

# Trinity Academy Sowerby Bridge Pupil Premium Strategy Statement

1. Summary Information					
<b>School</b>	Trinity Academy Sowerby Bridge				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	£368,390	<b>Date of most recent PP Review</b>	January 2017
<b>Total number of pupils</b>	639	<b>Number of pupils eligible for PP</b>	379 (59%)	<b>Date for next internal review of this strategy</b>	April 2018

2. Current Attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average) National/National Non-Dis
<b>% achieving basics EM (4+ : 5+)</b>	<b>34% : 24%</b>	67%/73% : 51% / 57%
<b>Progress 8 score average</b>	<b>-0.7</b>	0.00/0.12
<b>Attainment 8 score average</b>	<b>28</b>	46/49

### 3. Barriers to Future Attainment (for pupils eligible for PP)

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

<b>A.</b>	Literacy & Numeracy (48% of PP are EAL & 23% of students have low prior attainment)
<b>B.</b>	Joining in-year (31% of PP students did not start in Y7; 15% do not have any prior attainment data)
<b>C.</b>	Historically, the curriculum for PP students has not resulted in as many qualifications as it has for their peers (8 qualifications vrs 9 qualifications for Non-PP)

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

<b>A.</b>	Attendance (Average PP attendance at predecessor school 89.8% / 36% of PP student PA)
<b>B.</b>	Fixed term exclusions for PP students. 14% of PP students received at least 1 FTE in the predecessor school
<b>C.</b>	66% of PP students at TASB come from the most deprived areas in English ( <i>Lowest 20% as per IDACI data</i> )

4. Desired Outcomes <i>(desired outcomes and how they will be measured)</i>	Success criteria
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<b>A.</b>	Teacher performance is consistently good/better. Disadvantaged students experience good or better teaching daily.	Teacher performance is consistently good/better. Disadvantaged students experience good or better teaching on a daily basis
<b>B.</b>	Literacy & Numeracy is no longer a barrier for disadvantaged students. Improved teaching/specific interventions of literacy results in improved performance in assessment.	Improved teaching/specific interventions of literacy results in improved performance in assessment, in particularly for EAL students.

<b>C.</b>	Students who are eligible for receipt of PP funding have equal curriculum and destination opportunities as their peers.	Parity in curriculum uptake for Ebac subjects between PP eligible and non-PP eligible students. Continued reduction in proportion of PP eligible students classed as NEET and increased progression to further and higher education.
<b>D.</b>	Behaviour & Attendance data for PP students matches that of Non-PP eligible students.	<ul style="list-style-type: none"> <li>• No gap in attendance or punctuality between PP eligible and non-PP eligible students.</li> <li>• All students strive for 96% attendance.</li> <li>• Differences in isolations / fixed term exclusions between PP and Non-PP eligible students.</li> </ul>
<b>E.</b>	PP students leave TASB with outcomes that match those of their peers.	<ul style="list-style-type: none"> <li>• The gap between PP students and their peers (both at TASB and nationally) is rapidly diminished</li> </ul>

## 5. Planned Expenditure

Academic Year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium in order 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?
Teacher performance is consistently good/better. All Pupil Premium students receive quality first teaching.	<ul style="list-style-type: none"> <li>Continue to improve the quality of T&amp;L so students experience a greater frequency of outstanding teaching over time.</li> </ul>	<ul style="list-style-type: none"> <li>EEF (Education Endowment Foundation) – High impact, strong evidence base.</li> <li>Using the pupil premium effectively: an evidence-based approach to closing the gap (2014) Dunford - National Pupil Premium Champion &amp; chair of Whole Education and the Chartered Institute of Educational Assessors.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of QA processes at all levels of leadership.</li> </ul>	<ul style="list-style-type: none"> <li>CMN</li> <li>CMN &amp; CJN: Lead on QA</li> </ul>	<ul style="list-style-type: none"> <li>Termly in-school monitoring through QA processes.</li> <li>Regular internal faculty reviews.</li> <li>LA T&amp;L review – December 2017.</li> <li>Termly reports to the IEB.</li> <li>External review – April 2018.</li> </ul>
Teacher performance is consistently good/better.	<ul style="list-style-type: none"> <li>Continue to ensure that the quality of Teaching &amp; Learning is consistent across all subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>In-school data indicates that students are not performing equally well across all subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>Increased focus on subject specific CPD.</li> <li>Sharing best practice with the MAT.</li> </ul>	<ul style="list-style-type: none"> <li>CMN</li> <li>Lead Teacher Team</li> <li>CMN &amp; CJN: Lead on QA</li> <li>All CLs</li> </ul>	<ul style="list-style-type: none"> <li>QA of subject CPD – lesson visits.</li> <li>Regular faculty reviews.</li> <li>MAT reviews in English, Maths and Science</li> <li>Termly tracking of data.</li> <li>Termly reports to the IEB.</li> </ul>
Teacher performance is consistently good/better.	<ul style="list-style-type: none"> <li>Ensure that staff receive the appropriate support in order to develop their practice, to eradicate any RI practice.</li> </ul>	<ul style="list-style-type: none"> <li>EEF (Education Endowment Foundation) – High impact, strong evidence base.</li> </ul>	<ul style="list-style-type: none"> <li>Whole-school QA processes are adhered to:                             <ul style="list-style-type: none"> <li>Termly book looks</li> <li>Lesson observations</li> <li>Follow-ups</li> <li>Performance Appraisal</li> <li>Weekly CPD</li> <li>10 Minute Tips</li> <li>Standards visits</li> <li>One-to-one coaching – staff</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>CMN</li> <li>Lead Teacher Team</li> <li>CMN &amp; CJN: Lead on QA</li> </ul>	<ul style="list-style-type: none"> <li>Termly in-school monitoring through QA processes.</li> <li>QA of subject CPD – lesson visits</li> <li>Termly reports to the IEB.</li> </ul>

