

Trinity Academy Sowerby Bridge Pupil Premium Strategy Statement

1. Summary information					
School	Trinity Academy Sowerby Bridge				
Academic Year	2018-19	Total PP budget	£386,990	Date of most recent PP Review	School Review April 2018
Total number of pupils	644	Number of pupils eligible for PP	382 (59%)	Date for next internal review of this strategy	School Review Feb 2019

2. Current attainment		
	Pupils eligible for PP (SBHS in 2017)	Pupils not eligible for PP (National Other 2017)
Progress 8 School	+0.21 (-0.7)	+0.74 (+0.1)
Attainment 8 score average	35.0 (29)	49.6 (50)
% achieving strong basics (5+) in English & Maths	13.1% (13%)	44.9% (52.5%)
% achieving standard basics (4+) in English & Maths	27.9% (27%)	67.3% (73.9%)
English Progress 8 Score	+0.01 (-0.7)	+0.74 (+0.1)
Maths Progress 8 Score	-0.38 (-0.6)	+0.26 (+0.1)

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.	Literacy & Numeracy (48% of PP are EAL & 23% of students have low prior attainment) For example: 85% of PP students in the Year 7 cohort that started in September 2018 had a reading age lower than their chronological age.
B.	Student movement: <ul style="list-style-type: none"> • Starting point of education (5% of PP students did not start their schooling in reception) • Joining in-year (31% of PP students did not start in Y7; 15% do not have any prior attainment data) • 25% of PP students have transferred schools 'in year' at some point in their education.
C.	Students in higher year groups spent part of their education in Sowerby Bridge High School (SBHS) (a school that Ofsted deemed inadequate)
D.	Summary of PP underachievement by ethnic group: <ul style="list-style-type: none"> • British: -0.61 (6 of the 17 students achieved a positive P8 score) • Pakistani +0.38 • Roma 0.16 • Other 1.55 <p>Hence British PP to receive additional monitoring</p>

External barriers (issues which also require action outside school, such as low attendance rates)				
D.	<p>Attendance, although much improved on SBHS, still represents a barrier to progress:</p> <ul style="list-style-type: none"> • SBHS PP Absence (2016-17): 18% • TASB PP Absence (2017-18): 7.3% (Above the national average for Disadvantaged students) <p>We know this is directly correlated to success at the end of Y11:</p> <ul style="list-style-type: none"> • Students with 95% attendance or greater achieved a P8 score of +0.92 (30 students) • Students with 90% attendance or greater achieved a P8 score of +0.50 (44 students) • Students with 90% attendance or less achieved a P8 score of -1.18 (11 students) 			
E.	Fixed term exclusions for PP students (and Non-PP) students was not reduced last year			
	% of PP students with 1+ FTE	% of Non-PP students with 1+ FTE	% of PP students with 2+ FTE	% of Non-PP students with 2+ FTE
2016-17	15%	9%	7%	2%
2017-18	15%	12%	7%	4%
F.	66% of PP students at TASB come from the most deprived areas in English (Lowest 20% as per IDACI data)			
4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria		
A.	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.	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.		
C.	Students who are eligible for receipt of PP funding have equal curriculum and destination opportunities as their peers.	Continued reduction in proportion of PP eligible students classed as NEET and increased progression to further and higher education.		
D.	Behaviour & Attendance data for PP students matches that of Non-PP eligible students.	No gap in attendance or punctuality between PP eligible and non-PP eligible students. All students strive for 96% attendance. Differences in isolations / fixed term exclusions between PP and Non-PP eligible students.		
E.	PP students leave TASB with outcomes that match those of their peers.	The gap between PP students and their peers (both at TASB and nationally) is rapidly diminished.		

5. Planned expenditure					
Academic year		2018/19			
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. 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?
A & E	Continue to improve the quality of T&L so students experience a greater frequency of outstanding teaching over time.	<p>EEF (Education Endowment Foundation) – High impact, strong evidence base.</p> <p>‘Improving teaching quality generally leads to greater improvements’ EEF (Education Endowment Foundation). ‘There is particularly good evidence around the potential impact of teacher professional development’ (EEF).</p> <p>‘Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school’. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p> <p>Using the pupil premium effectively: an evidence-based approach to closing the gap (2014) Dunford - National Pupil Premium Champion & chair of Whole Education and the Chartered Institute of Educational Assessors.</p>	<ul style="list-style-type: none"> Implementation of QA processes at all levels of leadership. 	<ul style="list-style-type: none"> CMN CMN & CJN: Lead on QA 	<ul style="list-style-type: none"> Termly in-school monitoring through QA processes. Regular internal faculty reviews. SIP Visits: dates TBC Termly reports to the IEB. External review – February 2019.

