

Pupil premium strategy and catch-up funding statement – TRINITY SCHOOL, CARLISLE

Review of spending 2019/20:

This review considers actions taken from Sept 2019 to closure in March 2020 in the normal round of Pupil Premium Reviews. It should be read in conjunction with the document PP Statement 2019 – 2020 (Covid) where details of costs are available and the planning document for 2020 – 2021 entitled Trinity School Pupil Premium Planning Document 2020 – 2021. This document also includes the planned spending of the catch up premium for the academic year 2020 – 2021.

1. Summary information					
School	Trinity School				
Academic Year	2019/20	Total PP budget (Est)	218578	Total Catch-Up budget (Est)	18000
Total number of pupils	245	No. of pupils eligible for PP	245	No. of students eligible for CU	Approx 100
2. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Literacy and Numeracy Skills				
B.	Thinking skills and a willingness to be challenged				
C.	Expectations and a lack of work intensity				
D.	Curriculum engagement and lack of aspiration				
E.	Learning behaviours and learning how to behave				
External barriers (issues which also require action outside school, such as low attendance rates)					
G.	Low attendance of a group of PP students in all year groups is having a detrimental effect on their academic progress.				
H.	Mental health issues and social problems				

3. Review of expenditure

Academic year

2019/2020 – until closure due to coronavirus pandemic

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?	Review of impact
A,B,C	CPD Questioning and Challenge strands to support challenge and raising of expectations of students linked to thinking, independence and metacognition.	This project is based on a strand from the EEF guidance report (promoting and developing metacognitive talk in the classroom) and research suggests +7 months progress from this type of approach. We know that we need to promote thinking and independence with students.	<ol style="list-style-type: none"> 1. Written into CPD programme. 2. Use of grids. 3. Led by SLT. 4. All staff have this as Teaching and Learning appraisal objective. 	Until closure CPD was implemented and appraisal objectives set. Evidence from learning walks showed improvements in questioning. More work needed on the challenge strand.
A	Mastery Maths Programme through Maths Hub	EEF evidence suggests Mastery learning gives +5 months progress for students.	<ol style="list-style-type: none"> 1. Year 1 training through Maths Hub complete 2. Now the beginning of Year 2 dissemination 3. Department consolidating with the White Rose Maths Scheme 	Learning walks show improvements in teaching using this approach. Deep dive in March shows improvements in problem solving and thinking.
A	Departments to create literacy/numeracy curriculum for start of Year 7	Literacy interventions show +4 +5 and +6 extra month progress from EEF T and L toolkit	<ol style="list-style-type: none"> 1. ML conference launch. 2. Expectations shared of the Trinity numeracy and literacy strands 3. Year 7 first half term task done. 4. Best work collected and shared 	All departments implemented in Sept. Deep dives in four subjects in March demonstrated improved awareness of literacy. Book checks show extended writing.

A	Learn to learn to include a literacy module	Literacy interventions show +4 +5 and +6 extra month progress from EEF T and L toolkit	<ol style="list-style-type: none"> 1. AHP to plan module. 2. CPD for staff teaching L2L 3. Curriculum adapted 	Learn to learn unit in literacy implemented.
B	Basic expectations set and shared with students	EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +3 months progress	<ol style="list-style-type: none"> 1. Group of staff to work on expectations. 2. Shared with all staff. 3. Shared with students and parents. 4. Launch in September 5. Frequent reminders and checks that all are using. 	On all classroom walls. Learning walks show improvements – particularly in Year 7. Ratio of positive to negative points higher than target of 5:1
B	Tutor evening with Year 7/10 to share WAGOLLS and WARBOLLS with parents	EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +3 months progress	<ol style="list-style-type: none"> 1. Led by SLT 2. Tutors and Year team well informed 3. Parental feedback to QA 	Tutor evening feedback from parents very positive. Year 7 books shared with parents. Learning walks show improvements – particularly in Year 7. Ratio of positive to negative points higher than target of 5:1
B	Introduction of SLANT – whole school and wider learning behaviours in Y7 L2L	EEF evidence suggests that this approach can lead to up to +7 months extra progress	<ol style="list-style-type: none"> 1. SLANT video filmed 2. Launched with all students week 1. 3. Assemblies to promote with students 4. Promote with parents. 5. L2L curriculum adapted 6. L2L key ideas shared with all staff 	Implemented and used widely. Learning walks show that students are compliant with higher expectations for listening.

