

## Trinity School – Pupil Premium 2016-17

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Students are eligible if they meet any of the criteria listed below:

- Received Free School Meals at any point in the last 6 years.
- In the care of the Local Authority
- Children of Service Personnel

It has been well documented that on average students who are eligible for Pupil premium have a lower average achievement than those who are non-Pupil premium. The funding is therefore available to schools to help these students reach their full potential and narrow the achievement gap between Pupil Premium and non-Pupil Premium students.

For the 2016-17 academic year 18% of students at Trinity School are eligible for the pupil premium.

The total Pupil premium spend for Trinity School for the 2016-17 academic year is £210,000.

Examples of how the gap between pupil-premium and non-pupil premium students has changed during the 2015-16 academic year can be seen below:

### KS3 ENGLISH

Year 7 – 89% of PP students were on or above their challenging flight path compared to 87% of Non-PP – a gap of +2%.

Year 8 – 48% of PP students were on or above their challenging flight path compared to 67% of Non-PP – a gap of -19%.

Year 9 - 34% of PP students were on or above their challenging flight path compare to 38% of Non-PP –4 a gap of %.

### KS3 MATHS

Year 7 – 70% of PP student were on or above their challenging flight path compared to 69% of Non-PP – a gap of +1%.

Year 8 – 30% of PP students were on or above their challenging flight path compared to 40% of Non-PP – a gap of -10%.

Year 9 - 13% of PP students were on or above their challenging flight path compare to 16% of Non-PP – a gap of -3%.

### GCSE Maths

47% of PP students made expected progress compared to 78% non-PP within school, a gap of -31. Compared to National Non-PP students (72%) the gap is -23, and compared to National PP students (49%) the gap is -2.

### GCSE English

42% of PP students made expected progress in English compared to 78% non-PP within school, a gap of -36. Compared to National Non-PP students (74%) the gap is -32, and compared to National PP students (57%) the gap is -15.

As a school the key priorities for this academic year 2016-17 are:

- **Outcomes for disadvantaged students improve to be in line with or closer to non-disadvantaged students nationally**
- **Improve outcomes for disadvantaged students who are not yet making sufficient progress**
- **Outcomes for disadvantaged students at all key stages will match or improve towards other students with the same starting points.**

Details of how Trinity School is using this funding to support these students and improve their academic outcomes 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, Numeracy, attendance and aspiration.

#### **The next Pupil premium strategy review: November 2016**

<b>Initiative</b>	<b>Strategies &amp; Rationale</b>	<b>Intended Impact</b>
Development post to focus on raising the achievement of disadvantaged students, with a particular focus on KS3	Identifying key cohort of students – extra support through a range of strategies to include; HUB club, Patron of Reading, Family Support Worker, Relax Kids, Mindfulness, Pitch to Progress.	Outcomes for disadvantaged students at KS3 will rise to bring them into line with non-disadvantaged, improved behaviour and approach to learning.
Family Support Worker – to work with KS3 PP students and their families.	To lead and support a range of initiatives to support KS3 PP students and families; HUB Club, Relax Kids, Good Together, Pitch to Progress, engaging parents – coffee mornings	Outcomes for disadvantaged students at KS3 will rise to bring them into line with non-disadvantaged. Engagement, attitudinal surveys and approach to learning grades will show an improvement.
KS3 Diploma – Launch with Yr9 – criteria for success, standards, celebration.	Launch assemblies for Year 9 cohort to explain the principle and standards for the KS3 Diploma	Increased attendance, approach to learning figures, progress in CORE subjects across Yr9 cohort – number at each standard has positively progressed.
Ensure a targeted and personalised approach is in place for all disadvantaged students across the curriculum with subject teachers working to ensure the best possible outcomes for these students.	LW, PP monitoring, progress reviews, evidence that subject staff are being pro-active in meeting the needs of priority students on an individual and departmental level – supporting success, action plan for teachers, appraisal objectives for PP, micro-strategies at a classroom level, weekly PP updates and ideas.	PP interim data shows progress of PP moving towards those with the same starting points.
Develop a targeted intervention plan for most vulnerable PP students to ensure that progress is above average across nearly all subject areas	Create a PP Panel which identifies key students and supports their progress across all key stages and meets their pastoral and academic needs. Introduction of KS3 PP development post to support this.	Progress of PP students is above average in nearly all subject areas and individual PP student outcomes match or are improving towards students with the same starting points.

Continue to ensure opportunities are available for PP students to support their progress and outcomes	Raising aspirations through engagement/aspiration programmes – accessibility to trips/visits and opportunities, including support with funding where appropriate, HLTAs to facilitate parental engagement sessions to help support PP students at home. Use of external speakers, Patron of Reading Scheme, rewards and praise.	Tracking of PP student interventions and initiatives show improvement in approach to learning grades and a rise in academic outcomes to be in line with others of similar starting points.
Students in English and mathematics continue to make substantial and sustained progress throughout each year group considering their different starting points	Regular CORE group meetings to monitor and track student progress at KS4. Ensure that intervention and support is pro-active and timely. Development of the 'Learning Curve' as a centre for intervention and roll-out the 'Supporting Success' initiative with Yr11 students.	Analysis of interim data for CORE group shows that students are making sustained and substantial progress from their different starting points at KS3 and KS4.
Establish a 'Raising Achievement Wall' to identify and raise the profile of key cohorts of students to facilitate appropriate support and mentoring, ensuring outcomes are maintained and improved at KS4	Target specific students following interim tracking to monitor and support students through key skills assemblies, mentor meetings and parental communication, skills carousels.	Student achievement either in line with or above expected progress for interim assessment point for identified cohorts.
Actively promote good attendance across the pupil premium cohort – teachers, parents, carers and pupils understand the link between attendance and achievement.	Attendance officer to regularly monitor attendance figures for pupil premium students with interventions as appropriate – specific interventions for those with poor attendance.	Improving trend in attendance figures for pupil premium students compared to non-pupil premium across the cohort.
KS4 Zone – personalised curriculum support for disadvantaged students at risk of underachieving	Bespoke timetable for students to increase engagement and reduce behaviour issues in lessons.	Narrowing gaps for FSM and ensuring students at risk of exclusion remain in education
Specific and targeted support in Maths and English through the work of HLTAs in each department.	Students identified through data tracking and selected for intervention and support accordingly.	To raise the achievement of students who are at risk, targeted support to help narrow the gap.
Role of senior project manager for literacy, numeracy and induction.	Use of sound training for reading with Year 7/8 students - ensure gaps are narrowing and reading ages are improved.	Data tracking and evidence trail to show the impact and progression of selected students in improving literacy levels.
Home Group – small group across key stages	Pupils supported in their transition, particularly those who are vulnerable	To allow these students to gain confidence and relevant skills to help

<p>with enhanced pupil support and primary trained staff. Modified curriculum to best meet the needs of individual learners.</p>	<p>and need enhanced support to access the secondary curriculum.</p>	<p>raise attainment across the curriculum.</p>
<p>Year 7 one to one tuition in English and Maths to address areas of underachievement and progress, particularly in disadvantaged groups.</p>	<p>Narrowing gaps for pupil premium students. Rolling programme of support for selected students with recommendations from Maths/English and Pastoral staff.</p>	<p>Increasing confidence in literacy and numeracy to help raise attainment and bridge gaps in knowledge to make sustained progress across KS3.</p>