

Pupil Premium Strategy Statement – Trinity Academy Bradford 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data																														
Number of pupils in school	925																														
Proportion (%) of pupil premium eligible pupils	<table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="2">Pupil Premium</th></tr><tr><th>No.</th><th>%</th></tr><tr><td>7</td><td>197</td><td>52</td><td>26.4%</td></tr><tr><td>8</td><td>197</td><td>54</td><td>27.4%</td></tr><tr><td>9</td><td>194</td><td>45</td><td>23.2%</td></tr><tr><td>10</td><td>178</td><td>44</td><td>24.7%</td></tr><tr><td>11</td><td>159</td><td>65</td><td>40.9%</td></tr><tr><td>Total</td><td>925</td><td>260</td><td>28.1%</td></tr></table>	Year	Cohort	Pupil Premium		No.	%	7	197	52	26.4%	8	197	54	27.4%	9	194	45	23.2%	10	178	44	24.7%	11	159	65	40.9%	Total	925	260	28.1%
Year	Cohort			Pupil Premium																											
		No.	%																												
7	197	52	26.4%																												
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11	159	65	40.9%																												
Total	925	260	28.1%																												
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027																														
Date this statement was published	November 2025																														
Date(s) on which it will be reviewed	November 2025 (FGB) January 2026 April 2026 November 2026 (FGB)																														
Statement authorised by	Principal and Governors																														
Pupil premium lead	Ms Laura Blair (Assistant Principal)																														
Governor / Trustee lead	Richard Crowther																														

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Total: £304,920 Breakdown: PP: £279,500 (260)

	CS: £1750 (5) PP+: £23,670 (9)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£304,920

Part A: Pupil Premium Strategy Plan

Statement of intent

What is pupil premium funding used for?

The pupil premium funding we receive is for raising the attainment of pupil premium students. Pupil premium funding has been effective as our pupil premium Attainment 8 figure has improved from 25.54 in 2019 to 37.42 in 2025. Our pupil premium Progress 8 figure has also risen from -1.38 in 2019 to -0.45 in 2024 which was the last year this data was available until 2027 due to a lack of KS2 data. Due to a lack of KS2 SATs for the 2025 Y11 cohort, there is no nationally recognised P8 data for the two academic years following 2024, however internal calculations suggest that TAB have made good progress in this measure and that the gap between PP and non- PP students is continuing to diminish. We endeavour to improve this figure further and the strategies in this statement will enable us to meet this goal.

At Trinity Academy Bradford, we set 3-year pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome. They are challenges that we feel will take at least 3 years to overcome/take steps towards overcoming.

As our pupil premium students present with different challenges every year, we believe that it may also be necessary to set bespoke in-year targets too. These will become multiyear targets after year 1 and year 2 where we feel that we need more time to tackle them. Our Pupil Premium strategy, despite being a 3 year commitment, is a living document that is open to ongoing and regular review.

Statement of intent

To provide every individual with every opportunity to succeed, regardless of financial status, family background and/or hidden and seen disabilities.

No one intervention provides a complete solution to the complex educational issues in any school and therefore we believe that a multi-faceted approach offers the best opportunity for our students to improve.

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

- A broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital
- Pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all,
- Regular whole school data entry points that allow progress to be tracked over time,
- A 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly,

- Explicit support for more able disadvantaged pupils as 'this is an area that many schools tend to forget' (Effective pupil premium reviews. A guide developed by the Teaching Schools Council),
- Integration and supported involvement in activities with their peers,
- Interventions to close the gap in achievement and address barriers to learning and progress,
- Access to funding for those suffering hardship to meet costs for access to enrichment opportunities

Our strategy is written with the NFER building blocks for a successful Pupil Premium strategy in mind:



Challenges

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

Challenge number	Detail of challenge	Want to know more?
1	<p>Pupil Premium students at Trinity Academy Bradford historically attain lower and make less progress than their non-disadvantaged peers.</p> <p>Whilst there has been significant progress against both attainment and progress measures, and the gap is narrowing, there is continued work that must be done to ensure that Pupil Premium students have doors open to them Post 16. <i>The attainment gap is most prominent in HAP students.</i></p>	Student outcomes have improved against all measures in the last 3 years.

