



**The Trafalgar
School** AT DOWNTON



**Equality of opportunity – Pupil Premium Strategy
A whole school approach 2025-2028**

[evaluated & updated November 2025]

Pupil Premium strategy statement

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	809
Proportion (%) of pupil premium eligible pupils	15.5% (138)
Academic year/years that our current pupil premium strategy plan covers	September 2025 – August 2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2028
Statement authorised by	Jy Taylor
Pupil premium lead	Jy Taylor
Governor	Samantha Bennie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,930
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>	£166,930

Part A: Pupil premium strategy plan

Statement of intent

At The Trafalgar School, every student belongs, every voice matters, and every future is bright. Through inspiring teaching, a rich curriculum, and a **compassionate** community, we nurture confident learners, **empower** great people, and shape a safe, **aspirational** future for all.

The vision statement above for Trafalgar School underpins the aims and aspirations that we have for all of our students, including our disadvantaged students and it is this vision that the strategy intends to deliver.

The strategy should be seen through the lens of our mission; “to empower young people to be the source of their own success”. We know that disadvantaged students at Trafalgar School do not yet, consistently, have the same aspirational options available to them, in a large part due to the gap in their achievement.

This strategy will steer the additional funding received by the school (the Pupil Premium) towards ensuring that these learners are empowered towards the same ambitious pathways as their non-disadvantaged peers which are currently closed due to their lower attainment.

Whilst the challenges being addressed in each year of the strategy may change due to the nature and needs of the cohort, the aim will always be to address the key barriers to educational achievement. Whether this be targeting improvements to the core business of teaching and curriculum or the wider barriers such as attendance or engagement, the outcome is intended to be improved attainment, leading to our disadvantaged learners following aspirational Post 16 and Post 18 pathways.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of PP students (84.7% AY 24-25)
2	Outcomes of Year 11 PP students (A8 3.57 AY 24-25)
3	Post 16 Progression for PP students (83% non-NEET in 2022 as per IDSR)

Intended outcomes

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

Intended outcome	Success criteria
Improved KS4 outcomes for all PP students	Remove the gap for P8 between PP and national non-disadvantaged.
Improve attendance for all PP students	Attendance for PP students is above national for PP students and at least 90%
Fewer PP students becoming NEET	100% of PP students are in sustained education employment or training.

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: **£83,465**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Consistently high-quality teaching for all disadvantaged students. Including the recruitment and retention of expert teaching and support staff.	EEF states that the best available evidence is that <u>great teaching</u> is the most important level to improve outcomes.	1
CPD focused on adaptive teaching strategies to support vulnerable learners.	EEF states that the best available evidence is that <u>great teaching</u> is the most important level to improve outcomes.	1
CPD and focused on metacognition and self-regulation strategies	EEF toolkit. <u>Metacognition</u> and self-regulation can lead to +8 months progress.	1
CPD for teaching staff and Tas to support improved effectiveness of TA deployment	EEF toolkit. <u>TA Interventions</u> can lead to +4 months progress	1

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

Budgeted cost: **£33,386**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 and small group intervention in Maths and English	EEF toolkit. <u>Small group tuition</u> can lead to +4 months progress.	1
Supervised holiday study spaces during Easter and May half-term	EEF toolkit. <u>Summer schools</u> and <u>Extending School</u> time can lead to between +3 and +4 months progress.	1
Resourcing to support The Great Big Plan	EEF toolkit. <u>Metacognition</u> and self-regulation can lead to +8 months progress.	1
Revision and exam support including revision guides and resources as well as exam 'warm-ups'	EEF toolkit. <u>Metacognition</u> and self-regulation can lead to +8 months progress.	1
Sustained use of Knowledge Organisers as a tool to support revision and curriculum delivery	EEF toolkit. <u>Metacognition</u> and self-regulation can lead to +8 months progress.	1

