

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 Academy St Edward's
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 due to school opening this year
Date this statement was published	10 th November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mark Allen
Pupil premium lead	Mark Allen
Governor / Trustee lead	Chris Robinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,357
Recovery premium funding allocation this academic year	£8,120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64,477

Part A: Pupil premium strategy plan

Statement of intent

At Trinity Academy St Edward's we ensure that all of our children, irrespective of background, barrier or prior learning gain academic excellence and an amazing experience. The funding is being used to ensure that disadvantaged pupils attend school, remain in class, and make progress with their learning. Funding will be used to ensure those pupils whose reading, and writing are behind their peers close the gap on their peers and show significant improvement in reading ages and writing ability. Funding will be used to ensure the pastoral team are working closely with disadvantaged families to ensure they are always attending school and disadvantaged attendance is in line with non-disadvantaged pupils. Funding will be spent on support for those pupils whose behaviour is holding them back, the funding will be used to identify any learning needs that are driving the behaviour and then the interventions used to correct the behaviour. The funding will be used to ensure impactful interventions are used to support the learning of disadvantaged pupils and finally, funding will be used to ensure the extra-curricular experiences disadvantaged pupils gain opens their eyes to the possibilities they have and raises their aspirations. The ultimate aim is to irradiate any progress, attainment, attendance and cultural capital gaps.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have lower reading ages than their peers. This has a significant impact on their learning and understanding. Our baseline data indicates that disadvantaged student shave a reading score of 24.3 compared to 29.3 of their non-disadvantaged peers.
2	Disadvantaged pupils have poor literacy skills, particularly writing. Our combined English baseline indicated disadvantaged students have a score of 51.4 compared to non-disadvantaged students having a score of 61.8.
3	Disadvantaged pupils generally have a lower attendance rate than their peers. This is reflected in national and local data over previous years.
4	Disadvantaged boys have a greater SEMH need and display more disruptive behaviour in lessons. Our boys have lower scored in reading and writing than girls and a lack of understanding can lead to SEMH needs being displayed. We also have a higher number of male SEMH students on the SEND register.
5	Disadvantaged higher ability pupils need their aspirations raising and to be pushed to achieve in line with their HA peers.
6	Disadvantaged pupils need to access as many extra-curricular events/activities as possible to broaden their horizons.

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
To ensure disadvantaged pupils progress and attainment is in line with their peers	Assessment data indicates progress and attainment gaps have closed from our baseline assessments and using Masters of Recall and summative assessment data.
To ensure feedback is given to in a timely manner support the learning of children	Evidence of effective feedback is evident in student's work and there is a noticeable alteration to improve their understanding.
To ensure pupils have a complete understanding of content and the processes of how to get there.	Through knowledge-led teaching students learn the content, can practice implementing their knowledge in class and call recall when required.
To improve children's reading ability and close reading age of disadvantaged children to their peers.	All student's reading age improves, that of disadvantaged improves more quickly and closes the gap from their baseline assessment.
To rapidly improve the literacy of a select group of children who are significantly behind their peers.	That all the group significantly improve their reading age – at least 12 months
To ensure disadvantaged boys do not fall behind due to disruptive behaviour	Disadvantaged boys make progress in line with girls and any boys are supported through an effective graduated response that indicates an improvement in behaviour, identified through the tracking of points.
To ensure children who are behind in their cognitive ability and reading/spelling ages are given a curriculum they can access with the required support to enable them to 'close the gap'	Students who access group 4 can learn effectively and assessment and test data shows improvements and the gap to others is closed.
To broaden the horizons of disadvantaged children and raise their aspirations for the future.	Students are immersed in activities that increase their aspirations and knowledge of what is available to them. Students access external courses, INVOLVE clubs and surveys indicate increased aspirations.
To improve the attendance of disadvantaged children ensuring the gap is closed between them and their peers.	There is a reduced attendance gap between disadvantaged students and their peers.
Catch-up funding	
To improve the reading and language understanding of a group of disadvantaged students who are further behind due to COVID-19 and lockdowns	Reading ages improve alongside, writing and understanding of language, indicated through results of the intervention and results of assessments compared to baseline.

