

Trinity Academy Halifax - Pupil premium strategy statement 2025-26

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Response
School name	Trinity Academy Halifax
Number of pupils in school	1622
% of PP	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2025-26 is year 3 of our current plan)
Date this statement was published	November 2025
Date on which it will be reviewed	November 2025 (all Governors) January 2026 May 2026
Statement authorised by	Principal and Governors
Pupil premium lead(s)	Mrs Kate Wilson (Vice Principal) and Stevie Howl (Associate Assistant Principal)
Governor / Trustee lead	Mrs Emma Hanlon-Gosling + Mrs Miranda Saville

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£655,278
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£655,278

Part A: Pupil premium strategy plan

What is pupil premium funding used for?

- ✓ The Pupil Premium funding we receive is for raising the attainment of pupil premium students.
- ✓ Pupil Premium funding has been effective over the past few years. There was a dip in our Pupil Premium attainment 8 score post-Covid due to outcomes in certain subject areas being lower than expected. Specification changes and instability in staffing also had an impact. **However, we are pleased to say that in 2024-25, the Pupil Premium attainment 8 score increased from 36.72 to 37.88.**

Pupil Premium Attainment 8				
2018-19	2021-22	2022-23	2023-24	2024-25
44.1	44.2	40.64	36.72	37.88

- ✓ We endeavour to improve our attainment 8 figure every academic year. The strategies in this statement will enable us to meet this goal.

Why does Trinity Academy Halifax have a 3-year pupil premium plan?

- ✓ From September 2019, schools were encouraged to consider a multi-year strategy.
- ✓ At Trinity Academy Halifax, we write 3-year pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome.
- ✓ We are currently in the final year of a 3-year plan. *N.B - Please be aware that even though we have a 3-year plan in place, we check the strategies carefully every year and make changes where necessary. The needs of our students are not static. They change all the time, and this means that our strategy may need to be refined.*

Statement of intent

- ✓ To provide every individual with every opportunity to succeed, regardless of financial status, family background and/or hidden and seen disabilities.
- ✓ No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve.

The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

- A broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital,
- Pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all,
- Regular whole school data entry points that allow progress to be tracked over time,
- A 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly,
- Explicit support for more able disadvantaged pupils as 'this is an area that many schools tend to forget' (Effective pupil premium reviews. A guide developed by the Teaching Schools Council),
- Integration and supported involvement in activities with their peers,
- Interventions to close the gap in achievement and address barriers to learning and progress,
- Access to funding for those suffering hardship to meet costs for access to enrichment opportunities

Challenges

This table shows the **10 key challenges** to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge	Want to know more?
1	Approximately one third of our pupil premium year 7 students arrive with a reading age of between 6 and 8 years old each year.	<ul style="list-style-type: none"> Lower reading ages upon entry to Trinity Academy Halifax are becoming more common. 59% of our current year 7 cohort (Sept 2025) have a reading age that is below their chronological age. Our 3-week transition programme allows us to deep dive into our new Y7 cohort at the end of Y6 to understand their bespoke needs and thus, interventions can start straight away as the new academic year commences in September.
2	Trinity Academy Halifax is aware that many of our pupil premium students are high attainers at KS2. We need to ensure that our PP HAPS achieve well at GCSE.	<ul style="list-style-type: none"> Due to a continued focus on PP HAPS, they made good progress in 2024-25 and achieved a P8 score of +0.12. This is higher than the P8 score of -0.01 in 2023-24.
3	At our academy, one of our biggest areas of SEND need is SEMH (social, emotional and mental health). Many of our SEMH students are also disadvantaged. They require significant mental health support in school.	<ul style="list-style-type: none"> The number of mental health referrals made by staff/families in school in 2024-25 was 309. This is compared to 84 in 2018-19 pre Covid. To manage the mental health challenges that our students face, we have expanded our wellbeing support team from 3 to 6.
4	The behaviour of a minority of pupil premium and non-pupil premium students is a focus for pastoral and academic staff. Suspensions data shows that PP students are more likely than non-PP students to be suspended from the academy. This is closely monitored.	<ul style="list-style-type: none"> Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE. Suspensions that are put in place for students at the academy are used as a last resort. Students are supported back into school following a suspension of any length.
5	We need to recruit and retain the very best staff as this is key to consistent quality first teaching for all students.	<ul style="list-style-type: none"> A lack of consistency can lead to unsettled students who prefer to be taught by familiar staff who are experts in their craft.
6	Pupil premium students who would like to study MFL and/or triple science, should be encouraged to do so.	<ul style="list-style-type: none"> According to educational research, PP students studying EBACC subjects (English language, English literature, maths, double science or biology, chemistry and physics, history or geography and a language) are 1.7% more likely to be taking an A level or other level 3 qualification after the age of 16 and 1.8% less likely to drop out of education entirely. 67% of PP students

		followed the EBACC pathway in 2023-24 and 78.5% in 2024-25.
7	Tackle poor attendance. We work hard to tackle poor attendance and will strive to do so in the future as in-school evidence has proven that good attendance makes a significant difference to outcomes and wellbeing now and in the future.	<ul style="list-style-type: none"> • We know that good attendance matters. • Analysis of our 2024-25 outcomes shows that students at TAH with above 90% attendance achieved a progress 8 score of +1.03 and an attainment 8 score of 42.26. • In 2024-25, students at TAH with below 90% attendance achieved a progress 8 score of -0.03 and an attainment 8 score of 38.52. • In 2024-25, students at TAH with below 80% attendance achieved a progress 8 score of -1.36 and an attainment 8 score of 36.08. • Page 8 of 'Working Together to Improve School Attendance 2024' states that, 'some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place'.
8	Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students.	<ul style="list-style-type: none"> • Pupil premium students may have not had the opportunity to take theatre trips, travel within the UK and abroad, read extensively for pleasure and effectively engage socially with peers and adults due to a lack of oracy skills. This is especially the case due to Covid. School can support them with this.
9	A significant number of students (disadvantaged and non-disadvantaged) at our academy have SEMH (social, emotional and mental health) as their key area of need. Children with SEMH needs often have difficulties in managing their emotions or their behaviour and this can be a barrier to learning.	<ul style="list-style-type: none"> • 64 students were referred by school for ASD/ADHD diagnoses in 2024-25 • The 5 Arc pathways now cater for a significant number of PP students with SEMH needs. Since The Arc was established, the number of students it supports has grown from 16 to 36.
10	<p>Closely monitor:</p> <p>A) the number of disadvantaged students attending off site alternative provision. It should continue to be used as a last resort.</p> <p>B) the number of disadvantaged students working in our reflective behaviour centre (The Arc) and ensure that they are making progress academically and pastorally (i.e. behaviour for learning, attitude to learning).</p>	<ul style="list-style-type: none"> • In 2024-25, 12 students were at an off-site alternative provision. 8 were disadvantaged. • At present (October 2025), 7 students are at an alternative provision. 4 are disadvantaged. • At present (October 2025), we have 30 students working in our on-site reflective behaviour setting (The Arc). 22 are disadvantaged.

