

## Pupil premium strategy statement (secondary)

1. Summary information					
<b>School</b>	Holy Trinity Academy				
<b>Named governor for PP</b>	Mark Anderson				
<b>Academic Year</b>	18/19	<b>Total PP budget</b>	£124,910	<b>Date of most recent PP Review</b>	May 2018
<b>Total number of pupils</b>	637	<b>Number of pupils eligible for PP</b>	163	<b>Date for next internal review of this strategy</b>	Autumn 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.095	0.13 (fft)
Attainment 8 score average	37.65 sisra PP national (fft) = 38.2	38.2 50.6 (fft)
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.	KS2 QLA suggests that PP students do not perform as well as others and give/explain the meaning of words in context.	
B.	KS2 QLA suggests that PP students are not as able to make inference from the text.	
C.	KS2 QLA suggests that PP students do not complete the paper and attempt extended ques	
D.	KS2 QLA suggests that PP students to not perform as well as others on questions where they are presented with unfamiliar contexts.	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
E.	Attendance for PP is lower than their peers	
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Higher P8. A8 score moves closer to others.	Higher P8 score for this subgroup. Smaller gap in A8.
B.	Better at inference.	More successful outcomes Internal tracking demonstrates that students are better at inference Data analysis demonstrates that outcomes are closer to others.
C.	Prepared to tackle, confident in tackling extended ans que.	More successful outcomes Internal tracking demonstrates that students attempt extended ans que. Data analysis demonstrates that outcomes are closer to others.
D.	Can apply knowledge and skills to unfamiliar contexts	More successful outcomes

		Internal tracking demonstrates that students attempt extended ans que. Data analysis demonstrates that outcomes are closer to others.
E.	Increased attendance rates for pupils eligible for PP	PP students attendance remains above 97%. Persistent absence reduces to 5%.

## 5. Planned expenditure

<b>Academic year</b>	<b>18/19</b>
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.	
<b>i. Quality of teaching for all – take from the T&amp;L plan – can just refer to</b>	

### Desired outcome

Desired outcome	Chosen action / approach	EEF/ mnt hs	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A Higher P8. A8 score moves closer to others.	Cross curricular approach.	+5	Learning walks identified that there is a lack of consistency in approaches to common skills across the curriculum.	Meeting time for departments to work together.	SI	During QA and LMM.
	CPD for all staff on teaching strategies for PP students	+5	Strategies to support PP students to remain a high priority and focus for all staff.	Ensure that staff meetings have a T&L focus.	SI	At each staff CPD session and 4 <sup>th</sup> week of each half term during QA week.

	Provide resources for PP students to use at home. GCSE Pod.	+4	PP students do not do as well as their peers. Discussion with students suggests that they need more resources at home.	Use the resource to analyse the amount of use by PP students. Intervention as required. Share the resource with parents. Use rewards to encourage student use.	WL	Termly analysis of use with rewards.
	Investigate the implementation of Let's Think materials in English.	+8	EEF research suggests that the impact of Let's Think will be evidenced at GCSE (summer 2018). Anecdotal evidence from staff delivering the pilot project in cohort 1 suggests that it develops resilience and prepares students for the demand of the GCSE courses.	Quality assurance of the lessons. Student voice.	WL	At each data entry point. Termly department development plan reviews.
	PP SLT lead and lead teacher to champion the needs of PP students and to support the implementation and review of PP plan		PP champion is needed to take ownership of the plan and ensure its implementation across all departments throughout the year.	Time to develop and review the plan. PP to remain a high priority. Data seating plans and SIMs to highlight PP as a subgroup. Plan shared with all staff. HoDs to share strategies for PP within their subject area. Parent's to be informed that their child is on the PP register. Develop innovative and creative approaches to support PP students through the PP bids process. Staff CPD on typical PP students.	WL/WV	At each data entry point. Termly department development plan reviews where appropriate.
	SMHW to monitor the delivery of	+5	EEF suggests that secondary h/w has an effect of +5. Previous work scrutiny suggests	Termly reports to ensure that all subject areas are setting enough h/w for all students. QA to assess the quality of h/w set.	WL	Termly SMHW report. QA 4 <sup>th</sup> week of each half term.

	h/w for all PP students		that h/w is not clear in all areas. The resource will allow easy analysis of the amount of h/w set for PP students.			
	Parent evening booking system to encourage parents to come into school and track PP parents – call to invite in if haven't made an appointment	+3	36% of parents that did not make appointments for year 7 settling in pm were PP	Record the number of parents who make appointments following phone calls. Use the resources to analyse attendance and develop an action plan for non-attendance.	WL	After each parent's evening
	Member of staff in charge of LAC (% of SLT salary)		LAC coordinator is needed to take ownership of the provision for LAC and ensure individual needs are met.	Time to prepare for and attend PEP reviews.	MY	At each data entry point and PEP meeting.
	Take into account variety of cultural experiences in order to avoid accidental discrimination		Analysis of GCSE papers suggests that PP students may be disadvantaged if not exposed to a variety of cultural experiences.	Strategies to support PP students added to the lesson plan and observation pro-formas.	WL	QA 4 <sup>th</sup> week of each half term.

