

Pupil premium strategy statement

1. Summary information					
School	Trinity Academy				
Academic Year	15/16	Total PP budget	£28,050.01	Date of most recent PP Review	Sept 2016
Total number of pupils	99	Number of pupils eligible for PP	24	Date for next internal review of this strategy	Sept 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015-16 only)	N/A	64.7%
% achieving expected progress in English / Maths (2015-16 only)	N/A / N/A	75.8% / 73.4%
Progress 8 score average	N/A	0.12
Attainment 8 score average	N/A	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	EAL status of pupils in the Academy
B.	Literacy skills of pupils in the Academy
C.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental Engagement

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Pupils will be working towards developing a strong command of the English Language.	Pupils are able to initially (competently) express themselves in English orally. Pupils will begin to write in extended sentences in English.
B.	Pupils will enjoy reading and continually develop their literacy skills as part of the curriculum.	Pupils improve their command of English; they access the curriculum well and can competently read instructions in lessons. They actively take part in DEAR time.
C.		
D.	Continue parental engagement strategies such as Parent Voice, and invite parents into discuss progress through targeted parent evenings (breaking the cohort down into vulnerable groups). Ensure those parents who do not speak English as a first language have access to a translator (provided by themselves or by the Academy).	85%+ attendance at parent's evening. Active parent voice group. Positive feedback on parent surveys/questionnaires.

5. Planned expenditure					
Academic year					
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?	Staff lead	When will you review implementation?
Ensure class sizes remain small especially in subjects such as English, Mathematics	Academy admissions criteria favours those with a status of PP	Smaller class sizes will enable the pupils to make maximum progress possible supported by the class teacher.	Ensure Academy policy is being followed.	BTH.	Annually
Improve the reading age of pupils through selecting texts matched to age.	As part of the DEAR strategy ensure pupils are reading appropriate texts, and aspirational texts for pupil premium pupils.	Boosting overall Reading age to ensure it is at least in line with age expectations.	Complete reading tests (externally set). Monitor the DEAR programme at the Academy.	ZCH	Termly
Provide teaching staff with a context and rationale to understand the PP strategy nationally and how this impacts pupils at our Academy.	Staff CPD Follow research from Sutton Trust	Bring all staff together to explain the PP Strategy and what funds can be used for to drive improvement. Use the Sutton Trust research as a basis for Academy wide strategies to drive and improve attainment.	Plan and deliver Academy INSET and then gain feedback from departments about what they would like to buy. Pilot, run and test various strategies from the Sutton Trust in the pursuit of boosting attainment.	JMc JGI	
Total budgeted cost					£8,257
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?	Staff lead	When will you review implementation?
Given the previous attainment issues in Maths (and the transition from a non-mastery to a mastery curriculum) ensure targeted numeracy support in and out of lessons to enable pupils to make maximum progress.	Small class size strategy.	Supported by Academy Admissions policy.	Ensure class sizes do not exceed 25.	BTH	Annually
	Targeted intervention classes.	Previous year PP cohort did not achieve as well in mathematics as expected.	Designate a member of staff with responsibility for liaising with the Maths department and driving improvement.	BCO	Termly
Improve access to Curriculum subjects through improved understanding of English (those pupils who were also EAL).	Provide pupils with their own iPad.	Pupils given their own iPad for use in the classroom for translation, this iPad can also go home with pupils enabling them to access English language at home and support with their home learning tasks.	Review usage of iPad device in lessons and ensure teachers have strategies to support learners using their iPads in lessons.	HSH	Termly updates
	Rosetta Stone.	Rosetta Stone enables learners to begin learning English and is available in the variety of different languages spoken by the pupils.	Review Rosetta Stone usage on the iPad Application and pupils' proficiency.	HSH	Termly review of usage.
	Dedicated volunteer for EAL/PP Group.	Despite no staffing costs, there were other costs such as ordering specific resources/games for conversation and discussion topics.	Pupils will demonstrate they are able to access discussion tasks, improved verbal participation in lessons.	HSH	Half-termly observation of lessons.

Breakfast Club (Magic Breakfast Costs, staffing costs of running Breakfast Club every morning).	Free breakfast provided for all pupils. Those with PP status will be targeted especially. Parents will be called and the Breakfast club explicitly advertised.	Research conducted by Magic breakfast outlines the relationship between hunger and attainment with hungry children less likely to achieve well. Calling parents explicitly ensures that parents are aware of the club and what food is available.	Monitor attendance of PP cohort at Breakfast club.	JMc	DFE Checkpoint deadlines (every 3 months).
Improve attainment in 2 nd form Science.	Provide pupils in Science with a revision guide	Revision guide matched to course being taught. This will enable parents to engage with content as it clearly broken down into easy to understand sections.	Subject lead to set tasks from revision guides given.	JMc	Termly review of usage.
Reading and Language intervention strategies.	Those PP readers who have a reading age significantly below their own reading age can be placed onto the Ruth Miskin programme. Sessions with in house SALT specialist to improve expression, self-esteem and communication.	Programmes such as Ruth Miskin will enable pupils to develop their literacy skills and access the curriculum in lessons. Sessions with in house SALT provider (LSP) will enable the Academy to target support at PP cohort, particularly where there is difficulty in expression or language selection.	Check through progress on Reading Age tests, observations of pupils in lessons and written tasks. Reduction in pupils becoming frustrated/getting into trouble. Pupils use more ambitious vocabulary in lessons.	ZCH BCO	Termly Termly
Total budgeted cost					17,036
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?	Staff lead	When will you review implementation?

