

Financial Year	Amount of PP funding
2013-14	£178,200
2014-15	£202,075
2015-16	£195,595
2016-17	£226,480

	2014-15	2015-16	2016-17
Number of students on roll	865	910	921
Number of Pupil Premium students eligible for funding	213 (25%)	222 (24%)	235 (26%)
Number of Looked After Children eligible for funding	5	13	9
Number of Service Children eligible for funding	3	5	5

Current overall progress and attainment of disadvantaged students (RAISE 2016):

Progress 8	All	Disadvantaged
Cohort	153	38
Score	0.12	-0.21

Progress 8	Low		Middle		High	
	All	Dis.	All	Dis.	All	Dis.
Cohort	43	20	82	16	28	2
Score	0.07	-0.25	0.12	-0.27	0.19	0.60
National	0.00	0.19	0.00	0.14	0.00	0.07
Difference	0.07	-0.44	0.12	-0.41	0.19	0.54

Attainment 8	Low		Middle		High	
	All	Dis.	All	Dis.	All	Dis.
Cohort	43	20	82	16	28	2
Score	31.93	27.85	49.73	46.31	65.21	69.00
National	28.39	31.16	48.86	50.63	64.17	65.00
Difference	3.54	-3.31	0.87	-4.32	1.04	4.00

- High prior attaining disadvantaged students have an overall P8 score of +0.60, on the 2<sup>nd</sup> centile nationally, for the Ebacc element their P8 score is on the 1<sup>st</sup> centile
- National P8 for disadvantaged students is -0.38 (NCER). At Trinity it is -0.21. In English, Science and Languages disadvantaged students have positive P8 scores (page 32 RAISE). We are diminishing the difference that exists nationally
- High prior attaining disadvantaged students achieve more than half a grade above national average for non-disadvantaged high prior attainers (page 9 RAISE);
- There are clear improvements in attendance of PP students, with attendance going up by 1% and PA improving by 0.5%, both of these figures are above national average.
- Our current cohort of KS4 disadvantaged students receive a tailored programme of support in Maths; their current P8 score in Maths better than for non-disadvantaged (-1.18, against -1.21); for low ability disadvantaged the current Maths P8 score is even more encouraging at -0.08.
- A greater proportion of disadvantaged students now fill the Ebacc element: 88% of current Year 11 disadvantaged fill their Ebacc slots, compared with just 40% last year due to the different option choices in place. This will improve both the Ebacc and Overall P8 score for disadvantaged students.

Historic data: Where are the gaps in Year 11?						
Year 11:	2014 gap between PP and non PP	2015 gap between PP and non PP	2016 gap between PP and non PP	2017 target for PP	2017 target for non PP	2017 Predicted gap
<b>Attainment – 5+ A*-C passes including English and mathematics</b>	PP 36% N 50% (Nat. average 34%)	PP 39% N 53% (Nat. average 37%)	PP 26% N 58% (NA N 69%)  <b>Grade C or above in E+M</b> Low PP 0% (NA 13%) Mid PP 50% (NA 68%) High PP 100% (NA 98%)	English + Maths 5+ 45%	English + Maths 5+ 55%	10%
<b>Attainment – average points score in English</b>	- -	- -	PP 9.26 N 10.87 (NA 10.95) All 10.50  Low PP 7.50 (NA 7.33) Mid PP 10.88 (NA 10.69) High PP 14.00 (NA 13.10)	10.50	10.95	0.45
<b>Attainment – average points score in mathematics</b>	- -	- -	PP 6.79 N 9.84 (NA 10.39) All 9.13  Low PP 4.30 (NA 5.46) Mid PP 9.13 (NA 9.95) High PP 13.00 (NA 13.14)	9.13	10.39	1.26
<b>Average Attainment 8 score</b>	- -	PP 41.1 All 46.1	PP 37.79 (D) N 50.08 All 47.23 (C)	C-	C+	
<b>Progress 8 score</b>	PP VA 999 All VA 1028	PP -0.27 All +0.03	PP -0.21 N +0.23 All +0.12	PP 0.00	N +0.5	0.5
<b>Progress 8 score – English</b>	PP 69% expected progress All 84%	PP 67% expected progress All 79%	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)	PP +0.3	N +0.5	0.2
<b>Progress 8 score - Maths</b>	PP 59% expected progress All 44%	PP 59% expected progress All 69%	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)	PP +0.1	N +0.5	0.4
<b>Attendance</b>	PP 93.1% WS 95.7%	PP 93% WS 95.8%	PP 93.9% WS 96.2%	PP 94.4%	WS 96%	1.4%
<b>Persistent absence</b>	PP 9.5% WS 6.1% (less than 85%)	PP 15.4% WS 9.13%	PP 14.9% WS 8.28%	PP 12%	WS 8%	4%