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)**, and how we will measure whether they have been achieved.

NFER building block	Intended outcome	Success criteria
<div>1. Whole-school ethos of attainment for all</div> <div>3. High quality teaching for all</div>	All students (incl. pupil premium students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.	<ol style="list-style-type: none"> Ongoing quality assurance including curriculum area COBRA and RAP processes, curriculum peer reviews, external curriculum reviews, lesson spotlights, learning walks and work scrutiny show that curricula are well delivered, well sequenced and staff and students are reflective about their work. Positive staff feedback about the CPD programme. Continued development of the Lead Teacher and Middle Leadership teams so that, amongst other things: <ol style="list-style-type: none"> our early careers and trainee teachers are very effectively supported. our subject staff are supported by the Teaching and Learning team to have an in-depth knowledge of how their curriculum is structured, spiralled and adapted so that all students have the very best curriculum offer. Continued investment in our Pastoral team has allowed us to centralise our detentions system and be on hand to always support staff with behaviour management. This means our teachers can focus on providing quality first teaching and becoming subject experts instead of using their break time to manage behaviour.
<div>7. Clear, responsive leadership</div> <div>5. Deploying staff effectively</div> <div>3. High quality teaching for all</div>	Staff stay at the academy because they feel part of the Trinity family, they have exposure to leading edge CPD, and they can focus on what they applied to teach.	<ol style="list-style-type: none"> Weekly staffing meetings help school leaders to monitor recruitment and retention priorities. Weekly Lead Teacher meetings that are held to discuss latest evidence-based research and in-school observations, lead to high quality CPD sessions for all groups of teaching staff (New starters, ITT, ECT1, ECT2, MPS, UPS, ML, SLG) and partnership work between curriculum areas and Lead Teachers. A further investment into upskilling staff is made via the offer of the NPQ and leadership programmes. NPQs and leadership courses of all kinds are offered to staff who meet the relevant criteria. An annual middle leaders' residential allows our Curriculum Leaders to reflect on their leadership skills,

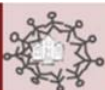
		<p>share best practice and provides a bespoke CPD opportunity allowing staff to feel part of the Trinity family.</p> <ol style="list-style-type: none"> Staff retention data is strong. Staff voice on academy QA process (is it supportive and developmental? What could be improved upon?) is strong. Staff wellbeing/voice sessions (referred to as School Improvement Group meetings) to take place regularly, minutes logged, and actions taken.
<div>1. Whole-school ethos of attainment for all</div> <div>2. Addressing behaviour and attendance</div> <div>4. Meeting individual learning needs</div> <div>5. Deploying staff effectively</div> <div>6. Data driven and responding to evidence</div> <div>7. Clear, responsive leadership</div>	<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"> Termly absence, attendance and persistent absence data indicate that attendance at the academy is high, and absence is low. 2024-25 data shows that national non-PP was 95.3% and our academy PP attendance was 91.1%. Students whose attendance is a significant cause for concern are discussed at twice weekly Pastoral Cobra meetings, year group attendance meetings with SLG and Phase Leader links and at Child Protection meetings so that swift action can be taken to keep these children safe and get them back into school. The Challenge PA programme was launched in AY23-24 to increase the attendance of students who are currently 90% and below and thus at risk of being persistently absent. 68.7% of students at risk of PA in AY23-24 increased their attendance and the scheme continues to show success. The attendance rewards system is effective in rewarding students who achieve 100% attendance in a week (5 achievement points) and students who achieve over 96% attendance in a term (10 achievement points).
<div>1. Whole-school ethos of attainment for all</div> <div>4. Meeting individual learning needs</div> <div>5. Deploying staff effectively</div>	<p>Learners in all years (especially year 7) 'catch up' with essential literacy skills.</p> <p>Diagnostic assessments are used to ensure that students who need urgent literacy support, are identified and placed on the appropriate literacy pathway.</p> <p>Across all year groups, learners are able to/have the support they need to</p>	<ol style="list-style-type: none"> There is a positive external review(s) of literacy interventions to verify that they are of high quality, delivered well and that student progress is closely tracked, and timely action taken as and when needed if a student is not performing well. Phase 1, 2 and 3 Nurture lessons are carefully planned and delivered by English specialists so that every Nurture student has the best possible chance of success and has an opportunity to study topics that build on and/or go beyond the

	<p>understand the language of the lesson. Teachers use their 6 subject specific professional language words in KS3 to highlight key tier 2 words, their spellings and the use of these words in the classroom.</p> <p>Low literacy levels do not prevent students from using inclusion resources in order to reflect upon their challenging behaviours.</p>	<p>National Curriculum. External reviews find that the Nurture curriculum is fit for purpose and effectively supporting our weakest students to catch up.</p> <ol style="list-style-type: none"> Nurture teaching groups are established for core subjects (English, Maths and Science) so that Nurture students do not feel overwhelmed in larger classrooms for their core subjects. The continuation of the whole school professional language programme (KS3 students focus on 6 tier 2 words in each subject areas so that their professional language is improved) leads to an increase in student literacy skills across all subject areas. A whole-school literacy-based Lead Teacher role ensures that all literacy intervention pathways can be quality assured and that our weakest students are catching up urgently. Differentiated reflection booklets are successfully completed by any low-level literacy learners when they access the inclusion room.
<div>1. Whole-school ethos of attainment for all</div> <div>6. Data driven and responding to evidence</div> <div>4. Meeting individual learning needs</div>	<p>There are improved rates of progress for pupil premium students, in particular boys, with high starting points.</p>	<ol style="list-style-type: none"> Pupil premium students with the highest starting points and IDACI profile are highlighted to staff via Y11 Academic Cobra and have a raised profile. All pupil premium students (but in particular those with high starting points) to be a focus of termly raising attainment and progress curriculum reviews. Targeted support and interventions are put in place at the earliest opportunity. Weekly feedback is given to curriculum team areas regarding pastoral concerns for all year 7-11 students esp. disadvantaged students and once termly (6-7 weeks) year 11 academic COBRA meetings will be held with curriculum leaders to share intervention strategies and give time for Q&A.