		<p>The gap between PP and non-PP has narrowed, however it still exists against all measures.</p> <table><tr><th>Measure</th><th>Pupil Premium</th><th>Total</th><th>%</th></tr><tr><td>Average Total Attainment 8</td><td>All</td><td>43.8</td><td></td></tr><tr><td></td><td>DIS</td><td>37.42</td><td></td></tr><tr><td></td><td>Non DIS</td><td>46.77</td><td></td></tr><tr><td>Average Total Progress 8</td><td>All</td><td>0.49</td><td></td></tr><tr><td></td><td>DIS</td><td>0.09</td><td></td></tr><tr><td></td><td>Non DIS</td><td>0.68</td><td></td></tr><tr><td>Students Achieving 9-7 in English and Maths</td><td>All</td><td>10</td><td>6</td></tr><tr><td></td><td>DIS</td><td>0</td><td>0</td></tr><tr><td></td><td>Non DIS</td><td>10</td><td>8.8</td></tr><tr><td>Students Achieving 9-5 in English and Maths</td><td>All</td><td>70</td><td>41.9</td></tr><tr><td></td><td>DIS</td><td>20</td><td>37.7</td></tr><tr><td></td><td>Non DIS</td><td>50</td><td>43.9</td></tr><tr><td>Students Achieving 9-4 in English and Maths</td><td>All</td><td>109</td><td>65.3</td></tr><tr><td></td><td>DIS</td><td>27</td><td>50.9</td></tr><tr><td></td><td>Non DIS</td><td>82</td><td>71.9</td></tr></table>	Measure	Pupil Premium	Total	%	Average Total Attainment 8	All	43.8			DIS	37.42			Non DIS	46.77		Average Total Progress 8	All	0.49			DIS	0.09			Non DIS	0.68		Students Achieving 9-7 in English and Maths	All	10	6		DIS	0	0		Non DIS	10	8.8	Students Achieving 9-5 in English and Maths	All	70	41.9		DIS	20	37.7		Non DIS	50	43.9	Students Achieving 9-4 in English and Maths	All	109	65.3		DIS	27	50.9		Non DIS	82	71.9																																																																																																																
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2	TAB students arrive broadly in line with national average, however PP students are working below their non-PP peers in both SATs and CATs, and there is a noted lack of PP HAPs according to CATs data (KS2 data not available for Y11 this year and last)	<table><tr><th>CATS AVG</th><th>All</th><th>PP</th><th>Non-PP</th></tr><tr><td>7</td><td>99.04</td><td>94.13</td><td>100.8</td></tr><tr><td>8</td><td>100.01</td><td>97.52</td><td>100.87</td></tr><tr><td>9</td><td>97.69</td><td>95.49</td><td>98.36</td></tr><tr><td>10</td><td>96.19</td><td>93.98</td><td>96.92</td></tr><tr><td>11</td><td>95.86</td><td>93.89</td><td>97.15</td></tr><tr><td>11 (leavers 2025)</td><td>101.38</td><td>100.1</td><td>101.99</td></tr></table> <p>The next two years of exam cohorts have lower than average CATs scores on entry.</p> <table><tr><th>PA BANDS</th><th>Cohort</th><th colspan="2">All</th><th colspan="2">PP</th><th colspan="2">Non-PP</th></tr><tr><td></td><td></td><th>No.</th><th>%</th><th>No.</th><th>%</th><th>No.</th><th>%</th></tr><tr><td>7 - H</td><td rowspan="3">197</td><td>46</td><td>23%</td><td>8</td><td>4%</td><td>38</td><td>19%</td></tr><tr><td>7 - M</td><td>101</td><td>51%</td><td>26</td><td>13%</td><td>75</td><td>38%</td></tr><tr><td>7 - L</td><td>46</td><td>23%</td><td>17</td><td>9%</td><td>29</td><td>15%</td></tr><tr><td>8 - H</td><td rowspan="3">197</td><td>37</td><td>19%</td><td>7</td><td>4%</td><td>30</td><td>15%</td></tr><tr><td>8 - M</td><td>115</td><td>58%</td><td>28</td><td>14%</td><td>87</td><td>44%</td></tr><tr><td>8 - L</td><td>37</td><td>19%</td><td>16</td><td>8%</td><td>21</td><td>11%</td></tr><tr><td>9 - H</td><td rowspan="3">194</td><td>38</td><td>20%</td><td>7</td><td>4%</td><td>31</td><td>16%</td></tr><tr><td>9 - M</td><td>103</td><td>53%</td><td>23</td><td>12%</td><td>80</td><td>41%</td></tr><tr><td>9 - L</td><td>47</td><td>24%</td><td>13</td><td>7%</td><td>34</td><td>18%</td></tr><tr><td>10 - H</td><td rowspan="3">178</td><td>32</td><td>18%</td><td>2</td><td>1%</td><td>30</td><td>17%</td></tr><tr><td>10 - M</td><td>104</td><td>58%</td><td>33</td><td>19%</td><td>71</td><td>40%</td></tr><tr><td>10 - L</td><td>41</td><td>23%</td><td>9</td><td>5%</td><td>32</td><td>18%</td></tr><tr><td>11 - H (Based on CATS)</td><td rowspan="3">159</td><td>8</td><td>5%</td><td>1</td><td>1%</td><td>7</td><td>4%</td></tr><tr><td>11 - M (Based on CATS)</td><td>107</td><td>67%</td><td>45</td><td>28%</td><td>62</td><td>39%</td></tr><tr><td>11 - L (Based on CATS)</td><td>42</td><td>26%</td><td>17</td><td>11%</td><td>25</td><td>16%</td></tr><tr><td>11 Leavers 2025 - H (Based on CATS)</td><td rowspan="3">167</td><td>8</td><td>5%</td><td>0</td><td>0%</td><td>8</td><td>5%</td></tr><tr><td>11 Leavers 2025 - M (Based on CATS)</td><td>103</td><td>62%</td><td>31</td><td>19%</td><td>72</td><td>43%</td></tr><tr><td>11 Leavers 2025 - L (Based on CATS)</td><td>56</td><td>34%</td><td>22</td><td>13%</td><td>34</td><td>20%</td></tr></table> <p>Last year's Y11 had no PP HAPs, and very few non PP HAPs which will impact Basics &+ measure. This year's Y11 only has one PP HAP student.</p>	CATS AVG	All	PP	Non-PP	7	99.04	94.13	100.8	8	100.01	97.52	100.87	9	97.69	95.49	98.36	10	96.19	93.98	96.92	11	95.86	93.89	97.15	11 (leavers 2025)	101.38	100.1	101.99	PA BANDS	Cohort	All		PP		Non-PP				No.	%	No.	%	No.	%	7 - H	197	46	23%	8	4%	38	19%	7 - M	101	51%	26	13%	75	38%	7 - L	46	23%	17	9%	29	15%	8 - H	197	37	19%	7	4%	30	15%	8 - M	115	58%	28	14%	87	44%	8 - L	37	19%	16	8%	21	11%	9 - H	194	38	20%	7	4%	31	16%	9 - M	103	53%	23	12%	80	41%	9 - L	47	24%	13	7%	34	18%	10 - H	178	32	18%	2	1%	30	17%	10 - M	104	58%	33	19%	71	40%	10 - L	41	23%	9	5%	32	18%	11 - H (Based on CATS)	159	8	5%	1	1%	7	4%	11 - M (Based on CATS)	107	67%	45	28%	62	39%	11 - L (Based on CATS)	42	26%	17	11%	25	16%	11 Leavers 2025 - H (Based on CATS)	167	8	5%	0	0%	8	5%	11 Leavers 2025 - M (Based on CATS)	103	62%	31	19%	72	43%	11 Leavers 2025 - L (Based on CATS)	56	34%	22	13%	34	20%
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3	Attendance and Persistent Absence of Pupil Premium students, whilst above national average, continues to be below that of their non-disadvantaged TAB peers.	Whilst both measures are significantly above national average, there must be continued work to close the gap and improve the attendance of students to ensure they have access to academic and personal development outcomes.																																																																																																																																																																																
4	The behaviour of a minority of pupil premium and non-pupil premium students is a focus for pastoral and academic staff. Internal inclusion data shows that PP students are more likely	<table><tr><th>Inclusion Events</th><th>2023-24</th><th>% of all inclusion incidents</th><th>Opportunities for an inclusion conversation</th></tr><tr><td>PP</td><td>1017</td><td>53.16%</td><td>0.23%</td></tr><tr><td>Non-PP</td><td>896</td><td>46.84%</td><td>0.10%</td></tr></table> <p>Inclusion opportunities is the number of students in that cohort against the number of opportunities to be placed into inclusion across a full year (5 lessons and 2 social</p>	Inclusion Events	2023-24	% of all inclusion incidents	Opportunities for an inclusion conversation	PP	1017	53.16%	0.23%	Non-PP	896	46.84%	0.10%																																																																																																																																																																				
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	than non-PP students to be in our inclusion room. This is closely monitored.	times per day) This is then converted into a % from the actual total inclusions for each group. <table><tr><td>PP</td><td>2022-23</td><td>2023-24</td><td>National Av*</td></tr><tr><td>Suspensions</td><td></td><td></td><td></td></tr><tr><td>% of cohort</td><td>44.13%</td><td>25.0%</td><td>34.64%</td></tr></table>	PP	2022-23	2023-24	National Av*	Suspensions				% of cohort	44.13%	25.0%	34.64%																										
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5	We need to recruit and retain the very best staff as this is key to consistent quality first teaching for all students.	Staff retention and recruitment remains a challenge, with limited number of applications for many of the jobs advertised in the last year. Student voice reports that regular teaching staff and consistency of a subject expert has a significant impact on students' enjoyment and feelings of success in a subject. A lack of consistency in staffing can lead to unsettled students and can impact routines and expectations around the academy.																																						
6	Pupil premium students who would like to study MFL and/or triple science in order to achieve the English Baccalaureate, should be encouraged to do so.	According to educational research, PP students studying EBACC subjects (English language, English literature, maths, double science or biology, chemistry and physics, history or geography and a language) are 1.7% more likely to be taking an A level or other level 3 qualification after the age of 16 and 1.8% less likely to drop out of education entirely. 37% of PP students are following the EBACC pathway in 2024-25. This has increased each year since TAB opened. 5% of PP students are studying Triple Science. It is important that we monitor this figure and consider PP access during the options process.																																						
7	There is an increase in students experiencing difficulties with their mental health and wellbeing. Pupil Premium students are disproportionately represented in wellbeing referrals.	<table><tr><td></td><td>Referrals</td><td>% PP</td></tr><tr><td>2021-22</td><td>161</td><td>37%</td></tr><tr><td>2022-23</td><td>182</td><td>44%</td></tr><tr><td>2023-24</td><td>187</td><td>40%</td></tr><tr><td>2024-25</td><td>198</td><td>42%</td></tr></table>		Referrals	% PP	2021-22	161	37%	2022-23	182	44%	2023-24	187	40%	2024-25	198	42%																							
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8	Students from disadvantaged backgrounds may have less access to personal development and career related opportunities outside of the academy.	Cost can be a barrier to extra-curricular activities outside of school, and as such PP students are less likely to have access to this. Risk Factors for being NEET: Figure 3.1. Proportion of young people who experienced each risk factor <table><tr><td>Caring responsibilities (post 16)</td><td>45</td></tr><tr><td>Single parent household</td><td>34</td></tr><tr><td>Social renting</td><td>31</td></tr><tr><td>Anti-social behaviours</td><td>30</td></tr><tr><td>Parent has no qualifications</td><td>27</td></tr><tr><td>Special educational needs</td><td>26</td></tr><tr><td>Mental health issues</td><td>26</td></tr><tr><td>Academic qualification below Level 2</td><td>24</td></tr><tr><td>Parental disability</td><td>21</td></tr><tr><td>Limiting disability</td><td>19</td></tr><tr><td>Has child (after age 21)</td><td>19</td></tr><tr><td>Services contact about YP</td><td>17</td></tr><tr><td>School suspension or exclusion</td><td>17</td></tr><tr><td>Police contact about YP</td><td>15</td></tr><tr><td>School absences</td><td>11</td></tr><tr><td>Parental unemployment</td><td>10</td></tr><tr><td>Low parental involvement in education</td><td>10</td></tr><tr><td>Has child (before age 21)</td><td>10</td></tr><tr><td>Been in care/without natural parents</td><td>3</td></tr></table> <p>% of young people who reported risk factor</p> <p>Domains: Education (purple), Family circumstances (teal), Health (pink), Living standards (blue), Risky behaviour (orange)</p>	Caring responsibilities (post 16)	45	Single parent household	34	Social renting	31	Anti-social behaviours	30	Parent has no qualifications	27	Special educational needs	26	Mental health issues	26	Academic qualification below Level 2	24	Parental disability	21	Limiting disability	19	Has child (after age 21)	19	Services contact about YP	17	School suspension or exclusion	17	Police contact about YP	15	School absences	11	Parental unemployment	10	Low parental involvement in education	10	Has child (before age 21)	10	Been in care/without natural parents	3
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9	Bradford Local Authority is judged as Inadequate by Ofsted in both its Children's Services and SEND provisions	Bradford Children's Services Ofsted Report 2022 Bradford SEND Ofsted Report 2022 Monitoring visits confirm few improvements																																						

