

Pupil premium strategy statement

School overview

Metric	Data
School name	Holy Trinity Academy
Pupils in school	774
Proportion of disadvantaged pupils	25%
Pupil premium allocation this academic year	£ 166,570
Academic year or years covered by statement	2020/21
Publish date	Oct 20
Review date	Oct 21
Statement authorised by	Angus Neal
Pupil premium lead	Amanda Welsh
Governor lead	Mark Anderson

1. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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| A. | QLA of baseline data suggests that PP students do not perform as well as others and give/explain the meaning of words in context. |
| B. | QLA of baseline suggests that PP students are not as able to make inference from the text. |
| C. | QLA of baseline suggests that PP students do not complete the paper and attempt extended ques |
| D. | QLA of baseline suggests that PP students to not perform as well as others on questions where they are presented with unfamiliar contexts. |

External barriers *(issues which also require action outside school, such as low attendance rates)*

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| E. | Attendance for PP is lower than their peers |
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2. Desired outcomes *(desired outcomes and how they will be measured)*

Success criteria

- | 2. 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.	<p>More successful outcomes</p> <p>Internal tracking demonstrates that students attempt extended ans que.</p> <p>Data analysis demonstrates that outcomes are closer to others.</p>
D.	Can apply knowledge and skills to unfamiliar contexts	<p>More successful outcomes</p> <p>Internal tracking demonstrates that students attempt extended ans que.</p> <p>Data analysis demonstrates that outcomes are closer to others.</p>
E.	Increased attendance rates for pupils eligible for PP	<p>PP students attendance remains above 97%.</p> <p>Persistent absence reduces to 5%.</p>

Disadvantaged pupil performance overview for last academic year

	Pupils eligible for PP	Pupils not eligible for PP	All
% achieving 9-4 English and Maths	60	70	67
% achieving 9-4 English	84	82	82
% achieving 9-4 Maths	60	73	69
% achieving combined science	45	46	46
% achieving 9-4 English and Maths male	62	72	70
% achieving 9-4 English and Maths female	58	67	64
P8 estimated	0.50	0.20	0.28

3. Planned expenditure

Academic year **20/21**

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. Total budgeted cost £46,570

ii. Quality of teaching for all

Desired outcome	Chosen action / approach	EEF/mnths	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.	AWE	During QA and LMM.
B Better at inference.	Deep dive process to take place in all departments to ensure that the curriculum meets the needs of PP learners.		Analysis and research suggests that developing middle leaders has a direct impact on attainment.	Coaching programme to disseminate best practice. Termly review of progress towards targets	SLT	Termly DDP reviews

Participation in Professional Learning Programme delivered by RADY		Significant number of new staff and NQTs. Whole school approach to highlight the needs of and strategies to support PP students.	CPD impact model used.	AWE	After each session. QA weeks.
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 PP focus.	WV	At each staff CPD session and 5 th 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.	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.	AWE	Termly analysis of use with rewards.
		Discussion with students suggests that they need more resources at home.			
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.	AWE	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.	AWE/WV	At each data entry point. Termly department development plan reviews where appropriate.
			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.		

SMHW to monitor the delivery of h/w for all PP students and to provide additional support for parents	5	EEF suggests that secondary h/w has an effect of +5. Previous work scrutiny suggests 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. SMHW will provide parents with additional support and detail.	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.	AWE	Termly SMHW report. QA 5 th week of each half term.
Parent evening booking system to encourage parents to come into school (or attend via phone call during C19) and track PP parents – call to invite in if haven't made an appointment. Priority booking for parent's evening	3	Use in previous years has increased engagement for PP parents	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.	AWE	After each parent's evening
Check in call for vulnerable PP students during any remote learning period		Parent and staff feedback indicated that some PP students re-	Records from PSO phone calls	MY and PSO	Fortnightly line management

		quired additional support for remote learning.			
Follow up phone call after parent's evening to support parent's with future actions.	3	Parental engagement and support leads to improvement in outcomes	Records from PSO phone calls	AWE and PSO	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.	AN	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 core agenda and included in lesson descriptors for engagement	AWE	QA 5 th 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.	AWE	Termly review of DP and QA.
Deliver the HPL programme		Research identifies qualities needed in learners for high performance	Regular CPD and QA process	SI	Termly review of T&L plan