<div>1. Whole-school ethos of attainment for all</div> <div>4. Meeting individual learning needs</div>	<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. There was a marked increase in the number of PP students following the EBACC pathway (42% in AY22/23 to 78.5% in AY25-26). 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.
<div>1. Whole-school ethos of attainment for all</div> <div>2. Addressing behaviour and attendance</div> <div>4. Meeting individual learning needs</div>	<p>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).</p>	<ol style="list-style-type: none"> 1. The twice weekly pastoral COBRA meetings act as a platform to put students of concern forward for wellbeing support, SEND referral or additional SEND support required, counselling or mentoring. 2. Essential student updates are sent to staff each Friday to avoid lack of pastoral knowledge leading to friction/unnecessary challenges in the classroom. 3. Pastoral COBRA, Phase Leaders and relevant senior leadership links meet termly to discuss actions taken following pastoral and academic COBRA meetings. Any outstanding concerns are addressed and actioned. 4. Pastoral Leaders meet weekly to discuss high-tariff student and to identify academy BfL hotspots. This information is then disseminated to middle leaders and ITT/ECT mentors to ensure bespoke BfL support is put into place, making reasonable adjustments where necessary. 5. SEND parents' evenings take place 3 times per year and pen portraits updated and shared. 6. SEND dashboard and Broad Area of Need pen portraits as up-to-date as possible. A SEND 'watch list' is in place to monitor students who may need to be placed on the SEND register in the future. 7. The Interventions Dashboard showcases all interventions put into place for students so that we can be certain we have supported them in the very best way possible.

<div>1. Whole-school ethos of attainment for all</div> <div>2. Addressing behaviour and attendance</div> <div>4. Meeting individual learning needs</div> <div>5. Deploying staff effectively</div> <div>6. Data driven and responding to evidence</div>	<p>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 academic and pastoral guidance.</p> <p>All suspensions for PP and non-PP are a last resort and students are re-integrated well post suspension so that they have the tools to prevent their behaviour escalating again. The academy's Inclusion Support Matrix is a framework which allows us to monitor and track suspensions and offer an abundance of self-reflective interventions to avoid future suspensions.</p> <p>To use knowledge and expertise gained from meetings with national experts in managing SEMH students (The William Henry Smith School) so that strategies for our hardest to reach students are in place and reviewed.</p>	<ol style="list-style-type: none"> 1. The SLG curriculum lead for The Arc works closely with Curriculum Leaders and key pastoral Arc staff to ensure that the quality of work for students there is high and that academic and pastoral interventions are put in place in a timely fashion. 2. The Arc is split into 5 pathways which are all taught by qualified teachers from the wider academy. These pathways are as follows: <ul style="list-style-type: none"> • Engage: Y7 • Reflect: Y7, 8 and 9 • Aspire: Y7, 8 and 9 • Attain: Y10 • Attain: Y11 3. Daily review of reflection forms filled in by inclusion students indicates that students understand what mistakes they have made and what they need to do to prevent this happening again. Support is offered to students who struggle to understand why they are in inclusion. 4. Weekly review of Inclusion Support Plans by key pastoral staff and College Managers indicate that the inclusion matrix is being followed and meetings are held with students/parents/carers to set bespoke targets. 5. The termly college review meetings with the Inclusion Lead verify that students with significant behavioural needs are supported and all interventions logged on the interventions dashboard. 6. Feedback from the Specialist Provision Cluster SEMH services is taken on board and strategies to support our most challenging students are put into place.
<div>1. Whole-school ethos of attainment for all</div> <div>2. Addressing behaviour and attendance</div> <div>4. Meeting individual learning needs</div> <div>5. Deploying staff effectively</div> <div>6. Data driven and responding to evidence</div>	<p>Student attendance, behaviour and academic provision at off-site alternative provision settings is carefully monitored so that students meet their academic and personal potential.</p>	<ol style="list-style-type: none"> 1. Regular reviews take place between the appointed tutors at off-site alternative provision centres and AJS (Lead College Manager and Lead Alternative Provision Coordinator) and CHN (appointed senior leader in charge of on-site and off-site alternative provision curricula, SEND provision and careers) so that students are safe, behaving, attending, achieving and prepared for life post 16. 2. Students attend alternative provision as a last resort if they are at risk of permanent exclusion/need to urgently re-engage with their

		<p>education. This is carefully tracked and reviewed by leadership.</p> <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.
<div>4. Meeting individual learning needs</div> <div>1. Whole-school ethos of attainment for all</div> <div>2. Addressing behaviour and attendance</div>	<p>The Phase 1 Graduation, Phase 2 Trinity Challenge and Phase 3 Competitive Edge programmes are further embedded.</p> <p>Club 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> <p>Cultural trips abroad are offered to students (with a key focus on disadvantaged students) with a significant discount due to Turing funding.</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.
<div>1. Whole-school ethos of attainment for all</div> <div>2. Addressing behaviour and attendance</div> <div>4. Meeting individual learning needs</div> <div>5. Deploying staff effectively</div>	<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

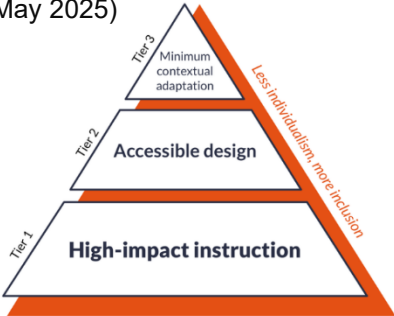
		<p>Manager and/or Officer so that students get support at the right time.</p> <ol style="list-style-type: none"> 5. The Compass Mental Health Audit is reviewed and RAG rated each term. 6. There is an annual audit (and expansion) of external agencies supporting with student wellbeing. 7. There is further 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>1. Whole-school ethos of attainment for all</p> 	<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. Basic equipment packs in zip folders are provided to all students at the start of th year. 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 uniform replacements will be provided by school. 4. 'Yellow form' disclosures continue to be dealt with within 24 hours. 5. Food parcels are regularly delivered to families whom have been identified as most in need via the 'yellow form' referral system. 6. Although we are part of the National Breakfast Scheme, additional money is also put towards ensuring that all students have access to food at breakfast time. 7. Funding of Y11 revision guides for targeted students.

