Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Trinity Academy
Number of pupils in school	1131
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Mrs V. Gibson Interim Principal
Pupil premium lead	Mrs K. Lountain-Pick Assistant Vice Principal
Governor	Martin Oldknow, Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£360,035
Recovery premium funding allocation this academic year	£54665
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£414,700

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil premium plan exists alongside our whole school development plan. Its intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in Mathematics and Open basket subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, to narrow the gap between their peers and provide social justice. We will consider and understand the challenges faced by our vulnerable pupils and do our upmost to eradicate the identified barriers to their success. We strive to remove the soft bigotry of low expectations, raise lifelong aspirations, and focus on removing barriers to learning and achieving excellence.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

PP context at Trinity Academy

Trinity Academy is designated as a non-denominational Christian-ethos school. Founded in 2005, the mission of Trinity Academy, as part of the Emmanuel Schools Foundation, is to raise standards of character and scholarship within an area of high deprivation, by building a strong community in which every child is regarded as created in the image of God: of infinite and intrinsic worth, uniquely gifted and morally responsible. All of the Foundation's schools are located in areas of high deprivation, and no faith test is applied to aspiring students or their families, but there is a high degree of buy-in from staff, students and parents to our core virtues. The Academy is larger than average and draws students almost entirely from the local area. The Academy caters for approximately 1300 students. Although the Academy draws from ten local wards altogether, 95% of students come from three local wards (including 80% from just one, being Thorne and Moorends student deprivation is exceptionally high, even for Doncaster: Students' average Index of Multiple Deprivation (IMD) score is in just the second decile from bottom; this actually declines towards the younger cohorts. Fewer than 10% of students have multiple deprivation indices above the 4th decile.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	School validated progress from examination data for 2018/29 for PP was -0.76 compared to -0.27 for non-PP. Mathematics average points score for PP was 2.90 compared to 3.91 for non-PP. School unvalidated progress from examination data for 2021/22 for PP was -0.93 compared to -0.32 for non-PP. Mathematics average points score for PP was 3.26 compared to 4.42 for non-PP. Open basket performance data 2018/19 for PP was -0.88 compared to non-PP -0.18. Open basket performance data 2021/22 for PP was -0.54 compared to non-PP -0.04.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last 4 years, on average pupils have started the Academy with a reading age of 10.25 months lower than that of previous year 7 reading ages.
3	Effect of school closure and remote learning. National research shows that this has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in mathematics. We have also seen behaviour routines needing to be re-stablished from returning after lockdown to the present.
4	Our observations suggest many of our lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly mathematics and science.
5	Mental health and wellbeing. Our wellbeing survey observations and discussions with pupils and families have identified social and emotional issues for many pupils. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. We are aware that these challenges particularly affect our disadvantaged pupils, including their attainment. During the pandemic, teacher referrals for support markedly increased. Whilst the number at this time is low, we do expect this figure to rise. 11 pupils (*6 of whom are disadvantaged) currently require additional support with social and emotional needs and are currently receiving small group interventions with our learning mentors.

6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been around 5.5% lower than for non-disadvantaged pupils. 31% of disadvantaged pupils have been 'persistently absent' compared to 10% PA of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on Mathematics and Open Basket subjects.	By the end of our current plan in 2024/25: KS4 predictions from rehearsal data and current three-year examination trends demonstrate that the gap between disadvantaged students and their peers will diminish from 0.75 (18/19) to 0.15 (24/25) This progress score would bring the • Mathematics average progress 8 score of 0.0 • Open Basket average progress 8 score in line with national average.
Improved reading comprehension among disadvantaged pupils across KS3. Improved reading ages to be at or above chronological age in KS4.	• 90% of KS3 read at, or above, chronological reading age. • PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • PP students to achieve, or exceed, P8 averages, in line with national averages for all students. • Standardised reading scores are in line, or above, national averages.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Students across all key stages have improved self-regulatory skills. Uptake in the use of GCSE Pod, Hegarty Maths and Seneca learning all in line with their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 5.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%.

	• the percentage of all pupils who are persistently absent being below 17.4% and the figure among disadvantaged pupils being no more than 12% greater than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: **£216,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. We will be using NGRT, NCER data and also STAR reader.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2, 3, 4
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training, support and release time. It will first be rolled out in mathematics and Open Basket subjects	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	4
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:	1, 3, 4

	KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will focus CPD/T&L on reading, oracy and then disciplinary literacy skills.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2
High quality collaborative planning structure in place.	All departments and all teachers to take part in the after school training, department meetings and CPD sessions. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. 1. High-quality teaching | EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Individualised instruction in mathematics.	Individualised instruction can have high impact in subjects such as science and maths and also reading. EEFtoolkit/individualised-instruction	1,2,3,4
Ensure that staff are incorporating formative assessment strategies in all lessons with high quality student response to feedback given.	Providing high quality has a high impact on learning outcomes. Feedback | EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Make certain lesson planning includes resources and structures to support curriculum delivery. That scaffolding particularly for low ability and disadvantaged students is common practice. Develop and train LSAs to be proactive in supporting SEND students' individual needs. Provide CPD for staff on the effective use of LSAs within the classroom.	EEF_High_Quality_Teaching_for_Pupils_with_SEND.pdf (d2tic4wvo1iusb.cloudfront.net) Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Recruitment and retention	The recruitment and retention of outstanding practitioners in mathematics and English.	1,2,3,4,5,6

Targeted academic support

Budgeted cost: **£100, 550**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Using the McGraw Hill programme at KS3.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. Subjects identified are mathematics, English and science A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3
RAG meetings	It is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. It will be the role of the RAG team to deploy these for students centrally. Whether these be academic or pastoral interventions. Selecting_interventions_tool.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4,5,6
Mentoring of Y11 disadvantaged students	Y11 Students paired with a staff member in order to help organise, structure and provide support. EEF toolkit/mentoring	1,2,3,4,5,
New Group Reading Test (NGRT), used to track pupil progress and direct to targeted and evidence-based interventions. Twice per academic year.	"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centered approach. These assessments allow us to do this, as and when our students are ready." Regular tracking will enable us to rapidly diminish differences in reading ages of disadvantaged pupils.	2
Books and revision guides provided to students as part of year 11 strategy.	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£97,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Me in Mind – We have Mental Health practitioners in one school at least one day a week to support students. In addition, fortnightly advice/supervision for staff Support in training our Mental Health Champions School Nursing Team Fortnightly drop in sessions Student 1:1 referrals Health Checks for CIN/CP students Worth Unlimited: Weekly support through counselling sessions through a Christian funded charity. These cover low mood/anxiety/self-esteem support This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)	3,5
Embedding principles of good practice set out in DfE's advice. Staff will get training and release time to develop and implement new procedures. Attendance officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving School Attendance	6

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Establish place-based change approaches to supporting disadvantaged families.	The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement | EEF (educationendowmentfoundation.org.uk)	5
PP Champion role	Data analysis, academic support, engagement and interventions. EEF-toolkit/mentoring	1,2,3,4
Alternate provision supports academic progress as well as SEMH support	Disadvantaged students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this. EEF-toolkit/behaviour-interventions	1,3,5,6
Offer consistency through a whole school behaviour policy.	Creates a purposeful learning environment for all students. Clear expectations and boundaries for students. EEF-toolkit/behaviour-interventions	1,3,5,6
Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer and TLR postholders/HOY/AHOY	The attendance of PP students to school is below national expectations. Many PP students have significant social and emotional barriers to learning and are subject to external multi-agency plans.	6
Sustain a system of rewards and incentives for improved attendance to school. Personalised rewards and recognition to ensure whole school profile raised.	The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9- 4 or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons.	1,3,5,6

Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance officer and HOY/AHOY help to arrange appointments at all parent events. EEF toolkit/parental-engagement suggests +4 months progress.	5
Reduce the number of Exclusions. Reduce the number of Fixed Term Exclusions. Reduce the number of Permanent Exclusions.	Disadvantaged student outcomes will not be improved if they lose valuable lesson time. Disadvantaged students have a higher national percentage of permanent exclusions. If they are excluded by the school, they have less chance of becoming productive members of society. DfE research on school exclusion	1,3,5,6
Work with external agencies including CAMHS	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021	5

Total budgeted cost: £408,350

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Gaps Analysis

Group	2021-22 Results	Gap	2021-22 Results*	Gap	2021-22 Predicted	Gap	2021-22 Rehearsal	Gap	2018-19 Actual	Gap	2018-19 National	Gap
All	-0.49		-0.23		-0.45		-1.22		-0.38		-0.03	
PP	-1.05	-0.85	-0.72	-0.72	-1.00	-0.83	-1.75	-0.80	-0.77	-0.50	-0.45	-0.58
Non-PP	-0.20		0.00		-0.17		-0.95		-0.27		0.13	
Boys	-0.73	-0.50	-0.44	-0.43	-0.68	-0.46	-1.50	-0.57	-0.54	-0.33	-0.27	-0.49
Girls	-0.23		-0.01		-0.22		-0.93		-0.21		0.22	
SEN - E	-2.30		-1.45		-2.25		-2.40		0.13		-1.17	
SEN - K	-0.82		-0.10		-0.93		-1.57		-0.46		-0.43	
SEN - N	-0.38		-0.21		-0.33		-1.14		-0.31		0.08	

**Data not inc. the 16 students who attended Alternative Provision. 11/16 students were PP and whilst this intervention enabled the students to transition to the next stage of employment and education, not all of the qualifications they completed counted towards the performance figures, so they had a negative impact upon both the whole cohort and PP P8 measure.*

The data presented to governors is based on SISRA Sept. analysis and unvalidated data.