B,C	Year 7 Diploma	Year 7 is a focus for us and this will complement the EEF approach of 5:1 positive to negative ratio that we are employing as a strategy whole school	<ol style="list-style-type: none"> 1. JLE/IBA to decide criteria 2. Launch assembly 3. Activities 4. Collect information 5. Rewards given 	Paused due to COVID.
B	Introduce VESPA model in Year 8 tutor time and in Year 10/11 assembly programme	Year 8 have been identified as a group where greater intervention is required. Evidence from other schools suggest that VESPA has improved outcomes.	<ol style="list-style-type: none"> 1. Assemblies created and delivered according to timelines and parent meetings 2. Activities created and used in tutor time by SBL with Y8 	Paused due to COVID
C	Introduce elements from the EEF guidance report on behaviour such as 5:1,	This is based on a strand from the EEF guidance report (improving behaviour in schools) and research suggests +3 months progress from this type of approach. We know that we need to encourage positive behaviour for some students.	<ol style="list-style-type: none"> 1. Launch with ML as inclusion strand 2. Launch with whole staff 3. Share evidence with staff 4. Regularly return to using stats 	CPD given on the strategies. Introduced at tutor time. Ratio of positive to negative points higher than target of 5:1
B	Curriculum review	We will take into account the evidence from EEF on organising your school as far as possible under budget constraints	<ol style="list-style-type: none"> 1. Address engagement of departmental curriculum through regular QA and ML meetings 2. Check curriculum offer leads to appropriate next steps for all students. 	Undertaken and new courses implemented as appropriate. Deep dives in selected subjects show strength of curriculum offer to students. Increase in sixth form numbers show better progression routes.

B	Rewards coordinator	This will complement the EEF approach of 5:1 positive to negative ratio that we are employing as a strategy whole school	<ol style="list-style-type: none"> 1. Post advertised and interviews held. 2. Strategy in place 3. Line management through SLT 	Rewards highly visible and use of Twitter increased. ClassCharts now open for parents to receive positives.
B,C	Careers Y9 options and sixth form taster days	Although raising aspirations is not recommended via EEF we recognise that pathways to life after school are essential and link to the Vision part of the VESPA model	<ol style="list-style-type: none"> 1. Curriculum review at GCSE 2. Revamped options evening 3. Y11 students offered one day sixth form taster day. PP first 	Implemented and successful. All course leaders available to parents/students. Feedback from options evening very positive. Sixth form taster days paused due to covid.
B	Aspire to STEM partnership	Science EEF subject guide and CPD through STEM have proven results. Both Mats and Science are areas where we need to see higher attainment for PP students.	<ol style="list-style-type: none"> 1. AGU to lead second year of this project. 2. SMC to engage with EEF report and share with team. 	Learning walks show improvements in Science engagement.
Total budgeted cost				£32350
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?	Review of Impact
B	Continuation of 'Home Groups' for supporting students with particular needs and those with low PA	Data from Home groups in Y11 last year showed individual successes for students with severe learning needs. The use of Sulp and other such initiatives also benefits students and EEF evidence shows that social and emotional interventions can improve progress by +4 months on average.	<ol style="list-style-type: none"> 1. Plan curriculum and students to be part of HG. 2. CPD for those teaching HG, particularly those new to teaching HG. 3. Sulp course to be shared with staff who teach HG through CPD to ensure the approach is used in all lessons. 	Outcomes for students in HG positive. Curriculum offer wider.
B	Early progression interviews and use of Inspira.	EEF research states that children from poorer backgrounds are more likely to be uncertain about what qualifications are needed to access their chosen career. We have found that students who know their long term goals are more motivated to work hard and succeed. This approach worked with a small number of students last year.	<ol style="list-style-type: none"> 1. Inspira contacted and quote obtained. 2. Students identified. 3. Careers interviews begin much earlier. 	Completed. Increased numbers in sixth form show progression routes correct. NEET figures less than national.