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. All of our strategies link to those suggested in the Pupil Premium Menu of Approaches which can be found on the gov.uk website.

High Quality Teaching

Budgeted cost: £178,712

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>QUALITY FIRST TEACHING</p> <ol style="list-style-type: none"> 1. A significant investment of time and money into the staff CPD programme and into ensuring that our subject curricula are most effective, offering students the best opportunities and responding to student needs, with a specific focus on the identification of barriers through broad area of need CPD. This is supported by a comprehensive package of leadership development for middle leaders. 2. Rigorous but supportive QA processes in place to monitor and assure quality of education is high with sufficient challenge so that high ability students thrive. 3. A renewed rigour at KS4 to ensure that A8 and basics measures (English and Maths) continue to improve. A year 11 only college entitled 'Titus College' has been established this year, to enable Maths and English targeted work (amongst other things) to be completed during tutor time. 4. Our aspirational KS4 targets for 2024-25 are: 	<p>'An inclusive school removes barriers to learning and participation and ensures that all pupils can access the best possible teaching'. (Special Educational Needs in Mainstream Schools guidance report by the EEF, May 2025)</p>  <p>'Evidence shows that eligible pupils who are among the highest performers at KS2 are more likely than their non-eligible peers to fall behind by KS4'. (DfE, June 2025)</p> <p>'Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school'. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p>	1, 2, 4, 5, 6, 9, 10

<p><u>Subject targets:</u> 85% at 4+, 65% at 5+ and 25% at 7+.</p> <p><u>Crossover targets</u> (English and Maths): 4+ 75% and 5+ at 50%.</p> <p><u>Attainment 8 targets:</u> 50+ for all pupils. Pupil premium attainment 8 target of 45+.</p> <p><u>Average point score targets:</u> 50 for Core and EBACC subjects. 55 for Open Basket subjects.</p> <p>5. A focus on closing the word gap through the whole school professional language programme.</p> <p>6. Collaborative MAT work to share best practice for teaching and learning. The 8 day INSET schedule for the Trust gives more time for MAT collaboration.</p> <p>7. High quality online resources (e.g. Trinity TV) and online homework platforms are used to support students to consolidate their learning independently.</p> <p>8. AI to be used effectively to support high quality teaching and marking trialled initially by the English and Humanities teams completing a comparative marking exercise.</p>	<p>'Tier 2 words are the words that create the vocabulary gap. They leave underprivileged students without the words they'll need to understand new content or express their ideas convincingly and with nuance'. ('Closing the Vocabulary Gap', Alex Quigley)</p> <p>'There is particularly good evidence around the potential impact of teacher professional development' (EEF, 2023).</p> <p>'Online homework platforms can positively impact secondary learning by increasing engagement, providing personalised feedback, and offering more practice opportunities'. (Using Digital Technology to Improve Learning', EEF, Oct 2021)</p> <p>The DfE have released an AI policy (August 2025) sharing the potential benefits of generative AI in education. Trinity Academy Halifax will ensure that small, cautious steps are taken with AI.</p>	
<p>RECRUITMENT AND RETENTION OF THE BEST STAFF</p> <p>1. A continued focus on staff wellbeing through our School Improvement Group programme based on our three Academy aims:</p> <ol style="list-style-type: none"> 1. To clear the clutter so that teaching staff are able to teach and refine their craft. 2. To ensure that staff voice informs change 3. To motivate staff through high quality CPD that drives professional progress 	<p>"Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention". (Effective use of the pupil premium, EEF report 2019)</p> <p>"Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of pupils means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive".</p>	<p>5</p>

<ol style="list-style-type: none"> 2. Significant investment into our CPD programme so that staff at all levels of their teaching career are supported by high quality, impactful CPD that is quality assured by leadership and adapted to meet the needs of the teacher / student cohort 3. 3 Associate Senior Leader roles focused on outcomes, Teaching and Learning and inclusion to secure future quality leadership by retaining our staff with potential for whole school leadership. 4. Trinity Innovation Grants offered to staff who apply to take on a whole school role linked to the academy improvement plan for an academic year. 7 staff successfully awarded TIG projects in 2024-25. Round 2 of TIG projects launching December 2025. 5. Pilot of 'Wellbeing Day' initiative in 2025-26. Staff can opt-in to be prioritised for cover and, once they have covered a specific number of lessons, they can select a day off work. 	<p>(DfE Teacher Recruitment and Retention Strategy, January 2019).</p> <p>"High-quality CPD for teachers has a significant effect on students' learning outcomes: CPD programmes have the potential to close the gap between beginner and more-experienced teachers". (Education Policy Institute, 2020)</p> <p>"Teacher turnover is a major impediment to the effectiveness of a CPD programme". (Education Policy Institute, 2020)</p> <p>'There is consistent perceptual evidence that flexible working supports retention of existing staff in particular, and that it can also help in recruitment'. (Review of flexible working approaches, EEF, Oct 2023)</p>	
<p>EBACC QUALIFICATION ENCOURAGED FOR ANY PP STUDENTS FOR WHOM IT IS SUITABLE</p> <ol style="list-style-type: none"> 1. To further develop the GCSE options process so that more pupil premium students are motivated to study and understand the importance of studying a language and therefore complete their EBACC qualification. 2. To review our combined and triple science examination entries to ensure students are on the most lucrative pathway for them. 3. Implementation of a Year 9 Scholars Programme to ensure excellence is an expectation. These students to be guided towards Russell Group 	<p>'The academy has judiciously decided that for some of those with special educational needs and weak literacy skills, it would be inappropriate to force the EBACC route when the foundation skills needed for it are not in place and there is insufficient time for them to catch up' (B11 review, January 2019)</p> <p>"Trinity's passionate, oft stated mission, is to empower pupils by building their confidence, resilience, ambition and joy of learning. My conversations with pupils backed this up". (SSAT Curriculum Design feedback, March 2019)</p> <p>"At the heart of an effective key stage 4 curriculum is a strong academic core: the EBacc". (Ofsted Framework)</p>	<p>6</p>