As we know, even pre-pandemic, there was a significant gap in progress between PP and non-PP pupils which widened this year. One of the contributing factors was attendance; our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Attendance data over the last 3 years indicates that attendance among PP pupils has been around 5.5% lower than for their non-PP peers. Absence rates for disadvantaged pupils have been much higher than for other pupils since the pandemic started.

The data shows that P8 is positive for students with attendance over 95%; if they attend Trinity Academy, they do well. Conversely P8 reduces as absence increases, with this in mind the fact that 68% of non-PP pupils had attendance over 90% compared to only 32% of PP pupils indicates poor attendance is a key issue for the PP cohort.

fft aspire Key Stage 4 Early Result Service: Pupil Groups

PDF

Attendance (COVID X): X = Absent

Trinity Academy (3716905)

Attend. group	Gender	KS2 PA Band	FSM6	SEND	EAL	Term Of Birth
All	All	All	All	All	All	All

All pupils

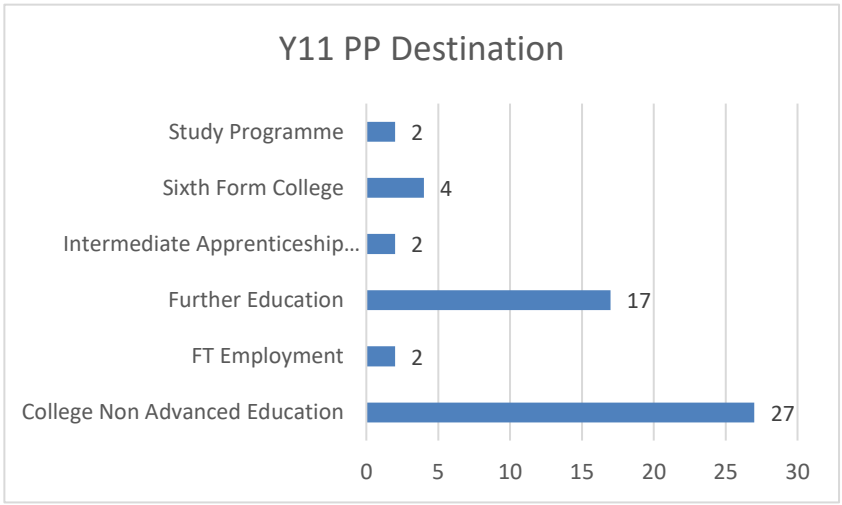
	Pupils	Average GCSE Grade	Average GCSE Value Added	English (best) Grade	English Value Added	Maths Grade	Maths Value Added	Attendance
All Pupils	191	4.1	-0.5	4.6	-0.5	4.4	-0.1	87%
Attendance groups								
Above 95%	63	5.0	+0.1	5.3	-0.1	5.5	+0.6	97%
90.1 - 95%	51	4.4	-0.2	4.9	-0.3	4.7	+0.1	93%
80.1 - 90%	42	3.6	-0.6	4.2	-0.6	3.7	-0.4	86%
50.1 - 80%	77	3.0	-1.5	3.8	-1.3	3.1	-1.7	71%
0 - 50%	8	2.0	-2.6	2.6	-2.5	2.3	-2.3	27%
Gender								
Female	94	4.4	-0.4	5.0	-0.4	4.4	-0.1	86%
Male	97	3.9	-0.5	4.2	-0.6	4.4	-0.2	88%

There are many factors associated both with low attendance and low attainment, at the pupil-level (e.g. Mental health issues, parental engagement) and school-level (e.g. quality of teaching, availability of resources).

Based on the SISRA P8 estimate, PP boys are 1.5 grades below expectation whereas PP girls are in line with the overall school P8 score (-0.49). The significance of the 16 APX students, particularly of the 6 PP boys cannot be ignored. Closing the gap in boys' performance remains a key priority.

Based on the SISRA P8 estimate, our middle and higher ability PP students make on average 1 grade less progress than their non-PP peers. QFT and intervention strategies targeted at lower prior attaining students ensure the gap is closing, especially evident when you removed the APX students. On further analysis, the biggest barrier to learning was related to attendance and therefore this is an area for greater focus in the 2022-23 academic year.

No PP students are Not in Education, Employment or Training (NEET).



Despite addressing low levels of literacy for our pupils, reading age continues to lag behind chronological age progression and so this remains a key priority.

Wellbeing of students remains a focus with a significant increase in safeguarding cases coupled with a higher need for counselling and mental health support. We continue to use our Pupil Premium Allocation to address this, as well as drawing on locally available services.

The widening National GCSE disadvantage gap is consistent with other evidence that learning losses during the pandemic were more acute for disadvantaged students.
We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We will continue to build on that approach in our new plan.

Further information

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.