## What is Pupil Premium?

The Pupil Premium Fund has been provided by the Government, since 2011, in response to compelling statistical evidence which revealed that children in certain social brackets did not make expected academic progress. Research identified children were disadvantaged in this way, if they were:

- receiving free school meals (FSM)
- being looked after by the Local Authority (in care)
- adopted
- children of service personnel

In an attempt to redress this imbalance, The Fund is issued to schools, across the country, giving each institution discretion over how the money is deployed to raise the attainment of its Pupil Premium students.

## What does this mean for Trinity?

At Trinity, we believe in equality for all. It is our belief and driving principle that we will support every child in school, to help each one be the very best that they can be. However, we recognise the power of the government's intervention, which helps us provide top quality provision, and gives us control over how we do this, for the benefit of our students.

## How is the fund allocated?

The purpose of the funding is to close the attainment gap between Pupil Premium students and their non-Pupil Premium peers. In addressing these fundamental needs, the table below outlines best practice.

<b>Effective management of the fund means schools must ...</b>	<b>In practice, this means...</b>
<ul style="list-style-type: none"><li>• make the provision of quality teaching its priority, above all else, to meet the needs of each learner in every lesson, every day</li></ul>	<ul style="list-style-type: none"><li>• investing in high quality staff and teaching resources for the classroom</li></ul>
<ul style="list-style-type: none"><li>• invest in tracking and monitoring of progress and attainment, so that areas of further need, and opportunities for additional interventions, are 'flagged-up' and addressed quickly and effectively</li></ul>	<ul style="list-style-type: none"><li>• ensuring that the school has a robust monitoring system so that every teacher takes responsibility for their students' progress and addresses additional needs efficiently</li></ul>
<ul style="list-style-type: none"><li>• address the needs of <u>each child</u>, as a whole, identifying and addressing emotional, social and cultural barriers to their progress, alongside educational needs</li></ul>	<ul style="list-style-type: none"><li>• ensuring all students can access extra-curricular activities that are designed to further progress and attainment</li></ul>

## Pupil Premium Grant analysis 2015-2016

The table below summarises the amount of funding that has been received by Trinity School and the impact it has had.

*This information is correct as of October 2016, but is subject to change due to fluctuating roll.*

Summary of Pupil Premium Funding Allocation 2015/16				
Item/Project	Cost	Objective	Outcomes	Impact?
High Quality Teaching and Learning	£94,975	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.	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. Increased awareness of, and regard, for the 2014 SEND Code of Practice, making every teacher a better teacher of those with SEND.	This has had an obvious impact on day to day learning, as indicated in the SEF below. To continue as a priority.
Careers Education Information Advice and Guidance	£4,042	Our Careers Co-ordinator works with all learners but those who are FSM students have been targeted for extra support and guidance to raise aspirations including preparing them for interviews/UCAS application/support for work experience.	All of Year 11 students receiving the Pupil Premium grant are in in Post 16 education, employment or training.	0 NEET figures for 2016. Year 11 students are clear in their aspirations. To continue and to build UniFrog into Year 11 PSHE work.
Key Stage 3 Homework Club	£1,212	The Key Stage 3 homework club continues to provide students with an environment where they can complete homework with the support of staff.	Increased numbers of students attending homework club.	To continue but this system will be revised in line with the school development plan. Still a HW gap for PP students.
Key Stage 4 Homework Club	£1,617	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.	Increased numbers of students attending homework club.	To continue but this system will be revised in line with the school development plan. Still a HW gap for PP students.
Key Stage 3 Literacy and Numeracy Intervention	£30,311	Our literacy and numeracy intervention groups in Years 7, 8 and 9 continue to supplement mainstream English and Maths lessons, for those identified as falling below expected levels.	Teacher assessments of targeted groups are monitored termly so interventions can be tailored to students' needs carefully.	To continue but to develop in line with the Intervention programme, facilitated by FPS.
Literacy Software (Renaissance Learning)	£7,072	The school continues to invest in the Accelerated Reader software which supports all readers, especially those who are more reluctant.	Students' progress continues to show 'better than expected' progress in terms of reading. In some cases, progress more than double expected progress.	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.
Boosters	£3,031	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.	Contribution to whole school percentage of students achieving 5A*-C including English and Maths was 51%	Boosters not to continue as the impact of this is difficult to measure. More individualised interventions to take place through Maths and English mentoring and revision clinics.

