Pupil premium at Trinity Academy

The context of the 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. 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 values of courage, fairness, humility, integrity, love, self-control and wisdom– values derived from the character and teaching of Jesus Christ. The Trust places a premium upon the pursuit of character, as of enduring value; we understand character and scholarship to be mutually supportive: students grow in virtue through the challenging instruction and practice they receive from teachers in and beyond the classroom, and their emerging character helps them learn increasingly effectively by rising to that challenge.

The Academy is larger than average and draws students almost entirely from the local area. The Academy caters for approximately 1232 students, with girls being represented at a rate 3% higher than the national average. Although the Academy draws from eleven local wards altogether, 98% of students come from three local wards (including 86% from just one, being Thorne and Moorends). Due to the high number of colleges and school sixth forms in the area, our Sixth Form recruits largely from our own Year 11 students, although we have recently begun to vigorously expand our external recruiting drive. 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.*
- *Over the past 6 years, 40% of the pupil population has been eligible for Free School Meals, which is above the national average (the national average is 26%).*
- *This proportion is increasing with each new cohort; from 33% of current Year 11 students to 47.7% of current Year 7 students.*

ESF MAT has a proven track record of turning around difficult schools. ESF focuses on character-first education, which is reflected in the discipline and reporting systems at Trinity Academy and has been largely responsible for the marked improvements in discipline.

Trinity Academy adopts seven building blocks for supporting the attainment of disadvantaged students

1. School wide ethos

Trinity Academy does not assume that all disadvantaged students face the same barriers, we therefore avoid stereotyping and treating disadvantaged as a purely homogenous group. We maintain high aspirations for all and promote this in all we do. There is a clear drive for attainment for all. Any potential barriers to learning and attainment are quickly addressed on an individual need.

2. Clear, responsive leadership

All leaders at Trinity Academy have a clear drive and focus in raising students attainment. This is modelled from the very top so that all staff members are accountable for student attainment. Teaching and learning is a major focus for all staff in ensuring that high quality feedback is given in order for students to progress.

3. Addressing behaviour and attendance

Trinity Academy has clear systems and procedures in place in order to maintain good behaviour and attendance. Barriers to attendance and behaviour are addressed on an individual basis and supported by the systems in place. We understand that there is a link between good attendance and outcomes for students. Disadvantaged students attendance is a major focus., strategies include contacting home immediately If a student fails to arrive. Home visits take place on the second day of all absences and the academy works closely with families to support good attendance and behaviour.

4. High quality teaching for all

We believe that first quality teaching is key to every student and something that should be the norm in school. All students without exception deserve consistently high standards of teaching. Teaching staff have bespoke CPD sessions focused on this along with QA of work, assessments and best practice pedagogy. CPD sessions on effective teaching and learning strategies for focused groups are delivered throughout the year.

5. Meeting individual needs

We know that every student is different, it is therefore imperative that we get to fully understand our students. Barriers to learning and also school are

identified through student voice. We can therefore deploy interventions much more strategically based on the needs of the student.

6. Deploying staff effectively

One area we have recently focused upon is the deployment of our most experienced teachers to those students that need it the most. Staff are deployed that can deliver the best high quality intervention. Student needs analysis are used to ensure that this is done effectively.

7. Data driven and responding to evidence

Teaching staff use assessment for learning in every lesson in order to adapt to student's needs. Data is used strategically in order to plan interventions, deployment of staff and resources and also to review any strategy that has been in place. Marking and feedback is focused and timely and allows students to respond.