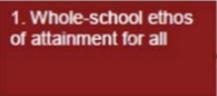
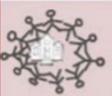


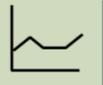
Pupil premium strategy / self- evaluation 2021-2022

1. Summary information					
School	Trinity Academy Leeds				
Academic Year	2021-22 2020-21	Total PP budget	£159, 485	Date of most recent PP Review	11/21
Total number of pupils	240	Number of pupils eligible for PP	167	Date for next internal review of this strategy	06/22

2. Current attainment			
		Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average 2019-20		N/A	
Progress 8 score average 2018-19			
Attainment 8 score average 2019-20		N/A	
Attainment 8 score average 2018-19			
3. Barriers to future attainment (for pupils eligible for PP)			
Academic barriers (issues to be addressed in school, such as poor literacy skills)			
A.	Low levels of literacy with just under 1/4 of students functionally illiterate and a significant minority reading below the level of a 6 year old.		
B.	Gaps exacerbated by school closures – PP students less likely to succeed in remote learning.		
C.	65% of students are classes as EAL with a significant minority at stages A and B of the Bell Foundation Scale. This means that they are new to English or are at the early acquisition stage. This makes communication inside and outside the classroom more challenging.		
D.	The behaviour of a minority of pupil premium and non-pupil premium students is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.		
E.	Lower levels of cultural capital in PP students		
F.	A small cohort of students is less resilient than we would like them to be. They may have grown up in a household where academic aspiration is limited and/or they may have a significant number of challenges to face at home which affects their motivation in school and results in difficulty coping with academic challenge.		
G.	The recruitment and retention of the very best staff is key to consistent quality first teaching. A lack of consistency can lead to unsettled students who prefer to be taught by familiar staff who are experts in their craft.		
Additional barriers (including issues which also require action outside school, such as low attendance rates)			
H.	(IDSR data) PP absence is in the top 20% of schools nationally. PP persistent absence is in the top 20% of schools nationally.		

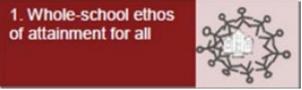
I.	'Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults'. (DfE, 2015).
J.	Significant minority who did not attend, or had significant gaps, from KS2 pre pandemic.
Aims	
<p>What is Pupil Premium funding for? The Pupil Premium funding we receive is for raising the attainment of pupil premium students.</p> <p>What is our Academy approach to the use of the Pupil Premium? No single intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve.</p> <p>The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:</p> <ul style="list-style-type: none"> • a broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital, • pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all, • regular whole school data entry points that allow progress to be tracked over time, • a 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly, • integration and supported involvement in activities with their peers, • interventions to close the gap in achievement and address barriers to learning and progress, • access to funding for those suffering hardship to meet costs for access to enrichment opportunities 	
Multi-year and in-year strategic plan	
At Trinity Academy Leeds, we are determined that high deprivation is not mistaken for low aspiration and we provide a knowledge rich curriculum, a quality cocurriculum and a meaningful character curriculum to ensure all students, regardless of starting point leave us equipped to live happy and successful lives.	

4. Planned expenditure					
Academic year		2021-2022			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	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>QUALITY OF EDUCATION</p> <p>Collaborative MAT work to share best practice for teaching and learning.</p> <p>Rigorous but supportive QA processes to are in place to monitor and assure quality of education.</p> <p>Instructional coaching model supports all teachers to hone their practice and identify and close gaps.</p>	  <p>The attainment and progress of all students (incl. pupil premium students) increases as they receive quality first teaching every day.</p> <p>Teaching staff are supported to be the best educators they can be through high quality CPD and supportive QA processes.</p>	<p>‘Improving teaching quality generally leads to greater improvements’ EEF (Education Endowment Foundation).</p> <p>‘There is particularly good evidence around the potential impact of teacher professional development’ (EEF).</p>	<p>Ongoing quality assurance by Senior Leadership, Middle Leadership, SENCO, EAL specialist and MAT SLEs including drop ins, standard and work scrutiny to verify that all work is in line with Trinity MAT processes and systems.</p> <p>Robust curriculum reviews from subject experts.</p> <p>Timely interventions in place to ensure that students who need support, get support.</p>	SLT	Termly

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<div data-bbox="107 240 450 341">  <p>7. Clear, responsive leadership</p> </div> <p>THE ESTABLISHMENT OF CLEAR LEADERSHIP OF, AND LINES OF ACCOUNTABILITY WITHIN THE PP STRATEGY</p> <p>A member of the Senior Leadership Team to lead the PP strategy, ensuring that staff at every level of the academy know, value and understand the needs of the PP cohort we serve.</p>	<div data-bbox="472 240 734 325">  <p>5. Deploying staff effectively</p> </div> <p>Effective line management, target setting, quality assurance and reporting structures which are data-rich and clearly understood by all parties.</p> <p>Staff morale in our founding cohort is high due to clear vision, effective line management and strong support. Vacancies attracted quality candidates, as reputation of school grows.</p>	<div data-bbox="757 240 1084 325">  <p>6. Data driven and responding to evidence</p> </div> <p>Marc Rowland, director of the National Education Trust and author of A practical guide to the pupil premium, says governors' understanding of the issues around pupil premium is patchy and often results in ad-hoc spending. This is why a member of the Leadership Team must be the PP Lead so that PP awareness is raised at a whole school level.</p>	<p>All staff members clear as to who they are held accountable to and what they are held accountable for.</p> <p>Regular check-ins and updates to SLT by the PP Lead to report back that the PP strategies within this policy are being implemented well and tweaks and developments are made as the year progresses.</p> <p>Recruitment and retention remains a focus for SLT. Cover remains in house (in MAT if necessary) to ensure quality of teaching for all.</p>	<p>HCS</p>	<p>Termly</p>

