

Trinity Catholic School – Pupil Premium (Marist) Impact Statement

Trinity Catholic School's Pupil Premium Profile 2015/16	
Total number of pupils in the school	738
Number of PP-eligible pupils:	133
Amount per pupil:	£935
Total pupil premium budget:	£135,145

Evidence of school performance	
<p>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</p>	<p>The proportion of students for whom the school receives the pupil premium (additional funding for those, in this school, who are known to be eligible for free school meals and the very few looked after by the local authority), is below average</p> <p>The school is supporting the students eligible for pupil premium funding well. Extra staffing, small-group work, additional teaching resources and funding for educational visits and music tuition are helping students to overcome the difficulties they face in their learning. The one GCSE grade gap in English and mathematics attainment between these students and their classmates last year is now quickly closing.</p>
<p>Summary of school's performance data:</p>	<p>The percentage of disadvantaged students achieving 5A*-C (EM) increased from 31% to 36% in 2016. Progress of students has improved in 2016 and is shown by increases in Progress 8 figure (-0.93 to -0.21), Capped VA +EM (940 – 988), English 3LOP (38% - 77%) and Maths 3LOP (12% - 33%)</p>

School's pupil premium statement:	Yes, this is made clear with interventions and progress indicators in the Pupil Premium statement (Marist expenditure report). The progress of this statement is analysed routinely each half term.
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Self-evaluation

The table below can be used to summarise the identified areas of focus, barriers to learning, chosen strategies and success criteria needed to improve outcomes for the school's disadvantaged pupils. See **annex 6a** for a further illustration.

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 disadvantages pupils in comparison to 2014/15	Phased reduction in behaviour referrals by 10%	Pastoral Intervention and Analysis Inclusion Support CBT Counselling Sessions TS4YP	Behaviour referrals show minor reductions in comparison with 2014/15. 2% reduction at this stage. Student voice shows good behaviour across the vast majority of lessons. 30% of staff cite behaviour as poor
Improve engagement of disadvantaged pupils	Disengagement, literacy, numeracy barriers, energy levels	Improved engagement scores in comparison to 2014	Improved engagement in all year groups	Pastoral Intervention and Analysis Inclusion Support CBT Counselling Sessions TS4YP	Improvement in engagement for 4 out of 5 year groups. No fall in engagement for any year group
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 2013/14 year Faculty monitoring and presence for late students. Accumulation of sanctions for lates	Pastoral Intervention and Analysis Inclusion Support Homework to enhance progress	10% reduction in homework referrals 11% increase in punctuality referrals

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	A*-C% improvement from 46% to 60% 4LOP % improvement from 21% to 35% Average Points improvement from 34% to 45% (DC3-DC1)	Enhancing Marking and Feedback for all Marist Students Develop Metacognition practices for all Marist students	A-C% improvement by 4% 4LOP% improvement by 1% Average Points improvement by 1.5%
Improve levels of progress in Maths	Numeracy issues	Improved overall performance in Maths at GCSE	Improve percentage of pupils achieving 4LOP's from 3% - 13% from DC3 to DC1	Enhancing Marking and Feedback for all Marist Students Develop Metacognition practices for all Marist students	Increase in number of students currently achieving 4LOP's from 3% to 6%
Improve levels of progress in English	Literacy issues	Improved overall performance in English at GCSE	Improve percentage of pupils achieving 4LOP's from 20% - 30% from DC3 to DC1	Enhancing Marking and Feedback for all Marist Students Develop Metacognition practices for all Marist students	Fall in number of students currently achieving 4LOP's from 20% to 8%

<p>Improve outreach and access to Further Education pathways</p>	<p>Pathway support</p>	<p>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</p>	<p>Higher number disadvantaged students accessing FE Higher number of disadvantaged student parent attendance at school events</p>	<p>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</p>	<p>Improvement in PP attendance at parents events so far this year Breakfast club running Faculty based study rooms started 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</p>
<p>Pastoral Support</p>	<p>Learning guidance and mindsets for learning</p>	<p>To mentor and monitor targeted PP students in all Y11 subjects to ensure maximum achievement.</p>	<p>Improved average points scores for each student between DC3 – DC1.</p>	<p>Pastoral Intervention and Analysis Inclusion Support CBT Counselling Sessions TS4YP</p>	<p>Impact – average point scores increase from 37.1 to 37.8 (0.75 increase)</p>

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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