<p>universities to study academically challenging courses. The Trinity Scholars carousel lessons in Year 9 will provide exposure to a wide range of experiences, research and academia that facilitates students' progression towards competitive and elite career pathways.</p> <p>4. Y9 scholars (111 students have been selected for 2025-26) will take MFL and triple science GCSEs. The proportion of Pupil Premium Scholars mirrors the proportion of PP students within the academy. Scholars students are given double MFL teaching time compared to non scholars students who sit in the 'Core' band.</p>		
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Targeted academic support

Budgeted cost: £ 119,141

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A FOCUS ON LITERACY</p> <p>1. Year 7, 8 and 9 students who need urgent literacy support are placed into Platinum or Nurture sessions. Students should re-enter the mainstream as quickly as possible once they have caught up.</p> <p>2. All intervention programmes have a clear intent, curriculum map in place and are taught by subject experts. The impact of the intervention programmes is closely monitored.</p> <p>3. Y7 and 8 students who read just below chronological age but are not part of a literacy intervention group, have a heightened profile in English classrooms, are reading age tested three times a</p>	<p>'Assessment is mostly language acquisition and language recall. Key words are a gateway to meaning. In class pre-learning and overlearning are good solutions'. (Daniel Sobel, CEO Inclusion Expert)</p> <p>'Literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects' (EEF, July 2021)</p> <p>'Reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school'. (EEF, July 2021)</p> <p>'Keep SEMH students in class as opposed to creating withdrawal groups'. (Daniel Sobel, CEO Inclusion Expert)</p>	<p>1</p>

<p>year and supported with additional intervention if necessary.</p> <p>4. The 2nd year of the whole school professional language 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. KS3 students' tier 2 English is enhanced with a clear focus on 6 tier 2 words that have been selected by each curriculum area.</p> <p>5. The 'Be an Undergraduate' research and writing extra curriculuar club will support Y7 students, specifically the most academically able to develop clear, confident, and professional writing skills for academic and real-world success.</p> <p>6. A handwriting intervention programme based on Berol Handwriting guidance will support students whose handwriting is readable but could benefit from greater consistency, neatness, and confidence.</p>	<p>'If your goal is to improve learners' literacy, Tier 2 words are the words you want to focus on. They are ambitious words, such as 'emerge', 'analyse', 'peculiar' and 'context', that learners are likely to come across in a variety of contexts and across all subjects, but aren't used much in everyday conversation'. (Bedrock Learning)</p> <p>'Handwriting underpins much of how children's attainment is measured. Yet up to a third of children struggle with it—impacting speed, legibility, and idea generation.' (Centre for Applied Education Research, 2023; EEF Helping Handwriting Shine Trial)</p>	
<p>SUPPORTING THE SPECIFIC NEEDS OF PP STUDENTS WITH SEND NEEDS</p> <p>1. Ensuring a clear line of communication continues to be in place between academic and pastoral teams to support our pupil premium cohort who have significant pastoral challenges often linked to having an SEND need via:</p> <ul style="list-style-type: none"> -Twice weekly Pastoral Cobra meetings with key PP staff -Weekly staff Pastoral Cobra PowerPoint sharing key updates for the week -Thrice yearly SEND parents' evenings to ensure co-collaboration -Weekly SEND referral meetings to ensure unmet needs are identified as a matter of urgency -CPD for staff on managing SEMH needs in the classroom 	<p>'Children with SEND who are eligible for free school meals suffer a double disadvantage with lower outcomes at age 16'. (Sutton Trust, 2025)</p> <p>Assessment of SEND students (who are twice as likely to be PP) should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child". (EEF, 2020)</p> <p>"Complement high quality teaching with carefully selected small-group and one-to-one interventions". (EEF, 2020)</p> <p>"Before COVID-19 it was widely recognised that children were struggling with their</p>	<p>3, 4, 7, 9, 10</p>

<p>-Power BI platform used to track BfL and SEND hotspots so that pastoral support is proactive</p> <p>-Use of 5 Arc pathways to support PP students with SEND needs</p> <p>- Associate Senior Leader for inclusion and intervention continues to increase capacity in this area due to increasing student need.</p> <p>- Introduce Broad Area of Need Pen Portraits, providing staff with accessible, student-specific profiles to support understanding and planning for all students regardless of need.</p>	<p>Social, Emotional and Mental health in a multitude of ways from academic and social pressures to adverse childhood experiences and trauma. COVID19 has exacerbated existing challenges or created new challenges for young people. Many will have managed to process this situation well because, as this virus has highlighted, the experiences of lockdown and this pandemic have been felt in vastly different ways based on many factors including disadvantage". (SEMH.CO.UK)</p>	
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Wider strategies

Budgeted cost: £ 357,424

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SUPPORTING DISENGAGED STUDENTS (INC. PUPIL PREMIUM) TO RE-ENGAGE WITH BEHAVIOUR EXPECTATIONS</p> <ol style="list-style-type: none"> 1. To continue to support and develop The Arc Lead who, along with his curriculum leadership link, is responsible for liaising with Trinity Academy Halifax curriculum leaders so that high quality, appropriate and challenging work is set for the students attending The Arc reflective behaviour provision (5 pathways) and that feedback on progress is given. 2. The Arc students follow a curriculum pathway that is in line with mainstream as much as possible, enabling students to re-enter mainstream at the end of their Arc programme. 3. To continue to embed the inclusion support plan programme. A specific number of days in inclusion per term triggers a specified restorative 	<p>Trinity Academy Halifax serves an area of significant deprivation. Our experience tells us that coupled with high levels of deprivation is behavioural challenge. This can be as a result of limited parental engagement; consistent refusal to adhere to the Academy behaviour policy; low aspirations leading to disengagement in the education system to name just a few.</p> <p>We want to ensure that the number of suspensions and inclusion sessions are as low as possible. We need to offer support to all students who access inclusion and/or who are suspended so that they make positive steps towards improving their behaviour.</p> <p>UKSPF funding for weekly Halifax Boxing and Invictus Wellbeing sessions started in February 2024. Between February 2024 and July 2025, 96% of students who took part in the sessions saw a decrease in their behaviour points in school and 66% of</p>	<p>4, 9, 10</p>

