

# Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Trinity Catholic School				
Academic Year	2019/20	Total PP budget	£117,550	Date of most recent PP Review	23/01/20
Total number of pupils	553	Number of pupils eligible for PP	129	Date for next internal review of this strategy	16/11/20

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.68	0.22
Attainment 8 score average	3.18	4.39

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

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

A.	<b><u>Below National Average Reading, Writing and Maths SS on Entry:</u></b> Year 7 (Non PP = 103.1, PP = 97.2), Year 8 (Non PP = 103.7, PP = 98.8), Year 9 (Non PP = 103.5, PP = 97.9), Year 10 (Non PP = 103.3, PP = 96.8)
B.	<b><u>Low attendance rates:</u></b> Year 7 (Non PP = 95.59%, PP = 91.64%), Year 8 (Non PP = 94.85%, PP = 85.06%), Year 9 (Non PP = 93.61%, PP = 83.51%), Year 10 (Non PP = 94.06%, PP = 90.51%), Year 11 (Non PP = 93.03%, PP = 80.52%),
C.	<b><u>Poor quality of work</u></b> – 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.	<b><u>Inconsistent feedback from teaching staff</u></b> – Work trawls show inconsistency in the quality of feedback from staff and sporadic engagement in feedback from students
E.	<b><u>Failure to engage in extended writing activities</u></b> – 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.	<b><u>High levels of Fixed Term Exclusion and low attendance</u></b> – 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. The attendance of PP students is significantly low and is detrimental to learning.
G.	<b><u>SEND correlations not fully explored and addressed:</u></b> Year 7 (29% of PP students are SEND), Year 8 (39%), Year 9 (29%), Year 10 (42%), Year 11 (32%)
H.	<b><u>Inconsistent parental support</u></b> – 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. Lines of communication are also a major issue.

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	2018/19 (non PP/PP) <b>2019/20 (non PP/PP)</b>  P8 Overall = -0.07/-0.83 <b>0.22/ -0.68</b> A8 Overall = 4.58 / 3.21 <b>4.39/ 3.18</b> A8 English = 4.76 / 3.60 <b>4.47/ 3.57</b> A8 Maths = 4.47 / 2.83 <b>4.08/ 3.09</b> A8 EBacc = 4.27 / 2.63 <b>4.43/ 2.92</b> A8 Open = 4.83 / 3.63 <b>4.49/ 3.24</b>  EM Standard = 75% / 55% <b>67%/ 54.5%</b> EM Strong = 54.3% / 30% <b>50%/ 27.3%</b>
B.	Improve PP Attendance and Reduce PP Persistent Absence across all year groups	(2018/19) <b>2019/20</b> Year 7 PP <b>91.64%</b> Year 8 PP (93.96%) <b>85.06%</b> Year 9 PP (91.25%) <b>83.50%</b> Year 10 PP (90.79%) <b>90.51%</b> Year 11 PP (90.17%) <b>80.52%</b>
C.	Behaviour/FTE focus – Reduce FTE and repeat FTE for PP students	FTE – national average varies around 5% PP – 11.57% Non PP – 3.75%
D.	Increased parental engagement with school	Tutor/HOY engagement with PP parents (first year obtaining data) Year 7 = Year 8 = Year 9 = Year 10 = Year 11 =

#### 5. Planned expenditure

Academic year	2020/21 £140,680
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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?
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<b>Clarify and embed consistent principles of marking and feedback in all classrooms. Focus on the 10 Principles of Instruction</b>	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
<b>Embed consistent approaches to teaching and learning using the 10 Principles of Instruction</b>	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
<b>Develop KS3 – KS4 curriculum pathways to secure the progress of learners across the range of prior ability</b>	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	Ongoing
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<b>Coordinate the monitoring and evaluation of PP students through Pastoral coordination of attendance, homework, behaviour, punctuality, behaviour, enrichment and rewards</b>	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
<b>Quality of teaching in lessons and appropriate recall and scaffolding</b>	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
<b>Tutor engagement will PP parents – regular communication to highlight barriers and to check on wellbeing</b>	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
<b>HOY specific focus on engaging students and parents in learning conversations</b>	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
<b>Total budgeted cost</b>					
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Two weekly meeting between PP lead, HODs of core subjects and HOY to</b>	Improve the attainment, attendance	Feedback approaches have been shown to accelerate progress by up to 8 months	Two weekly meetings happen. Feedback on progress is informative and targeted	SM/MA	Each month