Development of self-esteem and self-worth through taking part in outdoor adventure activities.	Where necessary part-fund participation in residential activity.	Outdoor activities help to develop confidence and leadership potential in young people. Providers such as Acorn are able to tailor activities to the objectives of the Academy.	Meet with Acorn before hand and share aims of the trip. Carefully group pupils to ensure that the PP cohort is well balanced.	JMc	October 2015
Ensure pupils are future proof and ready to learn.	Provide pupils with equipment and items of uniform if needed in order to enable them to fully access the curriculum and mirror what their peers have.	Ensure that pupils have the correct equipment given to them so that they are immediately on a par with their peers.	Provide discount for PP cohort when equipment is sold. Ensure equipment or uniform given out for free is done so quickly so pupils feel part of the community.	JMc/ZCH/VCL	Termly/Annually
Total budgeted cost					3256

6. Review of Pupil Premium Cohort Attainment

The attainment table below demonstrates that there is no significant difference in the attainment of pupils designated Pupil Premium to not being Pupil Premium. To be significant, the difference between the two scores needs to be at least 1.5 points (half a Level).

Through strategies employed and keeping class sizes down, it is clear that there has been an impact on attainment.

In English for the 1st form (Year 7) there was difference of a Level in an earlier attainment point and 1.5 Levels for 2nd Form (Year 8), this was reduced to 1 point <0.5 level for both cohorts.

In Mathematics the difference between the cohort in 1st form is 0.1 point and in 2nd form is 0.8 points, which has been reduced from 0.5 levels and 1 level respectively.

In Science the gap has been to 0.6 points for 1st form and 0.7 points for 2nd form. This again is a significant reduction from 1.5 Levels difference in the 1st form and 2.5 Levels in the 2nd form.

		PP	Non-PP	Comment
1 st	English	14.3	15.3	Widest point was 1 Level difference
	Mathematics	14.7	14.8	Widest point was 0.5 Level difference
	Science	15.3	15.9	Widest point was 1.5 Level difference
2 nd	English	14.3	15.4	Widest point was 1.5 Level difference
	Mathematics	14.0	14.9	Widest point was 1 Level difference
	Science	16.0	16.7	Widest point was 2.5 Level difference

7. Review of expenditure				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Ensure class sizes remain small, especially in subjects such as English, Mathematics and Science.	-Academy admissions criteria favours those with a status of PP	Over staffing based on the actual curriculum needs has had a positive effect on the attainment of pupils in English, Maths and Science. There has been a positive effect on those designated medium and lower achievers as well who have all achieved well.	Although there are no High Achieving Pupil Premium pupils in the Academy, there is a clear case that the achievement of Higher achievers could use some work. This intervention will continue due to the success it has had on many pupils.	Cost built into overall budgeting for the Academy.
Improve the reading age of pupils through selecting texts matched to age.	-As part of the DEAR strategy ensure pupils are reading appropriate texts, and aspirational texts for pupil premium pupils.	Reading ages have improved for those designated Pupil Premium.	More intensive intervention could be needed to improve this gap initially in the early stages of the year rather than wait for the end of the year.	
Provide teaching staff with a context and rationale to understand the PP strategy nationally and how this impacts pupils at our Academy.	-Staff CPD -Follow research from Sutton Trust	Staff CPD led to several requests for resources	Produce bespoke training for staff about how to work with PP pupils.	Cost built into overall budgeting for the Academy.