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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.

Each outcome has a designated lead member of staff from the Senior Leadership Group who is accountable for achieving this outcome.

Below each action, we identify which of the NFER building blocks is being met.

Intended outcome	Success criteria
<p>The attainment gap between PP and Non-PP students (with a focus on HAPs) continues to reduce.</p> <p>All students (incl. PP students) meet or exceed their targets as a result of quality first teaching.</p> <p><i>Lead Staff: KWR</i></p> <p><i>NFER: 1, 4, 6, 7</i></p> <p>(See below for specific actions)</p>	<ol style="list-style-type: none"> 1. Ongoing quality assurance including curriculum area COBRA and RAP processes, curriculum peer reviews, external curriculum reviews, lesson spotlights, learning walks and work scrutiny show that curricula are well delivered, well sequenced and staff and students are reflective about their work. 2. Positive staff feedback about the CPD programme. 3. Continued development of the Lead Teacher and Middle Leadership teams so that, amongst other things: <ul style="list-style-type: none"> a) our early careers and trainee teachers are very effectively supported. b) our subject staff are supported by the Teaching and Learning team to have an in-depth knowledge of how their curriculum is structured, spiralled and adapted so that all students have the very best curriculum offer.
<p>Absence and Persistent absence of PP students is below national average of non-PP students.</p> <p><i>Lead Staff: TTR</i></p> <p><i>NFER: 1, 2, 5, 6, 7</i></p> <p>(See below for specific actions)</p>	<ol style="list-style-type: none"> 1. Termly absence, attendance and persistent absence data indicate that attendance at the academy is high, and absence is low. PP absence remains slightly above non-PP absence but is still stronger than national PP absence. Although PP Persistent absence continues to improve, it is higher than non-pp national average. However, the gap between TAB PP and national non-PP is significantly stronger (7.2) than the national gap for PP v non-PP (23.7) 2. Students whose attendance is a significant cause for concern are discussed at weekly Pastoral Cobra and Child Protection meetings so that swift action can be taken to keep these children safe and get them back into school. 3. The Challenge PA programme is launched in to increase the attendance of students who are currently 90% and below and thus at risk

