



# Three-year pupil premium strategy

## SUMMARY INFORMATION

School Name: Trinity Catholic School

## CURRENT PUPIL INFORMATION – 2021/22

Total number of pupils:	501	Total pupil premium budget:	£185,872
Number of pupils eligible for pupil premium:	152	Amount of pupil premium received per child:	£935 (PP) £2345 (CPLA + CLA)

## COHORT INFORMATION

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	77	50.6%
Girls	75	49.4%
SEN support	38	25%
EHC plan	12	7.9%

COHORT INFORMATION		
EAL	8	5.3%
CLA	3	1.9%
CPLA	14	9.2%

## Assessment data

CURRENT PROGRESS AND ATTAINMENT (SECONDARY SCHOOLS)						
	Pupils eligible for pupil premium	Pupils not eligible for pupil premium		Data from previous years		
		School average	National average	2016/17	2017/18	2018/19
Progress 8 score average	-1.02	-0.30	0	-0.91	-1.32	-0.97
Attainment 8 score average	3.1	4.0	4.7	3.1	2.9	3.1

## OTHER DATA

Look at:	Strengths	Weaknesses
Attendance data	Year 8 and 9 PP Attendance is higher than Non-PP and higher than current national average	At 86.3%, PP attendance is below both Non-PP and the national average for secondary schools
Behaviour data	Current PP FTE and FTE (Rep) figures are currently below the national average.	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. Current behaviour referrals for PP students account for 40% of all referrals
Safeguarding referrals	There are no clear differences between PP and Non-PP referrals on CPOMS	

## LONG-TERM PLAN (3-YEAR TIMESCALE):

### **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

**PRIORITY 1**

Member of staff responsible: Vice Principal

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when:	Resources needed	Progress indicators
<p><b>1. Clarify and embed consistent principles of marking and feedback in all classrooms. Focus on the 10 Principles of Instruction</b></p>	<p>A8 Overall = 39.9                      A8 Eng = 8.13                      A8 Maths = 7.74                      A8 EBacc = 11.39                      A8 Open = 12.65</p> <p>EM Strong = 25.8%                      EM Standard = 54.8%</p>	<p>1. Deliver CPD session during Oct training day on 'Trinity Way'                      2. Complete all curriculum planning documents and ensure that there is consistency in the template used.                      Calendar monitoring by line managers</p>	<p>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</p>	<p>PF</p>	<p>1 – Oct 22<sup>nd</sup>                      2 – Nov 15<sup>th</sup></p>	<p>None</p>	<p>MER Cycle -                      Book looks, Learning walks, pupil voice all show alignment to 'Trinity Way' in all courses in all areas by end of Autumn Half Term</p>

<p><b>2. Embed consistent approaches to teaching and learning using the 10 Principles of Instruction</b></p>	<p>A8 Overall = 39.9  A8 Eng = 8.13  A8 Maths = 7.74  A8 EBacc = 11.39  A8 Open = 12.65</p> <p>EM Strong = 25.8%  EM Standard = 54.8%</p>	<ol style="list-style-type: none"> <li>1. Targeted Reviews to be arranged for priority subjects</li> <li>2. Translate data drops to focus book looks on specific students who are underperforming/below target</li> <li>3. Ensure that work completed in assessment books aligns to the learning journey for all subjects</li> <li>4. Ensure a focus on teachers/departments of concern within the MER cycle</li> </ol>	<p>Consistent classrooms approaches which are centered around daily review, modelling and scaffolding have consistently high levels of impact.</p>	<p>PF</p>	<p>1 – Nov 15<sup>th</sup>  2 – Nov 22<sup>nd</sup>  3 – Nov 22<sup>nd</sup>  4 - Ongoing</p>	<p>None</p>	<p>MER Cycle -   Book looks, Learning walks, pupil voice all show alignment to 'Trinity Way' in all courses in all areas by end of Autumn Half Term</p>
<p><b>3. Develop KS3 – KS4 curriculum pathways to secure the progress of learners across the range of prior ability</b></p>	<p>A8 Overall = 39.9  A8 Eng = 8.13  A8 Maths = 7.74  A8 EBacc = 11.39  A8 Open = 12.65</p> <p>EM Strong = 25.8%  EM Standard = 54.8%</p>	<ol style="list-style-type: none"> <li>1. Communicate the use of learning journey diagrams with parents and students at the start of each half term</li> <li>2. Curriculum plan and SOW alignment to school priorities (SEND + PP) aimed to improve outcomes</li> <li>3. Review Foundation/Developing/Secure/Excellence usage in all subjects at KS3</li> <li>4. Ensure that work completed in assessment books aligns to the learning journey for all subjects</li> <li>5. KS3 Pathway review following each data drop - correspondence with parents and student</li> </ol>	<p>Appropriate curriculum pathways support student progress and are aligned to work sector requirements</p>	<p>PF/DH</p>	<p>1 – Nov 1<sup>st</sup>  2 – Nov 15<sup>th</sup>  3 – Dec 1<sup>st</sup>  4 – Ongoing  5 – Nov 15<sup>th</sup></p>	<p>None</p>	<p>MER Cycle -   Book looks, Learning walks, pupil voice all show alignment to 'Trinity Way' in all courses in all areas by end of Autumn Half Term</p>

