

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hull Trinity House Academy
Number of pupils in school	994
Proportion (%) of pupil premium eligible pupils	501 (50%)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Daniel Flack
Pupil premium lead	Sabine Fischer Assistant Principal
Governor / Trustee lead	Mrs Sam Timson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£386,973
Recovery premium funding allocation this academic year	£ 0
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	£386,973

Part A: Pupil premium strategy plan

Statement of intent

The pupil Premium Grant is allocated to children from low-income families who are, or have been eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the Local Authority (LAC)

Our intention is that all pupils, irrespective of their background or ability will gain the grounding both academically and experientially, to thrive in life.

The purpose of our strategy plan is to enable disadvantaged pupils to make progress over their time at the academy, in line with those who are not disadvantaged. This will primarily be delivered through quality first teaching and through adopting the Hull Trinity House way, which is the collaborative style of teaching and learning that we utilise in KS3 to develop resilience and independent learning skills. This will undoubtedly benefit the non-disadvantaged pupils – but good quality teaching is proven to have the most success in enabling disadvantaged pupils to attain well, therefore closing the disadvantaged attainment gap.

We will look at wider areas to support as well as attainment. Our strategy involves supporting reading, including for pleasure, and closing the vocabulary gap with the target of supporting all students to reach or exceed their chronological reading age by the end of KS3.

We will look at attendance and encouraging persistently absent students to be at school so they can learn, as well as supporting individuals with specific needs to ensure attendance is not a barrier to learning and overall progress. We will analyse pupil performance through regular assessment points in the academic calendar, by challenging poor effort and performance and by raising teacher expectations of what disadvantaged pupils can achieved – supported by the Academy Advisory Body and the Multi Academy Trust.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Improving Outcomes and progress. Improving outcomes for all learners in our school community</p> <p>The attainment of pupil premium students is better in some subject areas but is not as good as the attainment of 'other' students across other subjects. The effect of the pandemic and school closures is impacting PP students to a greater extent than the academy 'other' students. There are some knowledge gaps and cultural capital gaps.</p> <p>Attainment 8 for all students in 2025 is 47.09 (National average 46.19) for the Academy. Attainment 8 for disadvantaged students is 39.10 (National Average 34.91)</p> <p>Assessments on entry to Year 7 in the last years indicate that around 38% of our disadvantaged pupils arrive below age-related expectations.</p>
2	<p>Improved Reading, Oracy and Vocabulary.</p> <p>Assessments, observations and discussions with KS3 pupils indicate that disadvantaged pupils generally have a lower level of reading comprehension than peers. This impacts their progress in all subjects.</p>
3	<p>Aspirations for post-16 opportunities. There is a need for pastoral and careers to further support students to address low aspirations and a range of behavioural needs. Our observations suggest some lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. Historically, we have seen that many PP choose courses based on proximity to home rather than those best suited for their academic ability. Many lack self-belief in their academic ability and rule out courses at some colleges due to higher entry requirements. High quality careers guidance is in place (and SEND/PP students are targeted first) all staff know the need to have an impact on raising aspirations.</p>
4	<p>Cultural capital opportunities Our assessments, observations and discussions with pupils and families suggest that the home learning, education and wellbeing of many of our disadvantaged pupils have been im-</p>

