Pupil premium strategy statement 2025 - 2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Trinity Academy Akroydon
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	40%
Academic years that our current pupil premium strategy plan covers	2025/26 2026/27 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Rebecca Holland Principal
Pupil premium lead	Emma Johnson Assistant Principal
Governor / Trustee lead	Di Alcock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138,545
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£138,545
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	£138,545

Part A: Pupil premium strategy plan

Statement of intent

At Trinity Academy Akroydon, our intention is to ensure that all our pupils, including those disadvantaged or vulnerable, receive the highest quality of education to enable them to make good progress and achieve highly across all subject areas. We recognise that several factors can contribute to a pupil being deemed 'disadvantaged' resulting in a wide range of barriers which may impact on their learning. Pupils at Akroydon, regardless of starting point and external barriers, are given the chance to achieve in line with their 'non-disadvantaged' peers.

Our objectives for disadvantaged pupils are:

- Pupils achieve good academic progress regardless of barriers created by poverty, family circumstance and background
- Pupils receive high-quality teaching with targeted interventions and initiatives when falling behind ensuring that the gap between disadvantaged and non-disadvantaged pupils is narrowed.
- Pupils can read fluently with good comprehension and understanding
- Pupils are prepared socially and emotionally as they transition to the next stages of their lives
- Pupils attend school regularly to increase their academic and social knowledge and barriers for attending are removed.
- Pupils are given opportunities at school to increase their cultural capital and out-of-school experiences.

Through quality first teaching and increased opportunities for reinforcement of learning, both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.

Trinity Academy Akroydon will ensure that effective teaching, learning and assessment meets the needs of all pupils through ongoing assessment for learning, continuous professional development of staff and termly pupil progress meetings. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. We will provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at Akroydon. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and increase cultural capital.

The provision to which funds have been allocated has been decided based on rigorous research about interventions which have the most impact. Internal evidence and data,

along with the EEF Teaching and Learning Toolkit have been used to prioritise spending based on potential impact.

Challenges

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

Challenge number	Detail of challenge
1	**Lower than expected levels of development on entry to the EYFS** Without early intervention these key areas have the potential to significantly limit educational progress across the curriculum.
2	**Emotional and social factors** – some children experience chaotic home lives, which acts as a significant barrier to learning. This also manifests itself in a lack of parental engagement with school, as well as limited support with activities such as reading, homework etc.
3	**Children eligible for Pupil Premium are less likely to achieve age related expectations than those not eligible for Pupil Premium** – The average percentage of pupils achieving age-related expectations are below non-pupil premium peers.
4	**Children achieving age- related expectations in writing.** Outcomes in writing across the academy are below average for Pupil Premium children.
5	**Behaviour** – behavioural issues within the classroom have the potential to minimise the impact of regular, high-quality teaching.
6	**Attendance** - Persistent absentees has historically been higher in disadvantaged pupils.
7	**A lack of cultural capital** – a significant number of our pupils have limited experience of the wider world outside of their part of Halifax. This impacts on vocabulary and general knowledge of the pupils. Pupil voice is completed to indicate cultural capital experiences.

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
Teaching is consistently good or better.	All pupils, including those that are eligible for Pupil Premium funding, experience good or better Quality First Teaching on a daily basis shown through rigorous quality assurance, assessment and pupil progress processes.
Improved combined (maths, reading and writing) attainment for disadvantaged pupils at the end of KS1 and KS2.	The percentage of disadvantaged pupils meeting the expected standard or above for reading, writing and maths is in-line with non-disadvantaged pupils nationally
Behavioural issues are addressed early on and dealt with effectively.	A reduction in red cards. Pastoral team records show improvement and reduction in consequences since the beginning of the term. Help offered is recorded and impact shown. Reduction of suspensions Pupil Premium funding is used to support individual pupils and their needs
Attendance and punctuality of PP pupils improve in line with academy targets.	A reduction in days lost to pupil absence compared to AY2024-25 and improved attendance and punctuality. Persistent Absence is continuously reduced in disadvantaged pupils. Home visits and attendance procedures are continued.
PP pupils are offered all relevant cultural capital experiences within and outside of the academy.	An increase in the number of Cultural Capital events and opportunities are available to PP pupils. Barriers due to funding are minimised.

