

## Pupil Premium strategy statement 2019-20

1. Summary information					
School	Trinity Academy				
Academic Year	2019/2020	Total approved PP budget	£231k	Date of most recent PP Review	Dec. 2019
Total number of pupils	495	Number of pupils eligible for PP	181	Date for next internal review of this strategy	Sept. 2019

2. Current attainment		
	<i>Pupils eligible for PP (TA)</i>	<i>Pupils eligible for PP (national average)</i>
% achieving 5+ incl. E&M	26%	24%
% achieving 4+ in E&M	35%	45%
% entering EBACC	57%	27%
Progress 8 score average	N/A	-0.45
Attainment 8 score average	32.0	36.5

3. Barriers to future attainment (for pupils eligible for PP)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	EAL status of pupils in the Academy
B.	Literacy skills of pupils in the Academy
C.	Pupil aspirations and regard for the impact of education on social mobility
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Parental Engagement
E.	Attendance

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils will be working towards developing a strong command of the English Language.	<p>Pupils will first express themselves orally in English and then achieve greater competence in spoken English.</p> <p>Pupils will begin to write in extended sentences in English.</p>

		EAL PP Pupils will have dedicated EAL provision, which enables them to more fully access the wider curriculum.
<b>B.</b>	Pupils will enjoy reading and continually develop their literacy skills as part of the curriculum.	Pupils improve their command of English; they access the curriculum well and can competently read instructions in lessons. They actively take part in DEAR time.
<b>C.</b>	Pupils will take part in educational visits, hear visiting speakers, attend and present weekly assemblies, attend Careers Information and Guidance events.	There will be a series of workshops focussed on supporting the PP cohort to develop their aspirations and workshops centring on university, academic success etc.
<b>D.</b>	Develop parental engagement strategies such as Parent Voice, and invite parents in to discuss progress through targeted parent evenings (breaking the cohort down into vulnerable groups). Ensure those parents who do not speak English as a first language have access to a translator (provided by themselves or by the Academy).	85%+ attendance at parent's evening. Wellbeing Education to assist in engaging parents. Disadvantaged parents actively encouraged to participate during Parent Voice sessions or surveys. Positive feedback on parent surveys/questionnaires.
<b>E.</b>	PP pupils' attendance rates will be excellent and not in persistent absence category.	PP attendance target of 96% with none below 90%.
<b>F.</b>	Close gap in A8 %age and E&M 4+ %age between PP pupils and whole cohort, and between PP pupils and national average.	Gaps closed.

<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2019/2020 Budget total £231k</b>				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole-school strategies to address non-academic barriers.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will we ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Implementati review schedule</b>
Ensure class sizes remain small, especially in subjects such as English, Mathematics and Science.	Academy admissions criteria favour those with a status of PP.	Smaller class sizes will enable the pupils to make maximum progress possible supported by the class teacher.	Ensure Academy Admissions policy is being followed, and the guidelines set out in the Education Vision regarding class sizes is met.	AFA	Annually
Improve the reading age of pupils through selecting texts matched to age.	As part of the DEAR strategy and using Accelerated Reader, ensure PP pupils are reading appropriate and aspirational texts.	Boosting overall reading age to ensure it is at least in line with age expectations.	Complete reading tests using Accelerated Reader.  Monitor the DEAR programme at the Academy.	HSH	Termly
Provide teaching staff with a context and rationale to understand the PP strategy nationally and how this impacts pupils at our Academy.	Staff CPD  Follow research from Sutton Trust	Use a staff CPD session to explain the PP Strategy and what funds can be used to drive improvement.  Use the Sutton Trust research as a basis for Academy-wide strategies to drive and improve attainment.	Plan and deliver Academy INSET and then gain feedback from departments about what they would like to buy.  Pilot, run and test various strategies from the Sutton Trust in the pursuit of boosting attainment.	HSH  HSH	Annually  Termly