	<p>pacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. There is a lack of engagement in homework-based tasks. Some students from disadvantaged backgrounds lack cultural capital. Nationally, PP students have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities. We mitigate against this by offering to pay part of the cost for disadvantaged students. This extends to afterschool activities where PP students are often unable to attend due to transport issues.</p>
5	<p>Support for students' wellbeing, both physical and mental health. Referrals to CAHMS and safeguarding incidents have risen during and since the emergence of the pandemic, evidenced on CPOMS. High levels of Social, Emotional and Mental Health problems. As our catchment area includes areas with high levels of deprivation, we have seen a number of cases of students suffering with issues relating to their Social, Emotional and Mental Health. The pandemic and school 'closures' has had a worsening effect on this. Current figures are shown below: Currently we have 24 students on the sen register as SEMH 18 of which are PP.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils.</p> <p>Attendance levels for PP are lower than those for non-PP. We are working to improve attendance with all student cohorts. Our PP has faced significant challenges during the Covid-19 pandemic.</p>
7	<p>Behaviour and Conduct</p> <p>A very small proportion of disadvantaged by Stage 3 students demonstrate that they find it challenging to self-regulate their behaviour and consequently this could potentially have detrimental effect on their academic progress</p>
8	<p>Pupil Premium with Special Educational Needs</p> <p>A high proportion of our SEND students are also Pupil Premium and many of these have cognitive and learning needs or SEMH needs. It is essential that the academy continues to have in place appropriate mechanisms to:</p> <ul style="list-style-type: none"> - Support the transition of these learners from Primary to Secondary education - Ensure ongoing personalized support is in place in order for these learners to accelerate within the curriculum provision; - Ensure bespoke careers provision supports these learners in their next stage of education, employment or training.
9	<p>Pupil Premium with English as Additional Language and students new to country</p> <p>Though 480 (48%) of our learners at Hull Trinity House Academy are identified as having English as an Additional language (EAL), the vast majority of these students have high proficiency levels in English.</p>

	<p>A small proportion of EAL learners at the Academy are new to the country and in recent years we have seen a greater number of refugee children join the Academy. Ensuring these learners can develop their ability to read, write and speak English but also develop their Cultural Capital in order to be successful within Modern British Society is a key element of our work. We also aim to extend our support to their parents/ carers to ensure not only the child, but the entire family are able to establish themselves within the community.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress among disadvantaged pupils across the curriculum.	<p>By the end of the current plan in 2025/26 disadvantaged students continue to make clear and sustained progress over time gaining the knowledge and skill they need to succeed in the next stage of their education, employment or training.</p> <p>By the end of the current plan in 2025/26 over 65% of KS4 students will continue to study the EBacc subjects (2024/25 this was 60%)</p> <p>Through high quality teaching and learning students in KS3 will perform in line with non-PP students.</p>
PP students reading, oracy and vocabulary to be in line with non-PP students	PP students will be in line with non-PP students with improved levels of oracy and vocabulary through tailored teaching and learning strategies.
Improved reading comprehension among disadvantaged pupils across KS3.	By the end of 2025/26, all students to have reading ages that are at their chronological age by the end of the academic year they are in. Data supported by GL assessments twice a year and from Accelerated Reader/star reading tests to show this. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Regular reading rags to ensure expected progress has been made
Improved aspirations for all learners	<p>By the end of 2025/26 to have 0% needs</p> <p>All students engaged in log on move on</p> <p>Careers to be delivered from year 7 upwards.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations.

	<ul style="list-style-type: none"> • a significant increase in participation in enrichment activities and trips/visits. Pupil Premium students to be proportionally or more involved in the wider life of the Academy. • SEND focus on SEMH • Member of the send team trained in ELSA • Interventions such as the bridge, PLC and Art therapy to targeted students with SEMH.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance year on year for our disadvantaged cohort of above national average, this will be complemented by reduction in Persistent Absentees (PA) and Severely Absent students (SA). PA and SA percentage to be better than national average</p> <p>Reduce the gap between disadvantaged students and their peers</p>

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

Budgeted cost: £ 215,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous Professional Development and Training</p> <ul style="list-style-type: none"> • Regular department meetings focus on the quality of teaching and learning within the subject area • Exam board training is completed in each Department with online webinars or face to face CPD • External online training is completed by all staff on key areas of safeguarding 	<p>We invest in our staff and train them to become effective classroom practitioners. Staff CPD is planned based on the analysis of results, the academy's needs and using the latest evidence-based research to inform our methods of teaching to ensure learning is maximised. Our work and methodologies are supported by EEF and Sutton Trust. A calendar of sessions is planned for teachers at different stages e.g. ECTs and provision is made to support and develop teaching and learning. Subject leaders to have additional CPD to develop their leadership of these areas.</p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Great Teaching Toolkit Dimension 4: Activating Hard Thinking 584543-great-teaching-toolkit-evidence-review.pdf (cambridgeinternational.org)</p>	<p>1, 2 and 3</p>

