significant impact on academic outcomes, destinations and wellbeing of disadvantaged students.

LSP interventions have been a vital support for key students, across the year groups. Targeted use of strategies such as Morphographs, Lexonic, and Speed-Up, have shown progress in 2024-25, and are being continued with targeted students in 2025-26.

SPARX Maths was embedded across the curriculum in Spring 2025. SPARX Maths analysis in February 2026 shows that students are engaging in their weekly homework, with the PP students' completion rates 93%, 84%, 85% and 92% for years 7 to 10 respectively. The engagement gap between PP and non-PP students is closing since November 2025, with the introduction of homework support sessions on Class Charts.

Following the Maths success with SPARX, SPARX Reader was embedded in September 2025. Analysis shows that PP students average reading age is 1.52 months above the chronological age in Year 7, and 2.71 months above in Year 8. A gap has been identified with this in Year 9 and is therefore a focus for our reading interventions. We are continuing to close the gap between PP and non-PP students across the academy.

### **Social, Emotional and Mental Health: supporting students in need.**

Information from the OfSTED Parent View in October 2021 showed that 84% of parents responded positively to agree that their child is happy at school, and 89% agree that their child is safe. These results show that the positive impact our students feel, are also well received by their parents/carers. Our own parent voice, taken in 2024-25's parents' evenings, show similar results.

One of our Inclusion Leaders is the Senior Mental Health Lead for the academy, qualifying in November 2024. Our staff, especially our inclusion team actively support students social, emotional and mental health. Where needs are identified, students are referred to external agencies for support. Since October 2025 we have a counsellor from Changes, working with the academy 2.5 days per week. We also have an Educational Mental Health Practitioner, from NHS Mental Health Support Team, working with the academy since March 2025, who will be supporting the academy for a full day per week from January 2026. The academy has made significant progress in embedding a whole-school approach to wellbeing and mental health, which continues to be a priority.

Through collaboration with the MHST, the academy has further improved early identification and intervention for pupils experiencing emerging mental health needs. Targeted student groups complete Wellbeing surveys. In 2024, the senior prefects delivered an assembly, to promote mental health awareness. In October 2025, our senior mental health lead supported the Junior Leadership Team in delivering a mental health assembly to the whole school which signposted students on where to go if they require mental health support, which resulted in a large drive in students requesting mental health support. The academy has 3 external services available within the academy including changes, MHST and switch, ensuring 80% of academy days have external support. Referrals to relevant services that can't be met in the academy, are efficient, and we can see the effect on our individuals' progress in attendance figures, overall behaviours and emotional wellbeing.

Our disadvantaged students verbally report feeling more supported, listened to, and better equipped with coping strategies. Changes and MHST both monitor progression such as school attendance and this is discussed with the senior mental health lead when the students' sessions are complete.

Students with certain SEMH needs, have a blue card. The QR code students scan when using their blue card, allows the students to let the Pastoral Team know why and how they are feeling in the moment. Since starting the QR code system in September 2025 we have already seen an increase in students' attendance in lessons and a reduced need to use the blue card, as the team are able to remove the barriers communicated quickly and efficiently.

## Disadvantaged: Pupil Destination Data

Destination Category	2020 Leavers (27 pupils)	2021 Leavers (33 pupils)	2022 Leavers (12 pupils)	2023 leavers (21 pupils)
<b>Sustained education, employment or training</b>	<b>81%</b>	<b>91%</b>	<b>100%</b>	<b>67%</b>
Any sustained education	78%	85%	75%	67%
Sustained employment	4%	3%	17%	0%
Sustained apprenticeship	0%	3%	8%	0%
<b>Destination not sustained</b>	Suppressed	9%	0%	29%
<b>Activity not captured</b>	Suppressed	0%	0%	5%

## 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 (ended Summer 2025)	Performance Learning
Embedding Formative Assessment (EFA) (ended summer 2025)	SSAT
Lexonic	Lexonic (Reading)
Morphographs	SRA program by McGraw Hill. (Spelling)
Speed Up	LDA Speed-Up! Activity Programme (Handwriting)
SPARX Maths (from January 2025)	SPARX
SPARX Reader (from Sept 2025)	SPARX
TT Rockstars (from Sept 2025)	TT Rockstars
Peripatetic music lessons	City Music Service
ECT & ECM Training	Teach First
Careers & Education Advice	CLT Careers Advisor
Mental Health Support	NHS, CAMHS
RAiE Project	

## 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