	Priority book marking	+8	Staff feedback suggests that the best quality marking is either at the start or the middle of the class set.	Ensure that departments identify marking PP strategies.	WL	Termly review of DP and QA.
B Better at inference.	Staff CPD on inference across all subject areas and use of KS2 QLA	+4	KS2 QLA	Staff CPD on how to support students across all subject areas.	WV	Half termly data analysis, QA.
	Use QLA from KS2 to identify areas of weakness for students, class and cohort.	+5	KS2 data for PP students in reading and writing is below peers	Training for HLTA and TAs to deliver intervention sessions. QA of the interventions.	SQ/WV	Reading scores will be assessed termly.

	KS3 reading programme Move to B	+5	KS2 data for PP in reading is below peers	Students clearly identified using reading scores and placed on a three tier system. Training for 6 <sup>th</sup> form readers. Resources for recording targets. Ensure appropriate resources are made available. Reading logs, stickers, book marks etc.	SQ/AMC	Feedback from the 6 <sup>th</sup> form readers after 6 weeks to indicate suitability. Reading ages assessed termly
C Prepared to tackle, confident in tackling extended ans que.	Resilience across the curriculum.	+8	The increasing demand of the new specifications requires students to be more resilient. KS2 QLA suggests that PP students fail to complete the paper.	Resilience plan with full CPD programme with time given. Common approach to resilience plan.	SI	Staff impact form to be completed 6 weeks after the CPD. 4 <sup>th</sup> week of each half term.
	Investigate the use of extra time for PP students		KS2 QLA suggests that PP students do not complete the paper.	Analysis of test data. Sharing of information with relevant HoDs.	WV	At the end of testing.

D Increased attendance rates for pupils eligible for PP	First day call		First day call builds relationships with parents, patterns are highlighted and attendance is improved.	Employ admin staff extra time	MY	At the end of each week.
	Introduce privilege system.		Pupil voice suggests that students will respond to this incentive.	Communicate the system clearly to all stakeholders.	MY	Weekly analysis.
	Return to school interviews		Underlying issues and the need for improved attendance can be shared	Pastoral house leaders to ensure interviews take place	MY	Termly analysis of attendance.

**Total budgeted cost**

**ii. Targeted support**

Desired outcome	Chosen action / approach	EEF/ mth	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A</b>	Laptops	+5	H/w is set on the SMHW system. Resources such as GCSE Pod require computer access. Students live in a digital age. Identified on PP review.	Good quality product. Fortnightly checks by the IT team.	WL	At the end of each year
<b>C,D</b>	Curriculum visits		PP reviews indicate that students may not be able to contribute to curriculum visits.	Ensure that all PP students attend the curriculum trips. Ensure that a clear message is delivered to all staff regarding access to curriculum visits for PP	WL	At the end of the year

				students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child.		
<b>C,D</b>	Curriculum resources		All students are encouraged to purchase resources for curriculum areas e.g. cooking. Access to these resources should not be restricted for PP students.	Ensure that a clear message is delivered to all staff regarding access to resources for PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child.	WL	At the end of the year
<b>A</b>	Revision guides		To ensure that PP students have access to all of the revision resources that students are encouraged to purchase	Ensure that a clear message is delivered to all staff regarding access to revision guides for PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child.	WL	At the end of the year
<b>A,C,D</b>	Theatre visits	+2	Theatre visits support the curriculum. Access to the theatre outside of school may be limited.	Ensure that a clear message is delivered to all staff regarding access to Theatre visits for PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child.	WL	At the end of the year
<b>A,C,D,E</b>	Arthog	+3	The skills developed by the Arthog programme include confidence, resilience, <a href="#">skills for work</a> and friendship groups. PP student's access to this resource must not be restricted due to cost.	Ensure that the Arthog leader is aware of PP students when making the offer. Priority given to PP students. All costs and resources provided. Ensure parents are made aware of the opportunity.	WL	At the end of the year
<b>A,C,D,E</b>	Tutor interview. PP review.		Students are able to share their barriers to learning on a 1:1 and have the opportunity	Ensure that staff have time to complete the reviews. Ensure that all staff are aware of PP students.	WL	At the end of the year

