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.

Year 11 outcomes (2024/25):

Year 11 Outcomes	All Students	Disadvantaged Students	Non-disadvantaged Students
Year 11 Cohort	251	96	155
Attainment 8	50.43	45.84	54.13
Progress 8*	0.31	0.26	0.37
4+ Pass in English and Mathematics	73%	67%	77%
5+ Pass in English and Mathematics	55%	48%	59%

Internal tracking/targets

Pupil Premium (96)	Jun-24	Dec-24	Mar-25	EXAMS	TARGET
A8	48.29	46.92	47.52	45.84	47.85
4+ EM%	80.4	80.4	77.3	66.7	74.20
5+ EM%	51.5	44.3	46.4	47.9	44.3
4+ English%	88.7	84.5	86.6	77.1	79.4
4+ Maths%	81.4	82.5	80.4	66.7	77.3
5+ English%	78.4	63.9	57.7	65.6	58.8
5+ Maths%	52.6	50.5	51.5	51	47.4

On or above target for top 20% nationally
Below target for top 20% nationally

*Last official P8 figures published from 2024

Our review of the 2024/25 pupil premium expenditure shows that our continued focus and accounting procedures have yielded some positive outcomes. Pupil premium performance for overall attainment was slightly lower than our aspirational top 20% national target, but despite a slight dip, was still higher than every other year (40 A8 in 2019, 44 A8 in 2023, 49 A8 in 2024, 45 A8 in 2025).

TEACHING: (Challenge numbers addressed: 3&4) £208,460

Continuing professional development is a key priority at Trinity and Investment Time was built into every member of staff's timetable. Drawing on research, a weekly session for all teaching staff, and an extensive programme, was produced every half term. A diverse team planned, co-ordinated and delivered a varied development time programme with regular updates and training directly related to the challenges and needs within the school community.

All teachers knew who the PP students were in their classes (as identified on Class Charts) and subject leaders monitored the progress of PP students in their departments. In January, the INSET day for all teaching and support staff focused on the 'triple disadvantaged' students across Year 7 to 11 who were Pupil Premium, SEND and not EAL. In-depth termly conversations were held between Subject Leaders and members of their department, centred around SISRA data. These conversations informed the foci for the CPD programme and ensured high quality teaching.

Literacy continued to be an important strand of high-quality teaching and formed part of the school's SIP. To improve the reading, vocabulary and comprehension amongst disadvantaged students across KS3, the school gave all Y7 and Y8 pupils access to the 'Bedrock' vocabulary online resource, accessed during fortnightly English lessons (Y7) and set as weekly homework (Y7 & 8). In 25/26, all Y7 and Y8 pupils will continue have access to Bedrock to improve their vocabulary. This will be set and monitored by the Head of English.

TARGETED ACADEMIC SUPPORT: (Challenge numbers addressed: 3&4) £62,618

EEF studies show that small group tuition approaches are beneficial in helping pupils overcome barriers to learning. A whole range of interventions were implemented in order to offer targeted academic support to our most disadvantaged students. Crucially, high quality diagnostic assessments (such as CAT tests, New Group Reading Tests and Progress Tests) were used to ensure that pupils were identified for, and received, the appropriate support.

Additional Literacy support was also given to pupils whose reading age was significantly below their chronological age. Students were identified, using the New Group Reading Test, and were then given 'Lexia Power-Up' intervention. Additional form groups were established (for pupils in Y8 -11) and intervention delivered by specialist Lexia form tutors. The Reading Lead also delivered twice weekly Lexia sessions for Y7 pupils. Over 100 pupils received the intervention, and the average reading age improved from 7.50 to 10.97. In Spring 24, 89 pupils had a reading age of 9.5 or below; this dropped to 30 pupils by Summer 25. The NGRT will continue to be used to identify pupils who need reading support and Lexia sessions will be delivered to close the reading gap.

Disadvantaged students in Y11 were also given a widened selection of guides and workbooks to support them with their revision in the following subjects: Science, Mathematics, English Language, English Literature, French, Spanish, History, Geography, Food Technology and R.E. As part of the Y11 'Exam Support and Next Steps Evening' in November, parents were given more information about how their child could use revision guides effectively. Research shows that the impact of revision guides increases as they are referred to in lessons; with this in mind, Engineering workbooks (for the Electronics course) were also purchased and utilised in lessons.