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 and learning (for example, CPD, recruitment and retention)

Budgeted cost: £ 22,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To use a bookletised curriculum to deliver high quality education. This includes high quality text, structured tasks and a reduced cognitive load. £10,000</p>	<p>Metacognition and self-regulating strategies (+7 EEF Toolkit). Evidence shows that if children can process why they are learning something it will support their understanding. Our staff use a bookletised curriculum to do this. We explicitly teach knowledge and use visualisers to highlight the learning process and model the processes through guided practice and then independent work.</p>	<p>1,2,5</p>
<p>Live marking and focused whole class feedback will ensure misconceptions are highlighted and dealt with swiftly and whole class feedback focuses pupils work to correct any misconceptions. £500</p>	<p>Feedback (+6 EEF) Both live marking and focused marking both have a direct impact on learning. Staff give specific information of how to improve so pupils can focus on this.</p>	<p>1,2,5</p>
<p>Mastery curriculum delivery in maths. Our Trust owns White Rose Maths who use this model throughout 85% of all primary schools. We have employed a CL of maths directly from White Rose Maths to establish this. 0.2 time of maths CL £10,280</p>	<p>Research shows the impact of delivering mastery in maths. (+5 EEF).</p>	<p>1,2,5</p>

Whole school reading. Three times a week children read for 15 mins with their form tutor and once a week in an English class. £1,296	Research shows that rapid reading out loud by an adult significantly improves children's reading ages. (EEF +6)	1,2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 47,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia programme £4,177	Lexia is a recognised intervention to support literacy ability of small groups of children whose needs are specifically identified. Reading comprehension strategies (EEF +6)	1,2
Reduced class sizes and a 'group 4' as part of the timetable. Group 4 will result in a further 35 lessons needing to be funded by the academy. Group 4 curriculum time £2,000 per period £40,000 total	Reduced class sizes (EEF +2) Small group tuition (EEF +4) We know that children who are significantly behind need more structure and support to complete the basics. This approach allows them to be taught 1:8 and have direct support of a teacher in EVERY lesson. The curriculum is the same content but adapted to meet their specific need. Group 4 also have an extra English lesson making 6 hours of English per week.	1,2,5
Small group tuition Our English staff will deliver twice weekly reading and language interventions to groups of 5 students. Costings Tuition fees £25 per hour £50 per week x 25 weeks £1250 Extra 1:1 tuition will be given to those identified to further boost their knowledge	Small group tuition (EEF +4) 1:1 tuition (EEF +5)	1,2,5

£25 per hour Approximately 10 students 10 hours each £2500		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour interventions – using positive report cards, Zones of regulation to ensure emotions are linked to behaviour and positive mentoring from an adult.</p> <p>Graduated response will link into the work done by the SENDCo and specific assessments will be undertaken based on this work.</p> <p>Cost of rewards and logistics of the programme £300 0.2 of Assistant SLO - £4,200 0.2 cost of Education Psychologist work £480</p>	<p>Behaviour interventions (EEF +4)</p> <p>Mentoring (EEF +2)</p> <p>A graduated response for SEMH approaches will be started and tracked for all boys.</p> <p>SLT link will oversee the intervention and we will use classcharts to track the impact of the work</p>	4
<p>INVOLVE clubs Offering leadership awards for pupils Developing partnerships with universities Experiences/trips/excursions</p> <p>INVOLVE time and equipment £500 Archbishop of York Award £120 JSLA award – external coaches 0.1 - £1900 Trips and transport costs - £2000</p>	<p>Extended school times (EEF +3)</p> <p>If we can let our children experience different clubs it can perk their interest, particularly focusing on our STEM specialism we can encourage them to raise their aspirations.</p> <p>By having partnerships with universities and making visits to campuses will promote university life for our children.</p> <p>Developing leadership courses will improve our children’s confidence and oral ability.</p>	3, 6

<p>Mentoring sessions and attendance strategies, that include positive and negative approaches. Use of EWS</p> <p>Attendance incentives £1000 EWS 0.2 of cost £2,270</p>	<p>Research indicates the positive correlation between high attendance and high attainment. Mentoring (EEF +2)</p> <p>Attendance strategy part of pastoral and academy ADP. Regular monitoring and reporting to various groups, including LGB</p>	<p>3</p>

Total budgeted cost: £ 81,773

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.

N/A

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)

N/A