			to request further support.			
<b>A</b>	Homework club	+5	PP reviews indicate that not all PP students have access to a quiet place to work at home.	Ensure that all PP students are aware that enrichment activities may be funded. Ensure that a clear message is delivered to all staff regarding access to enrichment activities for some PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child.	WL	At the end of the year
<b>A</b>	Priority careers apt.		PP reviews indicate that not all PP students have a clear focus in terms of future goals.	Ensure that all PP students are aware that enrichment activities may be funded. Ensure that a clear message is delivered to all staff regarding access to enrichment activities for some PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child.	WL	At the end of the year
<b>A</b>	Participation in NCOP activities		PP reviews indicate that not all PP students have a clear focus in terms of future goals. Data suggests that less PP students continue into higher education.	Ensure that all PP students are aware that enrichment activities may be funded. Ensure that a clear message is delivered to all staff regarding access to enrichment activities for some PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child.	WL	At the end of the year
<b>E</b>	Support with uniform costs	0	PP reviews indicate that not all PP students have access to uniform.	Ensure that the pastoral team are aware of some PP student's access to this resource. Ensure that parents are made aware of the resources available to their child.	WL	At the end of the year
<b>A,E</b>	Mini bus and driver for revision sessions (% of	+2	PP reviews indicate that not all PP students can attend revision sessions due to	Employ a driver. Implement a booking system. Ensure that parents are made aware of the resources available to their child.	WL	At the end of the year

	driver's salary)		transport issues. PP students to have priority on the bus.			
<b>A</b>	External mentors		PP reviews and parent and staff feedback suggests that not all PP students are engaged and motivated to succeed.	Weekly reports and reviews of mentoring sessions. Feedback from students. Interview for external mentors.	WL	At the end of each term.
<b>A</b>	External mentoring with a focus on social and emotional learning	+4	Discussion with carers and students of HA PP students suggest that students may engage better with school after good quality social and emotional intervention.	Use high quality staff with a proven record of success in other schools.	WL	At each data entry point using data and discussion with students and carers
<b>A</b>	1:1 tuition	+4	Discussion with carers and students of HA PP students suggest that students may engage better with 1:1 tuition	Use school staff for delivery where possible.	WL	At each data entry point using data and discussion with students and carers

### iii. Other approaches

Desired outcome	Chosen action / approach	EEF/ mth	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>A,D</b>	Duke of Edinburgh Award	+4	The skills developed by completing the DofE course include confidence, resilience, <a href="#">skills for work</a> and friendship groups. Colleges, universities	Ensure that the DofE leader is aware of PP students when making the offer. Priority given to PP students. All costs and resources provided. Ensure parents are made aware of the opportunity. Monitor attendance and completion of sections by PP students.	WL	At the end of the course

			and employers regard a DofE Award highly.	Ensure proportional representation.		
A,D	Enrichment activities	+2	PP reviews indicate that students may not be able to contribute to enrichment costs.	Ensure that all PP students are aware that enrichment activities may be funded. Ensure that a clear message is delivered to all staff regarding access to enrichment activities for some PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child. Ensure proportional representation.	WL	At the end of each term
A,D	Music lessons	+2	PP reviews indicate that students may not be able to contribute to music lessons.	Ensure that all PP students are aware that music lessons may be funded. Ensure that a clear message is delivered to all staff regarding access to music lessons for some PP students. Ensure that all staff are aware of PP students within their groups. Ensure that parents are made aware of the resources available to their child. Ensure proportional representation.	WL	At the end of the year

## 6. Review of expenditure do for last year.

Previous Academic Year		17/18	
<b>Desired outcome</b> A Improved rates of progress for all HA PP students	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)
	Cross curricular approach	Common approach to the use of command words has been agreed and shared across the school.	This needs to be embedded consistently across all subject areas. Further cross curricular approaches to include....
	Resilience across the curriculum	Tutor and T&L strategies have been introduced.	Needs to be developed further. Continue in 18/19/

	1:1 tuition	Students who received 1:1 tuition made significant progress from their starting point.	Continue in 18/19 for identified students.
	External mentoring with a focus on social and emotional learning	Students who accessed this service made significant progress from their starting point.	Continue in 18/19 for identified students.
	Investigate the implementation of Let's Think materials across English and Maths	Materials have been purchased for English	Implementing the English materials for 18/19.
	PP champion to design, implement and review PP plan (% of SLT salary)	Plan written and reviewed.	Continue 18/19.
	SMHW to monitor the delivery of h/w for all PP students	Well used by all students and parents. Allows easily identification of h/w issues for PP students.	Continue 18/19.
	Parent evening booking system to encourage parents to come into school and track PP parents – call to invite in if haven't made an appointment	PP attendance at parent's pm has increased.	Continue 18/19.
	Member of staff in charge of LAC (% of SLT salary)	LAC students have received support during 17/18	Continue 18/19.
B Improved rates of progress for PP students in Maths, Science and MfL	Share successful strategies used by the English dept.	Strategies were shared across all areas	This has already been completed and so will not feature in the plan for 18/19.
	Develop booster materials for areas of weakness	Materials developed and used.	This has already been completed and so will not feature in the plan for 18/19.