<p>Recruitment, retention, and leadership.</p> <p>Additional staff are recruited in English and Maths as well as other key areas. This facilitates the creation of small intervention classes.</p> <p>Recruitment of Reflection manager to support PP and SEND students.</p>	<p>Managing workload and offering effective professional development are key to retaining great teachers, which, in turn is crucial to maintaining a high standard of teaching and learning</p> <p>High quality, personalised wave 1 teaching is the most impactful for support of disadvantaged students. Having highly effective teachers in front of each student, who has greater time to spend with each student accelerates progress.</p>	<p>1, 2, 7, 6, 7</p>
<p>Reading and Vocabulary</p>	<p>Reading is a key tool to access the entire curriculum, having a coastal shelf of knowledge and wider appreciation of the world and key concepts brings a greater understanding of the wider world.</p>	<p>1, 2, 3</p>
<p>We will fund professional development on reading strategies and careers framework.</p> <p>Improving reading and literacy in Standardised tests can provide reliable insights to support reading interventions. GL</p>	<p>Reading Routes relaunched Y7 through to Y9 to develop a love of reading and Accelerated Reader to be used in KS3 to monitor and develop reading on a weekly basis – supported by LRC lessons as part of the English curriculum.</p> <p>Regular reading interventions to ensure students on lower reading stanines have targeted intervention to improve their chronological reading age. This will be supported by a dedicated reading TA and a reading champion, progress will be closely followed and monitored through reading rags. This will be supported by specialists such as the English Director and the following roles</p> <ul style="list-style-type: none"> • Aspiring Leader Reading Champion • Aspiring Leader Reading Lead • Second in English 	<p>2, 4, 8, 9</p>

<p>assessments will be used for all students in Years 7 and 8 plus those students who tested at 89 or below in previous years.</p> <p>Colleagues responsible for delivering the Lexonik intervention and Fresh Start have received training and the programme is supported with resources to ensure high quality consistent delivery</p> <p>Recruitment of a TLR holder for Reading employed to strategies intervention and enrichment relating to reading for PP students</p>	<p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk lessons in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Staff will encourage improved oracy and vocabulary through targeted classroom intervention and be using the teacher toolkit.</p> <p>The Education Endowment Foundation recommends improving teaching as having the largest impact on disadvantaged students. Associate roles have been created for developing reading</p> <p>Increased leadership in the following roles:</p> <ul style="list-style-type: none"> • Aspiring leader in Teaching and Learning • Aspiring Leader in supporting Progress • Aspiring Leader on increasing the “Love for Reading” <p>Evidence from EEF (R2): Putting Evidence to Work - A School's Guide to Implementation EEF educationendowmentfoundation.org.uk)</p>	
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Targeted academic support

Budgeted cost: £123,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with a blend of tuition, mentoring and school-led tutoring for pupils to create a bespoke intervention for students at KS4. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 and 2</p>
<p>Half- Term Exam Preparation Workshops</p> <p>In response to mock examinations school-led tutoring will be available for students to develop greater understanding on topics and identified weaknesses and improve their Exam rubric</p>		<p>1, 2, 3</p>
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p>	<p>1, 2 and 4</p>

<p>vocabulary gaps. These include: Accelerated Reader; Reading Routes; Reading Plus; Lexia and Fresh Start.</p>	<p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Laptop and Technology</p> <ul style="list-style-type: none"> • The academy to continue to purchase additional laptops and these will be provided to the disadvantaged learners for them to use at home to support learning and the completion of internal coursework units. • Investment in Teams as tools to support home learning • Sparx as an online tool to support homework and online learning 	<p>We know from our experience that our most disadvantage pupils are the least likely to have additional support or facilities at home. We provide our disadvantaged pupils with all the resources they need to succeed for free. This allows them to access all learning and make excellent progress</p>	<p>1, 2, 6</p>

Wider strategies

Budgeted cost: £ 48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>3, 4, 7</p>