Action	Intended outcome	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>CLEAR DIAGNOSIS OF STUDENT NEED</p> <p>A clear process in place for the diagnosis of student need on arrival.</p> <p>Targeted and quality assured literacy pathways for students who need English language acquisition support, significant phonics support, reading fluency and comprehension guidance.</p>	 <p>To ensure that all students are known, valued and understood on arrival. Students who need literacy support will have it from day one. Multilingual learners will not be left behind. Category A and B students will have targeted, sustained, quality assured support. Evidence based research used to help teachers best support multilingual students.</p> <p>All learners are immersed in language rich curriculum, which is never narrowed.</p>	 <p>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life”. (EEF, 2019)</p> <p>“Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7”. (EEF, 2019)</p> <p>Research in to the achievement of EAL learners highlights the importance of proficiency in English as the best predictor of educational outcomes. (Strand and Hessel, 2018)</p>	 <p>Development of a literacy strategy to ensure all staff are confident in addressing literacy needs as they arise.</p> <p>Scheduled collection and analysis of reading age data for, so that ongoing impact can be monitored.</p> <p>Scheduled collection and analysis of Bell Foundation literacy data for EAL students in categories A and B using Flash Academy.</p> <p>Collaborative and responsive development of high quality resources for the nurture pathway.</p> <p>Ongoing quality assurance (including drop ins and work scrutiny) of the teaching and learning of PP and EAL students.</p>	HCS, JKA, OHN	Termly
Total budgeted cost					60,000

ii.Targeted support					
Action	Intended outcome	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>2. Addressing behaviour and attendance</p> <p>IMPROVE THE ATTENDANCE AND BEHAVIOUR OF ALL STUDENTS (INCLUDING PUPIL PREMIUM STUDENTS)</p> <p>To raise standards and expectations for all students. Our Culture 20 is followed consistently and there is a culture of ‘no excuses’ due to robust weekly analysis of behaviour and attendance data leading to swift interventions.</p> <p>The academy has enlisted the support of a high performing organisation, Synergy, that has had phenomenal success helping to raise attendance across inner city schools within London. The pastoral team are meet with Synergy weekly.</p>	 <p>4. Meeting individual learning needs</p> <p>Student attendance steadily improves over time. Barriers to attendance are identified and every attempt is made to overcome them.</p> <p>Student behaviour inside and out of the classroom remains excellent. Quality first teaching can take place in disruption free classrooms.</p>	 <p>5. Deploying staff effectively</p> <p>“Successful schools realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium in raising standards”. (DfE Briefing Paper, 2015)</p> <p>“A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning”. (EEF, Improving behaviour in schools report, 2019)</p>	 <p>6. Data driven and responding to evidence</p> <p>Effective pastoral team put in place, quality training and a relentless focus on presence and high standards.</p> <p>Establishment of an attendance team whose role is to work with SLT, pastoral leaders, students and families to overcome barriers to attendance.</p> <p>Termly behaviour data packs shared with curriculum leaders (who then disseminate to their teams) to highlight strengths and weaknesses in their allocation of behaviour and achievement points to students. Timely interventions put in place when necessary.</p>	SLT, Pastoral Team	Termly
Total budgeted cost					51,750

ii. Other approaches					
Action	Intended outcome	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>CONTINUATION OF HARDSHIP FUNDING</p> <p>To ensure that a lack of basic equipment for learning does not impact upon academic success by having a constant stock of additional uniform for the students who need it.</p> <p>All students entitles to FSM to receive food vouchers during the holidays</p> <p>Provide all students with the necessary equipment to allow participation in all Involve and Empower opportunities.</p>	 <p>To remove essential equipment and material disadvantage barriers to learning.</p> <p>To support our local community and ensure no child goes hungry.</p>	<p>Previous experience tells us that attendance can be adversely impacted if students do not have the correct uniform. In our current school intake, approximately 17% of all students are in the IDACI decile 1 category of deprivation.</p> <p>A 2019 study exploring the cost of the school day ('The Cost of the School Day Toolkit') highlights that clothing and equipment put significant strain on families. Creation of a strong culture by</p>	<p>Equipment is given to all students at the start of the academic year. Form tutors and SLT check student equipment every day and if a concern is raised about missing equipment, it will be rectified before Morning Recall.</p> <p>Parent voice collected to ensure system is accessible to all.</p>	<p>RGD Pastoral Team</p> <p>RGD</p>	<p>Equipment and uniform are checked daily by form tutors. Pastoral team review as appropriate.</p>
Total budgeted cost					48,000

5. Additional detail

The statement above is a working document and may be updated at any time.

It has been written with reference to:

- Internal experience
- Internal data
- Education Endowment Foundation, 'Closing the attainment gap' (Dec 2017)
- DfE Pupil Premium reports and guidance (various)
- National College for Teaching and Leadership, 'Effective pupil premium reviews' (Feb 2018)
- National Governance Association, 'Spotlight on Disadvantage' (April 2018)
- National Foundation for Educational Research, 'The Building Blocks of Success' (Jan 2017)
- Sir John Dunford, 'The 10 Point plan' (Sept 2014)
- Education Policy Institute report on Disadvantage Gap (July 2016)
- The EEF Guide to the Pupil Premium (July 2019)

2019 National PP conference speaker material:

- Ali Jaffer (Head of Policy at the Social Mobility Commission)
- Chris Jones (Director of Corporate Strategy, Ofsted)
- Robbie Coleman (Head of Policy, EEF)
- Daniel Sobel (CEO of Inclusion Expert)
- Bath Spa University (PP+ Research Project, September 2019)