	Provide resources for PP students to use at home. GCSE Pod.	Students have accessed resources made available for them.	Pupil voice suggests that this facility should continue in 18/19.
	Embed the use of LTSS materials.	Materials embedded.	This has already been completed and so will not feature in the plan for 18/19.
	Science mentors for underperforming PP students.	Students have successfully accessed intervention via science teachers.	This has already been completed and so will not feature in the plan for 18/19.
	Develop resilience with PP students in science by sharing strategies and trialling 2 every 2 weeks.	T&L resilience strategies are now embedded.	This has already been completed and so will not feature in the plan for 18/19.
	French - Where possible intervention for pupil premium pupils is offered during the school day rather than after school.	Students accessed support where available.	This has already been completed and so will not feature in the plan for 18/19.
	Maths watch. Use of PLCs with interventions.	Strategies embedded.	This has already been completed and so will not feature in the plan for 18/19.
C High levels of progress for literacy for year 7 pupils eligible for PP	Use QLA from KS2 to identify areas of weakness for students, class and cohort.	Information shared but not used widely enough	Further develop the use of KS2 QLA in 18/19.
	KS3 reading programme	Successfully implemented. Lexia programme did not show enough improvement in reading ages.	Updated version of reading programme to be developed in 18/19.
D Increased attendance rates for pupils eligible for PP	First day call	Attendance has improved.	This has been effective and will continue into 18/19.
	Tutor rewards	Response has been limited.	This has developed into the privilege system and will continue into 18/19.
<b>Desired outcome</b>	<b>Chosen action / approach</b>		
	Laptops	All PP students have been issued with laptops if required.	Continue in 18/19.
	Bus passes	It has not been possible to purchase bus passes.	

	Curriculum visits	PP students have accessed this service.	Continue in 18/19.
	Curriculum resources	PP students have accessed this service.	Continue in 18/19.
	Revision guides	PP students have accessed this service.	Continue in 18/19.
	Duke of Edinburgh Award	PP students have accessed this service.	Continue in 18/19.
	Theatre visits	PP students have accessed this service.	Continue in 18/19.
	Arthog	PP students have accessed this service.	Continue in 18/19.
	Curriculum trip abroad	PP students have accessed this service.	Limited opportunity for 18/19.
	Tutor interview. PP review.	This has clearly established communication with PP students.	Continue in 18/19.
	Music lessons	PP students have accessed this service.	Continue in 18/19.
	Enrichment activities	PP students have accessed this service.	Continue in 18/19.
	Homework club	PP students have accessed this service.	Continue in 18/19.
	Priority careers apt.	PP students have accessed this service.	Continue in 18/19.
	Participation in NCOP activities	PP students have accessed this service.	Continue in 18/19.
	Priority book marking	Staff have used this strategy in 18/18.	Continue in 18/19.
	Support with uniform costs	PP students have accessed this service.	Continue in 18/19.
	Mini bus and driver for revision sessions (% of driver's salary)	PP students have accessed this service.	Continue in 18/19.
	External mentors	PP students have accessed this service.	Continue in 18/19.

Appendix 1

<b>Strategy</b>	<b>Effect/months</b>
Feedback	8
Meta-cognition and self-regulation	8
Collaborative learning	5
Early years intervention	5
Homework (secondary)	5
Mastery learning	5
One to one tuition	5
Oral language intervention	5
Peer tutoring	5
Reading comprehension strategies	5
Behaviour interventions	4
Digital technology	4
Phonics	4
Small group tuition	4
Social and emotional learning	4

Outdoor adventure learning	3
Parental involvement	3
Reducing class size	3
Arts participation	2
Extending school time	2
Individualised instruction	2
Learning styles	2
Sports participation	2
Summer schools	2
Homework (primary)	1
Mentoring	1
Teaching assistants	1
Aspiration interventions	0
Block scheduling	0
Performance pay	0
Physical environment	0
School uniform	0
Setting or streaming	-1
Repeating a year	-4

