

Pupil Premium (PP) Strategy 2021/22

“Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference... Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.”

(The EEF Guide to the Pupil Premium, 2019)

At Trinity Academy, our motto, *libertas per cultum* (‘freedom through education’), is the clearest distillation of our vision for education. We believe that a good education is empowering and emancipatory. It brings choice, it brings freedom and it levels the playing field. This is especially true for those students for whom the academy receives Pupil Premium funding.

This strategy document outlines the how the academy plans to spend the Pupil Premium funding that it will receive in 2021/22, and the rationale underpinning that strategy.

Roles and Responsibilities

All members of the academy community have a role to play in ensuring the success and achievement of our Pupil Premium students. Specific responsibilities are allocated as follows:

The Leadership Team will:

- Assume overall responsibility for delivering the academy’s Pupil Premium Plan
- Promote the importance of closing gaps throughout the academy
- Provide opportunities for staff training about narrowing the gap
- Ensure strategic deployment of Pupil Premium funding
- Track the attainment, progress, attendance and behavior of all Pupil Premium students
- Provide regular analysis of attainment, progress, attendance and behaviour data
- Coordinate appropriate intervention strategies to address gaps in attainment, progress, attendance and behaviour
- Monitor and evaluate the impact of all intervention strategies
- Ensure that the effective implementation of the trust’s knowledge-rich curriculum and the provision of meaningful opportunities for promoting good character and cultural capital

Governors will:

- Challenge the Leadership Team about the achievement of Pupil Premium students and the implementation of the Pupil Premium Plan
- Hold the Leadership Team to account for how Pupil Premium funding has been spent and its impact
- Appoint a Pupil Premium link governor who will develop detailed knowledge of this aspect of the academy’s work

Heads of Department will:

- Monitor and analyse the attainment and progress of all students, including Pupil Premium students
- Implement effective intervention strategies to address academic underperformance
- Routinely reinforce the importance of maximising Pupil Premium performance with their teams

Teachers:

- Effectively utilise attainment and achievement data, as well as narrowing the gap data, to plan effective lessons which enable all pupils to make good progress
- Ensure teaching is good on a daily basis and lessons are differentiated to meet the needs of all pupil
- Ensure opportunities are provided in all lessons for all pupils to make good progress
- Ensure literacy and numeracy are embedded in all lessons
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in

place.

The pastoral will:

- Monitor students' attendance and behaviour, and be proactive in address concerns where they arise
- Engage with the most hard-to-reach parents, through regular telephone calls, meetings and home visits
- Ensure that timely and appropriate pastoral intervention occurs when students need it
- Bring to the attention of the Leadership Team any issues that may present a barrier to a student's success and achievement

Evidence-informed practice

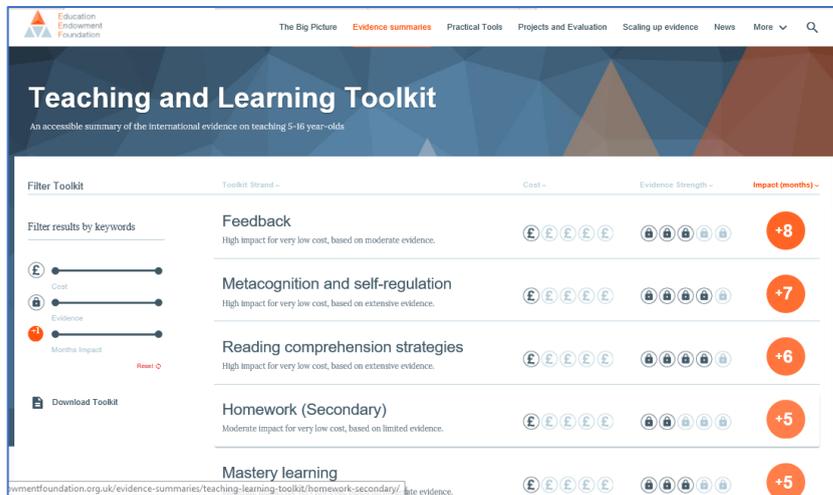
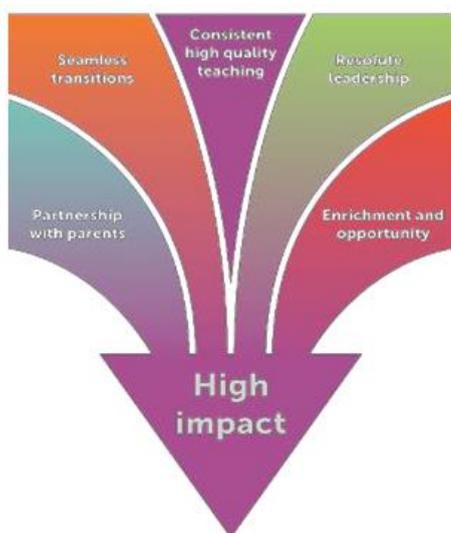
“Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to Pupil Premium spending can help schools to:

- Compare how similar challenges have been tackled in other schools
- Understand the strength of evidence behind alternative approaches
- Consider the likely cost-effectiveness of a range of approaches”

(The EEF Guide to the Pupil Premium, 2019)

In planning our Pupil Premium strategy, the academy has drawn both on academic research and on what we know from experience works best for our children. Our spending plan has been informed by the findings of the Educational Endowment Foundation's *Teaching and Learning Toolkit*, by what we know to have worked effectively in previous years, and by best practice from across Future Academies. In deciding which strategies to prioritise, we have considered:

- Likely impact on progress
- Cost
- Value-for money (i.e. cost-benefit analysis)
- Capacity to deliver in a sustained and effective manner



The design of the academy's Pupil Premium strategy has also been influenced by the following points that are raised in *The EEF Guide to the Pupil Premium 2019*:

- **Quality teaching helps every child:** Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.
- **Implementation matters:** The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.

