



## Pupil premium strategy statement – End of academic year 2022/23 review

This review and the work that has been undertaken aligns to the 'DfE Guidance for school leaders on using pupil premium March 2023' by

- a) Identifying the challenges faced by the school's disadvantaged children
- b) Using evidence to support our strategy
- c) How continually develop our strategy and make adjustments
- d) How we implement our strategy
- e) Evaluating and sustaining our strategy

All these approaches and our work aims to 'improve the educational outcomes' of our disadvantaged children. We in turn focus our efforts on narrowing any gaps between our disadvantaged children and their peers, with an appreciation and action to minimise the effects of the pandemic.

Professor Becky Francis' statement helps to focus our planning and actions. 'Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery.'

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.



Intended outcome	Success criteria
<p>To develop the next generation of teachers and leaders and improve the quality of T&amp;L so students experience a greater frequency of outstanding teaching over time in all subject areas. This will ensure all students (including disadvantaged students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.</p>	<p>Assessment data indicates progress and attainment gaps have closed from our baseline assessments and using Masters of Recall and summative assessment data.</p> <p>Students eligible for PP increased their score by 7% between AW1 (57%) and AW 2 (64%) Non PP increased by 4% (62%-68%)</p> <p>There was a 5% gap between PP and non PP – which reduced to 4% by AW2.</p> <p>PP students at TAL are making rapid progress and will continue to do so</p>
<p>Ensure pupils are strong orators, able to use their Voice in the classroom and beyond.</p>	<p>Staff model good oracy. Students talk in full sentences.</p> <p>Curriculum conversations and reviews show that students are confident in articulating how they learn and their ambitions for the future.</p> <p>All staff deliver Inspire assemblies, modelling strong oracy.</p>
<p>Increased engagement with reading and improvement in reading ages, including for those with very low reading ages.</p>	<p>All student's reading age improves, that of disadvantaged improves more quickly and closes the gap from their baseline assessment.</p> <p>34% of PP students were reading at their chronological age on entry (Sept 21)</p> <p>63% of PP students are reading at chronological age (Dec 22)</p> <p>49% of Non PP students were reading at chronological age on entry (Sept 21)</p> <p>75% of non PP students are reading at chronological age (Dec 22)</p>



<p>Improved attendance for Disadvantaged/EAL students.</p>	<p>No gap between PP and non PP. PP absence (7.8%) nationally was double that of their non PP peers (3.7%). (2021) Attendance at TAL is 94% - no gap and significantly above NA</p>
<p>Expert CPD on closing gaps for multilingual learners</p>	<p>Students at early acquisition stage to make rapid progress across all subjects. The students who joined us new (A and B on the Bell foundation) to English have made an average of 16% progress between AW1 and AW2 across all subjects. Booklets demonstrate more consideration of teaching of language, as well as content.</p>
<p>Disadvantaged students do not fall behind their peers.</p>	<p>No in school gap in attainment between PP and N-PP students. 5% gap (AW1), reduced to 4% (AW2)</p>
<p>A high quality, smooth transition process.</p>	<p>All primary schools were contacted, and visits made as appropriate. Identified students at risk of poor performance were visited at home and in school. Summer school targeted identified students and ensured they were able to be successful. Students and parents speak of a transformation “They are coming out of their room and helping around the house, wanting to learn to cook, baking for their friends. They are showing initiative and self-direction, not always exactly what Trinity has asked for but inspired by what they are learning at school. They might not be top but they have already far exceeded what was originally expected” (Parent of child who was a PA at primary)</p>



<p>Broaden the experiences of students through extra-curricular programs and trips.</p>	<p>100% of PP students to experience co-curricular offer every week          100% of PP students to attend the theatre          100% of PP students to partake in Empower  <i>All PP students take part in two Involve opportunities per week, 5 empower trips and one whole school theatre visit. Extra curricular opportunities had at least 65% of PP representation.</i></p>
<p><b>Catch-up funding</b>          To improve the reading and language understanding of a group of disadvantaged students who are further behind due to COVID-19 and lockdowns. Extra books and home learning support provided. Additional hour in timetable to work on mastery approach to Literacy.</p>	<p>Reading ages improve alongside, writing and understanding of language, indicated through results of the intervention and results of assessments compared to baseline.  <i>Average gain of 5% from AW1 to AW2 for S+D Teams</i></p>
	<p><i>See reading age data above and assessment data throughout.          Catch-up funding was used well and had impact where required.</i></p>

