

Trinity School – Pupil Premium 2015-16 (IMPACT)

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 2015-16 academic year 17.2% of students at Trinity School are eligible for the pupil premium.

The total Pupil premium spend for Trinity School for the 2015-16 academic year is £197,753.

Examples of how the gap between pupil-premium and non-pupil premium students has changed during the 2014-15 academic year can be seen below:

- The percentage of lower ability (L3) students who made expected progress in English was 3% above the national average – 71% compared to 68% nationally.
- The percentage of higher ability (L5) students who made more than expected progress in English was 10% above the national average; 50% compared to 40% nationally.
- The progress of disadvantaged students in English has increased from: 26% in 2013, 50% in 2014 and 66% in 2015.
- The progress of disadvantaged students in maths has moved from: 31% in 2013, 50% in 2014 and 32% in 2015 – this remains an area of priority for this year.

As a school the key priorities for this year are:

•GCSE results in 2016 show that the gap between our school Pupil Premium students and National non-Pupil Premium students is at least in line with the National Average figure

•The attainment gap of our Key Stage 3 students in receipt of Pupil Premium is below the National Average

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 and Numeracy.

Initiative	Strategies	Impact
Implement explicitly the use of a 'Pupil Premium Champion' for KS4 with a focus on Maths and English.	Thorough and regular analysis of interim data; identifying who is underachieving and why.	Narrow the gap in achievement between pupil premium and non-pupil

	<p>Have learning conversations with students frequently to address their learning needs. Regular meetings with SLT link with overall responsibility for pupil premium to ensure funding for strategies is met swiftly and to monitor their effectiveness.</p>	<p>premium students in KS4 Maths and English cohorts. The GCSE results show that the gap between PP and Non-PP is -36 compared with -17 Nationally. For Maths the gap between PP and Non-PP is -31 compared with -23 Nationally.</p> <p>Within the PP Cohort of students involved with the KS4 development post – 85% secured a Grade C – showing a positive impact from the interventions done with this group.</p>
<p>Implement explicitly the use of a ‘Pupil Premium Champion’ for KS3 with a focus on raising the achievement and rates of progress across all subjects.</p>	<p>Thorough and regular analysis of pupil premium students in KS3 groups – identifying who is underachieving and why. Have learning conversations with pupil premium students frequently to address their learning needs. Regular meetings with SLT link responsible for pupil premium using relevant interim data to plan strategies to reverse underachievement and review their effectiveness.</p>	<p>Narrow the gap in achievement between pupil premium and non-pupil premium students at KS3.</p> <p><u>ENGLISH</u> Year 7 – 89% of PP students were on or above their flight path compared to 87% of Non-PP – a gap of +2%. Year 8 – 48% of PP students were on or above their flight path compared to 67% of Non-PP – a gap of -19%. Year 9 - 34% of PP students were on or above their flight path compare to 38% of Non-PP –4 a gap of %.</p> <p><u>MATHS</u> Year 7 – 70% of PP student were on or above their flight path compared to 69% of Non-PP – a gap of +1%. Year 8 – 30% of PP students were on or above their flight path compared to 40% of Non-PP – a gap of -10%. Year 9 - 13% of PP students were on or above their flight path compare to 16% of Non-PP – a gap of -3%.</p>
<p>Good facilities for self-study – providing before and after school provision to enable pupils access to appropriate facilities.</p>	<p>Ensure that there is provision for individual/groups of pupil premium students to have before and after school study</p>	<p>Increased opportunity for self-study and access to appropriate educational resources – improvements in homework, flipped learning</p>

	with access to food/drink as appropriate – homework club.	and revision to help narrow the gap. Development of the HUB Club – KS3 students working with external providers to raise engagement and motivation. Facilities for homework and other extracurricular opportunities provided.
Develop a central record of Pupil premium spending and intended/actual outcomes to allow impact to be monitored and evaluated.	SLT link to oversee a central pupil premium record – facilitated through departmental audits.	Tracking student progress to allow for evaluation of impact at timely and appropriate intervals. Central tracker to record PP interventions and interim subject data produced.
Establish best practice by drawing on research evidence from departments own experience to allocate the funding to the activities that are most likely to have an impact on improving achievement.	Initiate a whole school audit of pupil premium strategies to establish best practice across all departments.	Departments to reflect on which strategies have worked and what may work in the future – narrow the gap across the key stages. Departmental Audit 2015-16 and ML October 2016 – reflection audit of strategies employed by departments. Centrally collated – what worked well, how could improve – to be used in departments CPD time.
Develop a ‘Lead ‘pupil premium champion within the support staff team.	INSET and training to disseminate best practise amongst the support staff team by the ‘Lead pupil premium’ staff member.	Effective use of support staff in lessons with pupil premium students to help narrow the achievement gap across KS3 and KS4. Carried forward – possible CPD opportunity for support staff 2016-17.
Monitoring by SLT to ensure that work and feedback with pupil premium students remains good across all subject areas.	Regular monitoring with a focus on pupil premium students learning in lessons to ensure teaching is consistently challenging and supportive of these students.	Ensure that the ‘diet’ of teaching for students is appropriate and brings about a narrowing of the achievement gap. PP book scrutiny carried out Feb 2016 – feedback to all staff and key priorities highlighted the importance of feedback, marking PP books first, literacy support and organisation of books particularly following absence.

