

## Pupil Premium Provision and Impact 2013 – 2014

The Pupil Premium is additional funding received for students who have received Free School Meals at any point in the last six years, for children who have been looked after continuously for more than six months and for children whose parents are service personnel. This funding is provided as a way of addressing inequalities in educational outcomes and of ensuring that all students can achieve academically. This funding for Trinity School is £180,000 for this academic year. The DfE allows schools to spend the funding as they see fit based on their knowledge of students' needs.

Details of how Trinity School is using this funding to support these students and increase their success are outlined below. As with many schools a sizeable proportion of the allocation is used for additional staffing with the express remit of addressing educational equalities, especially in the areas of Literacy and Numeracy.

<b>Activity / Resources</b>	<b>Intended Impact</b>	<b>Evidence of Impact</b>
Year 7 Home Group – small group with enhanced support and primary trained staff. Modified curriculum	Support transition for vulnerable students and those who need enhanced support to access the secondary curriculum	This will be evidenced in termly tracking data
Year 8 Home Group – small group with enhanced support and primary trained staff. Modified curriculum	Enhance the progress of students in vulnerable groups. Narrow the gap between the achievement of vulnerable students and those in other groups	
Year 7 one to one tuition in English and Maths to address areas of underachievement and support expected progress, particularly in disadvantaged groups	Narrowing gaps for FSM students. Increasing confidence in literacy and numeracy	Evaluations at the end of each session will confirm increased confidence and achievement of specific numeracy and literacy targets
Appointment of 1 English and 1 Maths HLTA	To provide booster sessions / Year 7 literacy catch up Year 8 sound training / Year 11 intervention work to narrow gaps for FSM students	Impact will be seen in end of year reading tests, and in tracking data and in outcomes at the end of Key Stage 4

Role of Literacy and Intervention Co-ordinator	To co-ordinate the work of the HLTAs. To track progress of students receiving intervention to ensure gaps are narrowing	This will be evidenced in termly tracking data
Assistant Head responsible for closing the gaps	To ensure in all years groups the progress gaps for FSM students are narrowing Profile of FSM students is raised Communication with parents and carers is effective	This will be evidenced in termly tracking data Evidence of planning for FSM students Students interviews / trails Parents are engaged with the work in school
KS4 Zone – personalised curriculum support for disadvantaged students at risk of underachieving	Narrowing gaps for FSM and ensuring students at risk of exclusion remain in education	Results awaited in summer 2014
Appointment of family engagement tutor	Enhance communication with parents to ensure vulnerable students are in school and have the resources and advice they need to make progress	Attendance data Reward and sanction data Termly tracking data Student voice Parental Engagement
Appointment of Learning Mentor to work with disadvantaged KS 4 students	Build confidence, support organisation and study skills in order to raise achievement and narrow gaps for FSM students	Results awaited in summer 2014
Individual career and progression planning with IAG officer	Increase aspiration and motivation	Evidence will be seen in clear progression routes and in a narrowing of the gaps for FSM students in end of year results
Sixth Form Peer Mentors	Subject support for Year 11 students to address areas of underachievement and narrow gaps for FSM students	Results awaited in summer 2014

Role of attendance officer	To secure attendance for all students and in particular our vulnerable and disadvantaged students	Attendance data
Targeted behaviour support from external specialist teacher	Removing barriers to achievement for disadvantaged students	Impact will be seen in increased participation and reduction in exclusion rates
Additional resources for departments	Resources specific for our disadvantaged students will be available in order to narrow the gaps	This will be evidenced in termly tracking data
Transition summer school	To support the transition from primary to secondary	This will be evidenced in termly tracking data Student voice Student trail
Alternative curriculum	To narrow gaps in core areas To support students with specific needs To enhance the offer they have at secondary school To personalise their curriculum	This will be evidenced in termly tracking data Student voice Student trail
Breakfast and afterschool clubs	To ensure support is available for completion of work To provide a safe, warm and comfortable environment for homework / catch up work	This will be evidenced in termly tracking data Student voice Student trail

## What was the impact of our spending?

- The gap in expected progress in English from Key Stage 2 to 4 between those students in receipt of Pupil Premium and those not fell from **29%** in **2013** to **19%** in **2014**. (That is to say that in 2013 our non Pupil Premium students achieved 29% better than our students in receipt of Pupil Premium). The National Gap in English is **18%**
- The gap in expected progress in Maths from Key Stage 2 to 4 between those students in receipt of Pupil Premium and those not fell from **41%** in **2013** to **18%** in **2014**. The National Gap in Maths is **22%**
- The percentage of our students in receipt of Pupil Premium who achieved 5 A\*-C (including English and Maths) has increased from **23%** to **33%** (This is not a gap so a rise in percentage is a good thing)
- The gap between our Pupil Premium students and non Pupil Premium students achieving 5A\*-C (including English and Maths) has reduced from **32%** to **23%**. The National Gap last year was **32%**
  
- Every single student in receipt of Pupil Premium in Year 11 last year had a clear progression route into Further Education, Training or Employment.