<b>improve attainment through identifying students (in year 10 &amp; 11) not yet making adequate progress in English and Maths and to plan for specific teaching to occur to support improved progress</b>	and behaviour of PP students		Interventions are put in place		
<b>Continued employment of Attendance Officer To improve attendance of all, but particularly pupil premium students</b>	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
<b>Coordinate early CIAG pathway interview sessions</b>	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

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 2018/19	Phased reduction in behaviour referrals by 10%	Pastoral Intervention and Analysis Inclusion Support	FTE % for PP is still significantly higher, 11.57%, compared to the school average of 3.75%
Improve engagement of disadvantaged pupils	Disengagement, literacy, numeracy barriers, energy levels	Improved engagement scores in comparison to 2018/19	Improved engagement in all year groups	Pastoral Intervention and Analysis Inclusion Support Sessions Safeline	Engagement scores showed a slight increase at the start of the year before falling slightly. COVID – 19 and subsequent closure for some students prevented more detailed analysis.
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 2018/19 year Faculty monitoring and presence for late students. Accumulation of sanctions for lates	Pastoral Intervention and Analysis Inclusion Support Homework to enhance progress	13% reduction in all behaviour referrals compared to 2018/19.
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 PP students in comparison with 2018/19	Reduction in the following areas - P8 English Maths Ebacc Open	Enhancing Marking and Feedback for all PP Students (live marking) whole class feedback and Implement scaffolding, recall practices for all PP students. PP intervention Strategies	2018/19 – 2019/20 P8 -0.83 -0.68 English -0.82 -0.70 Maths -0.81 -0.50 Ebacc -1.20 -0.65 Open -0.59 -0.81

Improve levels of progress in Maths	Numeracy issues	Improved overall performance in Maths at GCSE	Maths P8 gap narrows to -0.50 (-0.81 in 2018/19 and -1.11 in 2017/18)	Enhancing Marking and Feedback for all PP Students (live marking) whole class feedback and Implement scaffolding, recall practices for all PP students. PP intervention Strategies	2018/19 – 2019/20 Maths -0.81 -0.50
Improve levels of progress in English	Literacy issues	Improved overall performance in English at GCSE	English P8 gap narrows to -0.70 (-0.81 in 2018/19 and -1.19 in 2017/18)	Enhancing Marking and Feedback for all PP Students Develop Metacognition practices for all Marist students	2018/19 – 2019/20 English -0.82 -0.70
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	Careers meetings and interviews for all PP students. Two students do not currently have a college course for next year.

Career/further education support	Lack of awareness, or focus as to what they will do when they leave school	Improved attainment, behaviour and attendance	Improved engagement, attendance, progress, behaviour, punctuality, homework, exclusions	Year 11 PP interviews with Karen Greening.	Review after GCSE results
After school intervention	Lack of opportunities for pp students outside of school to study	Improve attainment and engagement of students in year 10 & 11	Improve attainment and engagement of students in year 10 & 11	Two week timetable for year 10 & 11 students to attend. Targeted groups, including pp students	Attendance was higher for year 11 students. These intervention sessions ceased at the end of March 2020 (COVID-19) and so a full appraisal of this was not possible
Intervention meeting	Improve strategies for teachers of core subjects when working with pp students	Improve the attainment and engagement of year 10 & 11 pp students	Accurate current grade analysis – reviewed during meetings and after assessment weeks  Raising awareness of barriers for learning	Two week morning meeting with HODs of core subjects for pp students in year 10 & 11	Teachers and HODs were more aware of the progress, but more importantly the barriers experienced by these students. This will continue because the gap was reduced.
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.	Students will continue to be offered appropriate support, where needed, to ensure that they are not disadvantaged compared to other students.