

Pupil premium strategy / self- evaluation (secondary)

Section A – PPG Strategy

1. Summary information					
School	Trinity Academy				
School strategy lead	Mr R. Saunders Assistant Vice Principal				
School governor lead for PPG	Mrs S. Clifford				
Academic Year	19/20	Total PP budget	£316,965.00	Date of most recent PP Review	Sept 19
Total number of pupils	1240	Number of pupils eligible for PP	358	Date for next internal review of this strategy	Sept 20

2. Current attainment			
	Pupils eligible for PP (46)	Pupils eligible for PP* (42)	Pupils not eligible for PP (156)
Progress 8 score average	-0.77	-0.52	-0.14
Attainment 8 score average	33.7	36.3	42.8
% achieving English and Maths 4+	39.1%	42.9%	57.2%
% achieving English and Maths 5+	10.9%	11.1%	27.7%
<i>*With adjustment made for four students not present at the Academy during Yr 11</i>			

3.Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Poor literacy skills
B.	Behaviour
C.	% achieving Maths 4+
D.	Attainment in the open basket
Additional barriers (including issues which also require action outside school, such as low attendance rates)	
E.	Attendance
F.	Parental engagement

G.	Use of digital technology	
H.	Extension of the school day	
3. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	To raise standards of literacy <i>Use of the Lexia reading programme</i>	Use of the Lexia reading programme to accelerate reading ages of PP students in Years 7-9 so that they make above expected progress in reading of at least 18 months. To increase the progress 8 score of PP students in the English element to -0.2
B.	Raise standards in behaviour through "Green route" initiative <i>At KS4 (Year 10) setting up of the "Green route" whereby the core subjects and three vocational are taught and one day a week there is a work placement. KS3 nurture groups: students' curriculum is adapted so that core subjects are taught alongside additional literacy lessons by teachers with a track record of solid behaviour management.</i>	Reduction of 30% in all key behaviour metrics (exclusion, seclusion, first call, detention) for the green route students when comparing Year 11 with Year 9 At least 95% of students have a functional reading age (>9.6) by the end of Year 7
C.	% achieving Maths 4+ <i>Specific focus on breaking down barriers to learning.</i>	To increase the proportion of PP students gaining 4+ to 50% and 5+ in maths to 30%
D.	Attainment in the open basket of qualifications <i>Particular focus on Media, Music and child development. Focus of RAG meetings, work with HOD, individual teachers and students.</i>	An average progress of 0 in the open basket for Year 11 students in 2020
E.	Attendance <i>Attendance of PP students in all years will be a main area of focus. PP student lates will also be tracked and monitored more closely by HOY and AHOY as well as the lates co-ordinator. Specific year group focus will be on Year 11 and Year 9.</i>	The gap in attendance will be addressed and narrowed. Gap in attendance to be reduced to <5% with overall PPG attendance over 92%
F.	Parental engagement <i>Main focus will be around parents' evening. Significant gap in attendance at these that will need to be addressed. School improvement lead will co-ordinate this area.</i>	Attendance at parents' evening gap reduced to <15% between PP and non-PP parents Parents' evening attendance > 65%
G.	Use of digital technology <i>Hegarty Maths, Seneca learning all tools that will be made available to PP students. The use of this technology will be closely monitored. Hegarty Maths used as QLA for attainment in Maths for PP students.</i>	Hegarty mathematics. Average of 30 mins per student per week
H.	Extension of the school day <i>Focus upon half term and Easter revision programmes. Focus upon academic enrichment programmes for Year 11. Focus upon enrichment for all other year groups. HOY and AHOY plus AVP will closely monitor this.</i>	Attendance at Half term and Easter revision to be >80% Year 11 academic enrichment attendance to be >85% Attendance to enrichment for PPG to be >85%