	<p>of being persistently absent. This focuses particularly on PP students.</p> <ol style="list-style-type: none"> The attendance rewards system is effective in rewarding students who achieve 100% attendance in a week (5 achievement points) and students who achieve over 96% attendance in a term (10 achievement points). Tutor rewards are given termly for tutor groups with the highest attendance.
<p>Staff stay at the academy because they feel part of the Trinity family, they have exposure to leading edge CPD, and they can focus on what they applied to teach.</p> <p><i>Lead Staff: TTR, CEM and KWR</i></p> <p><i>NFER: 5, 7</i></p> <p>(See below for specific actions)</p>	<ol style="list-style-type: none"> Weekly staffing meetings help school leaders to monitor recruitment and retention priorities. Weekly CL, Lead Teacher and SLG briefings that are held to discuss latest evidence-based research and in-school observations, lead to high quality CPD sessions for all groups of teaching staff (New starters, ITT, ECT1, ECT2, MPS, UPS, ML) and partnership work between curriculum areas and their Lead Teacher links. A further investment into upskilling staff is made via the offer of the NPQ programmes. NPQMLs and NPQSLs are offered to staff who meet the relevant criteria. Staff retention data is strong. Staff voice on academy QA process (is it supportive and developmental? What could be improved upon?) is strong. Staff wellbeing/voice sessions (referred to as Staff Committee) to take place regularly, minutes logged, and actions taken.
<p>Learners in all years (with a focus on Y7) are supported to 'catch up' on essential Literacy skills, through both an intervention pathway, and whole school Literacy strategy.</p> <p>Low literacy levels do not stop learners from accessing the curriculum, both academic and personal development.</p> <p><i>Lead Staff: CEM and PHK</i></p> <p><i>NFER: 1, 3, 4,</i></p> <p>(See below for specific actions)</p>	<ol style="list-style-type: none"> There is a positive external review(s) of literacy interventions to verify that they are of high quality, delivered well and that student progress is closely tracked, and timely action taken as and when needed if a student is not performing well. Phase 1 and 2 Nurture lessons and Phase 3 Enrich are carefully planned and delivered by English specialists so that every Nurture student has the best possible chance of success and has an opportunity to study topics that build on and/or go beyond the National Curriculum. External reviews find that the Nurture curriculum is fit for purpose and effectively supporting our weakest students to catch up. Nurture teaching groups are established for core subjects (English, Maths and Science) and Pastoral Cobra process is used to share key information about how best to support these students. The Light Up Literacy programme is used to ensure that all staff are utilising research driven literacy strategies to support disciplinary literacy in their subjects. This is also built into the CPD provision for staff.

	<p>5. Differentiated reflection booklets are successfully completed by any low-level literacy learners when they access the inclusion room.</p>
<p>Pupil Premium students have access to the EBACC pathway (this means students who study English, Maths, Geography/History, science and French/Spanish) if it is appropriate for individuals.</p> <p><i>Lead Staff: KWR and LAB</i> <i>NFER: 1, 4, 7</i> (See below for specific actions)</p>	<p>EBACC PP outcomes and the GCSE options process will be closely monitored so that we encourage PP students who are capable of completing the EBACC qualification, will enjoy it and feel motivated, to do so.</p>
<p>0% of students (incl. PP) are NEET. There is a structured personal development and careers curriculum that supports students with developing resilience and cultural capital to ensure that doors are open to them post 16. The number of PP students accessing Level 3 courses will be maintained. The number of PP students accessing their first choice provision will be monitored.</p> <p><i>Lead Staff: NUL and LAB</i> <i>NFER: 1, 4, 5, 6, 7</i> (See below for specific actions)</p>	<ol style="list-style-type: none"> 1. 0% of students are NEET and numbers of students achieving Level 3 places and their first choices provision will increase year on year. 2. There are a wide range of opportunities provided to all students to widen their understanding of careers possibilities. These opportunities are targeted towards PP students where appropriate. 3. Student feedback about the careers programme and 1-1 advice and guidance opportunities continues to be positive. 4. The academy has a broad database of committed careers and next steps provider contacts who positively engage in the wider careers programme.
<p>PP students will access the Graduation and Trinity Challenge initiatives at a level equivalent to non-PP students. All students in Year 10 and Year 11 access the Competitive Edge programme as part of their curriculum. Participation and outcomes data as well as student voice shows that we are raising aspirations, developing academic resilience, increasing cultural capital and providing a 'competitive edge' for students in years 7 to 11.</p> <p><i>Lead Staff: NUL and LAB</i> <i>NFER: 1, 4, 6, 7</i> (See below for specific actions)</p>	<ol style="list-style-type: none"> 1. Student voice feedback about all programmes is positive. Any negative feedback is acted upon swiftly. 2. Phase Leader Line Management and Phase Leader Overview presentations take place to discuss students at risk of failing Phase 1 Graduation and for whom reasonable adjustments need to be made. 3. Student and staff voice feedback verifies that the students who failed Graduation are being mentored and supported effectively at Phase 2. Action is taken where needed. 4. The Trinity Challenge initiative allows our students to partake in an array of skills which contribute to the 'skills' criteria of the Duke of Edinburgh bronze award. Participation in and completion of the Bronze DofE scheme is strong as a result. 5. Destinations data is strong indicating that our character curriculum is having the desired effect.
<p>A clear line of communication is maintained between academic and pastoral teams to ensure barriers are removed for our pupil premium cohort, particularly those who have</p>	<ol style="list-style-type: none"> 1. The weekly pastoral COBRA meetings act as a platform to put students of concern forward for wellbeing support, SEND referral or additional SEND support required, counselling or mentoring.

<p>significant pastoral challenges often linked to having an SEND need (SEMH).</p> <p><i>Lead Staff: NUL and LAB</i></p> <p><i>NFER: 1, 2, 4, 5, 6</i></p> <p>(See below for specific actions)</p>	<ol style="list-style-type: none"> 2. Essential student updates are sent to staff promptly after each meeting to avoid lack of pastoral knowledge leading to friction/challenges in the classroom. 3. Pastoral Leaders use BfL dashboard to identify academy BfL hotspots. This information is then disseminated to middle leaders and ITT/ECT mentors to ensure bespoke BfL support is put into place, making reasonable adjustments where necessary. 4. SEND parents' evenings take place 3 times per year and pen portraits updated and shared. 5. SEND register and pen portraits as up-to-date as possible and a SEND register 'watch list' in place to monitor students who may need to be placed on the SEND register in the future. 6. The Interventions Dashboard showcases all interventions put into place for students so that we can be certain we have supported them in the very best way possible.
<p>The inclusion matrix, Inclusion, Inclusion + and Connect are used strategically to reduce suspensions and inclusion events for PP students so that they can meet their academic and personal potential.</p> <p>Student attendance, behaviour and academic provision at off-site alternative provision settings is carefully monitored so that students meet their academic and personal potential.</p> <p><i>Lead Staff: TTR</i></p> <p><i>NFER: 1, 2, 4, 5, 6, 7</i></p> <p>(See below for specific actions)</p>	<ol style="list-style-type: none"> 1. Daily review of reflection booklets filled in by inclusion students indicates that students understand what mistakes they have made and what they need to do to prevent this happening again. Support is offered to students who struggle to understand why they are in inclusion. 2. Weekly review of Inclusion Support Plans by key pastoral staff and Year Managers ensures that the inclusion matrix is being followed timely, and meetings are held with students/parents/carers to set bespoke targets. 3. Line Management meetings between Year Managers and the Senior Year Manager demonstrate that students with significant behavioural needs are supported and all interventions logged on the interventions dashboard. 4. Regular reviews take place between the appointed tutors at off-site alternative provision centres and AHL (Senior Year Manager) so that students are safe, behaving, attending and achieving. 5. The Vice Principal for curriculum KWR regularly communicates with AP leaders to check the curriculum being delivered and provides supporting materials where needed. 6. Students attend alternative provision as a last resort if they are at risk of permanent exclusion/need to urgently re-engage with their education. This is carefully tracked and reviewed by leadership.

