

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Dixons Trinity Academy
Number of pupils in school	680
Proportion (%) of pupil premium eligible pupils	36.47
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	3
Date this statement was published	18/12/25
Date on which it will be reviewed	18/12/26
Statement authorised by	Emma Steele, Principal
Pupil premium lead	Tom Hailwood, Acting Head of School
Governor / Trustee lead	Antony Devine

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 247250
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b>	<b>£247250</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

# Part A: Pupil premium strategy plan

## Statement of intent

### How are we spending the PPG?

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

#### **Quality first teaching and harnessing the power of feedback**

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques collectively as a staff twice every week during morning meetings. Further to this, we engineer tailored practice during weekly one-to-one coaching sessions with all teaching staff. The best way to ensure students make progress is to harness the power of feedback. Each day has feedback time built into it when the class teacher is able to work with children either one-to-one or in small groups with the aim that no child goes home with a misconception. There are student appraisals every cycle and every half term parents receive a personalised report, a face-to-face meeting or a telephone call home. At every morning meeting, after every lunch, at every line-up and afternoon meeting, we reflect back on how the day has gone and the key highlights in learning. Each week we recognise students who have displayed the value and worked exceptionally hard each week through staff appreciations. Further to this, we incorporate parent workshops on a regular basis to further enhance the quality of the feedback process and parents' knowledge and understanding of school and the curriculum.

#### **Highly tailored interventions and more time**

We find out where the basic skills gaps exist among eligible students as soon as they arrive in Year 7, and deploy our best teachers to help close these gaps. We double staff, at least, one class in each of the core subjects in each year group throughout the week: the second teacher usually works with the currently lower attaining students, but can also be deployed to support students to challenge the currently higher attaining students. In addition to our lessons, we run five half hour morning meetings, reading sessions and two hours of electives in sport and the arts per year group over the course of the week. A number of students are also expected to attend morning mastery from 7.30am.

## **Minimising barriers to achievement**

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed mountain rescue mentors and co-teachers to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing or links with families where these are barriers to a student's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very professional and offers students elements of choice, but students are expected to wear it with pride and there is a strong attention to detail. During lessons, students are expected to track the speaker, teacher or student, and remain focused at all times.

## **Keeping aspirations on track and broadening experiences**

Over 50% of our students live in the five most deprived wards in Bradford, one of the UK's most significant areas of socio-economic challenge. Our priority is to raise aspirations, encourage young people to have a growth mind-set, and to progress on to higher education. The message at Trinity is that ALL students are going to university or a real alternative. We continuously expose students to university including visits to universities in the local area and beyond. Like many independent schools, we devote a significant amount of time to all-round development, especially in the sports and the arts.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	In-school on entry attainment gaps in English and mathematics (Avg of Dixons MAT Baseline / Scaled Score gaps: Y7 = -9, Y8 = -7, Y9 = -1, Y10 = 0, Y11 = - 2).
2	Disadvantaged students often start at Dixons Trinity Academy with less understanding of their aspirations and how to achieve them.
3	Ensuring disadvantaged students develop and maintain strong learning habits.
4	Attendance and persistent absenteeism of disadvantaged students.
5	Building strong relationships with families can be more complex.
6	There is evidence to suggest disadvantaged students have been disproportionately affected by the pandemic.

## 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
The progress and attainment of low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students within school.	At KS3, the Progress Score gap in English and maths for low prior attaining disadvantaged students is positive. At KS4, the Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally.
The progress and attainment of middle prior attaining disadvantaged students, at least, matches or is improving towards that for other middle prior attaining students within school.	At KS3, the Progress Score gap in English and maths for middle prior attaining disadvantaged students is positive. At KS4, the Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally.
The progress and attainment of high prior attaining disadvantaged students, at least, matches or is improving towards that for other high prior attaining students within school.	At KS3, the Progress Score gap in English and maths for high prior attaining disadvantaged students is positive. At KS4, the Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for other low prior attaining students nationally.
Disadvantaged students have at least as much learning time as other students.	The attendance of disadvantaged students, at least, matches that for other students nationally.
Disadvantaged students are supported by our behaviour system.	The average number of corrections for disadvantaged students is no higher than 1 per student, per week.
All disadvantaged students access a broad and balanced curriculum, building their cultural capital.	All disadvantaged students participate in, at least, 1 co-curricular session in year 7, 8 and 9.