4. Planned expenditure					
Academic year		2019/20			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Feedback</p> <p>Ensure that the four quarters marking policy is taking place. That PPG students' books are marked first. Particular emphasis on Maths.</p>	To ensure that PPG students	<p>+8 months EEF toolkit</p> <p>An evidence synthesis produced by the EEF, Sutton Trust and Durham University – found that on average the provision of high-quality feedback led to an improvement of eight additional months' progress over the course of a year.</p> <p>Marking offers an opportunity to provide pupils with the clear and specific information that the wider evidence base on feedback suggests is most likely to lead to pupil progress.</p>	<p>Monitored through HOD, SMT. Work scrutiny. Through work scrutiny by HOD. Calendared agenda item at SMT each half term to look at PPG students from a variety of subjects and year groups. All seating plans will have PPG students identified and interventions in action plan box. As per Trinity Academy marking policy. This will be picked up through line management, HOD, SMT. SMID seating planner tool Feedback of questions answered and areas of weakness used to inform planning. PPG usage is tracked each week and is a fixed agenda item in Maths meetings</p>	MSM/NBA	Sept '20
				Total budgeted cost	£4000

<p><u>Improve the quality of teaching</u> To raise the standards of PP students across all subject areas by improving quality First Teaching – literacy, numeracy and science.</p>	<p>Quality feedback and target work to all students; Year 7 and 8 Catch up classes in English; Year 7 maths peer tutoring, and mastery lessons; Whole school focus and CPD on Making every lesson count. Marking for Literacy; Year 11 English and maths intervention Cognitive load theory work for staff. Implementation of knowledge organisers.</p>	<p>PP students have lower prior attainment on entry for reading and grammar as well as lower reading ages compared to non PP students.</p> <p>In cohort 2018/19, the % of PP students reaching Grade 4+ and 5+ in both English and maths were 17% below that of Non PP.</p> <p>In 70% of subjects PPG performance was worse than that of Non PPG.</p>	<p>Testing of reading ages; Analysis of English and maths assessments and SRGs; QA of lessons for literacy and numeracy; QA of department development plans/curriculum mapping and assessments; QA of books. PP analysis and actions; student voice. Regular analysis of progress data with students identified early who are not on target to achieve their target grades. Interventions will include the use of subject reports; intervention via period 8 or subject specific intervention; mentoring; parental contact;</p>	<p>JMC/MSM/DBE/RSA</p>	<p>Sept '20</p>
				<p>Total budgeted cost</p>	<p>£75,000</p>
<p><u>Literacy</u> Timetable literacy lessons for students in Years 7-8 whose reading age is significantly below their chronological age (typically 18 months +)</p>	<p>Low KS2 starting points are addressed during curriculum time by additional periods of Literacy. Students have extra sessions on the TT rather than MFL in Years 7 and 8 Introduction of reciprocal reading in KS3 history</p>	<p>Within-class attainment grouping +3 Months</p> <p>Involves organising pupils within their usual class for specific activities or topics, such as literacy. Pupils with similar levels of current attainment are grouped.</p>	<p>Staffing by VP and curriculum plans. Monitored by SEND and HOD/VP/AVP</p>	<p>DBE/RSA</p>	<p>Sept '20</p>
				<p>Total budgeted cost</p>	<p>£44,000</p>

