

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Trinity Catholic School
Number of pupils in school	501 (excluding 6 <sup>th</sup> Form)
Proportion (%) of pupil premium eligible pupils	30.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	20/10/2021
Date on which it will be reviewed	01/07/2022
Statement authorised by	Mrs B Morris
Pupil premium lead	Mr M Alton
Governor / Trustee lead	Mrs C Baskott

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,875
Recovery premium funding allocation this academic year	£16,997
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£185,872

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent at Trinity Catholic School is to enrich the lives of all our students, no matter their background or prior attainment. To that end, we aim to both raise achievement of all our learners, as well as ensuring that we close the gap between our student groups. At Trinity Catholic School, we have a higher than national average number of students with Pupil Premium funding. It is therefore right to ensure most of their needs are increasingly met through high quality universal provision. Our model to achieve success with these students is therefore as follows:

### **1. Improve the progress of disadvantaged students through high quality teaching and learning.**

- a) Ensuring the targets that have been set for disadvantaged students at Trinity Catholic School are aspirational based in the upper limit of FFT5.
- b) Ensure that PP students are represented in all sets but in particular the higher sets across all departments.
- c) Ensure all staff are using data when planning for disadvantaged students and that this is evident on seating plans.
- d) Ensure that all Raising Attainment Meetings, meetings with HODs and HOYs and have a strong teaching and learning focus on disadvantaged pupils especially boys and those with SEN characteristics.
- e) Develop whole school teaching and learning strategies to promote the progress of disadvantaged pupils.
- f) Support teaching staff in effectively delivering school wide teaching and learning strategies developed for disadvantaged pupils ensuring that they are used all year.
- g) Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged pupils and that this is planned for in lessons.
- h) Support parents and students in effectively using the GCSE Pod and, MS Teams and Bromcom.
- i) Focus on the teaching and learning disadvantaged boys are receiving and put strategies in place to promote progress and engagement
- j) Support the teaching and learning department to ensure the quality of teaching within the school is consistently good.

### **2. Effectively use data tracking points based on high quality assessment to identify PP students that are not making the required progress and target these students for interventions.**

- a) Ensure all departments have in place quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge.
- b) Create an effective accountability cycle in which the progress of all disadvantaged students especially boys is discussed with the HODs, HOYs and classroom teachers resulting in effective in and out of class interventions.
- c) Use accurate data to target disadvantaged students for high quality small group

- interventions that rotate to ensure disadvantaged students receive support in all their subjects.
- d) Monitor the effectiveness and quality of the interventions that disadvantaged pupils receive through QA and data tracking.
  - e) Monitor the HODs and HOYs use of data to target interventions within their Department/Year group especially towards boys.
  - f) Monitoring the progress of all PP students in terms of achievement, progress, behaviour and attendance after each tracking point.
  - g) Implement a new mentoring system using data tracking points to promote the academic progress, motivation and positive behaviour of disadvantaged students.
  - h) Share all findings with all relevant parties including governors and parents.

### **3. Improve engagement with disadvantaged parents in the community.**

- a) Focus on getting difficult to reach disadvantaged parents into school through phone calls and meeting after parents' evenings.
- b) Monitor the work of the attendance officer regarding disadvantaged pupils.
- c) Host family support evenings.
- d) Use academic mentoring to promote parental engagement.
- e) Create a parental toolkit to promote the learning of disadvantaged pupils at home.

### **4. Ensure all PP students have a wide range of extra-curricular activities available to them to support progress and enrich their education and raise aspirations.**

- a) Develop an enriching curriculum.
- b) Provide a wide range of extracurricular activities for disadvantaged students to engage with.
- c) Ensure all disadvantaged students are supported and prioritised in the decision making of their extracurricular activities.
- d) Provide disadvantaged students with the opportunities to visit higher education establishments as well as work experience.
- e) Provide disadvantaged students with opportunities to experience enriching activities such as the theatre and art galleries.
- g) Ensure that disadvantaged students especially boys are represented on the student council, and in any decision making within the school.
- h) All disadvantaged students to meet with the career adviser at the earliest opportunity during KS4

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Below National Average Reading, Writing and Maths SS on Entry: Year 7</b> (Non PP = 103.7, <b>PP = 98.8</b> ), <b>Year 8</b> (Non PP = 103.5, <b>PP = 97.9</b> ), <b>Year 9</b> (Non PP = 103.3, <b>PP = 96.8</b> )

