

Pupil Premium Provision and Impact 2014 – 2015

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.

Activity / Resources	Intended Impact	Evidence of Impact
Implement explicitly the use of a Pupil Premium champion	<p>GCSE results show that the gap in the attainment of our Pupil Premium students is at least in line with the National average gap when compared to non-Pupil Premium students nationally</p> <p>End of year data shows that the attainment gap, particularly in English and Maths is lower than the National Average</p>	Key Stage 4 English GCSE results show continued improvement and demonstrates the school's gap in English is in line with the National average. There is still some work to do with our Maths gap figure.
Expect clear entry and exit strategies for each personalised intervention	All students given access to interventions have succeeded in achieving their exit strategy	Individual student case studies demonstrate that a range of personalised intervention strategies have had an impact in a variety of different ways.

Implement a system where all staff can see, support, enhance and recommend interventions to our Pupil Premium students	<p>Subject and House staff are recommending students for interventions</p> <p>Student trails, tracking of data, student voice and lesson observations show that this intervention information is being used at a classroom level</p>	Raising the profile of our PP students ensured that all staff took measures to enhance provision and resources for the students
Set up a supported self study after school programme for Year 7 and 8 Pupil Premium students	Staff are given names of regular attenders and support the sessions through set work which allows students to close their own gaps.	Our gap figure across the majority of subjects in Year 7 and Year 8 is better than the National average. The students who regularly attended these session did not receive any behaviour logs for non completed homework
Implement a personalised learning programme through the use of the zone	Key groups of Year 7 and 8 students attend a programme of study in Zone 2 with subject specific staff	Our gap figure across the majority of subjects in Year 7 and Year 8 is better than the National average
Communicate more explicitly with parents about the Pupil Premium initiative	<p>Letters are sent home to the Parents and Carers of Pupil Premium students explaining the funding and how we use it.</p> <p>Parents are carers can ask for additional resources</p>	Parents and carers are regularly in contact with member of SLT responsible for PP and House Teams about resources needed and progress of students
Appoint a Family Support Worker	Individual plans are in place for key families in terms of support brokered by FSW	Individual case studies demonstrate that students have made progress against the entry strategy targets for the required support
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	Our gap figure across the majority of subjects in Year 7 and Year 8 is better than the National average
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	

<p>Year 7 one to one tuition in English and Maths to address areas of underachievement and support expected progress, particularly in disadvantaged groups</p>	<p>Narrowing gaps for FSM students. Increasing confidence in literacy and numeracy</p>	<p>Evaluations at the end of each session confirm increased confidence and achievement of specific numeracy and literacy targets</p>
<p>Appointment of 1 English and 1 Maths HLTA</p>	<p>To provide booster sessions / Year 7 literacy catch up Year 8 sound training / Year 11 intervention work to narrow gaps for FSM students</p>	<p>There has been an improvement in our GCSE English results. There is still some work to do with our Maths gap figure. Progress at Key Stage 3 for the majority of subjects is above the National average for our PP students</p>
<p>Role of Literacy and Intervention Co-ordinator</p>	<p>To co-ordinate the work of the HLTAs. To track progress of students receiving intervention to ensure gaps are narrowing</p>	<p>Students receiving support such as 1 to 1 sessions demonstrate progress has been made from the start of the intervention to the exit strategy.</p>
<p>Assistant Head responsible for closing the gaps</p>	<p>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</p>	<p>Member of the SLT had one to one interviews with all Year 11 and 10 Pupil Premium students. Next steps in progression were discussed and on the back of discussions targeted resources were bought to impact on student achievement.</p> <p>All PP parents in the school were contacted and briefed on PP funding. Parents and carers were asked what resources would benefit their children at school and these were then purchased and delivered as packs of resources.</p>

		Recent visit to Millfield School (National PP award winners) has allowed our thinking about intervention in KS 3 to move in different directions
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	There has been an improvement in our GCSE English results. There is still some work to do with our Maths gap figure
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	All students in Years 9-11 received an interview and follow up work with the Learning Mentor and each received an individual action plan to work on
Individual career and progression planning with IAG officer	Increase aspiration and motivation	All out PP students in Year 11 2014-2015 had identified progression routes
Role of attendance officer	To secure attendance for all students and in particular our vulnerable and disadvantaged students	The National Leader in Education who worked with the school praised the work of the Attendance Team in reference to Pupil Premium. Specific 'Attendance Days' raised the profile and highlighted the importance of good attendance. Attendance figure was 4% lower than whole school figure (92%)
Targeted behaviour support from external specialist teacher	Removing barriers to achievement for disadvantaged students	Students who have worked with specialist external teachers have seen improved Approach to Learning in class and a reduction in FTE. 12 of our 238 PP students had a FTE and 4 had 1 repeat.

Additional resources for departments	Resources specific for our disadvantaged students will be available in order to narrow the gaps	Our PP gap in the majority of subjects at Key Stage 3 is better than the National Average
Transition summer school	To support the transition from primary to secondary	Student Voice and House Team feedback tells us that those students who attended Summer School have made a smooth transition to life at Trinity. One student who came to us with a range of complex needs from Primary School has been a revelation in Year 7. A great deal of work was done with him at Summer School and he is now a happy and settled student making good progress in all areas of school life.