

Pupil premium strategy statement (January 2018 review)

| 1. Summary information | | | | | |
|------------------------|----------------|----------------------------------|-----------------|--|----------|
| School | Trinity School | | | | |
| Academic Year | 2017/18 | Total PP budget | £211,600 | Date of most recent PP Review | Jan 2018 |
| Total number of pupils | 949 | Number of pupils eligible for PP | 224 (incl. LAC) | Date for next internal review of this strategy | May 2018 |

| 2. Attainment (GCSE results 2015) | | | | | |
|--|--|--|--|--|---------------|
| | <i>Pupils eligible for PP (national average)</i> | | | <i>Pupils not eligible for PP (national average)</i> | |
| % achieving 5A* - C incl. EM (2015) | 39% (37%) | | | 57% (63%) | |
| % achieving expected progress in English / Maths (2015) | 67% / 59% (58% / 49%) | | | 82% / 72% (74% / 72%) | |
| Progress 8 score average (from 2015) (VA*) | 1007.0 (976.7) | | | 1022.8 (1008.4) | |
| Attainment 8 score average (from 2015) | D+ (36.8) | | | C (40.3) | |
| Attainment (GCSE results 2016) | | | | | |
| | <i>Pupils eligible for PP + prior attainment (national average)</i> | | | <i>Pupils not eligible for PP (national average)</i> | |
| % of students achieving a good pass in English and maths | Low att. PP 0% (NA 13%) Mid att. PP 50% (NA 68%) High att. PP 100% (NA 98%) | | | 51% (62%) | |
| Progress 8 score in English / Maths | English: PP +0.20 N +0.34 All +0.30 | Low 0.07 (NA 0.16) Mid 0.21 (NA 0.11) High 0.63 (NA 0.05) | Maths: PP -0.30 N +0.24 All +0.10 | Low -0.41 (NA 0.19) Mid -0.26 (NA 0.12) High 0.13 (NA 0.06) | +0.34 / +0.24 |
| Progress 8 score average | -0.21 | | | +0.23 | |
| Attainment 8 score average | 37.79 (D) | | | 50.08 (C+) | |

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| Current attainment (GCSE results 2017) | | |
| | <i>Pupils eligible for PP + prior attainment (national average)</i> | <i>Pupils not eligible for PP</i> |
| % of students achieving a 4+ in English and maths | PP = 28% | Non PP = 57% |
| Progress 8 score in English / Maths | English: PP -0.35 Non PP +0.03 Maths: PP -0.24 Non PP +0.06 | National average non PP Maths = unvalidated National average non PP English = unvalidated |
| P8 Prior Attainment data | High Prior Attainment PP = -0.7 Middle Prior Attainment PP = -0.54 Low Prior Attainment PP = +0.09 | High Prior Attainment (all) = -0.21 Middle Prior Attainment (all) = -0.03 Low Prior Attainment (all) = -0.13 |
| Progress 8 score average | PP = -0.37 (WB average -0.38) | P8 all students = -0.11 |
| Attainment 8 score average | 3.22 (D-) | 4.17 (C-) |

| Attendance | 2014 | 2015 | 2016 | 2017 | 2018 targets |
|---------------------------|---------------------------------------|----------------------|----------------------|----------------------|---------------------|
| | PP 93.1% WS 94.7% | PP 93% WS 94.8% | PP 93.9% WS 95.5% | PP 93.7% WS 95.4% | PP 94.5% WS 96% |
| Persistent absence | PP 9.5% WS 6.1% (less than 85%) | PP 15.4% WS 9.13% | PP 14.9% WS 8.28% | PP 12.8% WS 8.1% | PP 12% WS 8% |

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| 1. Barriers to future attainment (for pupils eligible for PP including high ability) | |
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| In-school barriers | |
| A. | Literacy skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in Year 7. |
| B. | Attendance rates for students eligible for PP are 93.7% (below the target for all children of 96%). This reduces their school hours and causes them to fall behind on average. Persistent PP absence is 12.8%. |
| C. | Our P8 score for disadvantaged students is strong at -0.37 but is not where we want it to be. Particular concerns exist for the number of high prior attaining students achieving 4+ in Maths. |
| D. | PP students with low and middle prior attainment who achieve a 'good' grade in English and Maths are 13% and 18% behind national averages. |
| External barriers | |
| E. | Attendance at Parents Evening for parents of PP students is currently at 63% (whole school average is 77%). |
| F. | To increase communication with parents of PP students (link to PSHE and SMSC plan). |
| G. | HW scores on the reports/data collection of PP students is significantly lower than that of non PP students (N PP 1.68 – PP 2.11). |