A	Ensure that staff receive the appropriate support in order to develop their practice, to eradicate any RI practice.	As above	<ul style="list-style-type: none"> • Whole-school QA processes are adhered to: <ul style="list-style-type: none"> ○ Termly book looks ○ Lesson observations ○ Follow-ups ○ Performance Appraisal ○ Weekly CPD ○ 10 Minute Tips ○ Standards visits • One-to-one coaching – staff support 	<ul style="list-style-type: none"> • CMN • Lead Teacher Team • CMN & CJN: Lead on QA • 	<ul style="list-style-type: none"> • Termly in-school monitoring through QA processes. • QA of subject CPD – lesson visits • Termly reports to the IEB.
A	Continue to ensure that the quality of Teaching & Learning is consistent across all subject areas.	In-school data indicates that students are not performing equally well across all subject areas.	<ul style="list-style-type: none"> • Increased focus on subject specific CPD. • Sharing best practice with the MAT. 	<ul style="list-style-type: none"> • CMN • Teaching & Learning Team • CMN & CJN: Lead on QA All CLs 	<ul style="list-style-type: none"> • QA of subject CPD – lesson visits. • Regular faculty reviews. • MAT reviews in English, Maths and Science • Termly tracking of data. Termly reports to the IEB.
A & E	Through continued use of Mint Class seating plans staff are able to plan for the rapid progress of all students with a particular focus on PP and SEND.	Recommendation from the PP review (January 2017) that followed the Ofsted report (October 2016)	<ul style="list-style-type: none"> • CPD provided – on a whole- school and faculty level. • CPD provided to all observers. Staff files available for any lesson visits/observations. • Part of the lesson observation process. • Continue to develop the use of MINT in the RAP process to ensure data is used to drive improvements in the classroom 	<ul style="list-style-type: none"> • CMN: Lead on T&L 	<ul style="list-style-type: none"> • Termly checks by CLs Regular faculty reviews

