

Trinity Catholic School

Pupil Premium improvement plan

Mission statement

Trinity is a Catholic learning community devoted to the common good.

Our Core Values

Aspiration, resilience and respect are all demonstrated through the virtue of integrity.

Priorities the improvement of disadvantaged pupils:

1. Improve the academic performance of students.

- a) Set aspirational targets for disadvantaged students at Trinity.
- b) Ensure whole school teaching and learning strategies promote the progress of disadvantaged students, particularly boys.
- c) Quality assure lessons and books to ensure the teaching and learning strategies are in place.
- d) Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged students

2. Improve the attendance and persistent absence across all year groups.

- a) Regular monitoring of attendance and punctuality by form tutor, HOY and attendance manager.
- b) Early intervention from form tutor or HOY.
- c) Communication with parents if attendance is falling below a threshold or improving following a bout of absence.
- d) Short term absence plans monitored by the HOY.
- e) Parental meetings to discuss outcomes.

3. Improve the behavior and reduce FTE exclusions across all year groups.

- a) HOY to have your child in year ... presentations.
- b) Regular communication with parents and early intervention when appropriate.
- c) Monitoring of behavior through form tutor and HOY report.
- e) Referral to outside agencies for early intervention when possible.
- d) Escalate concerns to Senior Assistant Principal in charge of inclusion.
- f) Additional support from careers when appropriate.

4. Increase parental engagement with the school.

- a) Regular communication between form tutor and parents.
- b) Updating contact details and identifying any areas of concern with HOY.
- c) Feedback and intervention from HOY and Associate Assistant Principal.
- d) Regular parental voice to express concerns or areas of improvement.

Accountability:

Area of improvement plan:	Member of staff responsible for overall monitoring:	Responsible for evaluation:
Improve the academic performance of students.	SM/DH/MA	SM
Improve the attendance and persistent absence across all year groups.	PL/HOY/MA	SM
Improve the behavior and reduce FTE exclusions across all year groups.	TUTOR/HOY/MA	SM
Increase parental engagement with the school.	TUTOR/HOY/SM	SM

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/SM/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 on 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	Attainment 8 scores increase for all buckets	Appropriate curriculum pathways support	Coordination with HODs to ensure course	SLT/HODs	Ongoing

learners across the range of prior ability	and increase as a whole	student progress and are aligned to work sector requirements	preparation. Appointment of internal IV and associated staffing		
Total budgeted cost					
i. 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, punctuality, behaviour, enrichment and rewards	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
Quality of teaching in lessons and appropriate recall and scaffolding	To improve recall and enable PP students to access the curriculum	Research shows that quality teaching is the most important strategy to reduce the gap	Work trawls Student feedback Assessment	HODS/SLT	Every term
Tutor engagement will PP parents – regular communication to highlight barriers and to check on wellbeing	Improve communication, trust and overall engagement with parents and remove barriers	Parental engagement supports learning and barriers can be addressed earlier on instead of just in year 11	Tutor feedback to HOY	HOY/SM	Every term/ongoing
HOY specific focus on engaging students and	PP students engage in additional learning opportunities and A8	Parental engagement can show up to 3 months accelerated	Parent Evening attendance and P7 attendance increases	Data manager, HODs Eng/Maths, HOY11	Every month

parents in learning conversations	progress increase for all PP students	impact if targeted correctly	during the academic year		
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?
Two weekly meeting between PP lead, HODs of core subjects and HOY to improve attainment through identifying students (in year 10 & 11) not yet making adequate progress in English and Maths and to plan for specific teaching to occur to support improved progress	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	SM/MA	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
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