Easter Boosters	£1,617	Booster sessions are run as master classes to help Key Stage 4 students with their exam preparation.	Contribution to percentage of students achieving 5A*-C including English and Maths (51%).	To continue with select students but not called 'Boosters'. October half term and Feb half term study sessions to be introduced.
University Maths tutoring	£606	Use of mentors to provide 1:1 support within lessons.	Contribution to Year 11 students achieving A*-C in Maths.	To continue – this had a big impact on PP students' maths confidence and result.

Summer School	£5,659	To support students with transition from Key Stage 2, students from our feeder Primary schools are invited.	Increased attendance of students to summer school.	To continue – an important part of the induction process and an introduction to the HW schedule. Feedback from parents was overwhelmingly positive (EJS).
Senior Mentors and Groups	£7,477	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.	Attendance improved. Behaviour for learning Improved. Increased attendance to booster sessions.	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.
Attendance Tracking	£4,446	An attendance officer has been appointed to track, monitor and raise attendance which is linked to attainment.	Whole school attendance figure for this period 96%. Persistent Absence figure for this period 12%. Both are improvements on the previous year's figures.	To continue but to be developed further with the use of HoH and Deputy HoH. Tracking to be more individualised.
Cultural Enrichment	£2,627	Trips and travel costs are subsidised to increase students understanding and widen students' life experiences.	All students were given the opportunity to attend activities.	To continue – difficult to measure but has a huge cultural impact on PP students.
Support with Equipment and Uniform	£5,179	To remove barriers that stop students from accessing the curriculum, resources are provided to support learning and exam preparation.	Improved climate for learning with students prepared for lessons. Fewer incidents of behaviour when pupils were supported.	To continue – aids T+L and enables PP students to be in school and fully equipped. Vital.
Investment in IT, VLE and training	£10,731	Ongoing investment in the school's VLE to improve students' access to curriculum materials and support. New iPad computers are now available for students to use in lessons, to support their learning and ensure students are able to produce work in line with their abilities. These are also suitable for use in exams, as they conform to requirements for access arrangements.	Improved access has been achieved: all students have access to subject materials; homework is set on the VLE and revision and extension materials are posted there. Students also have access to programs which support learning in Maths and MFL.	To continue – but will be re-assessed on a case by case basis. FROG HW implemented. IPADS in V1th Form available to use.
Transport	£4,062	To secure student attendance and enable students to participate in extracurricular activities.	Students have been 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.	To continue – essential to aid the work of the attendance officer and HoH.

Alternative Curriculum	£2,850	Provide personalised learning programmes for students to meet their diverse needs and interest to ensure they achieve.	Work Skills course now established, which incorporates opportunities for high quality, tailor-made work experience for students who need a more bespoke curriculum.	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).
Investment in support services for families	£8,081	Investment used to employ members of staff who support parents and adoptive parents in the home environment so they can then better support their children with their learning.	In this period of time there has been an increase in attendance for PP students and there has been better attendance at parent's eve for PP families.	To continue and to grow. Parents information evenings to develop with the aim to increase the communication between PP parents and the school.
<b>Total Spend</b>	<b>£195,595</b>			