

## Trinity School – Pupil Premium 2015-16

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

	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.	premium students in KS4 Maths and English cohorts.
<b>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.</b>	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.	Narrow the gap in achievement between pupil premium and non-pupil premium students at KS3.
<b>Good facilities for self-study – providing before and after school provision to enable pupils access to appropriate facilities.</b>	Ensure that there is provision for individual/groups of pupil premium students to have before and after school study with access to food/drink as appropriate – homework club.	Increased opportunity for self-study and access to appropriate educational resources – improvements in homework, flipped learning and revision to help narrow the gap.
<b>Develop a central record of Pupil premium spending and intended/actual outcomes to allow impact to be monitored and evaluated.</b>	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.
<b>Develop a clear policy on the Pupil premium, agreed by governors and publicised on the school website.</b>	SLT link to produce a policy and update the relevant governors with pupil premium initiatives and strategies.	Ensure that strategies and impact are evaluated and reviewed at regular and appropriate governors meetings.
<b>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.</b>	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.
<b>Develop a 'Lead 'pupil premium champion within the support staff team.</b>	INSET and training to disseminate best practise amongst the support staff	Effective use of support staff in lessons with pupil premium students to help narrow the

	team by the 'Lead pupil premium' staff member.	achievement gap across KS3 and KS4.
<b>Monitoring by SLT to ensure that work and feedback with pupil premium students remains good across all subject areas.</b>	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.
<b>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.</b>	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.	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.
<b>Family pupil support worker employed to help support families and offer support for students who may have attendance, behavioural or emotional difficulties.</b>	Working with specific cohorts of students on projects for long and short term goals – outside and specialist agencies also involved.	Help overcome barriers to learning and raise the attainment of these students.
<b>Actively promote good attendance across the pupil premium cohort – teachers, parents, carers and pupils understand the link between attendance and achievement.</b>	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.
<b>Support for additional resources – uniform, music lessons, stationery, revision guides.</b>	Financial support where needed and appropriate for pupil premium students.	Increase confidence and range of experiences to help narrow the achievement gap.
<b>Embed strong careers, information, advice and guidance – careers education.</b>	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.	Greater aspiration and ambition for pupil premium students to help give further pupil support in choosing their options for after GCSE study.
<b>Maximise the range of educational experiences – offer pupil support to ensure that all pupils have full access to broad educational experiences.</b>	Participation in cross-school events and initiatives – University trips, guest speakers etc.	Raise the profile of University study or other tertiary level qualifications.
<b>Peer Mentoring Programme – Year 12 and 10</b>	Establish a cohort of trained student mentors from Year 10 and 12 to work with pupil premium students to help	Increased confidence and engagement of KS3 pupil premium mentees – narrow the gap in Maths and English.

	raise their achievement and engagement.	
<b>Boxing Club</b>	Selected KS3 students to work with boxing trainer – for those with specific behavioural or emotional needs.	Help to increase confidence and dedication to a sport – helping raise self-esteem.
<b>Sky Sports Ambassador Programme</b>	Working with selected cohort of students to help raise confidence and team-building skills.	Increased attendance, self-esteem and confidence.
<b>KS4 Zone – personalised curriculum support for disadvantaged students at risk of underachieving</b>	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
<b>Specific and targeted support in Maths and English through the work of HTLAs in each department.</b>	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.
<b>Role of senior project manager for literacy, numeracy and induction.</b>	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.
<b>Year 7 Home Group – small group with enhanced pupil support and primary trained staff. Modified curriculum.</b>	Pupils supported in their transition, particularly those who are vulnerable and need enhanced support to access the secondary curriculum.	To allow these students to gain confidence and relevant skills to help raise attainment across the curriculum.
<b>Year 8 Home Group – small group with enhanced pupil support and primary trained staff. Modified curriculum.</b>	Enhance the progress of students in vulnerable groups. Narrow the gap between the achievement of vulnerable students and those in other groups.	To allow these students to gain confidence and relevant skills to help raise attainment across the curriculum.
<b>Year 7 one to one tuition in English and Maths to address areas of underachievement and progress, particularly in disadvantaged groups.</b>	Narrowing gaps for pupil premium students. Rolling programme of support for selected students with recommendations from Maths/English and Pastoral staff.	Increasing confidence in literacy and numeracy to help raise attainment and bridge gaps in knowledge to make sustained progress across KS3.