Extended day activities (enrichment and support)	Staff to run sessions beyond contracted hours. Targeted support offered.	When staff lead on sessions beyond their normal contractual hours, they can claim a day in Lieu. This requires funding as often cover is required. Sometimes staff are directed to provide extended support to pupils after school which further enables them to claim this benefit. Running the Extended School Day also requires resources and materials which where sessions have been run for PP pupils (boxing clubs, study support) these have been purchased for pupils.	This system has enabled staff to buy into this process and therefore a wide range of activities is on offer for pupils. Operating activities such as this has enabled pupils to experience a wide range of activities that they potentially may not have tried.	£5,400 (Extended Day Staffing costs) £2,857 (Extended Day Resources).
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Given the previous attainment issues in Maths (and the transition from a non-mastery to a mastery curriculum) ensure targeted numeracy support in and out of lessons to ensure pupils make progress in line with non-PP cohort.	-Small class size strategy. -Targeted intervention classes.	Funding of BCO to support the Pupil Premium Cohort was important to ensure that the attainment gap was not an issue at the Academy.	Use of SENDCO in dual capacity has provided support. This approach will not be needed as explicitly in one area next year given the increase in staffing, however, the SENDCO will be deployed and used as needed. The use of alternative strategies such as City Year can also be explored to bolster classroom support.	£7,794.09 (BCO) £2,500 (LSP)

<p>Improve access to Curriculum subjects through improved understanding of English (those pupils who were also EAL).</p>	<ul style="list-style-type: none"> -Provide pupils with their own iPad. -Rosetta Stone. -Dedicated volunteer for EAL/PP Group. 	<p>EAL Pupils at Trinity Academy experience full immersion in English Language. This, therefore, means that pupils need access to a device to enable them to translate tasks, instructions and phrases. This has helped with their overall interaction.</p> <p>The use of applications such as Rosetta Stone has also enabled pupils to make greater progress in the acquisition of Language.</p> <p>Working with the volunteer has boosted self-esteem and encouraged those who struggle to actively engage in English Language conversations.</p>	<p>There are some mixed reviews regarding iPad usage. More investment in Staff Training/applications could be explored to maximise the iPads. Pupils report that they have had a positive benefit on their ability to learn and retain English.</p> <p>Rosetta Stone has been chosen, as a specialist EAL teacher could not be funded/sourced. This has helped pupils to learn English. Explore rolling this out to Parents of EAL/PP Children.</p>	<p>£2,072</p> <p>£2,700</p>
<p>Breakfast Club (Magic Breakfast Costs, staffing costs of running breakfast club every morning).</p>	<ul style="list-style-type: none"> -Free breakfast club provided for all pupils. -Those with PP status will be targeted especially, parents will be called and the Breakfast club explicitly advertised. 	<p>Running a free breakfast club in conjunction with Magic Breakfast led to improvements in the attendance/punctuality of learners.</p> <p>Research suggests that those who are hungry do not perform as well in the classroom as an inordinate amount of time is spent on concentrating on hunger.</p>	<p>This club could benefit from a wider source of foods that will really encourage pupils into the Academy. Snacks were given at breaktime as well (bagel) through the investment in this service for those pupils who were absent from breakfast club.</p>	<p>£550 (paid to Magic Breakfast)</p> <p>£748.50 (Staffing costs to run breakfast club)</p>
<p>Improve attainment in 2nd form Science.</p>	<ul style="list-style-type: none"> -Provide pupils in Science with a revision guide. 	<p>Providing resources and materials as part of the extended school day and boosting attainment particularly in Science for these underachieving pupils was vital.</p>	<p>Consider other ways to engage learners in intervention as after school learners are often tired.</p>	<p>See EDM costs.</p>

<p>Reading and Language intervention strategies.</p>	<p>-Those PP readers who have a reading age significantly below their own reading age can be placed onto the Ruth Miskin programme. -Sessions with in house SALT specialist to improve expression, self-esteem and communication.</p>	<p>Placing pupils with a reading age below their counters on reading programmes mentioned above, and supporting them with texts they use in lessons enables learners to make progress and broaden their own literacy skills across the curriculum. For those learners who are also PP, regardless of the gap between their actual and reading age, intensive intervention using the Ruth Miskin programme is used. SALT specialist works with those pupils who are PP and also SEND in targeted groups.</p>	<p>For other pupils at the Academy, pupils need to be significantly below their reading age to qualify for intensive reading support. Any pupil receiving the grant automatically gets intensive intervention, even if they are only a couple of months behind their reading age.</p>	<p>£672 SALT costs from notional SEND funding.</p>
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Development of self-esteem and self-worth through taking part in outdoor adventure activities.</p>	<p>Where necessary, part fund participation in residential activity.</p>	<p>Running a bonding trip early in the year enables PP learners to form strong friendships. With Acorn (provider) pupils are exposed to a range of skills not explicitly taught in the classroom, particularly leadership potential and teamwork. This is a fantastic opportunity for pupils to experience opportunities for learning outside the classroom.</p>	<p>Consider funding this for learners a second time around, as this exposure consistently enables them to learn more about their own aspirations and ambitions.</p>	<p>£3,082</p>

Ensure pupils are future proof and ready to learn.	Provide pupils with equipment and items of uniform if needed in order to enable them to fully access the curriculum and mirror what their peers have.	Money spent on uniform and stationery (calculators etc.) that parents can individually express an interest for from the pupil premium grant.	Highlight to parents what they can ask for support with.	£110.03 (stationery) £64.38 (uniform)
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8. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.