

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Trinity Catholic School				
Academic Year	2018/19	Total PP budget	£129575	Date of most recent PP Review	23/06/16
Total number of pupils	506	Number of pupils eligible for PP	130	Date for next internal review of this strategy	11/02/19

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-1.32	0.12
Attainment 8 score average	2.9	4.9

3. Barriers to future attainment (for pupils eligible for PP)

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

A.	<u>Below National Average Reading, Writing and Maths SS on Entry:</u> Year 7 (Non PP = 103.7, PP = 98.8), Year 8 (Non PP = 103.5, PP = 97.9), Year 9 (Non PP = 103.3, PP = 96.8)
B.	<u>Low attendance rates:</u> Year 7 (Non PP = 96.24%, PP = 93.96%), Year 8 (Non PP = 96.87%, PP = 91.25%), Year 9 (Non PP = 96.15%, PP = 90.79%), Year 10 (Non PP = 94.25%, PP = 90.17%), Year 11 (Non PP = 95.36%, PP = 92.51%)
C.	<u>Poor quality of work</u> – including incomplete work, superficial responses to teachers marking, inaccurate work, particularly with respect to spelling, punctuation and grammar. Missed work which is not caught up

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

D.	<u>Inconsistent feedback from teaching staff</u> – Work trawls show inconsistency in the quality of feedback from staff and sporadic engagement in feedback from students
E.	<u>Failure to engage in extended writing activities</u> – Analysis of examination shows that while students competently answer short answer questions, they are reluctant to effectively engage in questions which carry multiple marks
F.	<u>High levels of Fixed Term Exclusion</u> – Fixed Term Exclusion percentage is historically double the national non-PP exclusion rate. This results in students missing lessons and as such failing to make expected progress
G.	<u>SEND correlations not fully explored and addressed:</u> Year 7 (29% of PP students are SEND), Year 8 (39%), Year 9 (29%), Year 10 (42%), Year 11 (32%)
H.	<u>Inconsistent parental support</u> – Parental engagement is inconsistent and sporadic. Parental events have not been well attended by PP parents and as such key information and correspondence has been missed

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improve A8 (Eng, Maths, EBacc, Open A8) and EM Standard and Strong for PP students	Target/Current A8 Overall = 4.4 / 3.5 A8 English = 4.9 / 3.17 A8 Maths = 3.9 / 3.63 A8 EBacc = 4.3 / 2.3 A8 Open = 4.8 / 3.33 EM Standard = 53% / 27.3% EM Strong = 30% / 22%
B.	Improve PP Attendance and Reduce PP Persistent Absence across all year groups	Attendance - January = 92.40% - February = 92.60% - March – July = 92.80% Persistent Absence - January = 23.00% - February = 21.00% - March – July = 19.00%
C.	Behaviour/FTE focus – Reduce FTE and repeat FTE for PP students	FTE - January = 9.16% - February = 9.56% - March – July = 10.06% Repeat FTE - January = 4.58% - February = 4.78% - March – July = 4.98%
D.	Increased parental engagement in school activities	Parent Evening attendance for PP pupils/parents - Year 7 = - Year 8 = - Year 9 = - Year 10 = - Year 11 = Additional evenings (Your child in/GCSE launch) -

5. Planned expenditure

Academic year	2018/19
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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?
Clarify and embed consistent principles of marking and feedback in all classrooms. Focus on the 10 Principles of Instruction	Attainment 8 scores increase for all buckets and increase as a whole	Feedback studies tend to show very high effects on learning. EEF studies have shown that consistent and high quality feedback can increase progress by up to 8 months	Quality assurance via work trawls for specific students in all year groups and across all subjects every month	MA/HOYs	Every month
Embed consistent approaches to teaching and learning using the 10 Principles of Instruction	Attainment 8 scores increase for all buckets and increase as a whole	Consistent classrooms approaches which are centered around daily review, modelling and scaffolding have consistently high levels of impact.	Quality assurance via QA calendar and specifically through lesson observations and pupil voice	SLT	Every Term
Develop KS3 – KS4 curriculum pathways to secure the progress of learners across the range of prior ability	Attainment 8 scores increase for all buckets and increase as a whole	Appropriate curriculum pathways support student progress and are aligned to work sector requirements	Coordination with HODs to ensure course preparation. Appointment of internal IV and associated staffing	SLT/HODs	March 2019
Total budgeted cost					
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?

Coordinate the monitoring and evaluation of PP students through Pastoral coordination of attendance, homework, behaviour,	Gaps close in Inclusion measures within the PP priorities and targets	Behaviour interventions can show up to 4 months accelerated impact if targeted appropriately	PP inclusion targets are met each month and strategies are evaluated	HOYs	Every month
HOY specific focus on engaging students and parents in learning conversations.	PP students engage in additional learning opportunities and A8 progress increase for all PP students	Parental engagement can show up to 3 months accelerated impact if targeted correctly	Parent Evening attendance and P7 attendance increases during the academic year	Data manager, HODs Eng/Maths, HOY11	Every month
Total budgeted cost					

iii. 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?
Two weekly meeting between Deputy Principal, Head of Maths, Head of English and HoY to improve attainment through identifying students not yet making adequate progress in English and Maths and to plan for specific teaching to occur to	Improve the attainment, attendance and behaviour of PP students	Feedback approaches have been shown to accelerate progress by up to 8 months	Two weekly meetings happen. Feedback on progress is informative and targeted Interventions are put in place	Dep Princ (Inclusion)	Each month