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

Budgeted cost: **£66,635**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to provide targeted tracking, monitoring and intervention to improve attendance	DfE <u>research</u> on impact of attendance on outcomes.	2
Staffing of Learning Gateway with EBSA co-ordinator to provide in-school provision for students for whom EBSA has previously been a barrier.	Provision <u>on gradual, staged</u> return to school and need for <u>targeted reengagement</u> of severely and persistent absent students.	2
Utilise trip co-ordinator to ensure PP students have	EEF research on supporting school attendance through the	

equality of access to all trips and visits in order to build a sense of 'belonging' and school enjoyment.	<u>building of a culture of community and belonging.</u>	2
Ensure all PP students have exceptional safeguarding care and supervision to support attendance and wellbeing.	Greater risk of safeguarding concerns for PP students. Therefore, evidence is supported by <u>DfE</u> .	1,2
Enhanced careers and Post 16 progression support through 1:1 meetings, tracking, monitoring and Post 16 application support.	The DfE <u>White Paper</u> demonstrates the importance of high quality, aspirational Post 16 pathways.	3
Costs of music tuition for identified PP students in order to improve 'belonging' and support attendance.	EEF toolkit. <u>Arts participation</u> can lead to +3 months progress	1,2
Discretionary budget to be utilised for resources, uniform and sustenance to ensure individual barriers to school are removed.	EEF research on supporting school attendance through the <u>building of a culture of community and belonging</u>	1,2 & 3

Total budgeted cost: £166,930

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Despite an improvement in the A8 measure of almost $\frac{1}{2}$ a grade in each subject the A8 average of 3.5 reflects achievement of nearly 1 grade in each subject below their non-disadvantaged peers at both Trafalgar and nationally.

However, for the 83% of Year 11 PP students who were not severely absent (absence > 50%) the A8 average was 4 (with 1 EHCP removed) and for those (58%) with attendance above 80% the A8 average was 4.8.

This demonstrates the significant impact on achievement of poor attendance but also that disadvantaged students who attend well at Trafalgar School achieve in line with their non-disadvantaged national peers.

Attendance for disadvantaged students in all year groups was well below national average at 84.7% (against a national average for disadvantaged students of 88.2%). This was an improvement of 5% on AY 2023-24 but still not at pre-pandemic levels of 88%.

Behaviour data for disadvantaged students does demonstrate an in-school gap between disadvantaged and non-disadvantaged students. 5% of non-disadvantaged students were suspended 1 or more times in AY23-24 (most recent national data) against 10.7% of their disadvantaged in-school peers. However, the figure for Trafalgar disadvantaged students is well below the national for disadvantaged students of 16.5% and closer to the national average for non-disadvantaged students of 7.8%.

However, in-school tracking data does highlight the significant gap between non-disadvantaged and disadvantaged students with regard to lesson removal and internal suspension frequency.

Review of PP Strategy 2022-25

The period covered above marks the final year of the previous 3-year PP Strategy. As a consequence, it is appropriate to evaluate success against the previously identified priorities.

1. Ensure outcomes are on a par with other students nationally.
As described above. Outcomes for the whole PP cohort do not yet meet the levels of those nationally. However, 33% of the cohort did achieve outcomes above the national average and, as a cohort the average grade for the students who were not severely absent was in line with the national average for all other students.
2. Disadvantaged students have equality of opportunity to access all of the curriculum.
This objective was fully realised. All disadvantaged students had 100% access to the curriculum including all curriculum trips and visits.
3. Disadvantaged students choose ambitious Post 16 options.
This objective was achieved. 42% of the cohort intended to go on to study at Level 3 compared to 33% in AY23-24 with 25% of the cohort intending to study A-levels against 18% in AY23-24. All but one student had a destination offer in place on results day.
4. All disadvantaged students are able to sustain themselves in education or training Post 16.

This objective was partially achieved. Most recent data shows that 83% of the cohort sustained education, training or employment from the 2022 leavers cohort. This represents 20/24 students.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Whilst this data is not available for AY24-25 it will form part of the evaluation from 2025-26 onwards.

The impact of that spending on service pupil premium eligible pupils