	After school clubs are open to all and PP pupils are prioritised and supported with funding. Trips and visits are subsidised when necessary to ensure funding is not the reason a pupil doesn't attend.
Children in EYFS are offered an enriched and well-planned curriculum through provision and intervention.	An increased number of pupils achieving their ELG by the end of their Reception year.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26,556

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leadership roles to lead teaching and learning across the school with pupil premium and assessment as part of this.	Strong leadership is key to impact and change. Effective leadership makes a setting good or outstanding. It drives up the quality of a setting's work and ensures that all children are helped to reach their potential. The role of the Pupil Premium lead is key for measuring impact and ensure early on when disadvantaged pupils are not progressing and eliminating barriers. Ofsted Publication: Getting it right the first time.	1 - 7
Purchase of Read, Write Inc	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics – EEF.	1, 3, 4, 7
Purchase of NFER standardised diagnostic assessments. Termly training for staff to ensure assessments are administered and used correctly.	Assessments that are standardised across school will provide reliable data, showing specific strengths and weaknesses of each pupil to help ensure individual children and groups are given the correct support and intervention. https://www.nfer.ac.uk/key-topics-expertise/assessment/research-into-assessment/	3, 4

Music Service from Calderdale Music Trust.	At Akroydon we strive to have a broad and balanced curriculum that enable all children to succeed. The academy works with the music trust to ensure that children have the opportunity to learn an instrument. This is something they may not have had the opportunity to do if school didn't offer it in their curriculum. Ofsted said that, 'Inspectors aren't inspecting 'cultural capital' their looking at whether the school provides a rich and broad curriculum. A great curriculum builds cultural capital. https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/	3, 4, 6, 7
Teacher CPD in reading and modelling writing, spelling and oral language	Language and literacy provide children with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy Children from disadvantaged backgrounds achieve lower in writing than those from non-disadvantaged backgrounds due to early reading and vocabulary. This will support all teachers in their own knowledge of teaching writing and how tackle barriers. https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/	1, 2, 7
The Write Stuff curriculum embedded across school with clear CPD for staff.	Invest in systematic training for teachers in effective literacy techniques, utilising models validated by the DfE. Research indicates that teacher professional development significantly impacts student outcomes, particularly in literacy (EEF, 2018).	4
Times Table programme purchased to run alongside teaching.	TTRS has had a huge impact on the retention and speed of multiplication recall. There has also been a noticeable change in lessons where children are drawing on known facts to solve more complex problems. A further impact is the motivation on boys learning their multiplication facts. The competitive element of the app has allowed friendly competition between peers and has driven an increase in practice.	3, 7

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £36,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants deployed to deliver phonics catch up intervention. Clear training given from Read, Write Inc.	Research suggests that teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions - EEF	1, 2, 3, 4, 5, 7
Use of tutor to deliver intervention.	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The reduction in the ratio of pupils to teacher compared to a regular classroom setting allows for closer interaction between educators and pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
One-to-one support for vulnerable and disadvantaged pupils	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons therefore the teacher and teaching assistant work very closely to do this.	1, 3, 4, 5

	For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. The teaching assistant chosen to offer this support in very skilled in understanding the child's needs and will follow them through school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition - EEF	

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

Budgeted cost: £75,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality pastoral team to enhance and reinforce the punctuality, attendance and progress of PP pupils	Having a pastoral team to support teachers, support staff and parents, means that school staff are able to focus on learning and parents are supported with routines and behaviour out of school. The attendance of disadvantage pupils is lower than those of non - disadvantaged pupils and our pastoral team is able to monitor and follow this up straight away. We are dedicated to high standards in attendance, behaviour and uniform and therefore the pastoral team are at the centre of all our options.	1, 5
Wraparound provision	Support for PP children after school to help with parents' work commitments and to help with school routines. This means that children are fully prepared for the lessons ahead and school transition is smooth. After school club is a valuable tool to support families so that siblings can attend extra tuition without needing parents to make two trips.	2, 3, 4, 7
Educational trips, visitors and extra-curricular activities are supplemented to give all children the same opportunities.	According to OFSTED, external, interactive learning activities tie learning to personal experiences and memories, helping students develop a deeper understanding of subjects and topics. This often promotes better behaviour, achievement and involvement back in the classroom. Often children from disadvantaged backgrounds are unable to pay for all trips so the pupil premium funding has been used to top up and support when families are unable to afford this.	2, 7
Contingency fund for acute issues.	Based on our experiences and those similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1 - 7

Total budgeted cost: £138,545

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.

Review of expenditure	Outcomes

A	**Teaching:** Leadership roles to lead teaching and learning across the school with pupil premium and assessment as part of this. Whole School Phonics CPD and membership into Read, Write Inc Purchase of NFER standardised diagnostic assessments. Termly training for staff to ensure assessments are administered and used correctly. Music Service from Calderdale Music Trust. Teacher CPD in grammar, spelling and handwriting.	Below shows improved outcomes from last year for Pupil Premium across all three measures for pupils at the end of Key Stage 2 Year 6 writing data for Pupil Premium is the best it has been for 5 years, pupils exceeding national averages for Pupil Premium and just 6% away for achieving national for non-pupil premium. 41% of the children on the Pupil Premium Register passed the Phonics screening check in Year 1. All pupils have made significant progress with 66% of remaining pupils predicted to pass their phonics screening in Year 2. This will take out data to 76% of the children achieving a pass which is above national for Pupil Premium (68%). Data from NFER assessments have been successfully downloaded to use alongside teacher judgements supporting with accuracy. NFER data is used to create next steps and aid pupil progress conversations and transitions. Every pupil Year 3, 4 and 5 pupils have learnt how to play an instrument during academic year 2024/5. CPD feedback from staff show that 86% of them found it valuable and has increased their subject knowledge in writing. Teacher Feedback: "*One pupil in my class that struggles with concentration, is always so engaged whenever there is a song or rhyme involved which is so valuable to her."* *"They are so engaged during the sessions, listen and participate well and throughout the week'*