B	Ensure pupils are effective oral communicators	'Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum' (Ofsted: 'The pupil premium. How schools are spending the funding successfully to maximise achievement')	<p><u>Track</u></p> <ul style="list-style-type: none"> • Introduction of 'track me' • Staff CPD (on using track, 03.09.2018, 25.09.2018) • Track & Respect VT activity (term 1) • Track & Respect assemblies (term 1) <p><u>Short Story Programme</u></p> <p>One short story read per term during VT. Discussion/dialogue encouraged around the text.</p> <p>High level reading modelled by teacher.</p> <ul style="list-style-type: none"> • CPD for all staff on short story delivery • CPD on teaching of vocabulary • Optional recap of teaching vocabulary (term 2) • Fully resources VT programme <p><u>Speaking Coherently</u></p> <ul style="list-style-type: none"> • Enforcing of the Student Absolutes (encouraging pupils to speak clearly, correctly and in full sentences) • Think/pair/share and thinking time strategies encouraged as effective T&L tools and promoted through CPD. • Talk for Life Programme/S&L Involve Programmes (Pending) 	EHN	<p><u>Track</u></p> <ul style="list-style-type: none"> • Staff and student voice • Learning walks (CL learning walks/SLG) • Lesson observations • Behaviour points for lack of tracking <p><u>Short Story Programme</u></p> <ul style="list-style-type: none"> • Staff and student voice • Learning walks of VT <p><u>Speaking Coherently</u></p> <ul style="list-style-type: none"> • Lesson observations • Student voice • Learning walks • English S&L results at Phase 2
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B	Students are encouraged to upscale their language	As above	<p><u>Staff Knowledge</u></p> <ul style="list-style-type: none"> • Staff educated on the problem vocabulary deficiency can have across the curriculum and later in life (26.06.2018, 03.09.2018). Trained on effective strategies on how to teach vocabulary and provided with a • Staff PM targets linked to literacy explicitly requires staff to engage with improving student vocabulary, this is also noted in lesson observations. • CPD delivered to TAs on the importance of vocabulary and how to teach/introduce new words (Term 2 – date TBC) <p><u>Word of the week, root of the term</u></p> <p>Based on the work of Quigley 2018, word of the week not only endeavours to expose students to a plethora of new vocabulary, but equip them with morphology skills to help recognise patterns in words and identify word trees</p> <ul style="list-style-type: none"> • WOW introduced/taught to staff in staff briefing every Monday (+ tracking practice) • Delivered weekly by staff during VT • Staff CPD on vocabulary instruction (26.06.2018, repeated term 2 – date TBC) • WOW displayed around the school on monitors <p><u>Short Story: Vocabulary Builder</u></p> <p>Through the reading of the short story, multiple opportunities for staff to explicitly teach vocabulary are modelled with vocabulary builder tasks built into the SS programme</p>	EHN	<p><u>Staff Knowledge</u></p> <ul style="list-style-type: none"> • Staff voice • Student voice • Lesson observation pro forma • CPD materials/engagement • T&L library check out <p><u>Word of the week, root of the term</u></p> <ul style="list-style-type: none"> • Low stakes quizzing/tests in VT after 1 term has been completed • Book scrutinises • Student voice
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B	Promote engagement with reading and improve reading ages	As above	<p><u>Use/Promotion of the Library and Librarian</u></p> <ul style="list-style-type: none"> • Full time librarian appointed • Library to be open break times and lunch times • Weekly English lessons taking place in the library • Assembly to introduce librarian/the library • Librarian to conduct 1-1 reading intervention • Newsletter club (TBC) <p><u>Profile of Reading</u></p> <ul style="list-style-type: none"> • VT Short Story programme • Raise the profile of Accelerated Reader: visual displays, presentations/data shared with pupils, 1 million-word competition, weekly certificates, termly prize draws • Showing an active engagement with reading is required as part of graduation (year 7 and year 8) • Scholastic book fairs to be at all PCEs • From term 2 onwards, all pupils will be expected to have an independent reading book which can be read in VT once the Short Story Programme has finished for the term (or optional on Fridays) • Book suggestion slides on monitors around the building • TASB Reading Challenge <p><u>Events</u></p> <ul style="list-style-type: none"> • DEAR: Drop Everything And Read day(s) – launch term 2 – date tbc • World Book Day: 07.03.2019 • Calderdale Book of the Year Club • TASB Reading Challenge • Author session with Melvin Burgee and Mark Illis at Calderdale Library – 21.09.2018 	EHN	<p><u>Use of Library/Librarian</u></p> <ul style="list-style-type: none"> • Library engagement/lending records <p><u>Profile of Reading/Events</u></p> <ul style="list-style-type: none"> • Student voice on VT short story programme • AR weekly quiz data • STAR reading tests (termly) • Author visits/workshops
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B	Support pupils reading below their chronological reading age	As above	<p><u>Accelerated Reader</u></p> <p>All students in year 7 and year 8 are registered users of Accelerated Reader. This is monitored closely by the librarian who promotes internal competitions to encourage engagement with reading/quiz taking (e.g. 1 million word, leader boards, displays).</p> <p>Teachers will also have a 1-1 meeting with myself regarding their class' data after each STAR reading test.</p>	EHN	<p><u>Accelerated Reader</u></p> <ul style="list-style-type: none"> Accelerated Reader quiz scores/engagement AR tracking sheets STAR reading test scores
B	All staff to be teachers of literacy	As above	<p>All staff at TASB to view themselves as teachers of Literacy, understanding how developing student literacy helps pupils cope with the cognitive demands of all subjects; writing helps to sustain order and thought; better literacy leads to improved self-esteem, motivation and behaviour; better literacy raises attainment in all subjects.</p> <ul style="list-style-type: none"> Staff provided with whole-school CPD on how to support literacy development Faculties given time (with a Literacy focus) to re-write schemes of work and make amendments <p>Use of specialist knowledge to support individual teachers and departments – History (vocabulary strategies, reading strategies, exam technique) and Science (balancing tier 2 and tier 3 with content, unpicking exam paper, tackling scientific illiteracy)</p>	EHN	<ul style="list-style-type: none"> Explicit lesson observation focus Explicit PM focus Explicit marking scrutiny focus CPD documentation Schemes of work/planning Staff voice Student voice Learning walks KS4 results <p>Reading age data</p>
				EHN	Funded through catch up
				CMN	
				ALT	
				Librarian & Literacy Budget	
				MINT seating plan	
*Total Cost of 'Quality of teaching for all'					£81,454.78

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?
B & E	Literacy Interventions	<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>	<p><u>Fresh Start Phonics (Nurture)</u> Students who have a reading age of less than 9 years are tested for the Fresh Start Phonics Programme (known as Nurture). This will replace their normal English lessons. They are being taught by appropriately trained experts, one of whom is a linguist and Assistant Principal. All TAs have received subsequent training on Fresh Start Phonics to support all pupils in their care.</p> <p><u>The Comprehension Gap: 7b2</u> Over 40 pupils were tested for the Nurture programme however despite low reading ages, pupils could clearly decode/read thus it is their comprehension and their inference skills holding them back. The 'Platinum Reading Programme' (currently in place at TAH) had limited impact at TASB so instead, 7b2 is taught by two strong, experienced practitioners with a focus on information retrieval, answering in full sentences and basic inferences using SATs style questions and answers to help bridge the gap.</p> <p><u>1-1 Reading Interventions</u> Selected students who are not currently targeted by Nurture or the comprehension class (7b2) are to receive 1-1 reading intervention with the librarian. This involves 2 x 20 minute reading sessions a week including reading homework set.</p>	<ul style="list-style-type: none"> • EHN • MSE • CMN • TA support 	<p><u>Fresh Start Phones (Nurture)</u></p> <ul style="list-style-type: none"> • Module pass rates • 'Graduation' into 7b2 • STAR reading age data <p><u>The Comprehension Gap: 7b2</u></p> <ul style="list-style-type: none"> • Accelerated Reader quiz scores • Book looks/scrutinies • Learning walks of 7b2 • STAR reading ages <p><u>1-1 Reading Intervention</u></p> <ul style="list-style-type: none"> • Reading journals/logs • STAR reading age data • AR quizzes