<p>Hardship funding is used to ensure that Pupil Premium (and non PP) students who need the basics (such as uniform/equipment/laptops for home study), get it in a timely fashion.</p> <p><i>Lead Staff: NUL and TTR</i></p> <p><i>NFER: 4, 5, 7</i></p> <p>(See below for specific actions)</p>	<ol style="list-style-type: none"> 1. Laptops are made available for any students who may need them due to SEND needs/medical needs/inability to complete online homework due to lack of IT equipment at home. 2. Uniform is checked on entry to the academy by SLG and Year Managers, and the uniform store is utilised to ensure all students have access to uniform and equipment. Loans are tracked, and a concern is raised where students are regularly missing uniform. Support is provided to families who struggle with uniform. 3. Tutors and SLG check student equipment regularly and if a concern is raised about missing equipment, it will be followed up by the Year Manager. 4. A school 'yellow form' will be completed by any staff member who has a significant concern about the cleanliness or physical presentation of a student. 5. 'Yellow form' disclosures continue to be dealt with within 24 hours. 6. Families that are identified as in need through our 'Yellow form' referral system, staff knowledge of families of Pastoral Cobra meetings are supported and signposted to agencies that may be able to support. 7. The academy maintains a partnership with Queensbury Food Bank to support families in need. 8. Free breakfast is provided for students who want it in the morning, as well as in Inclusion +. All students sitting an exam are provided with a free breakfast.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £124,810

Activity	Evidence that supports this approach
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QUALITY FIRST TEACHING

Lead Staff: KWR and CEM

Challenge numbers addressed:

1, 2, 3, 4

Further development of the RAP and Cobra processes to ensure that staff are actively engaging in data and putting in place strategic interventions to secure attainment.

Continued use of annotated seating plans to support staff in removing barriers to learning for PP students and to focus on implementing strategic actions to support progress and attainment.

Investment and development in the Power BI platform to allow a wide variety of data sources to be regularly updated and engaged with to support targeted support of the right students.

Launch and investment of CPD time in the Demonstrate initiative to increase student independence and resilience in learning.

A significant investment of time and money into the staff CPD programme and into ensuring that our subject curricula are most effective, offering students the best opportunities and responding to student needs. The Mechanisms of Learning remain central to our teaching practice to ensure that lessons centre around these core principles to drive progress and attainment. Curriculum CPD time focuses on making these disciplinary, ensuring that staff 'teach from the top down' and 'leave no learner behind.'

Continued use of a range of QA processes (Spotlights, Work Scrutiny, ETDL) to ensure that the implementation of curriculum is effective and continued focus on Mechanisms of Learning and Elements.

RECRUITMENT AND RETENTION OF THE BEST STAFF

Lead Staff: TTR, CEM and KWR

Challenge numbers addressed: 5, 9

There is a significant Investment in staff CPD to ensure that staff feel supported to be effective in their roles, and are progressing professionally

Investment in pastoral staff time in a centralised detention system that allows teachers to focus on teaching.

Measure	Pupil Premium	Total	%
Average Total Attainment 8	All	43.8	
	DIS	37.42	
	Non DIS	46.77	
Average Total Progress 8	All	0.49	
	DIS	0.09	
	Non DIS	0.68	
Students Achieving 9-7 in English and Maths	All	10	6
	DIS	0	0
	Non DIS	10	8.8
Students Achieving 9-5 in English and Maths	All	70	41.9
	DIS	20	37.7
	Non DIS	50	43.9
Students Achieving 9-4 in English and Maths	All	109	65.3
	DIS	27	50.9
	Non DIS	82	71.9

EEF Effective Personal Development Report

EEF (Education Endowment Foundation) – High impact, strong evidence base.

'Improving teaching quality generally leads to greater improvements' EEF

'There is particularly good evidence around the potential impact of teacher professional development' (EEF).

'Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school'. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).

"Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention". (Effective use of the pupil premium, EEF report 2019)

"Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of pupils means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive". (DfE Teacher Recruitment and Retention Strategy, January 2019).

<p>Continued use of the Staff Committee to take feedback from staff on the experience of working at Trinity Academy Bradford</p> <p>Investment in school environment and technology to ensure that teachers feel supported to teach and safe and relaxed in their personal environment</p> <p>Investment in a marketing strategy to increase reach of job vacancies to support with reaching high quality candidates for every job adverts.</p>	<p>"High-quality CPD for teachers has a significant effect on students' learning outcomes: CPD programmes have the potential to close the gap between beginner and more-experienced teachers". (Education Policy Institute, 2020)</p> <p>"Teacher turnover is a major impediment to the effectiveness of a CPD programme". (Education Policy Institute, 2020)</p>
<p>DEVELOPING INDEPENDENT AND RESILIENT LEARNERS</p> <p><i>Lead Staff: CEM, KWR and PHK</i></p> <p>Continued investment in a range of home learning platforms to increase student opportunities for independent learning and resilience, embedding revision and recall strategies:</p> <ul style="list-style-type: none"> - Trinity TV platform - Educake - GCSEpod - Sharepoint <p>Explicit teaching of study skills to develop independent learners through the phase journey curriculum.</p> <p>Launch and investment of CPD time in the Demonstrate initiative to increase student independence and resilience in learning.</p> <p>Continued use of the Outward Bound Trust to provide outdoor learning opportunities for students with a focus on developing independence and resilience.</p>	<p>EEF Teaching and Learning Toolkit - Homework: impact of homework +5 months progress</p> <p>Born in Bradford research study shows our students score lower than students nationally on resilience and mental health measures.</p>
<p>A FOCUS ON LITERACY</p> <p><i>Lead Staff: CEM, PHK</i></p> <p>Challenge numbers addressed: 1, 2</p> <p>Spotlights used to identify areas of best practice and areas of need</p> <p>Curriculum anthologies will be further embedded and "Talk like a". will be introduced in year 2 of the Light up Literacy programme.</p> <p>Visualisers purchased and implemented in all classrooms, used for modelling reading complex academic texts</p>	<p>'Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum' (Ofsted: 'The pupil premium. How schools are spending the funding successfully to maximise achievement')</p> <p>EEF - Improving Literacy in Secondary Schools Report</p> <p>EEF Teaching and Learning Toolkit - Reading Comprehension Strategies Impact + 6 months</p> <p>EEF Teaching and Learning Toolkit - Metacognition and Self Regulation Impact + 7 months</p>
<p>A BROAD CURRICULUM OFFER FOR ALL STUDENTS</p> <p><i>Lead Staff: KWR</i></p>	<p>"At the heart of an effective key stage 4 curriculum is a strong academic core: the EBacc". (Ofsted New Framework)</p>