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Literacy:            36% of our students in receipt of Pupil Premium funding had reading ages below 9.06, on arrival, which is the threshold for functional illiteracy.</p>



2	<p>Acquisition of English:</p> <p>65% of our students are classed as EAL, a term we replace with Multilingual, as we prefer an asset based model. A significant minority of these pupils are at the A and B stage of the Bell Foundation. Over one third of this cohort are in receipt of pupil premium and a low level of English acquisition is their greatest barrier to academic success.</p>
3	<p>Deprivation:</p> <p>Trinity Academy Leeds is located within one of the most deprived wards within the country. (IDACI decile 1, top 10%, 2021). The cost of living crisis has put our families under even more pressure and many struggle to provide the physiological factors identified by Maslow’s hierarchy of needs: food, warmth, rest.</p>
4	<p>SEMH:</p> <p>Many of our students suffer with poor Social, Emotional, Mental Health and whilst this affects both pupil premium and non-pupil premium students, pupil premium students and their families lack the resources to access the support available.</p>
5	<p>Attendance:</p> <p>PP absence (7.8%) nationally was double that of their non PP peers (3.7%). The persistent absence rate for PP students was 24.4%, compared with 8.3% (DfE, 2021).</p>

## Pupil premium strategy spending and review

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 68,780

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year review
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<p>To create a bookletised curriculum to deliver high quality education. This includes high quality text, structured tasks and a reduced cognitive load. £30,000</p>	<p>Metacognition and self-regulating strategies (+7 EEF Toolkit). Evidence shows that if children can process why they are learning something it will support their understanding. Our staff use a bookletised curriculum to do this. We explicitly teach knowledge and use visualisers to highlight the learning process and model the processes through guided practice and then independent work.</p>	<p>1,2</p>	<p>Booklets have been introduced by all subject areas and adapted to meet the needs of all children. The structure of this work has led to at least 400,000 words being read by children this year. The literacy strategy and reading strategies employed are shown by research to significantly impact on reading levels.</p> <p><b>Assessment</b> PP students are making rapid progress with an increase of 7% between assessment windows. June assessment – PP score was 64%. Jan assessment – PP score was 57% Non PP increased by 5% - 62%-68% The gap is closing</p>
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<p>Live marking and focused whole class feedback will ensure misconceptions are highlighted and dealt with swiftly and whole class feedback focuses pupils work to correct any misconceptions.</p> <p>CPD and staff time £3,000</p>	<p>Feedback (+6 EEF)</p> <p>Both live marking and focused marking both have a direct impact on learning. Staff give specific information of how to improve so pupils can focus on this.</p>	<p>1,2</p>	<p>Learning walks, reviews and curriculum conversations show live marking is embedded across all subjects and used to identify misconceptions, scaffold for high success, challenge to think deeper and mark for literacy. Live marking and WCF is personalised, and students can articulate what areas they needed to improve and how they improved them. Teaching is responsive and feedback is used to move learning forward.</p> <p>Our Masters of Recall data shows term by term improvements, which is an indication that feedback is effective and supports learning.</p>
<p>Mastery curriculum delivery in maths. Our Trust owns White Rose Maths who use this model throughout 85% of all primary schools.</p>	<p>Research shows the impact of delivering mastery in maths. (+5 EEF).</p>	<p>1,2</p>	<p>The average score in Maths has remained at 44%. Significant gaps from primary have been identified and the curriculum adaptations implemented will address these next academic year.</p>



<p>We have employed a CL of maths directly from White Rose Maths to establish this. 0.1 time of maths CL £5,280</p>			
<p>Whole school reading. Three times a week children read for 15 mins with their form tutor and once a week in an English class. £12,500</p>	<p>Research shows that rapid reading out loud by an adult significantly improves children's reading ages. (EEF +6)</p>	<p>1,2</p>	<p>As indicated above the research indicates how productive reading aloud is. Pupils have shared three books as a group in Team Time. 34% of PP students were reading at their chronological age on entry (Sept 21) 63% of PP students are reading at chronological age (Dec 22) 49% of Non PP students were reading at chronological age on entry (Sept 21) 75% of non PP students are reading at chronological age (Dec 22)</p> <p>53% of PP students were functionally literate (Sept 21) 85% of PP students are functionally literate (Dec 22)</p> <p>70% of Non PP students were functionally literate on entry (Sept 21) 82% of non PP students are functionally literate (Dec 22)</p>