**PRIORITY 2**

Member of staff responsible: Senior Assistant Principal

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
<p><b>1. Weekly Raising Attainment Meetings between Vice Principal, Senior Assistant Principal, SENCO, Head of Maths, Head of English 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</b></p>	<p>A8 Overall = 39.9                      A8 Eng = 8.13                      A8 Maths = 7.74                      A8 EBacc = 11.39                      A8 Open = 12.65</p> <p>EM Strong = 25.8%                      EM Standard = 54.8%</p>	<p>1. Set up weekly meetings                      2. Ensure priority focus on PP students                      3. Weekly feedback from Core HODs on PP performance in lessons focussing on attendance, engagement, book review</p>	<p>Behaviour interventions can show up to 4 months accelerated impact if targeted appropriately</p>	<p>PF</p>	<p>All in place and ongoing</p>	<p>None</p>	<p>Attendance, behaviour and engagement of Y11 PP students increases during the year</p>



<p><b>2. Eng and Maths teachers allocated as Year 11 form tutors to allow students registration specific subject intervention classes.</b></p>	<p>A8 Overall = 39.9  A8 Eng = 8.13  A8 Maths = 7.74  A8 EBacc = 11.39  A8 Open = 12.65</p> <p>EM Strong = 25.8%  EM Standard = 54.8%</p>	<p>1. Set up Y11 tutor team  2. Allocate students according to DD progress</p>	<p>Parental engagement can show up to 3 months accelerated impact if targeted correctly</p>	<p>VMc</p>	<p>All in place and ongoing</p>	<p>None</p>	<p>DC's show positive trajectory towards target at DD 1, 2 ,3</p>
<p><b>3. Create tuition timetable aimed at closing progress gaps</b></p>	<p>A8 Overall = 39.9  A8 Eng = 8.13  A8 Maths = 7.74  A8 EBacc = 11.39  A8 Open = 12.65</p> <p>EM Strong = 25.8%  EM Standard = 54.8%</p>	<p>1. Create timetable for specific PP students using Catch up funding  2. Identify the students in need of additional support</p>	<p>Before/after school programmes have shown to improve progress by up to 2 months</p>	<p>VMc</p>	<p>Nov 15th</p>	<p>Tuition contacts and funds for tuition</p>	<p>Progress shows positive trajectory towards target at DD 1, 2 ,3</p>

<p><b>4. Coordinate the monitoring and evaluation of PP students through Pastoral coordination of attendance, homework, behaviour, punctuality, enrichment and rewards</b></p>	<p>Attendance for PP &gt;93%</p> <p>Homework compliance = equal to Non PP</p> <p>Behaviour Referrals, FTEs inline with cohort percentage</p> <p>Punctuality referrals in line with cohort percentage</p> <p>Positive referrals in line with cohort percentage</p>	<p>1. HOYs ensure daily, weekly, half termly tasks in Behaviour Action Plan are completed</p> <p>2. HOYs ensure daily, weekly, half termly tasks in Attendance Action Plan are completed</p>	<p>Behaviour interventions can show up to 4 months accelerated impact if targeted appropriately</p>	<p>MA</p>	<p>Ongoing</p>	<p>HOY time allowance</p>	<p>Inclusion indicators for Attendance, punctuality, Referrals and FTEs show positive trend</p>
<p><b>5. HOY specific focus on engaging students and parents in learning conversations</b></p>	<p>Attendance for PP &gt;93%</p> <p>Homework compliance = equal to Non PP</p> <p>Behaviour Referrals, FTEs inline with cohort percentage</p> <p>Punctuality referrals in line with cohort percentage</p> <p>Positive referrals in line with cohort percentage</p>	<p>1. Review DD engagement scores</p> <p>2. HOYs meet with PP students of concern as part of two weekly cycle</p>	<p>Parental engagement can show up to 3 months accelerated impact if targeted correctly</p>	<p>MA</p>	<p>Ongoing</p>	<p>HOY time allowance</p>	<p>Progress shows positive trajectory towards target at DD 1, 2 ,3</p>