<p>Challenge numbers addressed: 1, 2, 3, 6</p> <p>Monitor the % of PP students on the EBACC pathway</p> <p>Ensure that the EBACC pathway is accessed if it is appropriate for individuals.</p> <p>Review options process for PP HAPs</p> <p>Trinity Scholars programme is developed so that it is on offer for HAP students in Year 8 and 9, introducing students to wider curriculum reading, independent research, debate and public speaking skills</p> <p>Trinity Scholars cohort is representative of the PP cohort within the academy.</p> <p>Statistics GCSE offered to all Year 11</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £49,924

Activity	Evidence that supports this approach
<p>SUPPORTING THE SPECIFIC NEEDS OF SEND PUPILS WITH SEND <i>Lead Staff: TTR</i> Challenge numbers addressed: 1, 2, 9</p> <p>Continued use of the Nurture provision to ensure that students high the lowest reading ages are supported to catch up in a small group setting.</p> <p>Platinum provision to be utilised to support students with specific SEND needs such as dyslexia to make accelerated progress.</p> <p>Clear success criteria to be used to ensure there is a narrative around selection for each group, and a clear narrative around when students are ready to progress from Nurture into Platinum, and Platinum into mainstream.</p>	<p>EEF Teaching and Learning Toolkit - Small Group Interventions Impact +4 months</p> <p>EEF Teaching and Learning Toolkit - Reading Comprehension Strategies Impact + 6 months</p> <p>EEF Teaching and Learning Toolkit - Phonics Impact + 5 months</p> <p>“The school provides well for pupils with special educational needs and/or disabilities (SEND). The school ensures that their needs are identified and that staff have the knowledge to support them well. The nurture provision helps pupils receive the specialist assistance they need. TAB Ofsted Report, 2023</p>

<p>Continued use of annotated Bromcom seating plans to ensure that SEND needs of students are at the forefront of staff's mind.</p> <p>Regular spotlights with a focus on SEND and PP interventions communicated through Pastoral Cobra to quality assure the Quality First teaching that students receive.</p>	
<p>INTERVENTION TO DRIVE ATTAINMENT FOR TARGETED COHORTS</p> <p><i>Lead Staff: KWR</i></p> <p>Challenge numbers addressed:</p> <p>1, 2, 9</p> <p>Investment in Period 6 and Period 7 curriculum time for Year 10 and Year 11 to increase contact time for students by 213 hours across two years (equivalent to 8.5 week)</p> <p>Introduction of a targeted tutor time intervention structure, staffed by Curriculum Leaders, to provide rapid and targeted intervention for students identified through the RAP process.</p>	<p>EEF Teaching and Learning Toolkit - Small Group Interventions Impact +4 months</p>

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

Budgeted cost: £124,810

Activity	Evidence that supports this approach
<p>A DRIVE ON SCHOOL ATTENDANCE</p> <p><i>Lead Staff: LDN</i></p> <p>Challenge numbers addressed:</p> <p>3, 8</p> <p>Attendance Team re-structure has provided a strategic breakdown of roles, allowing each member of staff to focus on a particular area.</p> <p>Challenge PA programme introduced to provide an additional layer of challenge, support and intervention for targeted students (Particularly PP) who have different thresholds of absence</p> <p>PA spreadsheet provides an overview of every higher-level intervention taken for all students and works as an evidence base for enhanced support from the Local Authority</p> <p>Letters of challenge and support are distributed at various stages of the year to parents when attendance hits different thresholds</p>	<p>"The attendance team ensures that swift action is put in place where needed. The school recognises that the attendance of disadvantaged pupils is not where they want it to be. The school has plans in place to help to continue to raise their attendance" TAB Ofsted Report 2023.</p> <p>"Excellent pupil attendance at school is important for children's wellbeing, safety and long term development. The barriers to regular school attendance are wide-ranging and specific to individual children, and can be complex. They include: barriers associated with poor mental or physical health, academic challenges, social barriers, and barriers arising from a pupil's home environment and personal circumstances."</p> <p>Using Pupil Premium - Guidance for School Leaders - Attendance Strategies</p>

<p>Student Movement Tracker supports a smooth transition process for any new students whilst ensuring those who are removed from roll for reasons such as CME or IYT are done so timely and in accordance with national guidelines. This prevents any lost days.</p> <p>A strategic line-management process allows for regular discussions and operational quality assurance between the assistant principal and the lead EWO.</p> <p>Senior Year Manager ensures daily live updates are provided in a 'league table' format so the pastoral team are given figures for all year groups attendance and PA covering daily, weekly, termly and year to date totals.</p> <p>A redesign of the tutorial time structure has allowed for dedicated time to be given for all students to review and record their weekly and year to date attendance, and for this to be recognised publicly.</p> <p>QA of tutor time means that leaders can check tutors are following the correct programme for a particular day and that students are being shown the correct information.</p>	
<p>DEVELOPMENT OF STUDENT COUNSELLING SERVICES SO THAT THE RIGHT SUPPORT IS IN PLACE FOR THE RIGHT STUDENTS AT THE RIGHT TIME.</p> <p><i>Lead Staff: TTR</i></p> <p>Challenge numbers addressed:</p> <p>4, 7</p> <p>The Therapeutic Manager will continue to manage the counselling tracker, ensuring that students get the right support at the right time. This includes any externally referred support.</p> <p>This system is underpinned by a rigorous referral process, ensuring that all levels of support have been exhausted before exploring therapeutic input.</p> <p>Effective work with:</p> <ul style="list-style-type: none"> - Youth in Mind - Trinity's own wellbeing website – SafetyNet - MHST in-school mental health support - In school therapeutic support - Pastoral Cobra Team (weekly meetings to identify student need) - A BACP accredited ACES specialist who is contracted to attend the academy once per week to support our most vulnerable students 	<p>'Some children's ability to benefit from education and fulfil their lifetime potential is hampered by their poor mental health and wellbeing. The most disadvantaged children are those most at risk. Poor mental health and wellbeing is linked to poor educational attainment, yet the wider children's workforce, and school staff in particular, are not adequately skilled in supporting emotional resilience'. (Children and Young People's Mental Health Coalition: Pupil Premium Policy Briefing 2)</p> <p>'It is important to recognize when a child may need professional help for dealing with their trauma. Early intervention can also prevent the ongoing effects of the trauma into adulthood'. (verywellmind.org)</p>