<p>Pastoral Support and Attendance</p> <p>Through increased capacity provided within the Pastoral Teams, we will reduce the behaviours that lead to students who are in receipt of Pupil Premium funding receiving Fixed Term Exclusions</p> <p>Ensure attendance is above national average for disadvantaged young people through the appointment of attendance officers and rewards attached to 100% attendance</p>	<p>Promoting positive attitudes to learning allows our pupils to develop the skills and knowledge required for success in later life</p> <p>The increased capacity over the years has ensured reflections and suspensions for the disadvantaged cohort continues to decrease</p>	<p>3, 4, 7</p> <p>6</p>
<p>Qualified medical staff on site to strengthen academic engagement and provide support families addressing medical and mental health needs</p>	<p>Offering social and emotional support to those that need it the most will ensure all our most disadvantaged pupils are able to access the full curriculum and maximise their potential.</p>	<p>6</p>
<p>EWO Hull CC Uniform store Trip policy</p>	<p>Supporting attendance Provide uniform for some students To ensure that all students are able to access academic trips to improve cultural capital for all Trips to Iceland, Germany and London</p>	<p>3, 4, 8</p>
<p>Ensure attendance is above national average for disadvantaged young</p>	<p>Government research indicates that good attendance at school is not just beneficial, it's essential. Attending school is directly linked to improved</p>	

<p>people, through the appointment of attendance officers and rewards attached to 100% attendance.</p>	<p>exam performance which should in turn lead to further learning opportunities and better job prospects.</p>	<p>2, 3, 4</p>
<p>The recruitment of a careers advisor to ensure all students, in particular PP students are given regular personalized support.</p>	<p>We know from research and experience that disadvantaged pupils are more likely to be NEET and do not always have support networks at home to ensure that students are thinking about their future as well as raising their ambitions about their future.</p>	
<p>The use of external agency of Brilliant Club to increase the aspirations of students.</p>	<p>We've been training our PhD tutors to deliver The Scholars Programme in our partner schools and colleges across the UK since 2011. They share their subject knowledge and passion for learning with small groups of pupils aged 8-18. It helps them to develop the knowledge, skills and confidence to secure a place at a competitive university. Research using data from the Higher Education Access Tracker (HEAT) has shown that The Scholars Programme also has a positive impact on GCSE attainment. Students who did The Scholars Programme in Year 8, 9 or 10 were more likely to achieve a 9-5 in maths and English than students who scored similarly at Key Stage 2</p> <p>The Scholars Programme - The Brilliant Club</p>	<p>5, 7</p>
<p>Working with external agency Tigers Trust to increase the social and emotional wellbeing of students</p>	<p>Inspired and integrated communities, living active, healthy and happy lives. We dare to inspire, engage and improve our communities, through sport, active participation and education; providing opportunities and removing barriers; supporting and raising aspirations and helping people to lead healthy and happy</p>	

	<p>lives because we care and because we can</p> <p>Tigers Trust Hull Community Sports & Training East Yorkshire</p>	
<p>Special Educational Needs</p> <p>Specialist CPD for staff in order to support intervention around interventions such as speech and language therapy, Dyslexia, Zones of regulations.</p> <p>The use of trained external colleagues to assess students in terms of the identification of access arrangements for students</p> <p>The creation and implementation of strategic curriculum maps for intervention to ensure that these are high quality and impactful</p>	<p>Our work is supported by research completed by the EEF on the use of Teaching Assistants and high-quality provision for SEND students</p>	<p>8</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