- **Support middle and high attainers too:** The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.
- **Pupil Premium funding may benefit other groups of students:** The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.
- **Intervention isn't everything:** There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.
- **A tiered approach:** A tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.



Understanding our Pupil Premium Cohort

Our Pupil Premium students are not a homogeneous group. The causes and consequences of their

disadvantage are varied and wide-reaching. Furthermore, alongside disadvantage, other powerful factors may contribute to their risk of underachievement. When these factors overlap with being disadvantaged, the risk of underachievement is amplified. This is something to which the Academy is alert and which we factor into our Pupil Premium strategy.

Whilst the causes of disadvantage are varied and wide-reaching, the same is also true of its consequences. The consequences of disadvantage take many forms and present themselves as a diverse range of barriers to learning. This requires the academy to adopt a multi-faceted approach to its Pupil Premium strategy, that extends beyond academic intervention and incorporates broader forms of pastoral guidance and support services. The aims of the academy's Pupil Premium strategy include:

- Boosting academic progress and attainment
- Improving literacy and numeracy
- Improving self-esteem
- Improving social, emotional and mental wellbeing
- Increasing intrinsic motivation
- Raising aspirations
- Exploring post-16 options, including sixth form, university, apprenticeships and careers
- Improving inconsistent and erratic attendance patterns, including poor punctuality
- Supporting families in providing the stability, resources and routines that will support academic progress
- Providing the basic resources that may be taken for granted by other students
- Challenging previous negative educational experiences
- Increasing cultural capital
- Developing good character
- Building resilience

Pupil Premium Spending Plan 2021-2022

During the 2021-22 academic year, the academy expects 250 to be eligible for the Pupil Premium, which represents 41% of the student body overall. This will lead to the academy receiving approximately £238,750 in Pupil Premium funding.

Students on roll	Students eligible for the Pupil Premium	Pupil Premium as percentage of cohort	Pupil Premium funding per student	Total Pupil Premium funding
610	250	41%	£955	£238,750

This plan outlines the intended use of this funding and the underlying rationale. At the end of the year, a separate report will be published outlining how the funding was actually spent and the impact that it achieved.

Over the 2021-22 academic year, Pupil Premium funding will be to fund three strands of support for students:

- 1. Academic support**
- 2. Pastoral support**
- 3. Education Enrichment**

Strand	Provision	Description	PP funding	Intended impact
Strand 1 - Academic Support	Literacy support	Literacy Coordinator/TAs run reading group intervention pre-school	£5,000	Any internal gaps between the attainment of Pupil Premium and non-Pupil Premium students will narrow further
	Numeracy support	Numeracy Coordinator oversees Maths intervention	£5,000	
	GCSE revision materials	Free revision guides and department materials provided	£5,000	
	Independent study software	GCSEPod for GCSE; UpLearn for A level	£8,000	
	Departmental focus on PP students	HoDs monitor progress and attainment of PP students	£2,000	
	GCSE intervention groups and Easter revision	Before and after-school intervention classes and Easter revision sessions run by academic departments to support/extend PP students	£15,000	
	Intervention tutors	Part funding for intervention tutors to support/extend PP students	£30,000	
Strand 2 – Pastoral Support	Commando Joes	Behaviour support and mentoring for PP where this is a barrier to achievement or for students at risk of suspension	£40,000	The rate of suspension of Pupil PP students will be lower than that of non-PP students nationally.
	Pastoral Support	Heads of Year; two pastoral support assistants, and behaviour mentor provide mentoring	£50,000	
	Attendance Officer support	Attendance tracking: celebrating good attendance and intervention when attendance dips	£20,000	The attendance of PP students will be higher than the attendance of non-PP students nationally.
	Student and Parent Voice	Targeted questioning	£200	Student survey and parent survey results will show that PP students feel cared for and supported in school.
	Wellbeing Team	Counselling service on-site for wellbeing and mental health	£15,000	
Breakfast Club	A complimentary breakfast service is offered to students before the start of the academy day	£4,000		
	Year 6 Summer School	All new PP students are invited to attend the Year 6 Summer School, which provides a secure and graduated transition from primary to secondary school.	£5,000	
Strand 3 – Education Enrichment	Raising aspirations	Enrichment coordinator develops enrichment provision and opportunities including speakers, careers advice, university visits, summer schools and work experience to raise aspirations	£10,000	The participation rates of Pupil Premium students in co-co-curricular activities will be at least as good as that of non-
	Educational visits subsidies	Costs subsidised for field trips, visits etc. to remove barriers to PP student participation	£10,000	

	Music lessons	Free music lessons for PP students	£10,000	Pupil Premium students.
	Careers fair and 1:1 advice	Students are provided with careers guidance and 1:1 careers advice	£5,000	
			£238,800	

The academy's Pupil Premium strategy will be reviewed in **August 2022**. The impact of the 2021/22 plan will be reviewed and published on the academy's website and will inform future planning.