| 2. Outcomes | | |
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| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
| A. | High levels of progress in literacy for Year 7 students eligible for PP. | Students eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced using accelerated reader assessments and English written assessments. EVIDENCE – SEE AR REPORT FROM JBS |
| B. | Increased attendance of PP students. | Reduce the number of persistent absentees (PA) among students eligible for PP to 10% or below. Overall attendance among students eligible for PP improves from 93.7% to 96% in line with 'other' students. PP PA CURRENTLY AT 20%. |
| C. | PP students with HIGH prior attainment to achieve progress score of at least 0.00. | Maths and English interventions including V11th Form mentoring, Maths and English Clinics, Maths support sessions for targeted students will all aim to increase progress of students in Maths, specifically in Years 10 and 11. -0.24 CURRENTLY. NATIONAL AVERAGE IS -0.4. |
| D. | PP students to have a higher Progress 8 score than non PP students. The gap between attainment of PP and non PP students in Y11 is less than 10%. 50% of Y11 PP students to achieve 4+ E+M. | Progress 8 score of +0.5 for PP students. Difference in GCSE grades (4+ E+M) less than 10% (PP students 66%). Effort grades of PP students to be in line with non PP students. IN LINE TO ACHIEVE THIS. SEE 'ISDR KS4 Summary & Actions'. |

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| E. | Attendance at Parents Evening for parents of PP students to increase. | Attendance at Parents Evening to increase from 63% to 77% in line with 'other' students. All PP parents to have some form of formal communication with the school each year (1:1 meeting). EVIDENCE - PARENTS EVENING EVALUATION AND FOLLOW UP MEETINGS |
| F. | To increase quality communication with parents of PP students (link to PSHE and SMSC plan). | Parents information evenings to start and to target 50 parents, 25 of whom to be PP parents. OVER 80 FOR EXAM ANXIETY AND HEALTHY LIVING. 60 FOR E-SAFETY. |
| G. | Average HW scores of PP students to increase. | PP HW scores to be in line with non PP students – 1.8 or below. PP HW GRADES HAVE IMPROVED BUT NOT IN LINE WITH NON PP. |

3. Planned expenditure

Academic year

2017/18

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.

i. Quality of teaching for all

| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|---|---|--------------------------|---|
| High Quality Teaching and Learning A, B, C, D, E, F, G | To continue to recruit and retain high quality teaching and support staff to ensure that day-day teaching, including marking and feedback, meets the needs of each learner. | The fundamentals of why we are here. We want to offer high quality teaching to all students to drive up results. CPD courses on high quality teaching strategies and lesson observations will take place (Teacher Development Trust research review on professional development). | Increased proportion of staff achieving good or outstanding lesson observations. Improved whole school marking policy and staff INSET provided to ensure students receive high quality feedback. Continued support for teachers who teach high numbers of PP students (11Y1 and 11Y2 + BS and Geog) | BHN JBE | Jan 2018 This has had an obvious impact on day to day learning, as indicated in the SEF below. To continue as a priority |
| Key Stage 3 Literacy and Numeracy Intervention A, D, G | A new Intervention programme has started with a targeted small group of students with the aim to raise standards of English/Maths. | Assistant Headteacher FPS implemented change of system based on research and the need for an 'individualised approach'. A teacher has been appointed to oversee this programme. | Teacher assessments of targeted groups are monitored termly so interventions can be tailored to students' needs carefully. | FPS DPY AWS SBE | Jan 2018 To continue but to develop in line with the Intervention programme, facilitated by FPS. |