B	Redeployment/refocus of HLTA in Maths and English to ensure correct focus in Y8 to 11	According to the EEF's report 'The Attainment Gap' 2017: "Targeted small groups and one-to-one interventions have the potential for the largest immediate impact on attainment."	<ol style="list-style-type: none"> 1. Discussions with line managers of ATR/MPU 2. Principles of subject specific HLTA created and shared. 3. Hours for one-to-one created. 4. Students chosen and areas of weakness identified for catch-up. 5. Teaching begins 6. Progress monitored. 	Impact data shows improvements for individual students. Moved to online after March.
B,C	Curriculum review on an individual basis and use of alternative provision	Ofsted focus on curriculum suggests this should be an area of focus.	<ol style="list-style-type: none"> 1. RAP meetings identify students at risk. 2. Liaison with Zone for alt provision internally and appropriate pathways. 3. Monitoring of impact and use of personal tutoring. 	Zone provision delayed due to Covid.
B	RAP (Rapid progress) meetings – including the use of the Horsforth Quadrant	An identified issue was that we focused on the wrong students and too many. Use of the Horsforth Quadrant should enable clear focus on correct students. Other PIXL schools have reported success with this.	<ol style="list-style-type: none"> 1. Regular meetings with reviews at the start of each meeting. 2. Current predictions used to update information and planning. 3. Distribution to interventions through these meetings 4. Both pastoral and academic team involvement. 	Not complete – focus changed to RAG meetings and now tracker meetings. Horsforth quadrant in regular use with Depts and Year Teams.
B, C	Targeted parental events	Parental engagement delivers up to +3 month progress (EEF)	<ol style="list-style-type: none"> 1. Year 8 and 9 parents invited to SLT evening instead of tutor evening. 2. Targeted conversation 	Only one was held due to Covid, but reductions in behaviour logs for targeted students seen.

A – Improved Year 7 literacy	Programmes designed to improve literacy –IDL, patron of reading programme	Similar EEF projects (REACH, switch-on reading) show gains of +3 and +6 months on average. Internal data suggests that all programme have improved progress of students in previous years.	<ol style="list-style-type: none"> 1. Identify students in Year 7 from Year 6 data in summer term. 2. Schedule of interventions created. 3. Programmes happen. 	Interventions until closure show gains in reading ages for targeted students.
A	Use of Accelerated Reader programme	Students statistically dip at transition and AR will be used to strengthen work done with students at transition. EEF evidence suggests +5 months progress for each strategy. AR was shown to have a positive impact in independent evaluation and local schools have used it good effect. Our own data from previous years shows positive progress. (see review of expenditure) We plan to target this much more to ensure that all students make progress.	<ol style="list-style-type: none"> 1. Ongoing use of AR with targeted groups 2. Monitoring of reading ages. 	Initially used and reading strategies in form time to support. Paused at Covid but alternative such as the read a long used online instead.
A	One to one tuition in Maths and English in Y7	EEF evidence suggests that this can lead to +5 months progress. Internal qualitative data has shown this to be the case at Trinity School.	<ol style="list-style-type: none"> 1. Review roles of HLTA in Maths/English. 2. Target individuals who are underachieving form existing data and KS2 data. 3. Logistics of timing of lessons and material to be taught. 4. Progress checks more sophisticated and routine for hard data. 	Impact data shows improvements for individual students. Moved to online after March.

C,D	Specialist programmes for vulnerable students	Similar EEF projects (REACH, switch-on reading) show gains of +3 and +6 months on average. Internal data suggests that all programme have improved progress of students in previous years.	<ol style="list-style-type: none"> 1. Zone to source programmes appropriate for groups 2. Delivery as required 	Delay to Zone building due to Covid has meant a delay in this strategy.
B	Sixth form support	Peer tutoring gives an extra +5 months progress according to the EEF	<ol style="list-style-type: none"> 1. CHM to recruit and train volunteers as part of 'Give a Year to Trinity' programme 2. Mentors allocated 3. Mentoring begins 	Sixth form students volunteered in lessons and with individuals. Paused from March.
B	Maths and English extra tuition	We have recognised the need to bolster basic skills for students for students who are absent and need to catch up. This enables successful progression routes for them.	<ol style="list-style-type: none"> 1. Recruitment of tutors. 2. Identify students and times. 3. Devise programme and room. 4. Tutoring begins 	Improvements seen in mock results.
B	Catch up strategies	We have identified that for some PP students that have poor attendance catching up work for absence is difficult. We hope that making it easier for staff to share work will encourage students and create a positive interaction instead of a negative. Articles such as this: http://www.sec-ed.co.uk/best-practice/some-principles-of-effective-pupil-premium-teaching/	<ol style="list-style-type: none"> 1. Department awareness of funding. 2. Bids made 3. Resources bought and distributed. 	This has moved on now from what we have learned during the Coronavirus pandemic.