<p>Morning CPD coaching built into timetable to allow for deliberate practice. £15,000</p>	<p>“Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school. As Rauch and Coe explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’. – <i>EEF Effective Professional Development Guidance Report</i></p>	<p>1,2</p>	<p>Teaching is always mentioned as a strength in internal and external reviews. Students can confidently articulate how they learn. “Excellent subject teaching in all lessons visited. Teachers are passionate about what they teach, this brings both focus and energy to lessons. Teaching is responsive to student needs. Clear examples where misconceptions are addressed as soon as they occur.” (SIP review April 2022)</p>
<p>Curriculum conversations with external experts to strength test the curriculum and ensure standards are sky high. £3,000</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>1, 2</p>	<p>“Curriculum planning is of high quality and the golden threads are seen throughout the documentation. There is a genuine focus on personal development and building students ‘voice’. Curriculum is based on a scholarly approach in each of the discipline and exceptional links to personal development identified. It is clear from planning and presentations leaders have enough subject freedom to craft an exceptional subject curriculum in line with mission of the school. (Curriculum Review, 2022)”</p>



## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 42,400

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year review
<p>Reduced class sizes and a 'S+D' Teams as part of the timetable. S+D curriculum time £2,000 per period £35,000 total</p>	<p>Reduced class sizes (EEF +2)</p>	<p>1,2</p>	<p>Average gain of 5% from AW1 to AW2 for S+D Teams. Additional hour of English to be strengthened through appointment of CL.</p>
<p>Hegarty maths – completed by all 65% to reflect PP - £780 + support sessions 121 £3,500</p>	<p>The average impact of homework in secondary school is an additional 5 months over the course of a year. Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on... Pupils eligible for free school meals typically receive additional benefits from homework." – <b>EEF Teaching and Learning Toolkit - Homework</b></p>	<p>1,2</p>	<p>Home learning habits are well established across the academy. Hegarty to be updated to Sparx next A/Y</p>



<p>English acquisition group – one additional hour p/w</p> <p>£3,900</p>	<p>1:1 tuition (EEF +5)</p>	<p>2,3</p>	<p>The students in this group made 16% progress between AW1 and AW2 across all subjects.</p>
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 103,775

Activity	Evidence that supports this approach	Challenge number(s) addressed	End of year review
<p>INVOLVE clubs</p> <p>£12,000 for equipment and other external support</p>	<p>Extended school times (EEF +3)</p> <p>If we can let our children experience different clubs it can stimulate their interest, encourage better attendance and raise aspirations.</p>	<p>3, 4, 5</p>	<p>All students enjoy two hours of co-curricular activities per week. Student voice cites this as one of the elements they enjoy most about their school.</p>



Appointment of additional SLO to support with removing barriers. £30,000	Behaviour interventions (EEF +4) Mentoring (EEF +2)	4	SEMH identified as biggest area of need. Students feel listened to and supported. SLO checks in with vulnerable learners every morning. This will be reviewed and extended next academic year
Provide uniform to low income families £15,000	The right uniform policy, that puts affordability and best value at its core, has the potential to make lives easier for both children and parents. Yet one in eight families reported they had cut back on food and other essentials because of uniform costs. Our research also found that for low income families, these impacts were greater, with more than one in five such families reporting cutting back on food and other basics to pay for uniform. (The Children's Society 2020)	5	Parents are very appreciative of the help we provide, and positive attendance suggests we are removing barriers seen in other schools serving similar cohorts.
Bus passes to parents struggling with transport costs £1,000	PP absence nationally is double that of their more affluent peers – we remove any obstacle to attending school.	5	No attendance gap between PP and non
High quality transition, including summer school 65% of £25,000 = £16,250	(Summer School EEF+2)	3,4,5	Student voice suggests Summer school allayed fears for disadvantaged students who struggled in primary. Attendance of previous PA students supports this.
Empower – 5 trips across the city to raise cultural capital and aspirations. 65% of whole cost = £18,250	“Of 495,620 students offered places at English Universities in 25,910 were from disadvantaged backgrounds. This represents	3	Every student engaged in 5 Empower experiences across the city.



	5%, a significant mismatch from National 22.5%”		
<p>Improving attendance for Disadvantaged/EAL students by: Daily SLT and Rebuild Team of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL students.</p> <ol style="list-style-type: none"> <li>1. Synergy – an external agency to support with attendance £5555</li> <li>2. Home visits to pick up and support with PA £5720</li> </ol>	<p>“The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome.” – DfE - The link between absence and attainment at KS2 and KS4 March 2016</p>	5	

**Total budgeted cost: £ 214,955**