<p>Continue to raise the profile of pupil premium students – the high profile of disadvantaged pupils among staff, pupils, and parents and carers ensures that all are aware of their needs and of the support that is available.</p>	<p>Develop a ‘pupil premium’ section on the website to include; policy, action plan and advice to parents on what pupil support is available. Termly newsletters are sent home detailing success stories of how the funding has been used.</p>	<p>Raise the profile of where funding has been successfully spent. Ensure that all parents and carers are aware of the funding available and can easily contact school regarding specific support needs of their child. Letters sent to all parents of PP students, designated area on the website. Newsletter produced – to be developed further 2016-17.</p>
<p>Family pupil support worker employed to help support families and offer support for students who may have attendance, behavioural or emotional difficulties.</p>	<p>Working with specific cohorts of students on projects for long and short term goals – outside and specialist agencies also involved.</p>	<p>Help overcome barriers to learning and raise the attainment of these students. Successful interventions and support carried out including; mindfulness, relax kids, pitch to progress, HUB Club, lockdown, good together – qualitative and impact data shows positive outcomes for all.</p>
<p>Actively promote good attendance across the pupil premium cohort – teachers, parents, carers and pupils understand the link between attendance and achievement.</p>	<p>Attendance officer to regularly monitor attendance figures for pupil premium students with interventions as appropriate – specific interventions for those with poor attendance.</p>	<p>Improving trend in attendance figures for pupil premium students compared to non-pupil premium across the cohort. Impact evidence of PP compared to Non-PP over last year.</p>
<p>Support for additional resources – uniform, music lessons, stationery, revision guides.</p>	<p>Financial support where needed and appropriate for pupil premium students.</p>	<p>Increase confidence and range of experiences to help narrow the achievement gap. Range of support given to PP students to support extracurricular activities – music lessons, uniform, trips and visits all part-funded.</p>
<p>Embed strong careers, information, advice and guidance – careers education.</p>	<p>Information and advice is started early and is strategically ‘rolled-out’ to those students deemed most vulnerable - carefully map and recorded for all eligible pupils in KS4.</p>	<p>Greater aspiration and ambition for pupil premium students to help give further pupil support in choosing their options for after GCSE study. Every PP student in Year 11 had a career/progression interview to help support their transition from KS4 to KS5.</p>

<p>Maximise the range of educational experiences – offer pupil support to ensure that all pupils have full access to broad educational experiences.</p>	<p>Participation in cross-school events and initiatives – University trips, guest speakers etc.</p>	<p>Raise the profile of University study or other tertiary level qualifications. Successful trips to The University of Cumbria for Year 10 students working with an aspirational business leader, and Year 9 students visited The University of Newcastle for a raising aspirations trip.</p>
<p>Peer Mentoring Programme – Year 12 and 10</p>	<p>Establish a cohort of trained student mentors from Year 10 and 12 to work with pupil premium students to help raise their achievement and engagement.</p>	<p>Increased confidence and engagement of KS3 pupil premium mentees – narrow the gap in Maths and English. Successful mentor programmes established – Year 12 received specific mentor training to work with KS3 students. Year 10 students volunteered to work with KS3 students in the HUB club to support with motivation and homework.</p>
<p>Boxing Club</p>	<p>Selected KS3 students to work with boxing trainer – for those with specific behavioural or emotional needs.</p>	<p>Help to increase confidence and dedication to a sport – helping raise self-esteem. Good level of participation by KS3 PP students – availability of coach meant only some sessions ran over the year.</p>
<p>Sky Sports Ambassador Programme</p>	<p>Working with selected cohort of students to help raise confidence and team-building skills.</p>	<p>Increased attendance, self-esteem and confidence. Paralympian athlete in school working with Year 9 students who successfully organised a fundraising even as part of their leadership course. Inspirational assembly delivered to Year 9 students – SMSC.</p>
<p>Specific and targeted support in Maths and English through the work of HTLAs in each department.</p>	<p>Students identified through data tracking and selected for intervention and support accordingly.</p>	<p>To raise the achievement of students who are at risk, targeted support to help narrow the gap. See impact evidence as above for Maths/English.</p>