<p><u>Reading schemes</u></p> <p>The Lexia reading scheme at KS3 and KS4 Digital Technology for students, where learners use programmes or applications designed for problem solving or open-ended learning</p>		<p>+4 Months EEF toolkit</p> <p>Technology for students, where learners use programmes or applications designed for problem solving or open-ended learning.</p>	<p>Monitored through Literacy co-ordinator.</p> <p>Tutor groups are allocated per year group around the programme.</p> <p>Weekly reports are used to identify progress.</p> <p>Half termly updates are conducted and feedback given.</p> <p>Monitored through the English and SEND dept.</p>	<p>MEV/MSM</p>	<p>Termly review of Lexia students</p> <p>Overall – Sept '20</p>
Total budgeted					£6985.00
<p><u>PPG champion</u></p> <p>Member of staff in school responsible for the oversight of PPG performance.</p> <p>Co-ordinate interventions</p> <p>Highlight good practice to staff.</p> <p>Co-ordinate half term/after school programmes.</p> <p>Lead on RAG meetings for PPG performance.</p> <p>Track and analyse data for teaching staff. Monitor implementation.</p> <p>Co-ordinate Governors meetings on PPG.</p>	<p>Narrow the gap in Maths in particular.</p> <p>Ensure APS score is significantly higher than 2018/19.</p>	<p>Common practice in most schools to have a lead that oversees this area.</p>	<p>Monitored through AVP for outcomes.</p>	<p>RSA</p>	<p>Sept '20</p>
Total budgeted					£11000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<u>Know vulnerabilities and barriers</u>	Student needs-analysis done through individual meetings with PPG lead. Barriers identified and tracked. Information cascaded to HOD/Teachers to input into seating plans/interventions. All staff aware of needs/vulnerabilities.	Having conducted previous needs analysis of students it enables the school to give students a voice. In 2018/19 a similar approach was taken and the results of PPG improved.	Monitored through interview and tracking on excel central sheet. Year 7-11 students interviewed with Year 11 first. Monitored through work scrutiny by HOD/AVP/VP and SMT on seating plans.	RSA	Reviewed each half term
				Total budgeted	£2500
<u>Behaviour intervention</u>	At KS4 (Year 10) setting up of the "Green route" whereby the core subjects and three vocational are taught and one day a week there is a work placement. KS3 nurture groups: students' curriculum is adapted so that core subjects are taught alongside additional literacy lessons.	+ 3 months Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; More specialised programmes which are targeted at students with specific behavioural issues.	Attainment tracked by VP and AVP Behaviour tracked by VP and AVP HOY and HOD	RWI/CCH	Reviewed each half term.
				Total budgeted	£28,000

<u>Target groups</u>	In Year 11 a specific “Boys group” will be set up for English and Maths. A significant number of the students in the class are low achieving PPG boys. Class teachers identified with particular strengths in behaviour management and engagement. strengths.	Reducing class size appears to result in around three months' additional progress for pupils	Monitored through AVP/ HOD for Maths/Eng/ RAG meetings		
				Total budgeted	£18,000
<u>Attendance Support</u>	Raising the profile of attendance within and outside of school. Explain why attendance matters. Attendance tracking for PPG students, PA information. Use of “nudge texts”. 1 st day absence calls for PPG students on priority list. Attendance panel meetings taking place per fortnight. Use of rewards incentives to drive attendance up. Use of EWO in warnings and prosecution when necessary. Liaising with AP for students.	Research shows that a 10% drop in attendance (20 days absence in a school year) is the equivalent to a drop in one grade at GCSE!	At both KS3 and KS4 HOY and AHOY along with AVPs will have overall responsibility for the tracking of students and the implementation of strategies AVP PPG champion will oversee sections. EWO tracking of student data and liaison with parents and carers.	RWI/CCH/RSA	
					£56,750
<u>Mentor Support</u>	Some of our most vulnerable students may need from time to time. Emotional support and mentoring in the form of one to ones. Social and emotional support for students across all key stages.		School learning mentors AVPs for pastoral and safeguarding	CCH/RWI/DST/EMO/RGE	
					£25,000