A **Mathematics Mentor** also supported KS4 students. Of the students that the Mathematics Mentor worked with, 71% were Pupil Premium. In Y11, 67% of those mentored for maths progressed from 'mock' examinations to 'actual' examinations. The students' attendance at additional sessions was good and they were keen to work with the tutor and responded well.

WIDER STRATEGIES: (Challenge numbers addressed: 1,2 &3) £218,544

7-11 Attendance (2024/25):

Overall Attendance	PP Attendance
94.4%	92.9%

Internal C5 suspensions C3 detentions (2024/25):

Internal suspensions (C5)				Behaviour (C3 detentions)		
Year	PP C5 Total	Non PP C5	C5 Total	PP C3s	Non PP C3s	C3s
7	4	6	10	203 (56%)	159	362
8	4	4	8	232 (57%)	173	405
9	3	4	7	560 (75%)	195	755
10	12	16	28	267 (53%)	238	505
11	5	6	11	149 (61%)	94	243

This year, the challenge areas were: attendance, parental engagement and readiness to learn. Students on Free School Meals were in decile 1, the top 10% of schools nationally for attendance. The 'Class Charts' software maintained clear communication with all stakeholders, enabling detailed data to be recorded and the impact of interventions measured, allowing parents to keep up to date with the daily life of their child's Trinity experience. Parents could see their child's timetable, credits achieved as well as key announcements throughout the year. Equally 'Class Charts' improved the way staff could track student behaviour and progress, allowing them to have centralised information relating to Pupil Premium,

SEND and New to English identification. Class charts enabled a significant increase in the communication of positive messages to be shared with all students and parents, including Trinity Credits (achievement points), due to its functionality.

A key challenge this year has been to improve the attendance of PP students so that it is in line with non-disadvantaged students. When looking at the attendance data for the whole year there remains a gap of 2.7% between the overall attendance of non-PP and PP students. Improving attendance for PP students remains a challenge area for 25/26.

When analysing the behaviour data, the 'wider initiatives' had a positive impact evidenced by no permanent exclusions compared to four in the previous year (75% PP – one pupil in Y11, Y10 and Y8). Of the 113 Fixed Term Suspensions given, 70 were for PP students (62%, up from 56%), represented by 32 out of 63 students (51%). When analysing C5 internal suspension data, of the 64 C5s issued, 28 were given to PP students (44% compared to 61% the previous year). Last academic year the average number of C3s per day was 12, compared with 14 the previous year. Year 9 received a larger proportion of C3s than the other year groups, although a small group of students in the year group received multiple C3s. These students were assigned to work with our Progress Mentor and a handful began part-time Alternative Provision in order to impact positively on their behaviour.

'Class Charts' allowed for achievement points to be issued, monitored and celebrated. A total of 358,992 achievement points were awarded, an increase of 34% compared to the previous year. Of these, an average of 33.5% were awarded to PP students (in-line with the percentage of our PP cohort and up slightly from 31.9% the previous year). This reveals that PP students were successful in lessons, engaged with learning and were motivated by rewards in a similar vein to their non-PP peers.

Improving behaviour and engagement continues to be a key focus area.

Pastoral staff, the **attendance team, external mentors,** a **careers advisor,** the **Art Psychotherapist** and **Speech and Language therapists** continued to deliver a range of support for our pupils, challenging persistent absenteeism and lack of engagement.

An **external mentor** (through an SLA with One Stop Youth Service) was again employed to work with targeted pupils who required specialist support to manage their self-regulation or social and emotional skills. This intervention was aimed at predominantly KS4 students, however our mentor worked with KS3 students if a need for early intervention was identified. Students met on a one-to-one basis. The regularity of meetings was continually assessed and was dependent on need during the academic year. A key area of the mentoring work was supporting Year 11 students with their college applications, ensuring that they communicated their abilities and ambitions. Once Y11 students finished high school, the mentor continued to keep contact in place over the summer period, supporting their transition to post-16 destinations.