support improved progress					
Eng and Maths teachers allocated as Year 11 form tutors to allow students registration specific subject morning intervention classes. leading sessions	Attainment 8 scores increase for E and M buckets	Before/after school programmes have shown to improve progress by up to 2 months	Review of sessions by HOY shows that sessions are effective	HOY11	Each month
Continued employment of Attendance Officer To improve attendance of all, but particularly pupil premium students	Attendance for PP students increases in line with targets and PA reduces to meet national (all)	Social/Emotional learning programmes have shown to improve progress by up to 4 months	LM meetings with attendance manager and improvement in line with targets	Attendance Manager	Every two weeks
Provide CBT counselling, support and guidance via the on site school counsellor. Sessions are scheduled in accordance with need but will not be less frequent than one every two weeks	Attainment 8 scores increase for E and M buckets	Social/Emotional learning programmes have shown to improve progress by up to 4 months	LM meetings with school counsellor and improvement in line with targets	School counsellor	Every two weeks
Coordinate early CIAG pathway interview sessions	No PP students are NEET	Social/Emotional learning programmes have shown to improve progress by up to 4 months	LM meetings with careers team and improvement in line with targets	Careers Team	Every two weeks

Summary of Impact 2017 to 2018

The table below shows key areas of focus in addition to highlighted barriers to learning, strategic intervention and evaluation

Focus	Barriers to learning	Desired outcomes	Success Criteria	Chosen Strategies	Evaluation of impact
Improve behaviour of disadvantaged pupils	Disengagement, social development issues	Reduction in behaviour referrals for disadvantaged pupils in comparison to 2016/17	Phased reduction in behaviour referrals by 10%	Pastoral Intervention and Analysis Inclusion Support CBT Counselling Sessions TS4YP	FTE % reduced by 3% in comparison with 2016/17 Rep FTE % reduced by 2% in comparison with 2016/17 Behaviour referrals reduced by 200 in comparison to 2016/17
Improve engagement of disadvantaged pupils	Disengagement, literacy, numeracy barriers, energy levels	Improved engagement scores in comparison to 2016/17	Improved engagement in all year groups	Pastoral Intervention and Analysis Inclusion Support CBT Counselling Sessions TS4YP	Engagement scores reduced by 0.17 in comparison to 2016/17. Engagement scores reduced for all year groups and significantly in Y11 which saw a 0.5 drop in comparison to 2016/17
Improved homework and punctuality rates for disadvantaged pupils	Lack of home provision for homework, Organisational issues	Reduction in homework and late referrals for disadvantaged pupils	Pattern of reduction of late and homework referrals for disadvantaged students in comparison with 2016/17 year Faculty monitoring and presence for late students. Accumulation of sanctions for lates	Pastoral Intervention and Analysis Inclusion Support Homework to enhance progress	15% reduction in homework referrals. Referrals reduced in all year groups in comparison with 2016/17 25% reduction in punctuality referrals and a reduction in punctuality referrals in all year groups in comparison to 16/17
Improvement in progress in all subjects	Disengagement, social development issues literacy, numeracy barriers, energy levels Lack of home provision for homework, Organisational issues	In year improvement in progress in all subjects for all Marist students in comparison with 2016/17	Reduction in P8 Gap to 0.5 Reduced gap in all P8 buckets English 4+ gap reduction to 20% Maths 4+ gap reduction to 17%	Enhancing Marking and Feedback for all Marist Students Develop Metacognition practices for all Marist students Marist Intervention Strategies	Gap widens overall from 1.14 (16/17) to 1.54 (17/18) Gap widens in all buckets, significantly so in English, EBacc and Open E+M 4+ gap widens by 1%

Improve levels of progress in Maths	Numeracy issues	Improved overall performance in Maths at GCSE	Maths P8 gap narrows to 0.8 (from 1.11)	Enhancing Marking and Feedback for all Marist Students Develop Metacognition practices for all Marist students	Maths P8 gap widens to 1.35
Improve levels of progress in English	Literacy issues	Improved overall performance in English at GCSE	English P8 gap narrows to 0.8 (from 1.19)	Enhancing Marking and Feedback for all Marist Students Develop Metacognition practices for all Marist students	English P8 gap widens to 1.46
Improve outreach and access to Further Education pathways	Pathway support	To support PP families to attend additional events at the school. To provide a link between school and home. To assist enrichment opportunities for PP students	Higher number disadvantaged students accessing FE Higher number of disadvantaged student parent attendance at school events	Access to Professions Year 7 Campus Challenge Year 8 Sutton Scholars Year 9 University Taster Day Year 9 Options Workshop Year 10 and Year 9 Student Progression and Mentoring programme Clare College (Cambridge University) visit to Trinity	Improvement in PP attendance at parents events Breakfast club does not run Trips and events co-ordinated and running for every year group 80% of KS3 students would now choose University as a destination. This compared with 42% previously

Financial Support	Lack of financial provision providing a barrier for learning	Overall improved performance of disadvantaged students at all levels	Improved engagement, attendance, progress, behaviour, punctuality, homework, exclusions	Assistance with cost of uniform Assistance with cost of transport Assistance with cost of trips and extra curricular activities, DoE etc	Improvements made in all inclusion areas and clear at KS3. Predominant improvements in Y8,9,10 Y7 Computer access – 60% Y8 Computer access – 100% Y9 Computer access – 40% Y10 Computer access – 100%
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