<p><u>Parental engagement</u></p> <p>Engagement through parent's evenings, review evenings and newsletters. World café events.</p>	<p>Attendance rates are improved for each year group. Difference for each year group is narrowed.</p> <p>Year 7- <10%</p> <p>Year 8- <10%</p> <p>Year9- <15%</p> <p>Year10- <15%</p> <p>Year11- <10%</p>	<p>+3 months</p> <p>Approaches and programmes which aim to develop parental skills such as literacy or IT skills;</p> <p>General approaches which encourage parents to support their children with, for example reading or homework;</p> <p>The involvement of parents in their children's learning activities; and More intensive programmes for families in crisis.</p>	<p>Parents evening data from previous academic years will be used for comparison.</p> <p>Monitored after each evening.</p>	<p>AAN/RSA</p> <p>Tracked by AAN</p>	<p>Reviewed after each parents' evening event.</p> <p>Overall Sept '20</p>
				<p>Total budgeted</p>	<p>£14,500</p>
<p><u>Careers information advice and guidance</u></p>	<p>Maintenance of 0% NEET (students not in education, employment or training), and raised aspirations within our community.</p>	<p>Use of RONI sheet to identify those most at risk</p>	<p>Monitored through tracking of PPG students in Year. 11 CIAG meeting schedule.</p> <p>Tracking of destination data internally.</p>	<p>NAN/SBE</p>	<p>Sept '20</p>
				<p>Total budgeted</p>	<p>£19,000</p>
<p><u>My tutor</u></p> <p>Online student study programmes.</p>	<p>Students identified for its use in the RAG meetings. Clear focus on those underperforming that would benefit from additional support.</p>	<p>+4 months</p> <p>Digital Technology for students. There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice.</p>	<p>Its use is monitored through the specific subjects and also through the RAG meetings.</p>	<p>RSA/SWA</p>	<p>Sept '20</p>
				<p>Total budgeted</p>	<p>£4000</p>

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><u>Homework</u></p> <p>All students are issued with a knowledge organiser</p>	<p>Students engage in homework which in turn supports their scores on the low stake quizzes in class. Overall supports the grades gained in rehearsal examinations. Narrows gaps in knowledge.</p>	<p>On average, the impact of homework on learning is consistently positive (leading to on average five months' additional progress).</p> <p>Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on.</p>	<p>All HOD/ AVP and VP for teaching and learning to track through work scrutiny. Student planners will demonstrate the amount of homework set.</p>	<p>MSM/NBA/RSA</p>	<p>Reviewed half termly.</p>
				<p>Total budgeted</p>	<p>£3500</p>
<p><u>Extending the school day</u></p>	<p>Study supports are made available for those identified.</p> <p>Nearly 50 after school activities will be in place and PPG participation rate tracked.</p> <p>P8 Academic enrichments for Year 11 students.</p>	<p>+2 Months</p> <p>Evidence shows that on average those targeted groups of pupils, particularly disadvantaged or low-attaining pupils, either before or after school have on average made 2 months gain.</p>	<p>Tracking of attendance at after school support sessions will occur weekly.</p> <p>Half term and Easter revision will target specifically identified students. This will also be tracked by the AVP /HOY and AHOY</p>	<p>RSA</p>	
				<p>Total budgeted</p>	<p>£5000</p>