<p>Extended day activities (enrichment and support)</p>	<p>Staff to run sessions beyond contracted hours.</p> <p>Targeted support offered.</p>	<p>When staff lead on sessions beyond their normal contractual hours, they can claim a day-in-lieu.</p> <p>Sometimes staff are directed to provide extended support to pupils after school which further enables them to claim this benefit. Running the Extended School Day also requires resources and materials; where sessions have been run for PP pupils (boxing clubs, study support) these have been purchased for pupils.</p>	<p>This system has enabled staff to buy into this process and therefore a wide range of activities is on offer for pupils.</p> <p>Operating activities such as this have enabled pupils to experience a wide range of activities that they potentially may not have tried.</p>	<p>HSH</p>	<p>Termly</p>
---	--	--	--	------------	---------------

<b>Total budgeted cost</b>					£170k
----------------------------	--	--	--	--	-------

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Implementat-i on review schedule?</b>
<p>Given historic attainment issues in Maths (and the transition from a non-mastery to a mastery curriculum) ensure targeted numeracy support in and out of lessons to enable pupils to make maximum progress in line with non-PP cohort.</p>	<p>Small class size strategy.</p> <p>Engage with the Reach Out initiative (1:1 mentoring)</p>	<p>Supported by Academy Admissions policy.</p> <p>PP cohort overall achieve less well in mathematics.</p> <p>Weekly meetings held after school with Reach Out mentors focusing on numeracy and literacy.</p>	<p>Ensure class sizes do not exceed 25.</p> <p>Monitoring of Reach out attendance. Mentor and pupil feedback sought.</p>	<p>AFA</p> <p>LSM</p>	<p>Annually</p> <p>Weekly</p>

<p>Improve access to Curriculum subjects through improved understanding of English (those pupils who were also EAL).</p>	<p>Provide pupils with access to Chromebooks</p> <p>Dedicated teacher for EAL/PP Group.</p>	<p>Pupils use Chromebooks in the classroom for translation.</p> <p>Despite no staffing costs, there are other costs such as ordering specific resources/games for conversation and discussion topics.</p>	<p>Review usage of Chromebooks in lessons and ensure teachers have strategies to support learners using them in lessons.</p> <p>Pupils will demonstrate they are able to access discussion tasks, improved verbal participation in lessons.</p>	<p>HSH</p> <p>HSH</p>	<p>Termly review of usage.</p> <p>Half-termly observation of lessons.</p>
<p>Reading and Language intervention strategies.</p>	<p>Those PP readers who have a reading age significantly below their own reading age can be placed on Accelerated Reader and the Ruth Minchin scheme.</p> <p>Sessions available where appropriate with in-house SALT specialist to improve expression, self-esteem and communication.</p>	<p>The reading programme will enable pupils to develop their literacy skills and access the curriculum in lessons.</p> <p>Sessions with in-house SALT provider (LSP) will enable the Academy to target support at PP cohort, particularly where there is difficulty in expression or language selection.</p>	<p>Check through progress on Reading Age tests, observations of pupils in lessons and written tasks.</p> <p>Reduction in pupils becoming frustrated/getting into trouble. Pupils use more ambitious vocabulary in lessons.</p>	<p>IFB</p> <p>FSY</p>	<p>Termly</p> <p>Termly</p>

Breakfast Club: staffing costs of running Breakfast Club from 7.30am every morning.	Free breakfast provided for all pupils. Those with PP status will be targeted especially. Parents will be contacted and the Breakfast club explicitly advertised.	Research conducted outlines the relationship between hunger and attainment with hungry children less likely to achieve well.  Informing parents ensures that parents are aware of the club and what food is available.	Monitor attendance of PP cohort at Breakfast club.	HSH	DFE Checkpoint deadlines (every 3 months).
<b>Total budgeted cost</b>					£50k
<b>iii. Other approaches/wider action to address non-academic barriers</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Development of self-esteem and self-worth through taking part in outdoor adventure activities.	Where necessary part- fund participation in residential activity.	Outdoor activities help to develop confidence and leadership potential in young people. The Duke of Edinburgh scheme provides opportunities for developing character and outdoor skills.	Encourage PP pupils to take part in the DoE scheme and ensure that there are no barriers to participation.	ZCH	Sept. 2020
Ensure pupils are ready to learn.	Provide pupils with equipment and items of uniform if needed in order to enable them to fully access the curriculum and mirror what their peers have.	Ensure that pupils have the correct equipment given to them so that they are immediately on a par with their peers.	Provide discount for PP cohort when equipment is sold. Ensure equipment or uniform given out for free is done so quickly so pupils feel part of the community.	ZCH/VPI	Termly/Annually
Specific Revision Guides for subjects to use at home.	Curriculum. Leaders (CLs) to recommend revision guides that are suitable for those with PP. This will ensure quality-assured materials are available to PP pupil	Disadvantaged pupils need to have quality-assured materials to revise from.  Identification and selection of specific materials ensures that Curriculum Leaders are	CLs to use sample copies of Revision guides to map against the different courses.	HSH /CLs	Annually