<p>- Any other external service who have where students have been referred in e.g. Rape Crisis Team.</p>	
<p>ENSURING EQUITABLE ACCESS TO CHARACTER AND CAREERS CURRICULUM <i>Lead Staff: NUL and LAB</i> Challenge numbers addressed: 8 Investment in C&K Careers contract to provide access to Level 7 impartial careers advice for all students Delivery of high-quality Careers CPD for all staff to ensure that they are aware of the barriers for PP students to avoiding NEET and are knowledgeable about their part in a high-quality careers programme Employer Encounter CPD to be accessed by Phase Leaders and Careers Ambassadors to develop their knowledge and confidence in structuring a careers curriculum for all students. Pupil Premium students to be prioritised for all workplace encounter opportunities and enhanced careers opportunities. Power BI platform to be developed to track access to the careers curriculum of all students. Financial support to be available for all PP students to access careers related trips and visits. Trinity Scholars programme to include debating, public speaking, and independent research project opportunities. Adjust admissions criteria to ensure cohort PP representative in Scholars cohort. PP students to be prioritised in receiving first choice for extracurricular clubs. Allocation of curriculum time to delivery of Competitive Edge programme to ensure broadening of horizons and careers related learning for all students, especially PP students. Year 10 and 11 students will be regularly sign-posted to available out-of-school activities. The 5 day Outward Bound residential for Y10 students (a number of whom are PP) will be part-funded by the PP budget.</p>	<p>National Centre for Social Research - Risk Factors for being NEET in Young People, Dec 2023</p>
<p>SUPPORTING DISENGAGED STUDENTS (INC. PUPIL PREMIUM) TO RE-ENGAGE WITH BEHAVIOUR EXPECTATIONS <i>Lead Staff: TTR</i> Challenge numbers addressed:</p>	<p>EEF Teaching and Learning Toolkit - Behaviour Interventions : Impact +4 months</p>

<p>3, 7, 9</p> <p>Development of the Inclusion pathway to include Inclusion + and Connect to support students in reflecting on their behaviour and to reduce repeat inclusions and suspensions.</p> <p>Development of the Pastoral Leader role to drive improvements with Inclusion, Inclusion + and Connect.</p> <p>Development of Inclusion Learning Assistant role to support students with low literacy levels in completing high level behaviour reflections.</p> <p>Investment in a Behaviour Administrator to support with the centralised behaviour system</p>	<p>EEF Teaching and Learning Toolkit - Social and Emotional Learning Impact + 4 months</p>
<p>CONTINUATION OF HARDSHIP FUNDING <i>Staff Lead: NUL and TTR</i> Challenge numbers addressed: 3, 4, 7, 9</p> <p>To ensure that a lack of basic equipment for learning does not impact upon academic success by having a constant stock of additional uniform for the students who need it.</p> <p>Stationery is provided where needed to students.</p> <p>To continue to offer free breakfast in both the canteen and Inclusion +</p> <p>Staff community Christmas support scheme in place so that we can continue family food/gift support to our most vulnerable families.</p> <p>To continue to offer discounts and payment plans to allow students to access personal development opportunities</p> <p>To use a voluntary contribution system to ensure that careers related trips are accessible to all</p>	<p>In the Trussell Trust network in Bradford, more than 24,500 emergency food parcels were distributed to people in need, which is a 165% increase from five years ago</p> <p>We supported a wide range of children and families with Christmas food and gifts for the last four years.</p> <p>Trinity Academy Bradford were unsuccessful in gaining National Breakfast Scheme funding. We will continue to apply for this, and will use hardship fund in the meantime to ensure there is a free breakfast provision each day.</p>

Total budgeted cost: £304,920

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have a clear system of evaluating the impact of our pupil premium strategies. We follow DfE latest guidance and ensure that evaluation is an ongoing process. When we look at the impact our pupil premium strategies had on students last year, we can see that:

After three years of implementing our Pupil Premium strategy, and three and a half years of the existence of Trinity Academy Bradford, outcomes in all areas are suggesting significant improvements.

Between 2019 and 2025

- PP Attainment 8 has improved from 25.24 to 37.42
- PP Progress 8 has improved from -1.38 to -0.45 (2024 last year we have this as externally verified data)
- PP Basics 9-4 have improved from 10.9% to 50.9%
- PP Basics 9-5 have improved from 8.7% to 37.7%
- PP Basics 9-7 have improved from 0% to 3.8% in 2024. In 2025, this figure fell back to 0%, however there weren't any PP HAPs according to CATs Y7 baseline testing, which would impact this measure.

Considering the impact that the Covid-19 pandemic is sure to have had, this makes these shifting outcomes even more impressive. However, they are still a long way from our desired end point, and this new strategy aims to continue to close the gap.

There has been a continued reduction in suspensions since 20-21 when suspension days were at 766 (highest 20% of schools nationally) of which, 378 were Pupil Premium. Now, the proportion of suspensions for all students stands at 9.5% of the pupil cohort, compared to the national figure of 18.90% . This highlights the academy's performance as significantly stronger than the national average. Within this, PP suspensions accounted for 18.5% of the pupil cohort. The total number of suspension days for PP students has also decreased significantly year on year, from 378 days in the 20-21 academic year to 106.5 in 24-25.

Attendance continues to improve across all groups, including Pupil Premium and English as an Additional Language (EAL) students. At the end of the 2024–25 academic year, absence rates for PP students were the lowest since becoming Trinity Academy Bradford. This was 9%, down from 13.7% in the previous year and significantly below 19.7% in 2021-22. This now places the academy's PP students ahead of the national average for PP absence, which is 14%. Although Persistent Absence (PA) for PP students remains a focus for the academy, it has decreased to 26% in 2024-25, down from 34.5% in the previous year, and is again significantly stronger than the national figure of 43.6%

Review of 2019-2025 - SEND

All literacy intervention packages have been carefully developed and/or re-designed to ensure that our students most in need of literacy support get the best deal and are able to urgently catch up so that they can re-enter all mainstream classes, as appropriate. We are determined that every child will be literate, every child will be a reader, and every child will be a confident speaker despite many students arriving with a reading age far below their chronological age. The following data shows the impact of our literacy interventions from the last academic year:

- 100% of learners from our Year 7 Nurture cohort from 2024-25 have moved into further intervention and are now following the Y8 Nurture Pathway. We have supported one learner from this cohort to attend a new school setting with a resourced provision.
- 75% of learners who accessed our Platinum Reading Pathway in Year 7 have now progressed to studying Spanish and access mainstream lessons, as part of the full curriculum offering. 25% of learners from this cohort have moved in Year 8 Platinum Reading Pathway as there was a need for further intervention.
- 83% of learners who accessed our Platinum Reading Pathway in Year 8 have now progressed to our reduced intervention called Enrich. This is following analysis of the skills which we believe students most need as they enter Phase Three. 17% made sufficient progress in line with the intervention exit criteria to move into mainstream lessons.
- All learners who accessed our Enrich Intervention in Year 9 have now progressed to mainstream lessons.