Section B – Impact of spend 2018-19

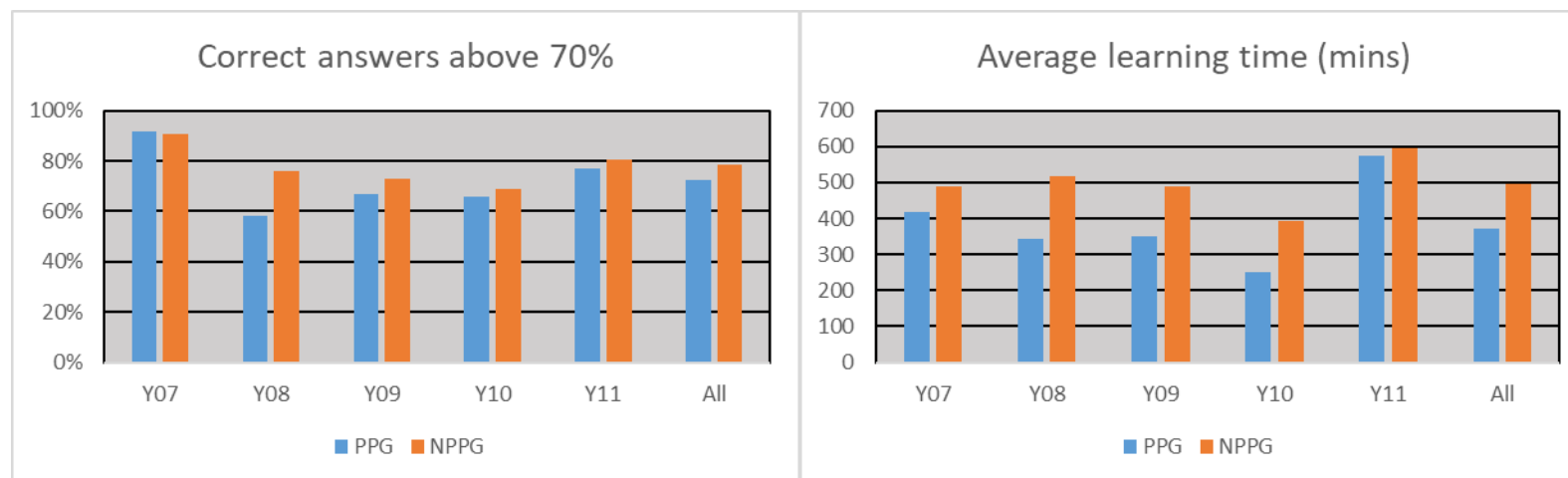
Outcomes

Academic outcomes for Pupil Premium students at GCSE improved significantly between 2017 and 2018, mathematics remaining the primary area of challenge. Outcomes for PP students in 2019 are broadly comparable with those of 2018 in real terms, but pleasingly the gap between Pupil Premium students and others reduced by a quarter of a grade in Progress 8.

Area	Result 2017	Result 2018	Result 2019
Progress 8	-1.09	-0.75	-0.77
Progress gap	-0.68	-0.76	-0.5
Maths Progress 8 contribution	-0.83	-0.89	-0.8
English Progress 8 contribution	-0.50	-0.52	-0.75
Ebacc progress 8 contribution	-1.28	-0.74	-0.72
Open Progress 8 contribution	-1.47	-0.81	-0.86
English and Maths standard pass	49.2%	37.5%	39.13%
English and Maths strong pass	27.1%	18.06%	10.87%

Comparison PPG vs Non PPG

Use of digital technology- Hegerty Maths



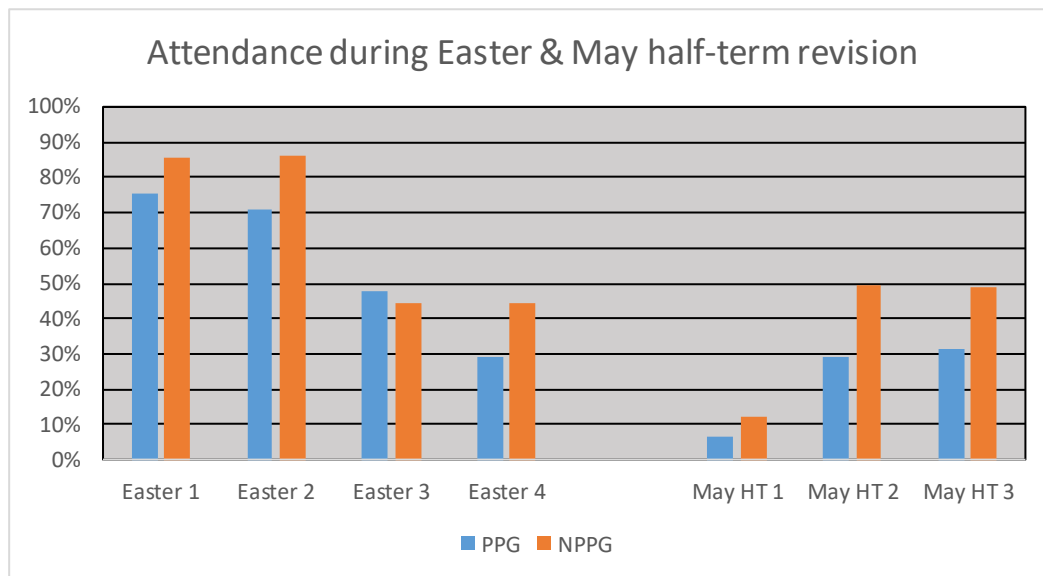
The graphs above compare the percentage of correct answers above 70% between PPG and Non PPG students and also the average learning time between the two cohorts. The difference in average learning time is an area where work in 2019/20 will be done. Barriers to access will be addressed along with promotion of Hegerty maths in and around the academy as well as on social media.