Literacy is not a barrier for PP students	<ul style="list-style-type: none"> <li>• Talk for Life initiative at phase 1.</li> </ul>	<ul style="list-style-type: none"> <li>• Research carried out by the Director of Literacy for the MAT identified a need to build on the skills acquired at the primary phase.</li> </ul>	<ul style="list-style-type: none"> <li>• Records in student planners.</li> <li>• Talk4Life CPD.</li> <li>• CLs to QA implementation in their subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>• AFW &amp; LPN</li> <li>• Associate Lead Teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• External review</li> <li>• MAT review term 6</li> </ul>
Staff are able to plan for the rapid progress of all students with a particular focus on PP and SEND.	<ul style="list-style-type: none"> <li>• Continued use of Mint Class seating plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommendation from the PP review (January 2017) that followed the Ofsted report (October 2016)</li> </ul>	<ul style="list-style-type: none"> <li>• CPD provided – on a whole-school and faculty level.</li> <li>• CPD provided to all observers. Staff files available for any lesson visits/observations.</li> <li>• Part of the lesson observation process.</li> </ul>	<ul style="list-style-type: none"> <li>• CMN: Lead on T&amp;L</li> </ul>	<ul style="list-style-type: none"> <li>• Termly checks by CLs</li> <li>• Regular faculty reviews</li> </ul>
<b>CMN: SLG Lead on T&amp;L</b>					
<b>Lead Teacher Team: 1 Lead Teacher &amp; 3 Associate Lead Teachers</b>					
<b>MINT Seating Plan</b>					
<b>Total budgeted cost</b>					<b>£161785.03</b>

## 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?
<p>Literacy &amp; Numeracy is no longer a barrier for disadvantaged students. Improved teaching/specific interventions of literacy results in improved performance in assessment.</p>	<ul style="list-style-type: none"> <li>• Tiered approach to literacy support that enables Phase 1 students to improve their literacy skills in order to access the whole curriculum:               <ul style="list-style-type: none"> <li>○ Tier 1 – Nurture</li> <li>○ Tier 2 - Platinum</li> <li>○ Tier 3 – Bungee</li> </ul> </li> <li>• Accelerated reader programme used in all KS3 English lessons.</li> </ul>	<p>Key Stage3: the wasted years? Ofsted (2015) Identifies the progress of PP students at KS3 as barrier to achievement later in school.</p> <p>The Teaching and Learning toolkit: Peer Tutoring (July 2012) EEF.</p>	<ul style="list-style-type: none"> <li>• Lesson observations of all Phase1 literacy support lessons.</li> <li>• Termly analysis of literacy data (reading age data) to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>• RSS</li> <li>• JGN</li> <li>• AFW</li> <li>• CWM</li> </ul>	<ul style="list-style-type: none"> <li>• Reading age data is collected 3 times a year. Progress is then reviewed following each of these collections.</li> </ul>
<p>Students who are eligible for receipt of PP funding have equal curriculum and destination opportunities as their peers</p>	<ul style="list-style-type: none"> <li>• Full information, Advice and Guidance (IAG) process that ensures equal curriculum opportunity for all students.</li> <li>• Targeted visits to academic post 16 providers, including 6th form colleges and universities.</li> <li>• Cultural experiences – as part of the English curriculum, PP students take part in cultural experiences such as going to the theatre.</li> </ul>	<ul style="list-style-type: none"> <li>• Historically (past leadership of the school) did not expect PP students to study as many qualifications as Non- PP students. In addition, a significant number of qualifications studied were level 1.</li> </ul>	<p>Comprehensive IAG process including:</p> <ul style="list-style-type: none"> <li>• Y8 information evening.</li> <li>• Y8 parents evening following information evening.</li> <li>• Series of assemblies around option choice.</li> <li>• Careers appointment with C&amp;K careers advisor.</li> <li>• SLG additional meeting with students/parents as required.</li> </ul>	<ul style="list-style-type: none"> <li>• RMY</li> <li>• RSS</li> </ul>	<ul style="list-style-type: none"> <li>• Twice yearly report to SLG.</li> </ul>