<p>intervention which could include support from the in-school restorative behaviour programme or from external agencies.</p> <ol style="list-style-type: none"> embed the newly developed inclusion curriculum plan which involves reflective behaviour and professional standards work (differentiated for students with lower reading ages), knowledge organiser work and bespoke reflective work for students if they hit specific behaviour triggers. A Lead College Manager will add additional capacity and rigour to pastoral team. Students in The Arc will benefit from a larger staff support team as the provision grows to accommodate up to 40 students. We won't compromise on educational and pastoral quality for any students in our care. The Therapy Team will offer emotional coaching support to SEND/PP students who are presenting with or at risk of presenting with challenging behaviours. To continue to benefit from UKSPF funding (re-application of support successful for Sept 2025 to March 2026) enabling students in The Arc to attend Halifax Boxing club each week. English and Maths teaching staff from Trinity Halifax will teach at our principal off-site alternative provision to ensure that students have the best quality education in these 2 core subjects. 	<p>students improved their school attendance. Due to the success of the scheme, we qualified for additional funding which started in September 2025 and will end in March 2026.</p> <p>'Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year ... Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers'. (EEF, May 2025).</p>	
<p>OUR CHARACTER CURRICULUM (INCL.EXTRA CURRICULAR OPPORTUNITIES) IS FURTHER DEVELOPED</p> <ol style="list-style-type: none"> The Phase 1 Graduation, Phase 2 Trinity Challenge and Phase 3 Competitive Edge programmes are further embedded and 	<p>At Trinity Academy Halifax, students give very positive feedback in student voice sessions about the Graduation Programme, Trinity Challenge, Competitive Edge</p>	<p>8</p>

<p>rebranded to the 'Be' programme. Y7+8 will 'be inspired', Y9 will 'be skilled' and Y10+11 will 'be competitive'. Tutor time in 2025-26 continues to be in single year groups to ensure increased support for students to achieve well in these phase initiatives.</p> <ol style="list-style-type: none"> 2. The Trinity Challenge scheme for Y9 will develop 4 key employability skills. Communication, collaboration, resilience and problem solving. These skills have been agreed upon with local employers to ensure they are purposeful to our student body. 3. Participation in extracurricular opportunities, outcomes data as well as student voice all show that we are raising aspirations, developing academic resilience, increasing cultural capital and providing a 'competitive edge' for students in years 7 to 11. 4. To ensure that the graduation process is fair for all. Reasonable adjustments to be made for any students who are unlikely to meet all criteria due to a situation which is out of their control. 5. To ensure that as many Y9 students complete the bronze Duke of Edinburgh Award. 6. The Professional Standards curriculum continues to be delivered to all phases and within inclusion and detention rooms to constantly remind students of high expectations and teach students about the positive impact of good, professional behaviour. 7. Destinations data is strong indicating that our character curriculum is having the desired effect. 	<p>Programme and Duke of Edinburgh. Graduation ceremonies are very well attended by parents and carers which shows the significant amount of importance placed upon their child's degree-based grade when they graduate.</p> <p>"Education for character is already integral to the work of excellent schools. In these schools there is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other. Indeed, these and other aspects of the school's work all contribute to forming well-educated and rounded young adults ready to take their place in the world". (Ofsted, Character Education Guidance, November 2019)</p>	
<p>DEVELOPMENT OF STUDENT COUNSELLING SERVICES SO THAT THE RIGHT SUPPORT IS IN PLACE FOR THE RIGHT STUDENTS AT THE RIGHT TIME.</p>		<p>3</p>

<p>1. The Therapeutic Manager and Therapeutic Officer will continue to manage the counselling tracker, ensuring that students get the right support at the right time. Effective work with:</p> <ul style="list-style-type: none"> -Weekly wellbeing referrals meeting to triage student referrals - Noah's Ark -Trinity's own wellbeing website -MHST in-school mental health support -Invictus wellbeing -In school therapeutic support -Pastoral Cobra Team (2 x weekly meetings to identify student need) <p>2. We will continue to make good use of UKSPF funding which enables The Arc students as well as a small number of other students with SEND and/or behavioural needs to have weekly support from Halifax Boxing.</p>	<p>'Some children's ability to benefit from education and fulfil their lifetime potential is hampered by their poor mental health and wellbeing. The most disadvantaged children are those most at risk. Poor mental health and wellbeing is linked to poor educational attainment, yet the wider children's workforce, and school staff in particular, are not adequately skilled in supporting emotional resilience'. (Children and Young People's Mental Health Coalition: Pupil Premium Policy Briefing 2)</p> <p>'It is important to recognize when a child may need professional help for dealing with their trauma. Early intervention can also prevent the ongoing effects of the trauma into adulthood'. (verywellmind.org)</p> <p>'Positive relationships with parents, adults in schools, teachers, mentors or counsellors can make the difference between a child who thrives and one who falls behind'. (The Research Leader, Sept 2025).</p>	
<p>STUDENT ATTENDANCE, BEHAVIOUR AND ACADEMIC PROVISION AT OFF-SITE ALTERNATIVE PROVISION CENTRES IS CAREFULLY MONITORED SO THAT STUDENTS MEET THEIR ACADEMIC AND PERSONAL POTENTIAL</p> <p>1. Pupil premium students who attend off-site alternative provision settings continue to be fully supported by the Alternative Provision Lead and the Senior Leader Alternative Provision Lead in school. We must ensure that they are safe, making progress academically so that they gain qualifications which will 'open 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>2. English and Maths teaching staff from Trinity Halifax will teach at our principal off-site alternative provision to ensure that students have the best quality education in these 2 core subjects.</p>	<p>Our data indicates that students who attend alternative provision underperform at GCSE level. Please note that we place students in alternative provision when we have exhausted all options within the Academy and it is in their best interests and the best interests of other students at the Academy for them to be educated off site. This 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</p>	10

<p>3. 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>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>	<p>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". (sendadviceurgery.org.uk)</p>	
<p>A FOCUS ON ATTENDANCE</p> <p>1. 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>2. 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>3. 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>4. 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 College Tutors, will act as key workers for these students to ensure students are actively coming into the academy.</p> <p>5. Students whose attendance is a significant cause for concern are 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.</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>Fridays are the least well attended day of the week in the academy. The Full House Friday initiative aims to reward students for attending school on this day.</p>	<p>7</p>