2	<b>Low attendance rates:</b> Year 7 (Non PP = 89.4%, <b>PP 81.9= %</b> ), Year 8 (Non PP = 92.4%, <b>PP = 90.9 %</b> ), Year 9 (Non PP = 89.9%, <b>PP = 90.1 %</b> ), Year 10 (Non PP = 92.2%, <b>PP = 84.8%</b> ), Year 11 (Non PP = 91.4%, <b>PP = 84.7 %</b> )
3	<b>Poor quality of work</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
4	<b>Inconsistent feedback from teaching staff</b> – Work trawls show inconsistency in the quality of feedback from staff and sporadic engagement in feedback from students
5	<b>Failure to engage in extended writing activities</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
6	<b>High levels of Fixed Term Exclusion</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
7	<b>SEND correlations not fully explored and addressed:</b> Year 7 (56% of PP students are SEND), Year 8 (35%), Year 9 (28%), Year 10 (26%), Year 11 (21%)
8	<b>Inconsistent parental support</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

## 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
<b>Improve A8 (Eng, Maths, EBacc, Open A8) and EM Standard and Strong for PP students</b>	A8 Overall = 39.9 A8 Eng = 8.13 A8 Maths = 7.74 A8 EBacc = 11.39 A8 Open = 12.65  EM Strong = 25.8% EM Standard = 54.8%
<b>Improve PP Attendance and Reduce PP Persistent Absence across all year groups</b>	PP Attendance = 93% PP Persistent Absence = 13.5%
<b>Behaviour/FTE focus – Reduce FTE and repeat FTE for PP students</b>	PP FTE = <11.34% PP Rep FTE = <1.51%
<b>Increased parental engagement in school activities</b>	Attendance at Parents Evening = 85% Attendance at Curriculum Events = 85%



## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Clarify and embed consistent principles of marking and feedback in all classrooms. Focus on the 10 Principles of Instruction</b>	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	1, 3, 4, 5
<b>Embed consistent approaches to teaching and learning using the 10 Principles of Instruction</b>	Consistent classrooms approaches which are centered around daily review, modelling and scaffolding have consistently high levels of impact.	1, 3, 4, 5
<b>Develop KS3 – KS4 curriculum pathways to secure the progress of learners across the range of prior ability</b>	Appropriate curriculum pathways support student progress and are aligned to work sector requirements	1, 3, 4, 5

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

Budgeted cost: £28174

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Weekly Raising Attainment Meetings between Vice Principal, Senior Assistant Principal, SENCO, Head of Maths, Head of English</b>	Feedback approaches have been shown to accelerate progress by up to 8 months	1, 3, 4, 5, 7

<b>and HoYs to improve attainment through identifying students not yet making adequate progress in English and Maths and to plan for specific teaching to occur to support improved progress (£5117)</b>		
<b>Eng and Maths teachers allocated as Year 11 form tutors to allow students registration specific subject intervention classes. (£17057)</b>	Before/after school programmes have shown to improve progress by up to 2 months	1, 3, 4, 5
<b>Create tuition timetable aimed at closing progress gaps</b>	Before/after school programmes have shown to improve progress by up to 2 months	1, 3, 4, 5
<b>Organise February Half Term and Easter Enrichment Programme (£6000)</b>	Before/after school programmes have shown to improve progress by up to 2 months	1, 3, 4, 5

## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 80,925

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<b>Coordinate the monitoring and evaluation of PP students through Pastoral coordination of attendance, homework, behaviour, punctuality, behaviour, enrichment and rewards (£30,468 = £30ph of HOY time)</b>	Behaviour interventions can show up to 4 months accelerated impact if targeted appropriately	2, 6

<b>HOY specific focus on engaging students and parents in learning conversations. (£30,468 = £30ph of HOY time)</b>	Parental engagement can show up to 3 months accelerated impact if targeted correctly	2, 6, 8
<b>Employment of Pastoral Coordinator/Attendance Officer To improve attendance of all, but particularly pupil premium students (£7259 = 30% of Pastoral Coordinators time)</b>	Parental engagement can show up to 3 months accelerated impact if targeted correctly	2
<b>Provide Early Help support and guidance via pathway to change programme for students who are a cause for concern for attendance or general engagement (£10,629 = 30% of Inclusion Managers time)</b>	Social/Emotional learning programmes have shown to improve progress by up to 4 months	2, 6, 8
<b>Coordinate early CIAG pathway interview sessions (£2100 = 30% of Careers Advisors time)</b>	Appropriate curriculum pathways support student progress and are aligned to work sector requirements	2, 8

**Total budgeted cost: £ 149,099**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*