	families to support learning and revision.	aware of what pupils are learning.			
<b>Total budgeted cost</b>					£11k

## 6. Review of Pupil Premium Cohort Attainment

We look at the PP progress data to see whether particular subjects and age groups should be targeted.

We aim to use the funding to support disadvantaged pupils across the full range of ability.

The last Ofsted inspection (May 2017) judged our disadvantaged pupils to be achieving well at the Academy compared to those who are non-disadvantaged.

### 1st Form pupils (now 4th Form)

The Pupil Premium cohort was achieving well, as highlighted by Ofsted. Only one pupil in the PP cohort had not achieved their target grade (in the core offer of English, Mathematics and Science), however, it is worth noting that they were not high achieving and they had missed their target grade by one Trinity Point (less than half a sub-level).

### 2nd Form pupils (now 5th Form)

There was no significant difference in the number of pupils making progress who are in the Pupil Premium Cohort, compared to pupils overall. One pupil consistently achieved more than 2 Trinity Points below their target in core subjects. This pupil did not join the Academy until after the start of the 2<sup>nd</sup> Form, and work undertaken to close the gaps.

### 3rd Form pupils (now Y12)

The PP cohort was achieving well in relation to those designated non-PP, which was a strength highlighted by Ofsted. There was no significant difference in the achievement of the PP cohort in the core subjects when compared to the non-PP cohort. However, in Science more had underachieved than in English or in Mathematics which was in-line with outcomes overall.

*\*More in depth analysis is available in the Academy's outcomes report for 2017-2018.*

## 7. Review of PP expenditure in 2018-19 (£217k)

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether we will continue with this approach)	<b>Cost</b>
Ensure class sizes remain small, especially in subjects such as English, Mathematics and Science.	Academy admissions criteria favour those with a status of PP  Additional staff employed in English and Mathematics to allow smaller class sizes.	Over staffing based on the actual curriculum needs has had a positive effect on the attainment of pupils in English, Maths and Science.  There has been a positive effect on those designated medium and lower achievers as well as those who have all achieved well.	This approach will be continued. There needs to be a greater emphasis on higher achieving pupils overall.	Cost built into overall budgeting for the Academy.
Improve the reading age of pupils through selecting texts matched to age.	As part of the DEAR strategy and the Accelerated Reader programme, ensure pupils are reading appropriate texts, and aspirational texts for Pupil Premium pupils.	Reading ages have improved for those designated Pupil Premium.	To further boost reading comprehension of pupils at the Academy, the Accelerated Reader programme has been introduced. Accelerated Reader has a proven impact on improving the reading ages of pupils. Accelerated Reader enables a joined-up approach to boosting reading ages and reading comprehension.  Reading mentors will be explored (staff, volunteers and pupils) to read with disadvantaged pupils to further boost the reading performance of the PP cohort.	Use of staff during DEAR time. Volunteers and pupils trained.
Provide teaching staff with a context and rationale to understand the PP strategy nationally and how this impacts pupils at our Academy.	Staff CPD Follow research from Sutton Trust	Staff CPD encouraged requests for additional resources.	Produce bespoke training for staff about how to work with PP pupils.	Cost built into overall budgeting for the Academy.



