

TRINITY SCHOOL



Pupil Premium Strategy

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Pupil Premium Strategy Statement – Trinity School – 2025–2026

This statement details our school's use of Pupil Premium funding to help improve the attainment, independence, communication and wellbeing of our disadvantaged pupils. It sets out the school's vision, the targeted approaches we use, and the expected impact on outcomes.

School Overview

Number of pupils in school: 317

Proportion (%) of pupils eligible for Pupil Premium: 43%

Academic years covered by current strategy: 2024–2027

Date published: September 2025

Date to be reviewed: September 2026

Statement authorised by: Jo Long

Pupil Premium Lead: Kim Case

Governor Lead: Deen Odunsi

Funding Overview

Total Pupil Premium allocation: £119,670.00

Total budget for this academic year: £119,670.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Trinity School, our overarching aim is to ensure that disadvantaged pupils make good or better progress towards EHCP outcomes. Our strategy focuses on communication development, emotional regulation, independence and access to high-quality teaching and specialist interventions.

Strategic Vision

- Leading excellence in complex SEND provision
- Ensuring outstanding person-centred achievement and outcomes
- Including everyone in meaningful and safeguarded life experiences

Challenges

- 1 – Severe and profound communication and interaction difficulties
- 2 – Complex and challenging behaviours associated with Autism and neurological conditions
- 3 – Severe and profound impairments of cognition, learning, SEMH, sensory and physical needs

Part B: Review of Previous Academic Year

Outcomes for disadvantaged pupils (2024–2025)

Pupils with Severe or Profound Needs (44 pupils)

Communication & Interaction: 86%

Cognition & Learning: 89%

Social & Emotional Development: 84%

Physical, Medical & Sensory Needs: 84%

Independence & Life Skills: 90%

Expanded Interpretation:

Progress for pupils with severe or profound learning needs remains consistently strong. The 91% progress in Communication & Interaction shows the effectiveness of AAC, visuals, structured environments and SALT input. Cognitive progress reflects high-quality personalised teaching. Physical and sensory progress indicates effective sensory diets and therapy input. Independence remains an area to strengthen, as pupils with profound needs require intensive support and disadvantaged families may have fewer opportunities to practise life skills at home.

Pupils with ASC (94 pupils)

Communication & Interaction: 94%

Cognition & Learning: 91%

Social & Emotional Development: 92%

Physical, Medical & Sensory Needs: 93%

Independence & Community Involvement: 95%

Expanded Interpretation:

ASC pupils eligible for Pupil Premium show exceptionally strong outcomes. High communication progress reflects Autism-friendly practice, structured routines and consistent visual supports. Cognitive progress demonstrates increased engagement through structure and predictable environments. SED progress highlights the impact of personalised behaviour plans and sensory regulation. Physical and sensory outcomes are supported by strong multi-disciplinary work. Independence skills are developing well due to structured lifeskills and community access programmes.

Highly Specialist Behaviour Team Group (34 pupils)

Communication & Interaction: 91%

Cognition & Learning: 100%

Social & Emotional Development: 91%

Physical, Medical & Sensory Needs: 97%

Independence & Community Involvement: 94%

Expanded Interpretation:

For pupils supported by the Behaviour Team, outcomes show the powerful effect of personalised behaviour support. 100% cognitive progress demonstrates that once regulation strategies are in place, engagement in learning improves significantly. Communication progress reflects the importance of alternative communication

systems in reducing frustration. SED progress highlights trauma-informed and relational approaches. Physical and sensory progress reflects effective sensory regulation planning. Independence progress shows that even pupils with behaviour needs can achieve independence when skills are broken down and explicitly taught.