Staff CPD on inference across all subject areas and use of KS2 QLA	4	QLA of year 7 baseline tests	Staff CPD on how to support students across all subject areas.	WV	Half termly data analysis, QA.
Use QLA from baseline to identify areas of weakness for students, class and cohort.	5	Baseline data for PP students in reading and writing is below peers	Training for HLTA and TA to deliver intervention sessions.	SQ/WV	Reading scores will be assessed termly.
			QA of the interventions.		
KS3 reading programme	5	Baseline data and NGRT scores for PP in reading is below peers	Students clearly identified using reading scores and placed on a three tier system.	SQ/JF	Reading ages assessed bi annually for students on interventions
			Training for TA and time to deliver interventions. Intervention resources.	SQ/JF	QA of interventions
			Reading engagement programme	AMC	comparison with baseline
Develop resilience through the HPL programme	8	The increasing demand of the new specifications requires students to be more resilient.	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.
		QLA of baseline suggests that PP students			QA 5 th week of each half term.

			fail to complete the paper.			
	Investigate the use of extra time for PP students		QLA of baseline 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.
	Return to school interviews		Underlying issues and the need for improved attendance can be shared	Pastoral lead to ensure interviews take place	MY	Termly analysis of attendance.

Total budgeted cost £40,000

i. 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?
A,B,C,D	Develop routine, consistent evaluations of interventions		Smaller interventions are not routinely and consistently evaluated	QA of evaluations	AWE	As interventions are completed

A	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.	AWE	At the end of each year
C,D	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 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.	AWE	At the end of the year to include a summary of all curriculum visits attended
C,D	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.	AWE	At the end of the year to include a summary of all curriculum visits attended

A	Revision guides and other revision materials		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.	AWE	At the end of the year
A,C,D	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.	AWE	At the end of the year to include a summary of all curriculum visits attended
A,C,D,E	Arthog	3	The skills developed by the Arthog programme include confidence, resilience, and skills for work 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.	AWE	At the end of the year

A,C,D,E	Tutor interview. PP review.		Students are able to share their barriers to learning on a 1:1 and have the opportunity to request further support.	Ensure that staff have time to complete the reviews. Ensure that all staff are aware of PP students.	AWE	At the end of the year
A	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 have access to afterschool support. 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.	AWE	At the end of the year
A	Study skills sessions for parents and students		PP reviews indicate that not all PP students and parents have the skills to independently revise.	Involve students and parents in the planning and reviewing of information sessions.	AWE sessions WV feedback	After each session
A	Aspiration Uni access		PP reviews indicate the not all PP students have high aspirations.	Involve parents and students on the best approach	WV	After each activity
A	Priority careers apt.		PP reviews indicate that not all PP students have a clear focus in terms of future goals.	Ensure that careers advisor is aware of PP students. Ensure that parents are made aware of the resources available to their child.	AWE	At the end of the year

A	Participation in NCOP activities		PP reviews indicate that not all PP students have a clear focus in terms of future goals.	Priority participation in NCOP activities. Ensure that parents are made aware of the resources available to their child.	AWE	At the end of the year
			Data suggests that less PP students continue into higher education.			
E						

i. Total budgeted cost £80,000						
ii. 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?
A,D	Duke of Edinburgh Award	4	The skills developed by completing the DofE course include confidence, resilience, and skills for work and friendship groups. Colleges, universities and employers regard a DofE Award highly.	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.	AWE	At the end of the course
				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 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.	AWE	At the end of each term
				Ensure proportional representation.		
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 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.	AWE	At the end of the year

				Ensure proportional representation.		
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Review: last year's aims and outcomes

Teaching priorities for academic year 19/20

Measure	Activity	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)
Priority 1	Embed literacy and numeracy approaches across the curriculum. Develop cross curricular activities.	Neither approaches have been embedded and will need to be included in the plan for 20/21	Continue to 20/21
Priority 2	Develop metacognition through the introduction/embedding of Let's Think across core departments.	Changes to the curriculum due to C19 have hindered progress towards this target.	Continue to 20/21
Priority 3	Raise aspirations and develop T&L strategies through the HPL programme.	Year 2 of this programme will continue in 20/21	Continue to 20/21
Barriers to learning these priorities address	Inconsistent approach across the school to key literacy and numeracy skills meaning students grasp of key skills is being hindered. All components needed to improve performance are not consistently applied across the school.	Neither approaches have been embedded and will need to be included in the plan for 20/21	Continue to 20/21
Projected spending	£42,000		

Targeted academic support for academic year 19/20

Measure	Activity	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)
Priority 1	Develop the KS3 reading programme	Partially. Changes to the programme due to C19 and some lack of engagement led to not all students making expected progress	Continue in 20/21. Adapted version based on the new TT.
Priority 2	Access to curriculum support resources for use outside of school.	Yes. All students were provided with all materials required to work from home.	Continue in 20/21 and beyond to ensure that all students are able to complete work from home.
Barriers to learning these priorities address	KS2 data for PP in reading is below peers meaning that students are not as able to access the curriculum. Students do not always have access to materials to support learning outside of the classroom meaning that progress is hindered.		
Projected spending	£70,000		