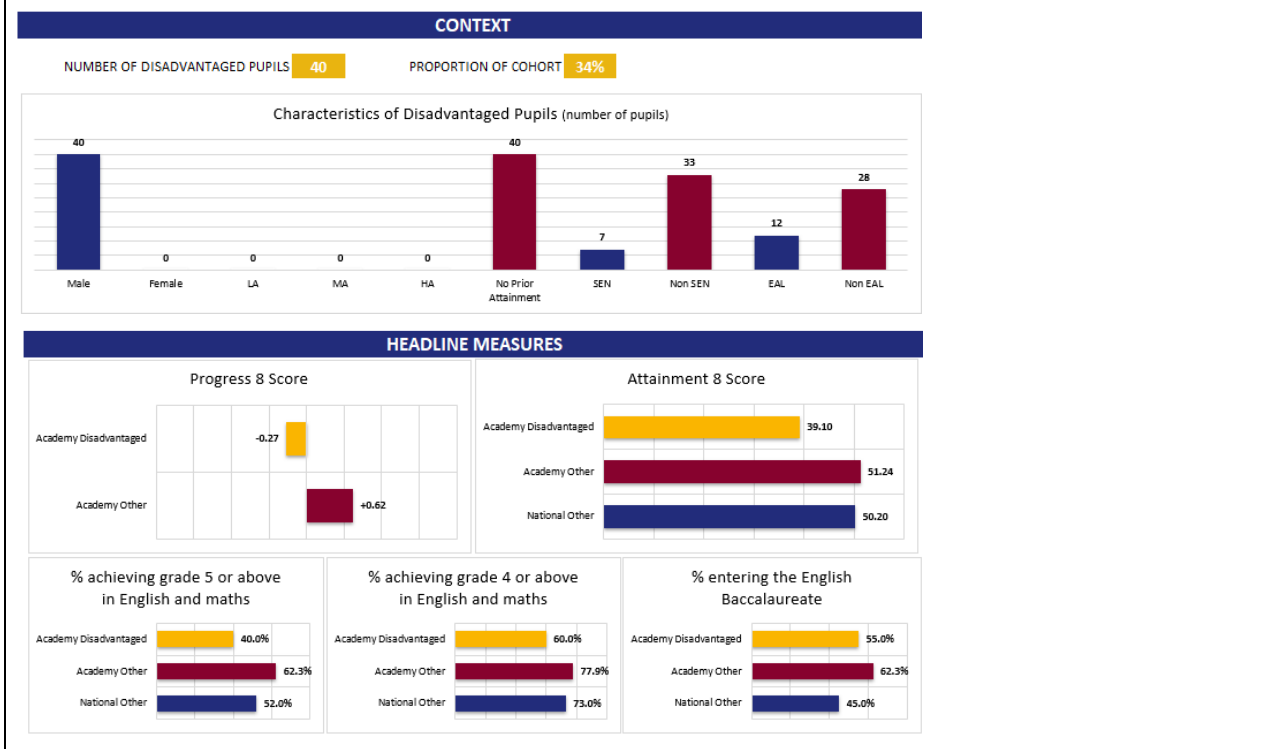
The unvalidated GCSE attainment 8 score for 2024/25 cohort is 47.09 which is 0.9 above National average. The Attainment 8 score for the disadvantaged cohort is 39.10 which is 4.19 above National average.

55% of the disadvantaged cohort at Hull Trinity House were entered for an Ebacc in 2024. The Academy Attainment 8 score for the Ebacc element is 13.38 and for the disadvantaged cohort is 10.78, which is above national average by 0.98.

English/ Maths 5+ for the whole cohort of 2024/25 is 55% and is 40% for the disadvantaged cohort. English/ Maths 4+ for the whole cohort of 2024/25 was 72% and 60% for the disadvantaged cohort.

The Academy continues to successfully operate an in-house Bridge provision. The provision provides a 'bridge' to learning for students who have varied barriers to learning, including anxiety, persistent absence, long-term illness and behavioural issues.

Focused, individual intervention sessions and revision plans have been used to support the students with their revision. The Academy successfully run 2 Year 11 information events in order to support Year 11 cohort and their parent and carers and high quality revision materials were handed out. The attendance team supported this event by personally inviting identified students



Externally provided programmes

Programme	Provider
ELSA Training	Hull CC £1000
Careers Talk the Talk	£2000
Providing a free breakfast for all students	Magic Breakfast £1875
Active Learning Hub	£1114
Ruth Miskin Fresh Start Reading	£765
Reading Plus	£5332
Sparks	£2047
Snap	£591
Maths Box	£54
Maths Pad	£120.00
GCSE Pod	£1756
GL assessment Group reading Test	£3290
Text Help (read and write)	£1216.67
Languagenut	£820
Thrive	£1000
My Ambition Programme	£3780