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| English and Maths Intervention sessions | A targeted group of Year 11 students will have 3 hours extra Maths and/or English a week. Sessions taught by specialist teachers and SLT. Target group of students monitored regularly by SLT and after school 'clinics' introduced. | Extra quality teaching and learning of English / Maths will increase chances of students achieving a 'good' grade. Directed teacher time and reduced class sizes will add potentially 6+ months of progress (EEF toolkit). | Meetings with students and parents to explain changes. Students to be involved in discussion on options. Assessment data need to be monitored closely to assess progress. Mock examination data in December will be used as a comparison against 11A data. | MPR BHN DSN JBE | Jan 2018 More individualised interventions to take place through Maths and English mentoring and revision clinics. |
| Literacy Software A, D, G | To raise standards of achievement through improving literacy skills. This programme is being launched initially with year 7 students. Levels of progress in reading will be monitored continuously. | Accelerated Reader was shown to have a positive impact in an independent evaluation. Overall, studies of literacy interventions consistently show positive benefits on learning. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. | Students' progress continues to show 'better than expected' progress in terms of reading. In some cases, progress more than double expected progress (AR summary report). | CPT English Staff | Jan 2018 Huge impact as indicated in the AR report for PP students. To continue but more work to do on the follow up to the report. Individualised scripts etc. |
| Total budgeted cost | | | | | £183,960 |
| ii. Targeted support | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Careers Education Information Advice and Guidance B, C, D, E, F | We have appointed a careers co-ordinator to work with all learners. | FSM students have been targeted for extra support and guidance to raise aspirations including preparing them for interviews/UCAS application/support for work experience. | 100% of last year's Year 11 students in Post 16 education, employment or training. 100% of Year 11 students receiving the Pupil Premium grant are in in Post 16 education, employment or training. | RCY | Jan 2018 0 NEET figures for 2017. Year 11 students are clear in their aspirations. To continue and to build UniFrog into Year 11 PSHE work. |

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| <p>Key Stage 3 Homework Club</p> <p>A, D, G</p> | <p>We have set up a Key Stage 3 homework club to provide students with an environment that they can complete and homework. It also provides a structured setting and support is in place.</p> | <p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress).</p> | <p>Increased numbers of students attending homework club. HW grades on reports for PP students to increase.</p> | <p>HoH NCM</p> | <p>Jan 2018</p> <p>To continue but this system will be revised in line with the school development plan. Still a HW gap for PP students.</p> |
| <p>Key Stage 4 Homework Club/Prep</p> <p>A, D, G</p> | <p>We have set up a Key Stage 4 homework club to provide students with an environment that they can complete independent study and ensure support is in place.</p> | <p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress).</p> | <p>Increased numbers of students attending homework club. HW grades on reports for PP students to increase.</p> | <p>MPR NCM</p> | <p>Jan 2018</p> <p>To continue but this system will be revised in line with the school development plan. Still a HW gap for PP students.</p> |
| <p>Revision classes</p> <p>A, D, F, G</p> | <p>Support for learning is provided for students either in group or one to one tuition. Close monitoring and assessing of all students needs ensures correct support is in place.</p> | <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.</p> | <p>Contribution to whole school percentage of students achieving 4+ English and Maths to be 60%+ PP students achieving 4+ English and Maths to be in line with this.</p> | <p>MPR HoCAs</p> | <p>Jan 2018</p> <p>More individualised interventions to take place through Maths and English mentoring and revision clinics.</p> |
| <p>Vlth Form Maths Mentoring sessions</p> <p>D, G</p> | <p>Use of mentors to provide 1:1 support within lessons and in tutor time sessions.</p> | <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff and Vlth Form students are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.</p> | <p>Contribution to Year 11 students achieving 4+ in Maths.</p> | <p>TGB MPR</p> | <p>Jan 2018</p> |

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| <p>Senior Mentors and Groups</p> <p>B, C, D, E, F, G</p> | <p>Mentors are allocated to targeted groups of students to ensure individual progress is being achieved. Individuals are monitored and tracked and appropriate interventions are implemented.</p> | <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress.</p> | <p>Attendance improved. Behaviour for learning Improved. Increased attendance to booster session.</p> | <p>MPR RWS</p> | <p>Jan 2018</p> <p>To continue – impact was clear across the board. Exam performance of mentored students made more progress. Mentoring to be on a smaller scale however. See Intervention sheet.</p> |
| <p>Attendance Tracking</p> <p>B, C, E, F</p> | <p>An attendance officer has been appointed to track, monitor and raise attendance which is linked to attainment.</p> | <p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> | <p>Whole school attendance figure for this period 94.5%+. Persistent Absence figure for this period is less than 12%.</p> | <p>JBE JTS</p> | <p>Jan 2018</p> <p>To continue but to be developed further with the use of HoH and Deputy HoH. Tracking to be more individualised.</p> |
| <p>Transport support</p> <p>B, F</p> | <p>To secure student attendance and enable students to participate in extracurricular activities.</p> | <p>We can't improve attainment for children if they aren't actually attending school. This helps ensure some PP students receive support to attend school and extra-curricular activities.</p> | <p>Students should be able to attend after-school and holiday boosters even though the usual bus is not available at these times. Thus barrier to learning is removed</p> | <p>JBE CSE</p> | <p>Jan 2018</p> <p>To continue – essential to aid the work of the attendance officer and HoH.</p> |
| <p>Education Psychologist</p> <p>B, C, D, F</p> | <p>External Ed. Psych employed to work with selected PP students. Report is shared with parents.</p> | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> | <p>Reports for PP students shared with parents and interventions put in place to support learning where needed.</p> | <p>TMN FPS JBE</p> | <p>Jan 2018</p> |
| <p>Educational Welfare Officer</p> <p>B, F</p> | <p>EWO employed to work with selected PP students on poor attendance. Communication with parents and home visits is essential.</p> | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> | <p>Reports for PP students shared with parents and interventions put in place to support learning where needed. EWO to have constant communication with targeted parents.</p> | <p>JTS</p> | <p>Jan 2018</p> |