<p>6. 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.</p> <p>7. Students are rewarded for good attendance.</p> <ul style="list-style-type: none"> - Students with over 96% attendance have their attendance rewarded through achievement points. - Students with most improved attendance during a week win a homemade cookie. - Full House Friday scheme incentivises students to attend school on a Friday as they can win rewards. 		
<p>CONTINUATION OF HARDSHIP FUNDING</p> <p>1. To ensure that a lack of basic equipment for learning does not impact upon academic success by having a constant stock of additional uniform for the students who need it. One set of equipment is provided free of charge to all students in a zip folder.</p> <p>2. To continue our participation in the National Breakfast Programme so that a free breakfast is available to all students every day.</p> <p>3. Staff community Christmas (and other key religious festivals) support scheme in place so that we can continue family food/gift support to our most vulnerable families.</p>	<p>We supported 52 children and families with Christmas food and gifts in December 2020, 55 in December 2021, 43 in December 2022, 41 in December 2023 and 43 in December 2024. Feedback was very positive from every family.</p> <p>We currently provide food parcels to a handful of vulnerable families each week.</p> <p>Trinity Academy Halifax were in the first round of schools to be successfully approved for the National Breakfast Scheme. Our internal data shows that we use 260 bagels, 40 portions of porridge 30 cereal boxes and 160 rounds of toast per day and this is funded by the National School Breakfast Programme and Kellogg's Breakfast Programme.</p>	<p>All (being well fed and prepared for the school day impacts on a student's academic and pastoral performance at school).</p>

Total budgeted cost: £ £655,278

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 2024 to 2025 academic year.

We have a clear system of evaluating the impact of our pupil premium strategies. We follow DfE latest guidance and ensure that evaluation is an ongoing process.

What impact did academic interventions have in AY24-25?

- ✓ Quality first teaching has meant that PP student attainment 8 has risen from 36.72 in AY23-24 to 37.88 in AY24-25. The gap between Trinity Academy Halifax PP and national non-PP attainment 8 has reduced from 13.28 to 12.12. See the table below for the latest data.

	2018-19	2022-23	2023-24	2024-25
Attainment 8 for PP at Trinity Halifax	44.13	40.56	36.72	37.88
Attainment 8 for all pupils at Trinity Halifax	52.7	47.56	47.06	45.51
Attainment 8 National overall PP	36.7	35	34.6	34.9
Attainment 8 National overall all pupils	46.7	46.3	45.9	45.9
Attainment 8 National overall non-PP	50	50.3	50	50

- ✓ We have made a significant investment into English and Maths curriculum mapping and resourcing from Key Stage 3 onwards to ensure that students are effectively supported from the moment they enter Year 7. This strategic approach provides a clear, coherent learning journey that builds essential skills and knowledge over time.
- ✓ Feedback from local Sixth Forms and colleges tells us that students like ours in Calderdale are leaving school at the age of 16 unable to communicate professionally and articulately using tier 2 language. In September 2024, we launched our Professional Language programme. It is a clear and simple whole school literacy scheme aimed at developing our students' tier 2 language skills and preparing them for adulthood. We ended up with 15 Professional Language (tier 2) words which we have since displayed in every classroom, taught phonetically and semantically during curriculum time (20 mins) each week and encouraged students to use in their spoken and written work. Year 2 of the scheme (September 2025-July 2026) will focus on scaling up our focus on these words even more. We plan to do this through each department area.
- ✓ Staff retention has remained high across the academy. Retention figures for 2024-25 show that only 8/110 teachers left the academy. Retention is high due to, in part, the development of a comprehensive Wellbeing Charter that addresses 11 key areas of staff support. Regular half-termly School Improvement Group meetings provide space to reflect on strengths and areas for development, while professional growth is actively promoted through widespread access to NPQs and SSAT Leadership Legacy programmes. Staff have also had the chance to apply for a TIG (Trinity Innovation Grant) which involves them taking on a whole school role in an area of development for an annual year. Round round of TIG recruitment saw 7 members of staff appointed to these 1 year roles with focus areas being English, Maths, Geography, student participation in lessons, college identity and whole school trips.
- ✓ All literacy intervention programmes continue to go from strength to strength. Here is evidence to verify this:

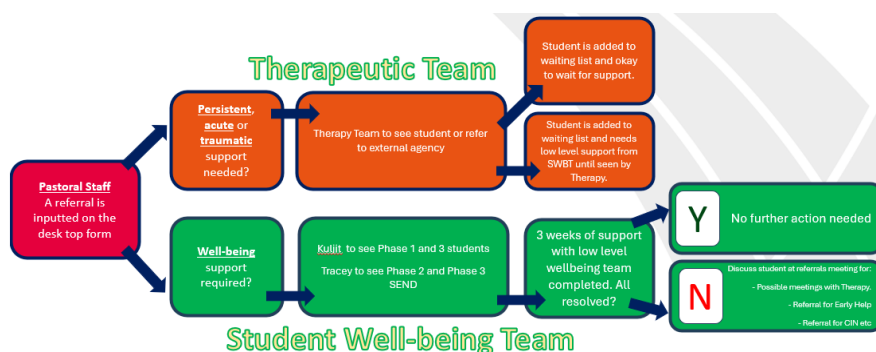
- a) 113 students were placed into literacy intervention classes in 2024-25. 96 students are following literacy intervention pathways in 2025-26.
 - b) 53 students / 113 moved into a less intensive intervention class or back into mainstream during 2024-25. This means that 47% of all students who followed a literacy intervention pathway in 2024-25, successfully reached a less intensive intervention or returned to mainstream.
 - c) Year 7 Nurture students made promising progress, with average gains of +10 months in accuracy and +18 months in comprehension.
 - d) Year 8 students have made even greater strides, with +12 months in accuracy and +16 months in comprehension.
 - e) There is a Lead Teacher Literacy Link who quality assures the work carried out in intervention pathways.
 - f) Ofsted visited the academy in September 2023 and stated that, "SEND students receive exceptional support from expert staff".
 - g) Ofsted also stated that, "teachers and support staff receive precise information on how to support intervention pupils to access the same curriculum as their peers, which they do with success".
 - h) Our Nurture programme continues to be based on a DfE accredited synthetic phonics programme
 - i) Ofsted commented that, "where pupils are at an early stage of learning to read, they benefit from specialist support from highly skilled staff through the school's 'nurture' curriculum. This provision also ensures that pupils quickly gain the knowledge and skills that they need to catch up and access the wider curriculum".
- ✓ We monitor the impact of our literacy interventions regularly so that every student on a literacy pathway is finding success and if not, we know why and are supporting. The introduction of a weekly SEND referrals meeting has enabled us to identify if there are any students with an unmet SEND need which may mean that they should be part of a literacy support group.
 - ✓ We continued to raise the profile of PP students last year by carrying out targeted learning walks to observe PP progress and by establishing a Careers Cobra meeting (once per half term) in which PP, SEND and CLA students are prioritised for careers support. This has paid off as, early indications show that only 6 of our Y11 cohort from AY24-25 are not in education, employment or training.
 - ✓ The EBacc qualification continues to be actively encouraged for all pupil premium students for whom it is a suitable pathway. In 2024-25, 93 PP students were entered for the EBacc pathway, while 28 pursued functional or Level 1 qualifications. Language uptake remains strong, with 52 PP students studying French and 41 studying Spanish last year, supported by double staffing in all P6 MFL lessons for 2024-25 to ensure strong outcomes for all. In Humanities, 71 PP students studied History and 29 studied Geography, reflecting our commitment to a broad and balanced curriculum access for all.