Likewise, we employed the services of **Career Connect** to carry out 'one-to-one' careers interviews with our students. Our careers adviser met with all Y11 students for this purpose. All 251 Year 11 students had the opportunity to share their aspirations and plans. In addition, independent advice and guidance was given to support students as they considered the courses and establishments that were most appropriate to their needs. Individual career action plans were written post-meetings. 25 Y11 students, who needed further input, had additional interviews.

Regarding destinations, our 'Moving On Report', from November 2024, showed 95.3% of this entire Y11 cohort moved on to a positive post-16 destination. 94.1% of our PP students moved on to a positive post-16 destination. This was 80 out of 85 PP students.

At KS3/4, interventions were also put into place to encourage pupils to consider their future career choices and to have high aspirations. 34 students completed the **Gateways Project** with the University of Manchester with PP participation as follows: Y9: 58%, Y10: 91% and Y11: 73%. Gateways is a progressive learning programme to support PP students, with university potential, to access higher education.

The **Speech and Language Therapist (SALT)** team not only worked alongside staff to develop the quality of teaching but also supported pupils who lacked engagement and confidence due to limited communication skills. The SALT team observed students who struggled with language acquisition. Some students had full assessments and a 'Communication Passport' was then produced, outlining strengths, difficulties, and strategies to support learning. These were shared with the students' teachers.

The school also offered social and emotional interventions in the form of sessions with our **Art Psychotherapist.** In the year 24/25, there were 11 new referrals for pupils to start Art Therapy – a decrease of 7 compared to the previous year. The Art Psychotherapist continued to work with 9 children, referred the year before, who continued to need support. In total, 20 young people accessed some form of Art Therapy intervention this year (4 Looked After and 10 PP). Feedback from students and parents was overwhelmingly positive and revealed how this intervention supported pupils who may have experienced some form of abuse or neglect. Its impact can be further evidenced as many of the students who received Art Therapy went on to study at KS5 and continued to engage with education. In the academic year 24/25, the Art Therapist's role changed to three days per week. However, on the other two days, the EMHCP and 42nd Street continued to support pupils with their needs, ensuring that any gaps in provision of support were filled.

Even before students arrive at Trinity, we want them to feel confident about the next steps of their educational journey. Transition, from Primary to Secondary school can be a stressful time for both pupils and parents alike. To ensure that parental engagement was a positive experience from the start, and to enable all parties to feel confident about the process as they start their learning journey at the school, all Year 6 pupils were invited to take part in a **Summer School.** In July 2025, 185 students attended (an average of 155 each day) and of the 78 Year 7 PP students, 62 (79%) took part. Staff delivered a variety of activities - including sport, PSHE, Geography, Art and Music - designed to help students build resilience and establish new friendships. The coordinator noted: "At the start of the week, most students felt nervous about starting high school, though they were excited about the next step. Many were worried about making friends and finding their way around. By the end of the week, students felt confident about beginning in September and some were even hoping to meet up with new friends over the holidays."

To support Year 6 into Year 7, with the ever-increasing reading demands at secondary school, a Transition Read event was again launched at the Year 6 New Intake Evenings in July 25. All Y6 students were given a copy of 'Quiet Storm' (by Kim Whittam) to encourage reading for pleasure and to increase parental engagement with the reading process. The author is a Teaching Assistant at the school and will continue to run a series of events throughout the year to promote reading.

'Reading In Form Time' continued. Regular sessions were timetabled (two 20 minutes sessions per week) where form tutors read aloud, to their forms, and used Reciprocal Reading strategies. Feedback from student voice led to some text changes, further enhancing engagement.

To promote a love of reading, build cultural capital and to share writing success, we worked with **First Story** (LRB based) as an extra-curricular after school activity again this year. We participated in the full programme, delivering 16 after school creative writing workshops. We targeted Y7

PP students and 4 students returned from the previous year as ‘ambassadors’. Over 16 sessions, 19 students (47% PP) worked with a professional writer in residence (Ben Mellor) to have their work published in the ‘A Recollection of Little Accidents’ anthology. Fifteen of our students attended the inspirational Young Writers’ Festival at the University of Cambridge and 20 students attended our first Young Writers Festival North at Manchester Metropolitan University, with one student taking part in the First Story Summer Residential Programme.