Wider strategies for academic year 19/20

Measure	Activity	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)
Priority 1	Improving parental engagement.	Yes. Parents from all years were invited to attend breakfast information evening. Strategies to encourage attendance and open up lines of communication.	Continue in 20/21 virtually.
Priority 2	Develop cultural capital through the expanding minds and enrichment programme.	Partially. Enrichment opportunities were well attended.	Continue in 20/21 within C19 restrictions.
Priority 3	Raise aspirations through the IAG programme.	Yes. Aspiration activities through Aspire were well attended.	Continue in 20/21 within C19 restrictions.
Barriers to learning these priorities address	<p>Student's learning is not always supported outside of school.</p> <p>Student's lack of cultural experience hinder access to the curriculum.</p> <p>For some students, a lack of aspiration hinders progress.</p>		
Projected spending	£30,000		

1. Review of expenditure			
Previous Academic Year		19/20	
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)
A Higher P8. A8 score moves closer to others.	Cross curricular approach.	Common approach to the use of command words has been agreed and shared across the school. Common approach to key numeracy skills has been agreed and shared across the school.	Common approaches need to be embedded and monitored through QA and pupil voice. Will be a key feature for internal deep dives. Cross curricular projects still need to be developed. Will remain a target for 20/21
	CPD for all staff on teaching strategies for PP students	Programme was not completed in 19/20	Continue with regular staff CPD through the bulletin and use of videos. Continue in 20/21.
	Provide resources for PP students to use at home. GCSE Pod.	Yes. All PP students have been provided with all resources to complete work at home. This included during the lock down period.	Continue with PP tutor reviews to ensure that students are easily able to communicate their needs.
	Investigate the implementation of Let's Think materials in English.	LTE programme stalled during lock down	LTE is written into the curriculum for this year. Baseline and subsequent impact needs to be measured.
	PP SLT lead and lead teacher to champion the needs of PP students and to support the implementation and review of PP plan	Work in this area continues to develop with improvements each year	Continue 20/21
	SMHW to monitor the delivery of h/w for all PP students	This platform has been incredibly useful to support PP parents and students, particularly during lock down.	Continue 20/21

	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	Attendance of PP parents using this system has ensured that there is no gap in attendance between PP and others	Continue with priority appointments in 20/21
	Member of staff in charge of LAC (% of SLT salary)	Key member of staff identified to support, mentor and champion the needs of LAC	Continue 20/21
	Take into account variety of cultural experiences in order to avoid accidental discrimination.	Enrichment programme stalled due to lock down	Continue 20/21
	Priority book marking	Y	Continue 20/21 with regular reminders for staff
	Deliver the HPL programme	Y. Year 1 partially completed.	Continue 20/21
B Better at inference.	Staff CPD on inference across all subject areas and use of KS2 QLA	KS2 QLA successfully used to identify individual targets for improvement.	CPD needed for 20/21. QLA on internal assessments

	Use QLA from KS2 to identify areas of weakness for students, class and cohort.	As above	As above
	KS3 reading programme	Tutor reading interventions completed up to March. Online reading interventions delivered during lock down for selected students. Data shows success for students who engaged.	Develop the reading programme in line with the new school TT. Continue 20/21
C Prepared to tackle, confident in tackling extended ans que.	Resilience across the curriculum. Replace with HPL??	Work has begun on this area through the HPL programme	Continue in 20/21 to include evidence of impact
	Investigate the use of extra time for PP students	N	Continue in 20/21. Analysis on QLA on baseline for PP students to identify need and extra time for KS3.
	First day call	Some evidence of improvement in attendance for individual students.	Continue 20/21
D Increased attendance rates for pupils eligible for PP	Introduce privilege system.	Significant improvements in terms of attendance, however decline in enrichment activities	Not included for 20/21
	Return to school interviews	Some evidence of improvement in attendance for individual students.	Continue 20/21
Desired outcome	Chosen 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)
A	Laptops	Y	Continue 20/21
C,D	Curriculum visits	Y	Continue 20/21
C,D	Curriculum resources	Y	Continue 20/21
A	Revision guides	Y	Continue 20/21
A,C,D	Theatre visits	Y	Continue 20/21
A,C,D,E	Arthog	Y	Continue 20/21
A,C,D,E	Tutor interview. PP review.	Y	Continue 20/21

A	Homework club	Y	Continue 20/21
A	Priority careers apt.	Y	Continue 20/21
A	Participation in NCOP activities	Y	Continue 20/21
E	Support with uniform costs	Y	No
A	1:1 tuition	Y	Continue 20/21