## 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: £82416.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify additional feedback opportunities in schemes of work for priority intervention students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach	1, 3 and 6
Design and implement a bespoke CPD programme underpinned by development of a practice culture	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3	3
Further embed intervention and prevention strategies aimed at supporting disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 12, 17 and 30	1, 3 and 6
Embed and respond to retrieval practice through MM, Do Now and Review Now	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 14	1, 2 and 3
Employ additional staffing to work with under achieving disadvantaged students in English	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30	1, 3 and 6
Employ additional staffing to work with under achieving disadvantaged students in mathematics	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30	1, 3 and 6
Employ additional staffing to work with	See Further Information: Appendix 2 - Education Endowment Foundation	1, 3 and 6

under achieving disadvantaged students in science	(EEF) – Pupil Premium Toolkit – Approach 17, 26 and 30	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £82416.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional staffing to work with under achieving disadvantaged students in Spanish	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26, 30	1 and 3
Employ additional staffing to work with under achieving disadvantaged students in humanities	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17, 26, 30	1, 3 and 6
Embed effective Morning Mastery in the EBacc to support underachieving disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 3, 14	1, 2, 3 and 6
Firmly embed Prep in the EBacc to support underachieving disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 3, 14	1, 2, 3 and 6
Utilise Trinity Tutors for mathematics, English and reading intervention	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 17	1, 2, 3, 4, 5 and 6

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

Budgeted cost: £82416.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide breakfast every morning so all students are ready to learn	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8	3, 4, 5 and 6
Maximise the effectiveness of DEAR through advisory system so students read widely and often	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 25, 31	1 and 3
Firmly embed Dream Team feedback and Belay Partnerships to develop student confidence	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2 and 5
Strategically deploy an Attendance Manager to target key disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach	4
Targeted use of the MR Mentors to develop disadvantaged students' personal skills	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 3	2 and 3
Provide a homework club for disadvantaged students to support learning outside the classroom	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8, 11	1, 2, 3 and 5
Provide a Sparx maths homework club for disadvantaged students to support completion of online homework	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8, 11	1, 2, 3 and 5
Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y8 disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2

Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y9 disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2
Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y10 disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2
Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y11 disadvantaged students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2
Provide a range of revision resources and timetables for students to independently learn outside of the class	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 6	2, 5 and 6
Provide additional after school and Saturday morning intervention packages for students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 33	1, 3, 4, 5 and 6
Provide holiday intervention packages for students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 33	1, 3, 4, 5 and 6
Keep aspirations on track through a visit to a University for students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2
Keep aspirations on track through a visit to the a University for Year 9 students	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	2
Provide a wide range of free co-curricular electives to raise self-esteem and foster good relationships	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 1, 2	2, 4 and 5

Subsidise a Y7/8 expedition to the countryside in order to reinforce our core values and drivers	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31	3, 4 and 5
Subsidise a Y8 expedition to a university to reinforce our mission – ‘climbing the mountain’	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31	3, 4 and 5
Subsidise a Y9 Duke of Edinburgh expedition to reinforce our core values and drivers	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31	3, 4 and 5
Subsidise compelling recognition expeditions designed to motivate students to develop good learning habits	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31	3, 4 and 5
Offer subsidies for general subject trips throughout the year	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 19, 31	3, 4 and 5
All disadvantaged students to have the opportunity to participate in, at least, one Shakespeare production	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2, 31	3, 4 and 5
Disadvantaged students to participate in Showcase	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 1, 2	3, 4 and 5
Provide high prior attaining student who are disadvantaged with workshops throughout the year linked to STEM	See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2	3, 4 and 5

**Total budgeted cost: £247250**

## 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 2025 to 2026 academic year.

Students are provided with excellent wave one teaching and high quality feedback. Progress of disadvantaged in English, mathematics, science, history, geography and Spanish is strong and above that of 'other'. On average, disadvantaged students make much stronger progress than the national average.