<p>Extended-day activities (enrichment and support)</p>	<p>Staff run sessions beyond contracted hours.</p> <p>Targeted support offered.</p>	<p>Staff provide extended support to pupils after school.</p> <p>Running the Extended School Day activities (boxing club, study support etc) requires resources and materials; these have been purchased for PP pupils.</p>	<p>Running such activities has enabled pupils to experience a wide range of enrichment activities that they may not have experienced otherwise.</p>	<p>Extended Day Staffing costs</p> <p>Extended Day Resources</p>
---	---	---	---	--

**ii. Targeted support**

<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did we meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether we will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Given the previous attainment issues in Maths (and the transition from a non-mastery to a mastery curriculum) ensure targeted numeracy support in and out of lessons to ensure pupils make progress in line with non-PP cohort.</p>	<p>Small class size strategy. Targeted intervention classes.</p>	<p>Funding of additional teachers to support the Pupil Premium Cohort was important to ensure that the attainment gap was not an issue at the Academy.</p>	<p>Pupils benefit from close attention provided by small-class sizes.</p>	

<p>Improve access to Curriculum subjects through improved understanding of English (to include pupils who were EAL).</p>	<p>Provide pupils with access to a Chromebook</p>	<p>EAL Pupils at Trinity Academy experience full immersion in English Language. This, therefore, means that pupils need access to a device to enable them to translate tasks, instructions and phrases. This has helped with their overall interaction.</p> <p>A specialist EAL teacher is employed to bring expertise in working with those with a basic level of English.</p>	<p>Chromebooks were successfully introduced.</p> <p>In 2018-19 EAL teacher increased to 80% FTE and became a permanent member of staff.</p> <p>Further work with EAL Academy to be procured.</p>	<p>£30,000</p> <p>Staff member cost</p>
<p>Breakfast Club (Magic Breakfast Costs, staffing costs of running breakfast club every morning).</p>	<p>Free breakfast club provided for all pupils. Those with PP status will be targeted especially, parents will be called and the Breakfast Club explicitly advertised.</p>	<p>Running a free breakfast club led to improvements in the attendance/punctuality of learners.</p> <p>Research suggests that those who are hungry do not perform as well in the classroom as an inordinate amount of time is spent on concentrating on hunger.</p>	<p>This club could benefit from a wider source of foods that will really encourage pupils into the Academy. Snacks were given at breaktime as well (bagel) through the investment in this service for those pupils who were absent from breakfast club.</p>	<p>£550 (paid to Magic Breakfast) £748 (Staffing costs to run breakfast club)</p>
<p>Improve attainment in Science.</p>	<p>Provide pupils in Science with a revision guide.</p>	<p>Providing resources and materials as part of the extended school day and boosting attainment particularly in Science for these underachieving pupils was vital.</p>	<p>Consider other ways to engage learners in intervention as after school learners are often tired. Some money was spent on the purchasing of revision guides.</p>	
<p>Reading and Language intervention strategies.</p>	<p>Those PP readers who have a reading age significantly below their own reading age can be placed on reading programmes. -Sessions with in house</p>	<p>Placing pupils with a reading age below their counters on reading programmes, and supporting them with texts they use in lessons enables learners to make progress and broaden their own literacy skills across the curriculum. For those learners who are also PP, regardless of the gap between their actual and reading age, intensive intervention is used.</p>	<p>For other pupils at the Academy, pupils need to be significantly below their reading age to qualify for intensive reading support. Any pupil receiving the grant automatically gets intensive intervention, even if they are only a couple of months behind their reading age.</p>	<p>£672</p>

	SALT specialist to improve expression, self-esteem and communication.	SALT specialist works with those pupils who are PP and also SEND in targeted groups.		SALT costs from notional SEND funding.
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Development of self-esteem and self-worth through taking part in outdoor adventure activities.	Where necessary, part-fund participation in residential activity.	Running a bonding trip early in the year ought to enable PP learners to form strong friendships. With Acorn (adventure-training provider) pupils are exposed to a range of skills not explicitly taught in the classroom, particularly leadership skills and teamwork. This was a fantastic opportunity for pupils to experience learning outside the classroom.	The small numbers on the trip meant that some pupils were unable to share the experience. Also, staff were out of school leading to cover for academic lessons. We shall look at alternative trips in the summer term after examinations.	£3,082
Ensure pupils are ready to learn.	Provide pupils with equipment and items of uniform if needed in order to enable them to fully access the curriculum and mirror what their peers have.	Money spent on uniform and stationery (calculators etc.).	Highlight to parents that they can ask for support with these items.	£500 (stationery ) £1000 (uniform)