Extending the school day

The table below shows the attendance percentage for P8 after school sessions in the core subjects of maths, English and science. A real drive on after school attendance was conducted by the core subjects in order to close the gap in attainment (refer to results table). By extending the school day for all students it has allowed for bespoke revision to take place, QLA analysis and further emphasis on personal best. Maths have had to come from further behind in terms of students attending after school, initially there wasn't the buy in, but over time the gap between the two cohorts reduced and by half term 5 the gap had been reversed. Whilst we are aware that the gap hasn't closed significantly and there is still much work to be done, we are pleased with the increase in attendance.

	HT2			HT3			HT4			HT5		
	PPG	NPPG	Gap	PPG	NPPG	Gap	PPG	NPPG	Gap	PPG	NPPG	Gap
English	87%	87%	0%	70%	78%	-8%	63%	76%	-12%	63%	80%	-17%
Maths	69%	88%	-20%	57%	77%	-20%	71%	78%	-6%	75%	67%	8%
Science	82%	90%	-8%	65%	74%	-9%	44%	61%	-17%	56%	58%	-2%
Core Subjects	79%	88%	-10%	63%	76%	-13%	64%	72%	-8%	65%	69%	-4%
All Subjects	87%	88%	-1%	62%	76%	-14%	61%	71%	-9%	57%	65%	-8%

Half term revision sessions



May half term and Easter revision sessions were targeted days for the core and non-core subjects for our Year 11 students. It is evident from the graphs that there are differences in attendance rates for the two cohorts. The information from 2019 will be used as a bench mark for the 2020 cohort and will inform future planning from the feedback we received from parents and students.

Parental engagement

The table below shows the attendance percentage for parents' evenings

	All	PPG	NPPG	Difference
Year 07	76%	64%	81%	-17%
Year 08	48%	31%	60%	-29%
Year 09	65%	41%	74%	-33%
Year 10	56%	42%	62%	-21%
Year 11	64%	43%	69%	-26%

The table above gives the overall attendance percentage for parents evening and then is split by cohort. As we move through the school years and in particular Years 8 and 9 there were significantly fewer parents from the PPG cohort that attended the evening. In light of this we have begun to engage with parents through surveys, feedback on our parent’s evenings and also tracking and analysis of reasons why they could not attend. Work is ongoing in this area for 2019/20 with one of the Academy’s VPs overseeing parental engagement.

Lexia reading programme

	PPG	NPPG	All
Average reading age improvement (months)	16	18	17
Number of students completed course	12	13	25

The Lexia reading programme is used in the academy to address a student’s reading age. There were gains in the average month improvement for both cohorts and no significant difference between the two cohorts. The programme will continue in 2019/20 with three bespoke tutor groups having four 30 minute sessions per week.

Green route/behaviour intervention

	PPG	Non PPG
Number of Students	6	6
Exclusions	8	5
First Calls	86	87
Seclusions	20	27
Detentions	490	526

A section of the 2018/19 strategy was to address the number of exclusions and behaviour incidents with a Year 10 group. One initiative was to set up a green route for students that were at risk of permanent exclusion. The information in the table above compares the number of exclusions, first calls, seclusions and detentions. Exclusions for the PPG cohort were slightly higher but this figure accounts for one student that was excluded on more than one occasion. This data will be used as a bench mark for the 2019/20 cohort to analyse against.

Careers information and NEETs

All 47 students received a careers appointment and meeting with the specialist careers advisor in school. Some had follow up meetings or communication via letters home.

Of the 47 students identified as eligible for PPG there are currently no NEETs.