We monitor the impact of our literacy interventions regularly so that every student on a literacy pathway is finding success and if not, we know why and are supporting. The introduction of a weekly SEND referrals meeting has enabled us to identify if there are any students with an unmet SEND need which may mean that they should be part of a literacy support group. Our on-site specialist assessor ensures that, where we believe students may have an underlying cognition and learning need, we conduct timely psychometric assessments, alongside other academic testing, with parental consent.

Since February 2020, our SEND team's commitment to identifying and meeting unmet need has been robust. Since 2021, we have successfully applied for 11 EHCPs. We have overturned decisions not to assess and escalated our concerns to the highest level with the local authority, securing four students specialist school settings. In the last two academic years, all EHCP applications that school submitted and those that were in process have now been accepted by SEND Bradford or a decision to not assess was overturned during SEND panel. Staff submitted 33 SEND referrals in 2024-25 and have already submitted 13 referrals in half term one of 2025-26, showing staff dedication to identifying unmet need.

In 2019, 16% of students were NEET. Since then, TAB has averaged between 0% and 3%, consistently below the National Average of 5%. During that time, of the 8 students who have been NEET, 6 of them have been justified as 'not fit for the market' by external agencies, and all students have case studies of the extensive pastoral, academic and careers specific intervention put in place for them. In 2025, 88% of students attended colleges of

sixth forms. 6% of are in apprenticeships, which is an increase of 3% from the year before. Individual students went on to a range of different opportunities such as Naval training, agricultural college, and sports scholarships, all supported by our well rounded careers programme and experienced careers advisor.

In 2023-24, 93% of our PP cohort graduated in Phase 1. Those that did not graduate had extensive support to understand why, and a key cohort for the newly appointed Phase 2 Leader are. 98% of PP students in Phase Two achieved the Trinity Challenge Bronze standard, while 69% attained the Silver standard. Additionally, 29% reached the prestigious Trinity Challenge Gold standard, which requires participation in 50 life challenges. The Competitive Edge programme at Phase 3 was prioritised as part of the curriculum and as such 100% of all Y10 students experienced 6 motivational speakers and 100% of all Y11 students experienced two careers and wellbeing focussed drop down days, alongside a mock interview day.

In 2023-24, there was a significant increase in the number of trips leaving the academy, with 874 (93%) of students attending some form of trip. 74% of these students were PP. Access to trips is tracked extensively and we are aware of which EAL, SEN E and K, CLA and PP students are accessing them. The academy takes steps to actively prioritise these students accessing trips, and financial support is offered to increase access. The academy has benefited from MAT bids to Turing funding meaning we have led exclusively PP trips to New York and Rome, and this year will be visiting CERN in Geneva as well as Marseilles. We have worked with the Outward Bound Trust to secure Generation Green funding to increase the number of PP students able to access our Y7 residential.

Student voice reports that students are happier at Trinity Academy Bradford. They consistently report that behaviour is improved, lessons are better, and the opportunities are wider. The academy has undergone multiple external reviews, one of which stated, “there has been a substantial, tangible culture shift at Trinity Academy Bradford.”

In March 2024, Trinity Academy Bradford was inspected by Ofsted. It was judged Good, with Outstanding Features.

Inspection dates:	19 and 20 March 2024
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Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Outstanding
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Leadership and management	Good
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What is it like to attend this school?

Trinity Academy Bradford is proud to serve the local community. The school is a popular choice for pupils and their families. Pupils appreciate recent improvements the school has made.

Many pupils respond well to the school's high expectations for their behaviour. The supportive staff presence on corridors helps pupils to be punctual to lessons and to conduct themselves increasingly well. Pupils' high-quality work and improved performance in published examination outcomes in many subjects reflect the quality of education they receive. The trust and school leaders have prioritised this.

The way the school supports pupils to develop their character is exemplary. Pupils are proud to 'graduate' through the 'Graduation' programme at the end of Year 8. Then, in Year 9, they learn important life skills through the Duke of Edinburgh's Award scheme and the 'Trinity Challenge'. The 'professional standards' curriculum helps pupils develop positive attendance and behaviour habits too. In key stage 4, pupils are supported to develop and prepare for the next stage of their life through the 'Competitive Edge' programme. These experiences support them to stand out from others as well as giving them a broad experience of different careers.

Most pupils are clear that bullying is not a problem. If it does occur, the school takes appropriate action to address this.

Further information (optional)

The statement above is a working document and may be updated at any time. It has been written with reference to:

Section 329 of Ofsted Framework: 'The use of the pupil premium and catch-up funding'.

DfE Using Pupil Premium Funding: Guidance for School Leaders (February 2024)

The EEF Guide to the Pupil Premium (September 2024)

Education Endowment Foundation Pupil Premium publications (latest guidance provided in September 2024)

DfE Pupil Premium reports and guidance (various, latest update on 27th October 2022)

Marc Rowland – Pupil Premium Strategy guidance (13th June 2022)

Internal experience (Our in house 'Spark' teaching and learning research guide)

Internal data

End of year outcomes analysis

National College for Teaching and Leadership, 'Effective pupil premium reviews' (Feb 2018)

National Governance Association, 'Spotlight on Disadvantage' (April 2018)

National Foundation for Educational Research, 'The Building Blocks of Success' (Jan 2017)

Sir John Dunford, 'The 10 Point plan' (Sept 2014)

Education Policy Institute report on Disadvantage Gap (July 2016) 2019

National Centre for Social Research - Risk Factors for Being NEET Among Young People (Dec 2023)

National PP conference speaker material:

Ali Jaffer (Head of Policy at the Social Mobility Commission)

Chris Jones (Director of Corporate Strategy, Ofsted)

Robbie Coleman (Head of Policy, EEF)

Daniel Sobel (CEO of Inclusion Expert)

Bath Spa University (PP+ Research Project, September 2019)

Covid Response research:

Remote learning: rapid evidence assessment (EEF, April 2020)

Impact of school closures on the attainment gap summary: EEF (April 2020)

Covid 19 support guide for schools: EEF (June 2020)

Actions for schools during the Coronavirus outbreak: DfE (July 2020)