<p>Behaviour &amp; Attendance data for PP students matches that of Non-PP eligible students.</p>	<ul style="list-style-type: none"> <li>• Whole school focus on improving the attendance of PP/EAL students.</li> <li>• Daily monitoring of identified cohort by Attendance Officer and House Manager (HM) team to improve attendance.</li> <li>• Local Authority Education Welfare Officer used to support the promotion of attendance of all students.</li> <li>• Strategic plan in place for home visits carried out by Lead HM.</li> </ul>	<ul style="list-style-type: none"> <li>• DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcome.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to develop the quality of student support to improve attendance.</li> <li>• Daily QA of session's absence information to ensure that attendance remains a priority, in particular for PP/EAL students.</li> <li>• Tracking of behaviour data and identifying under-achieving PP/EAL students.</li> <li>• Standards walks / Lesson observations.</li> <li>• Whole school training on BfL.</li> </ul>	<ul style="list-style-type: none"> <li>• RMY</li> <li>• HSN</li> <li>• House Managers</li> </ul>	<ul style="list-style-type: none"> <li>• Daily review of attendance data by year / house group, includes PP v non-PP.</li> <li>• Weekly: SLG link meetings.</li> <li>• Termly review of Attendance &amp; BfL systems.</li> <li>• Termly report to SLG.</li> </ul>
<p>Behaviour &amp; Attendance data for PP students matches that of Non-PP eligible students.</p>	<ul style="list-style-type: none"> <li>• As above, the non-teaching HM team support teachers and SLG with student behaviour.</li> <li>• Restorative practices used routinely with PP for students who are placed in isolation.</li> <li>• Reviewing best practice in BfL as part of BAC.</li> </ul>	<ul style="list-style-type: none"> <li>• DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking of behaviour data and identifying underachieving PP/EAL students.</li> <li>• Standards walks / Lesson observations.</li> <li>• Whole school training on BfL.</li> </ul>	<ul style="list-style-type: none"> <li>• RMY</li> <li>• HSN</li> <li>• House Managers</li> </ul>	<ul style="list-style-type: none"> <li>• Daily review of behaviour data by year / house group, includes PP v non-PP.</li> <li>• Weekly: SLG link meetings.</li> <li>• Termly review of Attendance &amp; BfL systems.</li> <li>• Termly report to SLG.</li> </ul>

<p>PP students leave TASB with outcomes that match those of their peers</p>	<ul style="list-style-type: none"> <li>• Student tracking and close monitoring of progress through weekly Cobra meetings.</li> <li>• Termly subject specific Reflecting on Attainment and Progress (RAP) documentation is used to identify under performance in all key groups.</li> <li>• After school 'Achieve' sessions have been put in place to target student under achievement.</li> <li>• Increased 'curriculum bonus' in Phase 2, particularly in Y11 to maximize student progress.</li> <li>• Learning Mentor support in core subjects in Phase 2.</li> </ul>	<p>RoL results (2016) for Progress 8 High Prior Attainment Disadvantaged rank the school Sig- and bottom 10% -100<sup>th</sup> Percentile</p>	<ul style="list-style-type: none"> <li>• Termly data packs.</li> <li>• Termly RAP documents.</li> <li>• SLG link meeting.</li> <li>• IEB reports.</li> </ul>	<ul style="list-style-type: none"> <li>• SLG</li> <li>• CL</li> </ul>	<ul style="list-style-type: none"> <li>• Termly reports to SLG</li> </ul>
<b>RSS: Associate SLG</b>					
<b>AFW: ALT English / AR coordinator</b>					<b>Na: Budgeted in LT Team</b>
<b>HSN: Attendance Officer</b>					
<b>House Managers</b>					
<b>CWN: Dep' SENCO</b>					
<b>Total budgeted cost</b>					<b>£151,257.86</b>

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?
Students eligible for receipt of PP funding have equal curriculum and destination opportunities as their peers.	<ul style="list-style-type: none"> <li>• Transition Plan for Y5 &amp; 6 to ensure learners are well equipped.</li> <li>• Extended transition for SEN to fully support the transition to secondary education.</li> </ul>	DSEN Code of practice 2015	<ul style="list-style-type: none"> <li>• Yr6 data</li> <li>• Y6 IEP reviews/transition meetings</li> <li>• Parental meetings</li> <li>• CPOM data/information</li> </ul>	LDN LSP	<p>The following contain analysis by vulnerable groups:</p> <ul style="list-style-type: none"> <li>• Weekly: SLG link meetings.</li> <li>• Termly review of Attendance &amp; BfL systems.</li> <li>• Termly report to SLG.</li> </ul>
				<b>LDN: Lead House Manager</b>	
				<b>LSP: SENCO</b>	
				<b>Total budgeted cost</b>	
				<b>£41114.27</b>	



**6. Review of Expenditure**

Previous Academic Year

**i. Quality of Teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include the impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**ii. Targeted Support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include the impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

**iii. Other Approaches**

<b>Desired outcome</b>	<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)	<b>Cost</b>

## 7. Additional detail

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