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| <p>Peer Mentoring B, C, D</p> | <p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees in order to raise confidence and resilience skills amongst students.</p> | <p>The EEF Toolkit suggests the introduction of peer tutoring approaches has a positive impact on learning, with an average positive effect of approximately five additional months' progress. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups.</p> | <p>All Year 7s to be Peer Mentored by Year 10s in first term. Targeted students to receive extra mentoring. JPY to oversee training of mentees.</p> | <p>JPY</p> | <p>Jan 2018</p> |
| <p>ELSA / FSSW / Cocoon / Anger management B, C, D, E, F, G</p> | <p>Investment used to employ members of staff who support students, parents and adoptive parents in the home environment so they can then better-support their children with their learning.</p> | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> | <p>Reports from FSSW and ELSA workers on termly Pastoral Reports. Evidenced through an increase in attendance for PP students and better attendance at parent's eve for PP families.</p> | <p>TSR DPY AWS NCM</p> | <p>Jan 2018</p> |
| <p>Alternative curriculum B, C, D, F</p> | <p>Provide personalised learning programmes for students to meet their diverse needs and interest to ensure they make expected progress and all remain in further education or employment post 16.</p> | <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> | <p>Weekly meetings between JBE and MHE in order to identify key students. Reduction in behaviour issues amongst these students. Work Skills course now established, which incorporates opportunities for high quality, tailor-made work experience for students who need a more bespoke curriculum.</p> | <p>MHE</p> | <p>Jan 2018 To continue – MHE to work with JBE and BHN closely to look at individual students and how to support their learning needs. Strong link to career guidance as well (RCY).</p> |
| Total budgeted cost | | | | | <p>£23,260</p> |
| <p>iii. Other approaches</p> | | | | | |

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| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|--|---|-------------------|---|
| Summer School A, D, E, F | To support students with transition from Key Stage 2, students from our feeder Primary schools are invited. | On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not (EEF). | Increased attendance of students to summer school. Over 100 attended in 2017. All students who attend Summer School receive a written report on their progress. | EFN TSR | Aug 2018 To continue – an important part of the induction process and an introduction to the HW schedule. Feedback from parents was overwhelmingly positive (EFN). |
| Support with Equipment and Uniform B, C, F | To remove barriers that stop students from accessing the curriculum, resources are provided to support learning and exam preparation. | Correct equipment and school uniform supports the development of a whole school ethos and therefore is supportive of discipline and motivation. | Improved climate for learning with students prepared for lessons. Fewer incidents of behaviour when pupils were supported. | HMY NCM JBE | Jan 2018 To continue – aids T+L and enables PP students to be in school and fully equipped. Vital. |
| Cultural Enrichment B, D, F | Trips and travel costs are subsidised to increase students understanding and widen students' life experiences. | Independent evaluation to be carried out to judge effectiveness. | All students to be given the opportunity to attend activities. | JBE | Jan 2018 To continue – difficult to measure but has a huge cultural impact on PP students. |
| Breakfast Club B, C, F | Breakfast provided for PP students weekly. | Independent evaluation to be carried out to judge effectiveness. | All PP Year 11 students given the opportunity to have breakfast before attending school. | JBE MPR | Jan 2018 |
| External services / professional companies A, B, C, D | The hiring of external companies to increase and enrich teaching and learning within the school. Eg. StageCoach. | The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. On average, enrichment interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). | All students given the opportunity to enrich their learning. | JBE | Jan 2018 |
| Total budgeted cost | | | | | £4,380 |