<p><b>6. Employment of Pastoral Coordinator/Attendance Officer To improve attendance of all, but particularly pupil premium students</b></p>	<p>Attendance for PP &gt;93%</p>	<p>1. Advertise, Recruit and employ a pastoral coordinator</p>	<p>Parental engagement can show up to 3 months accelerated impact if targeted correctly</p>	<p>BM</p>	<p>October 22nd</p>	<p>HR support</p>	<p>Pastoral coordinator is employed</p>
<p><b>7. Provide Early Help support and guidance via pathway to change programme for students who are a cause for concern for attendance or general engagement</b></p>	<p>Attendance for PP &gt;93%</p> <p>Homework compliance = equal to Non PP</p> <p>Behaviour Referrals, FTEx inline with cohort percentage</p> <p>Punctuality referrals in line with cohort percentage</p> <p>Positive referrals in line with cohort percentage</p>	<p>1. EHP2C is set up for all PP students especially Y11 who inclusion indicators are a concern</p>	<p>Social/Emotional learning programmes have shown to improve progress by up to 4 months</p>	<p>MA/LC</p>	<p>November 15th</p>	<p>EHP2C training for all HOYs</p>	<p>Inclusion indicators for Attendance, punctuality, Referrals and FTEs show positive trend</p>
<p><b>8. Coordinate early CIAG pathway interview sessions</b></p>	<p>All PP have pathway interviews and have a 12 month career plan</p>	<p>1. Careers interviews set up for Y11 and Y10 PP students as priority</p>	<p>Appropriate curriculum pathways support student progress and are aligned to work sector requirements</p>	<p>MLa</p>	<p>Nov 5th</p>	<p>Prospects Careers advisor sessions</p>	<p>Students have 12 month careers plans</p>

**PRIORITY 3**

Member of staff responsible: Senior Assistant Principal

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when (include review dates)	Resources needed	Progress indicators
1. Focus on getting difficult to reach disadvantaged parents into school through phone calls and meeting after parents' evenings	Attendance at Parents Evening = 85% Attendance at Curriculum Events = 85%	1. Coordinate phonecalls to each PP parent 2 weeks prior and 1 week prior and on day of event. 2. Meeting with parents to review parents evening and actions moving forward	Parental engagement can show up to 3 months accelerated impact if targeted correctly	MA	Ongoing	Admin team time allocation	Attendance at parents evenings and events
2. Monitor the work of the attendance officer regarding disadvantaged pupils	Attendance for PP >93%	1. Attendance office implements Daily and Weekly tasks as part of the Attendance Action Plan. 2. Two weekly line management meetings to review actions	Behaviour interventions can show up to 4 months accelerated impact if targeted appropriately	MA	Employ attendance officer (22/10/21)	HR support for recruitment	PP Attendance

3. Host family support evenings	Attendance at Curriculum Events = 85%	1. Set up Family Support Evenings each half term to focus on feedback from parents and identification of support	Parental engagement can show up to 3 months accelerated impact if targeted correctly	MA/PF	November 5th	Admin team time allocation	Attendance at parents evenings and events
4. Use academic mentoring to promote parental engagement	PP parents report confidence in supporting their child prepare for GCSE examinations via parent voice	1. Set up academic mentoring sessions with specific staff and PP students 2. Invite parents into school to review every two weeks (students of concern only)	Parental engagement can show up to 3 months accelerated impact if targeted correctly	PF	November 15th	Admin team time allocation	Attendance at parents evenings and events
5. Create a parental toolkit (aligned to GCSE Pod) to promote the learning of disadvantaged pupils at home	PP parents report confidence in supporting their child prepare for GCSE examinations via parent voice	1. Create toolkit to be set up at first Family Support Evening	Parental engagement can show up to 3 months accelerated impact if targeted correctly	PF	November 5th	Admin team time allocation	Attendance at parents evenings and events

#### PRIORITY 4

Member of staff responsible: Senior Assistant Principal

Objectives	Success criteria	Actions to be taken	Research evidence basis	By whom	By when	Resources needed	Progress indicators
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1. Provide a wide range of extracurricular activities for disadvantaged students to engage with.	Majority of PP students attend at least one enrichment each week	1. Develop enrichment timetable	Before/after school programmes have shown to improve progress by up to 2 months	MA	Ongoing	Staff time within meeting allowance	PP student attendance at extra curricular sessions
2. Ensure all disadvantaged students are supported and prioritised in the decision making of their extracurricular activities	Regular meetings with PP students which develop actions for enrichment	1. Meet with PP cohort selection every two weeks to discuss enrichment and support	Before/after school programmes have shown to improve progress by up to 2 months	MA	November 23rd	HOY time allowance	Pupil voice
3. Provide disadvantaged students with the opportunities to visit higher education establishments as well as work experience	All PP students have the opportunity to visit local universities and Oxbridge each year	1. Set up visits to universities 2. Set up EVC training	Appropriate curriculum pathways support student progress and are aligned to work sector requirements	MLa	November 30th	None	Attendance on Uni visits
4. Ensure that disadvantaged students especially boys are represented on the student council, and in any decision making within the school	PP placement on Students Council is proportional	1. Review Student Council every half term	Before/after school programmes have shown to improve progress by up to 2 months	MA	Ongoing	None	Pupil voice

<p>5. All disadvantaged students to meet with the career adviser at the earliest opportunity during KS4</p>	<p>All PP students have Careers advisor interview and 12 month plan by end of Autumn half term</p>	<p>1. Careers advisor sessions set up</p>	<p>Appropriate curriculum pathways support student progress and are aligned to work sector requirements</p>	<p>MLa</p>	<p>November 5th</p>	<p>Prospects support</p>	<p>All careers meetings happen and 12 month plans in place for each PP student</p>
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