C	<p>Full information, Advice and Guidance (IAG) process that ensures equal curriculum opportunity for all students.</p> <p>Targeted visits to academic post 16 providers, including 6th form colleges and universities.</p>	<p>Student level data would suggest that PP students at TASB are not gaining as much access to these experiences as Non-PP students nationally</p>	<ul style="list-style-type: none"> • Senior member of staff tasked with the implantation of the Gatsby standards • Mapping of provision across the school 	<ul style="list-style-type: none"> • NCE 	<p>Termly reports to SLG</p>
D	<p>Attendance interventions</p>	<p>2017 & 2018 data shows clear link between attendance and the progress students make.</p> <p>DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcome.</p>	<ul style="list-style-type: none"> • Whole school focus on improving the attendance of PP/EAL students. • Daily QA of session's absence information to ensure that attendance remains a priority, in particular for PP/EAL students. • Tracking of attendance data and identifying under-achieving. PP/EAL students • Daily monitoring of identified cohort by Attendance Officer and House Manager (HM) team to improve attendance. • Local Authority Education Welfare Officer used to support the promotion of attendance of all students. • Appointment of EWO to ensure a large number of home visits takes place over the course of the year • Appointment of Family Intervention Worker to provide additional support for students with the greatest need 	<ul style="list-style-type: none"> • ALN • AHL • FIW • HSN • HMs 	<p>Termly reports to SLG</p>

C & D	Interventions to improve behaviour	DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcome	<ul style="list-style-type: none"> As above, the non-teaching HM team support teachers and SLG with student behaviour. Appointment of FIW ensures that 'Student Wellbeing Officer' has greater capacity to work with students who are 'at risk' before they are 'in crisis' Alternative provision is used appropriately for students that cannot access the curriculum at TASB 	<ul style="list-style-type: none"> ALN LDN FIW GBY HMs 	<ul style="list-style-type: none"> Termly reports to SLG
E	Ensuring PP students do not fall behind	<p>Although PP progress is much improved there is still an in-school gap</p> <p>The gap nationally</p>	<ul style="list-style-type: none"> Student tracking and close monitoring of progress through weekly Cobra meetings. Termly subject specific Reflecting on Attainment and Progress (RAP) documentation is used to identify under performance in all key groups. After school 'Achieve' sessions have been put in place to target student under achievement. Increased 'curriculum bonus' in Phase 2, particularly in Y11 to maximize student progress. Learning Mentor support in core subjects in Phase 2 	<ul style="list-style-type: none"> SLG & CLs 	<ul style="list-style-type: none"> Termly data packs. Termly RAP documents. SLG link meeting. IEB reports.
NCE					
TA support in nurture					Funded through catch-up
ALN					
Pastoral Team (HMs, HSN, FIW, AHL, GBY)					
*Total Cost of 'Targeted Support'					£239,322.31

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?
C	Increase the amount of extra-curricular option available to students	Student level data would suggest that PP students at TASB are not gaining as much access to these experiences as Non-PP students nationally	Appointment of extra-curricular coordinator Budget allocated to ensure this aim can be met	<ul style="list-style-type: none"> • RSS • BHW 	<ul style="list-style-type: none"> • Termly reports on Extra-curricular uptake
C	Ensure a high quality, smooth transition process	DSEN Code of practice 2015	<ul style="list-style-type: none"> • Transition Plan for Y5 & 6 to ensure learners are well equipped. • Extended transition for SEN to fully support the transition to secondary education. 	<ul style="list-style-type: none"> • RSS • SENCO • SEN Administrator 	Analysis of: <ul style="list-style-type: none"> • Yr6 data • Y6 IEP reviews/transition meetings • Parental meetings • CPOM data/information
				RSS	
				Extra-curricular budget and payments for responsibility	
				SENCO	
				SEN Administrator	
*Total Cost of 'Targeted Support'					£88,440.60

* All costs given at 59% of actuals to reflect the PP weighting in the school

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
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)	Cost
ii. Targeted support				
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)	Cost
iii. Other approaches				
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)	Cost

7. Additional detail

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