What impact did pastoral/student support interventions have in AY24-25?

- ✓ Our assessments demonstrated that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year, primarily due to COVID-19-related issues and the knock-on effect of COVID-19 lockdowns in the community. The number of yellow cause for concern forms continues to increase:

Cause for Concern forms – CSC	Grand Total
2020-21	587
2021-22	1017
2022-23	1136
2023-24	1314
2024-25	1485

- Mental health referrals have increased significantly since we returned from lockdown. The number of mental health referrals made by staff/families in school in 2024-25 was 309. This is compared to 84 in 2018-19 pre Covid. The therapy and wellbeing teams meet every week to triage students who have been referred for support. Students may be referred onto an external agency. However, they may also see one of our 5 internal support staff. The diagram below shows how the process works.



- ✓ The impact of the attendance team's work saw an increase in PP attendance again this year.

PP % Attendance (N.B – latest national PP attendance was 86.3%)		
2022-23	2023-24	2024-25
88%	90%	91.3%

- ✓ An incredible amount of work is put into PP attendance including key students being assigned to each member of the Attendance and TLA teams so that they can help improve their attendance; rigorous daily tracking of attendance; daily home visits; 2 x pastoral cobra meetings held weekly to discuss attendance and behaviour; attendance support plans in place for specific students; the Challenge PA programmes set up to support students at risk of falling below 90% attendance, weekly child protection meetings are held with an attendance item on the agenda each week; rewards in place for students who attend well each half term.
- ✓ We are proud to say that the school's work in identifying unmet SEND needs continues to bear fruit. Last year, 8 out of the 8 EHCP applications that school submitted were accepted by the SEND moderation panel. We submitted 117 referrals in 2024-25 for dyslexia, ADHD, ASD, speech and language support and occupational therapy support.
- ✓ To ensure that students at Trinity Academy Halifax have the right interventions put into place, we keep a log of all interventions and can easily review them on our Interventions Power BI dashboard. 6,733 interventions were logged for students on Power BI in AY2024-25 which is an increase from 4,944 in AY2023-24. The interventions dashboard is used daily by our pastoral staff and is an invaluable way of tracking our support for students in the academy.

- ✓ In 2023-24 our weekly Pastoral Cobra meetings continued to take place twice weekly and essential 'need to know' wellbeing and pastoral update about students in each year group were shared with staff every Friday via PowerPoint. Pastoral Cobra weekly PowerPoints continue to be a powerful tool in enabling staff to support all students in and out of the classroom with their changing needs. Attendance at our parents' evenings for all year groups continues to be strong with, on average, 67% of parents attending. We have SEND parents evenings three times per year so that parents whose child(ren) are on the SEND register can meet with the SEND team to discuss any concerns they may have. 28% of SEND student parents and carers booked in for an additional parents evening appointment (an average of the three parents evenings).
- ✓ The Arc reflective behaviour centre has been expanded even further and now caters for up to 40 students who follow 5 different pathways. These pathways have been carefully planned and resourced to enable our most vulnerable and disengaged students to re-engage with education and our high expectations. The Arc has received funding from the Local Authority and the Arc leadership team continues to share their best practice with schools across the UK.

There continues to be a high number of SEND referrals completed by the SEND team and Neurodevelopment Lead. Parental Feedback about our referrals system has been strong and we have developed a close working partnership with CAMHS.

SEND Referrals			
2021-22	2022-23	2023-24	2024-25
112	134	115	93

- When Ofsted visited the academy in September 2023, they stated that "the school's commitment to the wider development of pupils is noteworthy". In 2024-25 we are proud to say that 81% of PP students in Y8 achieved a 1st, 2:1 or 2:2 (versus 86% non-PP) on the Graduation Programme. This is an increase of 8% since 2023-24.
- 51% of PP students in Y9 achieved a silver or gold award in their Trinity Challenge (versus 70% non-PP). We continue to invest funding into music tuition for our disadvantaged students.
- 40% of PP students (46/114) in Y10 attended all optional after-school inspirational speaker talks as part of the competitive edge programme last year.

Further information (optional)

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

It has been written with reference to:

- Pages 10-16 of the new state funded school inspection toolkit (November 2025)
- Education Endowment Foundation Pupil Premium publications (latest guidance provided in Sept 2025)
- Trinity Academy Halifax Ofsted Report (September 2023)
- Working Together to Improve School Attendance (August 2024)
- DfE Pupil Premium reports and guidance (various, latest update in June 2025)
- 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)
- Education Policy Institute report on Disadvantage Gap (July 2016)

National Pupil Premium conference speaker material:

- Ali Jaffer (Head of Policy at the Social Mobility Commission)
- Chris Jones (Director of Corporate Strategy, Ofsted)
- Robbie Coleman (Head of Policy, EEF)
- Daniel Sobel (CEO of Inclusion Expert)
- Bath Spa University (PP+ Research Project, September 2019)

Covid Response research:

- Remote learning: rapid evidence assessment (EEF, April 2020)
- Impact of school closures on the attainment gap summary: EEF (April 2020)
- Covid 19 support guide for schools: EEF (June 2020)
- Actions for schools during the Coronavirus outbreak: DfE (July 2020)