We have continued to widen access to the arts both in and outside of the school day, building on cultural capital and removing barriers to enable music for all. The school has given considerable financial support to fund peripatetic music lessons for PP students. Participation in all weekly extra-curricular and peripatetic music can be summarised as follows: Y7 - 124 pupils (23 PP = 19%), Y8 - 106 pupils (20 PP = 19%), Y9 - 100 pupils (29 PP = 29%), Y10 - 73 pupils (22 PP = 30%), Y11- 63 pupils (19 PP = 30%), Sixth Form - 29 pupils (3 PP =10%) with the overall number of students regularly accessing musical tuition and ensembles being 495 out of a total of 1504 students, 33% of the school and with 116 of these learners being PP (23%). 440 of these pupils took peripatetic music lessons with 91 being PP (21%). Lessons range from 1:1 instrumental/vocal tuition, small group instrumental/vocal tuition and large group instrumental/vocal tuition, all given by 11 visiting specialists. The many vocal and instrumental ensembles are varied and include: 4 choirs, 12 steel pans groups, orchestra, junior and senior string, brass, woodwind and guitar groups, jazz band and several rock bands. The students have access to tuition in DJing, music production and Grade 5 theory. Extra-curricular opportunities enable pupils to attend weekly rehearsals and performances such as the RNCM Anniversary Concert (17% PP out of 207 participants) and the Cathedral Carol Service (19% PP out of 190 participants) as well as opportunities to partner with other local schools at network events such as Band on the Wall Showcase Rocks or The Big Sing at Victoria Baths. All Year 7 students take part in regular singing assemblies and participate in Arts Week (Summer Term), a full programme of creative workshops in school and with partners across the city such RNCM, Z-Arts, Bridgewater Hall, Central Library and Manchester Art Gallery (34% PP). 80 pupils from Years 9 to 13 had the opportunity to travel to Germany as part of a Concert Tour abroad in July 2025 (16% PP).

After school **Enrichment and extra-curricular** opportunities for all year groups have again been offered this year. A wide range of clubs ran throughout the year, including PE, Music, Drama, LRB-based clubs, Debate Mate, Christian Union, Duke of Edinburgh and Further Maths.

Across our major enrichment areas — PE, Music, Drama and House events — 888 pupils engaged with at least one enrichment activity. This equates to 70% of the school taking part in some form of enrichment. Engagement was strongest in Key Stage 3, where 79% of students accessed the programme, compared with 58% in Key Stage 4. PP Student Participation in Enrichment was Year 7: 30%, Year 8: 25%, Year 9: 34%, Year 10: 41%, Year 11: 35%.

PE Spotlight. This year, PE continued to be a significant strength of our enrichment offer. We competed in 310 fixtures across 14 different sports, with some of our busiest evenings involving six teams playing simultaneously. We achieved outstanding success at national level, reaching five National Finals, with the following results:

U16 Girls National Basketball Finals – 2nd place
U17 Girls National Basketball Finals – 1st place
U19 Girls National Basketball Finals – 1st place
U15 Girls National Handball Finals – 1st place
U13 Boys National Handball Finals – 5th place

This commitment and performance have once again been recognised nationally. Last year, we were ranked among the top 200 schools in the country for School Sport, placing 74th overall. Only one other Manchester state school appeared in the top 200. To put this into perspective, we were the 19th highest-ranked state school in the country for school sport.

Theatre trips, to build cultural capital and support students with the stagecraft element of the GCSE Drama course, have again taken place. In December 24, a group of 55 Year 10, 11 and 13 students (13 PP) visited The Palace Theatre in Manchester to watch a production of 'Wicked'. The production was an exciting opportunity for students to fully immerse themselves in a theatre experience.

Finally, a range of **residential opportunities** have also been given to our students, allowing them to participate in activities that enable them to develop life skills. 253 Year 8 students went to the Peak District (33% PP) where all took part in a variety of water sports activities, climbing, mountain biking, sports, problem solving, orienteering, and learning how to live with each other in shared accommodation.