		point to the need to compensate for issues and this is one way to do so. Departments will also be able to bid for revision guides and other resources as a way to support catch up.		
Total budgeted cost				£137,092
iii. Other approaches				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review of Impact
C	Employment of associate tutors in key year groups	EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +3 months progress	<ol style="list-style-type: none"> 1. Advert and role decided and advertised. 2. Recruitment 3. Training begins. 	Two associates have been since promoted to HOY posts and have been successful so far.
C, D	Zone provision for students at risk of exclusion and/or attendance problems	Specialist targeted programmes improve progress by +3 months according to EEF evidence. Evidence from our own internal data shows that this improves students' A2L.	<ol style="list-style-type: none"> 1. Students 'at risk' identified through pastoral teams 2. Provision provided 3. Progress of students monitored and impact 'back in class' assessed 	Zone building work delayed due to Covid.
D	Employment of trained counsellor	Last year, compared to the previous year, there were many mental health issues that prevented students from having good attendance rates and making good progress. We feel that supporting students through some of these difficult issues will improve their attainment also.	<ol style="list-style-type: none"> 1. Use RAP meetings to prioritise students. 2. Monitor attendance for these students. 	Targeted students now access 6 weeks of support quickly.

D	Connect wellbeing initiatives	Last year, compared to the previous year, there were many mental health issues that prevented students from having good attendance rates and making good progress. We feel that supporting students through some of these difficult issues will improve their attainment also.	<ol style="list-style-type: none"> 1. Initiative promoted and staff volunteers recruited. 2. Connect spaces arranged and email set up. 3. Listening spaces operational. 	In place but wider strategy paused due to covid.
C, D	Ad-hoc provision for individuals – music lessons, shoes, uniform and sports uniform, sanitary products, technology, trip support	Arts participation, enabling sports participation, adventure learning etc. all produce positive numbers of months progress (EEF) but we know that reducing barriers such as uniform and equipment leads to students that feel they belong.	<ol style="list-style-type: none"> 1. Encourage bids from departments and pastoral teams. 2. Track spending to remain consistent. 3. Compare progress of different spends to check effectiveness. 	In place as required
D - Improved attendance	Attendance measures – embed revised with action plans going forward and re-define caseload practices to take full advantage of LA support.	Evidence from IDSR last year and from our own data analysis shows that this is an area for improvement. NfER briefing for school leaders identifies addressing attendance as a key step. Action plans last year showed short term impact, but we need to move to LA support quickly for some cases where families and outside agencies are reluctant to take action.	<ol style="list-style-type: none"> 1. Review caseload and distribute cases as appropriate. 2. Action plans in place. 3. Regular reviews to move to the next level quickly. 4. Involvement of LA. 	Attendance review held and attendance plan in place. Development post offered. Many new actions paused due to covid.
C	Introduce a wider scheme of KS4 rewards to engage students – passport to prom	Anecdotal evidence suggested that the reward system last year encouraged students. Although research based evidence suggests otherwise, a pilot project in Year 10 with a small group of girls suggests that this is worth pursuing with them into year 11.	<ol style="list-style-type: none"> 1. Assembly launch 2. Champions league data points identified, and data collected. 3. Prizes awarded. 	Paused due to covid.

C- Improved behaviour	Positive setting policy for PP students and others to raise students' expectations of themselves.	EEF evidence suggests that improving discipline across the school and creating greater engagement with learning will lead to +3 months progress	1. ML to check group lists for potential issues and adjust accordingly. 2. PP students kept in elevated sets as far as possible	In place
Total budgeted cost				£80171
Overall cost				£249613

2020 CAG results

- P8 from -0.55 2019 to -0.29 2020
- PP P8 from -1.2 2019 to -0.89 2020
- In 2020 the school was on track to make improvements. This was evidenced by improvement seen in two sets of formal mock examinations, put in place in 2019 to ensure an improvement in the accuracy of predictions and to ensure accurate students were targeted for extra support. The year group still had a significant number of students with vulnerabilities, ranging from severe illness, mental health issues and social problems. We were very hopeful that our actions would bring about improvements to outcomes in August 2020 and data from moderated mock exams was showing an improving trend.
- Due to the coronavirus pandemic, students' results were based on accurate teacher assessment, awarded by following national guidelines and taking into account a school's previous exam results. This does make it difficult to assess the school's progress towards its objectives as schools were encouraged to give grades in line with past performance. However, Trinity School made use of the two sets of moderated assessments and other sources of evidence and we feel that the CAGs given were representative of likely outcomes had exams gone ahead.
- Student achievement in 2020 saw our Basics measures improve by 2% compared to the previous year, still above national averages, but progress measures are below average, despite an improvement. This is the same for results in English (language) and Maths, where results are much higher than national figures but progress measures are not. We saw improvements in Maths leadership and teaching that have led to improved outcomes.
- Our Progress 8 score has improved but is still below average at -0.29.
- For students in receipt of Pupil Premium there has been an improvement in outcomes, the progress 8 score being -0.89. There were a number of students in this group that had significant health issues as described above.
- Only 4 Year 11 students were NEET in 2020.