Class of 2027:

- The Attainment 8 score for disadvantaged students is 42.7. This was slightly behind other students (51.22 for all) in the academy but above the national average (34.9).
- The English APS was 4.84 for disadvantaged students. This was slightly behind other students (5.88 for all) in the academy but above the national average.
- The Mathematics APS was 3.68 for disadvantaged students. This was slightly behind with other students (4.57 for all) in the academy but in line with national average.
- The percentage of disadvantaged students achieving the strong pass (5+) in the Ebacc was 11.4%. This was behind other students (27% for all) in the academy but was above the national average.

Class of 2028

- The gap in attainment between disadvantaged students and other is -2.63.
- The gap in progress between disadvantaged students and other is -0.01.

Class of 2029

- The gap in attainment between disadvantaged students and other is -5.73.
- The gap in progress between disadvantaged students and other is -0.19.

Class of 2030

- The gap in attainment between disadvantaged students and other is -14.2.

Class of 2031

- The gap in attainment between disadvantaged students and other is -8.1.

100% of teachers / co-teachers performing at least in-line with professional stage due to CPD and feedback.

Prep is firmly embedded as effective interventions that target and reduce gaps.

Robust attendance procedures have been refined meaning our attendance figures remain above national (9.4% absence for disadvantaged students – disadvantaged students nationally, prior to the pandemic, had a percentage absence of 34.1%).

Mountain Rescue, homework club and Dream Team have all ensured barriers are minimised for students by providing timely interventions resulting in low corrections (less than 0.5 on average per week).

100% of students have been involved in whole year group DEAR and the reading culture in the school is strong.

100% of students in years 7-10 took part in Co-Curricular Electives and 100% of students in years 7 and 8 presented their Stretch speeches.

## 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
N/A	N/A

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

# Further information (optional)

## Appendix 1 Academy Improvement Plan

### Priorities for 2019-22

Our key drivers of mastery, autonomy and purpose<sup>1</sup> underpin our priorities for 2019-22:

1. **Mastery:** the urge to get better and better at something that matters
  - 1.1. Demonstrate outstanding progress and achievement
  - 1.2. Ensure learning is rigorous\*, engaging and underpinned by meaningful feedback
  - 1.3. Embed a rich and exciting curriculum that embodies the laws of mastery; flow, pain and growth
2. **Autonomy:** the desire to direct our own lives
  - 2.1. Propagate our disciplined and joyful school culture
  - 2.2. Develop confident and self-directed learners
  - 2.3. Cultivate effective, autonomous leaders at every level of the organisation
3. **Purpose:** the yearning to do what we do in the service of something larger than ourselves
  - 3.1. Sustain our genuine three-way partnership between families, students and staff
  - 3.2. Work with the Dixons Academies to replicate best practice and to contribute to continuous improvement
  - 3.3. Further enhance the strong reputation for Dixons Trinity Chapeltown

<sup>1</sup>Adopted from *Drive*, Daniel Pink 2009.

## Appendix 2 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£ £ £ £ £	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£ £ £ £ £	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£ £ £ £ £	★★★★★	+ 2 Month	Low impact for very low cost, based on limited evidence.
11 Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on limited evidence.

12	Individualised instruction	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
13	Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on limited evidence.
14	Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★★★★★	0 Month	Very low or no impact for moderate cost, based on extensive evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 7 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on moderate evidence.
20	Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★★★★★	+ 1 Months	Low impact for low cost, based on limited evidence.
23	Phonics	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★★★★★	+ 6 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★★★★★	- 4 Months	Negative impact for very high cost based on moderate evidence.
28	School uniform	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★★★★★	- 1 Months	Negative impact for very low cost, based on limited evidence.
30	Small group tuition	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on limited evidence.
33	Summer schools	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★★★★★	+1 Months	Low impact for high cost, based on limited evidence.
35	Within-class attainment grouping	£ £ £ £ £	★★★★★	+3 Months	Moderate impact for low cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>