25 pupils	2023-24			July 2025
	School	National PP	National Non PP	
RWM Exp +	38	46	67	52
Reading - Exp +	43	62	80	66
Reading - Greater depth	7			25
Writing - Exp +	48	58	78	72
Writing - Greater depth	3			4
Maths - Exp +	60	59	79	68
Maths - Greater depth	7			4

B

Targeted Academic Support:

Teaching Assistants deployed strategically using clear interventions to support in boosting maths and English.

Phonics fast-track tutoring, times tables, White Rose Maths Infinity successfully set up in appropriate years. All pupils that took part in fast-track tutoring passed their phonics screening in Year 2. All pupils that took part in Fresh Start and maths tutoring made progress from previous NFER assessment point.

Multiplication Tables Check shows positive improvement for Pupil Premium Children. It is +3.1 ahead of national pupil premium mean average score.

Pupil Outcomes 24/25 – MTC

Y4 Multiplication Tables Check – whole cohort	2023-24		2024-25 June 2025 (35 Children)
	School (All)	National (All)	
Mean average score	16.3	20.6	20.5
Score of 25	12%	34%	40%

Y4 Multiplication Tables Check – Pupil Premium	2023-24		2024-25 June 2025 (14 Children)
	School (PP)	National (PP)	
Mean average score	10	18.9	22
Score of 25	4%		36%

Use of Maths Tutor

All pupils accessing maths tutoring made positive progress. On average a 6-point standardised score increase from their previous score. 66% of children that accessed greater depth tutoring, achieved 110 or above in their Maths SATs paper.

One-to-one support for vulnerable and disadvantaged pupils

Support for pupils unable to access the curriculum within a classroom setting. Bespoke learning plans in place that were adapted regularly in line with external professional advice.

Times Table programme purchased to run alongside teaching.

See Times Tables data above

C

Wider Strategies:

High-quality pastoral team to enhance and reinforce the punctuality, attendance and progress of PP pupils.

Absence for Pupil Premium reduced by 2.3% last year and the gap to absence to Non-Pupil Premium absence closed by 2.3%.

% Absence - PP	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Same Point 2023-24	2024	2024 National
PP	3.1	4.3	5.3	5.5	5.6	5.6	7.9	7.9	8.0
NonPP	3.9	4.0	4.4	4.1	4.1	4.2	4.6	4.6	4.6

		Persistent absence for Pupil Premium reduced by 15.4% last year and the gap to persistent absence to Non-Pupil Premium absence closed by 16% % PA - PP vs Non PP | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | Same Point 2023-24 | 2024 | 2024 National PP | 14.4 | 12.2 | 14.4 | 14.1 | 13.8 | **11.5** | 27.0 | 27.0 | 27.1 Non PP | 12.4 | 8.8 | 6.1 | 8.0 | 9.0 | **10.1** | 9.8 | 9.8 | 9.4
	Pastoral interventions, including boxing, 1-2-1 check ins, sports clubs, pastoral support within class used to reduce persistent absentees, persistently late pupils and reduce behavioural incidents.	Those pupils attending boxing on a Monday saw a reduction of absence and pupil voice shows the positive impact it has had on pupils. One persistent absentee was off due to a reduction in timetable to help support needs. This pupil increased their timetable back to 100% before the year ended.
	Wraparound Provision.	Staff surveys show that vulnerable children or those with SEND return to learning after the intervention with a better mind set and perform better during the lesson. Data shows a reduction in behaviour incidents during the days the children participate in pastoral intervention.
	Educational trips and extra-curricular activities are supplemented to give all children the same opportunities.	Wraparound continues to be used to support the academy's families. Safeguarding minutes show when wraparound club has been used to allow parents to attend meetings including family support and social services. Our wraparound club receives high praise from our families. Pupils have access to an array of additional activities in cooking, arts and crafts, sport and homework help. The Year 6 residential was funded for our pupil premium children that struggled with payments. All pupils that wanted to attend, did. This year the Trust's IGNITE programme launched. Every child in Year 4 and 5 with pupil premium attended an IGNITE event. Children were selected based on their skills and interests in an array of activities: cooking, sports, STEM, writing, maths. This developed children's curiosity around the subject and an insight to various career opportunities in this field for when they grow up. These were extremely successful and received positive feedback by all pupils and staff that attended these.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider