

Pupil Premium strategy statement: Trinity High School & Sixth Form Centre

1. Summary information					
School	Trinity High School & Sixth Form Centre				
Academic Year	2016/17	Total PP budget	£234,685	Date of most recent external PP Review	Nov 2016
Total number of pupils	885	Number of pupils eligible for PP	251	Date for next internal review of this strategy	Jan 2018
Statement	<p>At Trinity, we are committed to maximising the outcomes for all of the students in our care. We pay particular attention to the progress of identified disadvantaged students (those that are in receipt of Pupil Premium funding) as they are our most 'at risk' learners. We have well-established, successful pastoral support at Trinity that has the needs of every student at its core. Furthermore, we maximise the opportunities for extra-curricular activities for all students as we know how important these are to students' happiness and engagement at school.</p> <p>Disadvantaged students at Trinity do well, based on prior attainment, and we are proud of their achievements. However we are always striving to improve these outcomes in order to diminish the difference between their progress and that of all other students nationally. Students eligible for Pupil Premium funding are referred to by the acronym PPD throughout the report and any subsequent documents.</p> <p style="text-align: center;"><u>Tables to show the shift in focus for supporting PPD students</u></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>2015/16 PPD Expenditure</p> <p>■ Quality of teaching for all ■ Targeted support ■ Other approaches</p> </div> <div style="text-align: center;"> <p>2016/17 PPD Expenditure</p> <p>■ Quality of teaching for all ■ Targeted support ■ Other approaches</p> </div> </div>				

The two tables clearly show that, at Trinity, as a result of the Pupil Premium review in November 2016, our focus for supporting disadvantaged students has shifted dramatically from an over reliance on 'targeted support' to a commitment to improve the quality of teaching for all. The overall aim is to close the gap between disadvantaged students and all other students, nationally, and, at Trinity, we have the passion and drive to make this a reality. In 2017/18, we are committed to continuing this more fair and visible funding allocation.

Our main focus for 2017/18 in terms of further diminishing the difference is establishing and embedding a clear, highly visible, robustly consistent school culture that is based around a shared vision and a clear set of values. If we are to fully engage all students at Trinity in a culture that enables them to achieve the skills and results required for lifelong success in a rewarding, influential career, we must bring together all aspects of school life to cater for our most vulnerable students as a priority. If we are getting our provision right for them, we will be getting our provision right for all.

2. Current attainment

	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected progress in English / Maths (2016/17 only)	34% (54%)	64%
Progress 8 score average (from 2016/17)	-0.15 (-0.01)	0
Attainment 8 score average (from 2016/17)	36.20 (41.83)	44.92
Progress score average for English (from 2016/17)	-0.19 (-0.12)	0
Progress score average for Maths (from 2016/17)	-0.02 (+0.08)	0

The 2016/17 results reflect a major improvement with regards to disadvantaged students. Although the overall progress score for PPD is still negative, it is a leap of 0.6 progress points from the 2015/16 results. In addition to this, the whole school results are positive, which is recognition that the strategies we are employing to improve progress for our PPD students is having a profoundly positive effect on the progress of all students. This fits in perfectly with our motto of 'excellence for all.'

Overall progress for English has improved and we are particularly pleased to be able to report a positive progress score for Maths. The PPD score for both subjects are not significantly different to the whole school averages.

We are pleased that we are heading in the right direction in terms of diminishing the difference for our disadvantaged students at Trinity. However, we also recognise that we still have work to do in this area. We had an external Pupil Premium review in November 2016 which has resulted in a number of radical adjustments in many areas of the school. We have recognised that Pupil Premium funding needs to be accounted for more accurately and that it needs to be more focused on delivering quality first teaching in all classrooms. We continue to seek guidance from the EEF toolkit as well as following the guidance of our Pupil Premium review consultant. It is clear that outcomes for maximising progress in English and maths need to be top of our list of priorities in this area and we are committed to ensuring the correct provision is in place for all students.

3. Barriers to future attainment (for PPD students)

In-school barriers

A.	Continuation of the prioritisation of the needs of PPD students- accelerated learning and support	
B.	Greater consistency in terms of teaching and learning, assessment and feedback and behaviour for learning, within and between department areas	
C.	Below average literacy levels of students are a barrier to excellent progress, particularly for PPD students	
External barriers		
D.	Attendance rates for PPD students were 92% against whole school 94% (our target is 97%); this reduces their school hours and causes them to fall behind on average	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>A positive, proactive learning environment that prioritises the needs of PPD students, resulting in excellent progress for all</p> <ul style="list-style-type: none"> Classrooms and the school's physical environment A monitored, targeted, fair approach to additional support and extra-curricular opportunities 	PPD students are prioritised in terms of access to interventions, feedback and other arrangements that further progress within school; staff have a positive, inclusive approach to PPD support, ensuring that differing needs are met both in and out of the classroom; enrichment activities are accessed by PPD students and full participation is encouraged, with a review system that ensures all students are attending school, displaying positive attitudes towards learning and making good levels of progress
B.	<p>Consistent and strong standards of teaching and learning, assessment and feedback and behaviour for learning, across and within all department areas</p> <ul style="list-style-type: none"> A clear, consistently applied behaviour policy Lesson structures, including seating plans, teaching folders and embedded TEEP High quality, consistent formative and summative assessment practices 	Quality first teaching, based around the TEEP methodology is the school's overriding priority area; PPD students are catered for specifically within this as consistency across all areas of the school is achieved; standards within and between departments are monitored, with good practice being shared and encouraged in all instances
C.	<p>A consistent, high impact, sustainable climate for raised standards of literacy is created, which incorporates middle schools as well as Trinity</p> <ul style="list-style-type: none"> Consistent, visible approach to whole school literacy Bespoke literacy lessons in year 9 and middle school Literacy mentoring 	PPD students, as well as all other students, are exposed to high quality, high impact literacy teaching throughout middle school that is furthered in high school; staff are actively encouraging high standards of literacy across the curriculum by employing consistent, high impact strategies; mentoring is built into the pastoral structure of the school from year 9 onwards, with both specialist and non-specialist staff being deployed as appropriate; year 11 and sixth form students have involvement in mentoring younger students with an aim to encourage excellence at the highest levels in the school
D.	<p>Increased attendance rates for pupils eligible for PP</p> <ul style="list-style-type: none"> Weekly rewards for best attendance Use of Epraise on a daily basis to encourage good attendance Proactive Head of Year interventions with parents 	PPD students' contribution to PA (persistent absence) figure to be in line with all other students as they are currently over-represented (50% rather than 33%). Target for overall school attendance is 97%, ensuring that all PPD students have the foundations for learning that require good attendance

5. Planned expenditure

Academic year

2017/18

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen actions/approaches	What is the evidence and rationale for these choices?	How will you ensure they are implemented well?	Staff lead	When will you review implementation?
A) A positive, proactive learning environment that prioritises the needs of PPD students, resulting in excellent progress for all	1) Pupil Premium review (Wiltshire Local Authority Pupil Premium Consultant) in Nov 2016 2) Follow-up visits to other schools to see best practice 3) Classroom displays to engage and promote positive learning 4) Appointment of Achievement Coordinators in each year group 5) Appointment of Intervention Coordinators in English, Maths and Science	1) Outcomes for PPD students lower than national averages and gap within school still too wide 2) Established strategies used at THS have ceased to have the same success as they had done previously 3) Some classroom environments not judged to be engaging enough 4) More support within the leadership of year groups, with a sharp focus on improving the outcomes for PPD students 5) Interventions in these subject areas to have a sharp focus on the quality of teaching and learning in the classroom, as well as coordinating interventions that are additional to class teaching time, raising standards of assessment and feedback towards positive outcomes for PPD students as a priority	1) Wiltshire Local Authority Pupil Premium Consultant to have continued contact with the school through half-termly meetings with appropriate staff and monitoring of systems 2) Once schools have been visited, strategies to be identified and shared within SLT and then with wider staff 3) Regular checks, firstly by SLT and secondly by heads of department, of classroom environments 4) Regular (at least weekly) meetings between achievement coordinators and SLT line managers; close contact with heads of year 5) Weekly RAP (raising attainment plan) meetings, to be monitored and chaired by TJ	TJ	Half-termly
B) Consistent and strong standards of teaching and learning, assessment and feedback and behaviour for learning, across and within all department areas	1) 'Back to basics' TEEP approach, focusing on positive teacher and learner behaviours in all classrooms 2) Behaviour for learning survey to monitor and target poor behaviour 3) Green slips/PALs/PLCs to provide a consistent approach across all areas of the school 4) Teaching and learning CPD to continue towards completion of the formative assessment project.	1) Through classroom observation and learning walks, members of staff identified for additional CPD and support 2) Behaviour management strategies require consistency across department areas within the school, and also year groups 3) A lack of consistency of approach with regards to assessment and feedback between different areas of the school 4) Successful feedback scores highly on the Sutton Trust Toolkit as having a high impact on PPD success	1) Further classroom observation and learning walks 2) Regular reviews of behaviour for learning standards through half-termly data input 3) Work trawls- SLT identification of students and scrutiny of the quality of work, assessment and feedback, with a focus on consistency; classroom observation through performance management and SLT drop-ins; and learning walks with a specific focus for each member of SLT and to change throughout the year, according to key areas for development across the school 4) Action plans for each teacher, SLT monitoring and minutes of each monthly session, reinforced through learning walks	FH GMS	Monthly

C) A consistent, high impact, sustainable climate for raised standards of literacy is created, which incorporates middle schools as well as Trinity	1) Review of English curriculum provision in Year 9 2) Increased work with middle schools, with regards to literacy as well as other areas 3) Relaunch of in-house literacy initiatives	1) Suggestions from Wiltshire Local Authority Pupil Premium Consultant regarding how literacy could be improved through more specific teaching in Year 9 2) Work with middle schools was strong until recent years where staffing has not been able to support it 3) Change of personnel with regards to the leadership of literacy has led to some inconsistencies of approach	1) Review of curriculum and impact on literacy 2) Meetings with middle school staff, improved plans within year and transitions, and student voice 3) Clear leadership from SLT and from other TLR postholder	TJ	Half-termly
Total budgeted cost					£157,000
ii. Targeted support					
Desired outcome	Chosen actions/approaches	What is the evidence and rationale for these choices?	How will you ensure they are implemented well?	Staff lead	When will you review implementation?
A) A positive, proactive learning environment that prioritises the needs of PPD students, resulting in excellent progress for all	1) Seating plans arranged with 'PPD First' in mind, available for all in print form and online 2) Pastoral support to be reviewed to ensure it is cost-effective and impactful 3) Breakfast/after school/lunchtime clubs to be reviewed for effectiveness	1) Seating can massively affect PPD students' involvement in lessons and access to support from teachers/support staff; teacher identification and deep knowledge of PPD students will inform these seating plans, as well as how they evolve throughout the year; furthermore, the impact of how students engage with learning and make progress will be more effective 2) Wiltshire Local Authority Pupil Premium Consultant noticed a high percentage of staffing is for pastoral support and, whilst praising it, questioned the cost-effectiveness and impact on progress 3) These can be crucial to setting up PPD students for the day and also supporting with homework or extra-curricular activities	1) Lesson observations and learning walks; faculty checks 2) All pastoral staff to have their roles reviewed in terms of how effectively PPD students are being supported- a cost/benefit analysis to be completed 3) Regular checks by PP Ambassador, students voice	TJ GMS JJB	Half-termly

B) Consistent and strong standards of teaching and learning, assessment and feedback and behaviour for learning, across and within all department areas	1) Planned and targeted questioning for PPD students 2) Prioritised marking and feedback for PPD students 3) Targeted pastoral/behaviour support	1) PPD students' engagement in lessons is often too passive- classroom observations, learning walks 2) Marking and feedback for PPD students is not of high enough quality 3) Pastoral/behaviour support is effective in ensuring all students are ready to learn	1) Lesson observations and learning walks 2) Lesson observations and learning walks 3) Student voice and half-termly progress checks	FH GMS	Half-termly
C) A consistent, high impact, sustainable climate for raised standards of literacy is created, which incorporates middle schools as well as Trinity	1) Review of tutor groups to ensure that there is a clear literacy focus for targeted students 2) Literacy mentoring to targeted students- peer to peer	1) Tutor time is a valuable time to allow for some literacy-focused activities without impacting upon curriculum time for other subject areas; clear links between literacy and life skills (SMSC) 2) Peer to peer mentoring to be geared towards PPD students primarily, both as mentees and as mentors	1) Rearranged tutor groups and planning ahead to ensure that literacy is a focus from the beginning of year 9 and throughout school for identified students 2) Regular quality assurance checks on the standard of literacy mentoring as well as the outcomes of the sessions	TJ GMS	Half-termly
Total budgeted cost					£30,000
iii. Other approaches					
Desired outcome	Chosen actions/approaches	What is the evidence and rationale for these choices?	How will you ensure they are implemented well?	Staff lead	When will you review implementation?
A) A positive, proactive learning environment that prioritises the needs of PPD students, resulting in excellent progress for all	1) PP Ambassador's job role to be more targeted towards increasing progress of PPD students 2) Clear leadership from SLT on all areas that impact PPD students' progress	1) & 2) Wiltshire Local Authority Pupil Premium Consultant identified a disconnect between SLT, PP Ambassador and all other staff in terms of clarity and impact of roles with regards to PPD student progress specifically	1) Clear identification of job role, with agreement about future development 2) A clear SLT structure, built around the needs of PPD students, geared towards maximising progress	TJ ADW	Half-termly

B) Consistent and strong standards of teaching and learning, assessment and feedback and behaviour for learning, across and within all department areas	1) TEEP ambassador school 2) Fund data management systems- SISRA and 4Matrix	1) Maintains and extends the focus of TEEP as central to the school's approach to teaching and learning- mentioned in 2015 Ofsted as a positive area 2) High impact data tracking and subsequent interventions will raise standards of assessment and feedback, whilst also skilling up all staff in terms of the accuracy of predictions and targeting of PPD students	1) Open days at Trinity, schools visiting us as a centre of good practice 2) Skilling up staff in terms of using these data management systems is key and the monitoring of this will be done through meetings with heads of faculty, initially, and then rolled out to all staff, as appropriate	FH TT	Half-termly
D) Increased attendance rates for pupils eligible for PP	1) Monitoring boards in the attendance office, to operate like the monitoring boards used for academic achievement 2) Identify PPD PA at middle school- meet students in groups to tackle broadly before their arrival at Trinity 3) Punctuality targeted through the 'late gate' with appropriate consequences 4) Rewards trip	1) Visual representation and more of a focus on students who have poor attendance, but do not fall in the 'serious concern' category (typically 85%+), in terms of attendance 2) Need to target as a group so that parents and students are fully aware of what support and intervention can be offered; links with PPD ambassador; supported by a letter outlining the benefits of good attendance 3) Rewards are linked to Epraise and consequences are clear- detentions and home contact 4) Linking punctuality and attendance- with an aim of 100% for all	1) JCO and JD to regularly meet and discuss; information to be shared with all appropriate staff, parents and students, with a focus on head of year involvement 2) JCO to coordinate and JJB to have direct involvement 3) JCO and heads of year to monitor impact 4) JCO and heads of year to monitor impact	GMS	Half-termly
Total budgeted cost					£42,000

6. Review of expenditure				
Previous Academic Year: 2016/17		TOTAL: £229,000		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost (total £73,500)

Improve the performance of PPD students at Key Stage 4, closing the gap	<p>1) Additional classes in Year 11 English and maths</p> <p>2) Provide progress assistant support in lessons</p> <p>3) Fund curriculum and revision resources for all subjects</p>	<p>1) Smaller class sizes and intervention groups created in both subjects had an overall positive impact on the outcomes for students; however more positive impact for non-PPD students</p> <p>2) Progress assistant support in lessons was more towards the bottom set in both English and maths, limiting progress for students with difficulties higher up in the ability range</p> <p>3) Enabled all students to have the full range of revision resources to set them up for high quality revision and preparation for controlled assessments and exams; some essential curriculum resources funded, such as art sketch books and cooking ingredients</p>	<p>1) In maths, the intervention group to not be bottom set, to combat a perceived 'sink mentality' amongst some students; staffing of the intervention groups to be reviewed to make it more appropriate moving forward; the funding will continue as the overall impact of this was positive</p> <p>2) Additional, specialised progress assistant support for English and maths faculties, to aid intervention groups and resources as they move towards the new style of GCSE</p> <p>3) Funding to continue as these are an essential part of PPD provision</p>	<p>1) £30,000</p> <p>2) £34,000</p> <p>3) £3500</p> <p>= £67,500</p>
Improve upon standards of teaching and learning across the school	<p>1) Fund TLR for lead practitioner in teaching and learning</p> <p>2) Appoint a 'More Able Champion' to focus on raising aspirations and providing challenge</p>	<p>1) NQT and ITT support- coaching and mentoring; responsibility for the teaching and learning section of the VLE; support and delivery of TEEP</p> <p>2) Good impact shown in relation to participation in stretch and challenge activities, encouraging staying at THS into the Sixth Form and raised aspirations for the future</p>	<p>1) Continuation and development of role, including the delivery of TEEP levels 1 and 2 training</p> <p>2) Funding to continue as we prepare some of our students for Oxbridge progression, amongst other successes</p>	<p>1) £5000</p> <p>2) £1000</p> <p>= £6000</p>

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost (total £110,800)
Improve the performance of PPD students at Key Stage 4, closing the gap	<p>1) One-to-one/small group withdrawal support for English and maths (and some other subjects)</p> <p>2) Provide progress assistant support outside of lessons</p> <p>3) Provide specific additional curriculum and revision resources for targeted students</p> <p>4) Provide high quality pastoral support for students struggling to access school due to social, emotional issues</p>	<p>1) Targeted support for key subjects, resulting in raised achievement; focused on specific areas of the curriculum that are causing concern</p> <p>2) Targeted interventions for students with SEN, EAL or specific needs in terms of literacy/numeracy</p> <p>3) Revision and other learning resources will enable students to access the curriculum outside the classroom and to extend their learning at home; this will also have a positive impact in terms of parental involvement</p> <p>4) All students to feel fully supported towards accessing the curriculum and achieving well in all subject areas</p>	<p>1) Interventions need to be more tightly focused on specific areas of learning, using PiXL PLC's as a basis for the planning of activities, with boost and secure materials as a starting point for resources</p> <p>2) Progress assistant hours need to be protected to ensure that these interventions take place and are purposeful; planning needs to be prioritised, as well as evaluation of impact</p> <p>3) All subject areas need to take advantage of this and the provision needs to be consistent in terms of expenditure and expected impact</p> <p>4) Some students have an over-reliance on pastoral support that can detract from studies- this needs to be reviewed to ensure that the correct balance is achieved; monitoring of work completion and quality in Pitstop needs to be improved</p>	<p>1) £20,000</p> <p>2) £16,000</p> <p>3) £3500</p> <p>4) £24,000</p> <p>= £63,500</p>
Provide high quality alternative provision for	<p>1) Establish 'The Bridge' as a centre for onsite</p>	<p>1) Students who are not able to access the mainstream curriculum offered and are having a</p>	<p>1) Curriculum design to be reconsidered to ensure that all students educated in The Bridge have access to a</p>	<p>1) £19,800</p> <p>2) £27,500</p>

PPD students who do not access the full curriculum	alternative provision for students with a range of learning needs 2) Fund offsite alternative provision eg. Forge	negative impact on the learning of other students are catered for in a bespoke environment that focuses on improved attendance, improved pastoral care and improved outcomes 2) Students who cannot access onsite alternative provision are catered for in a bespoke environment that focuses on improved attendance, improved pastoral care and improved outcomes	wider range of subjects and are able to meet the demands of Progress 8 2) Continue to reduce the number of students who access offsite alternative provision so that we have more control over effectiveness of provision and outcomes	= £47,300
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost (total £44,700)
Improve the attendance and aspirations of PPD students	1) Work with families and outside agencies 2) Work with first and middle schools 3) Fund an online praise system- Epraise 4) Fund a 'Careers and Guidance Advisor'	1) Engage the wider school community with the key focus of improving attendance for all students 2) Work with the families and appropriate staff in earlier years to combat persistent absence 3) Raise the aspirations of students, providing them with something to work towards; increased independence in terms of taking control of spending and designing their own rewards 4) Ensure that all students have an appropriate path to take at the end of their studies at Trinity, either at the end of year 11 or year 13, providing them with focus and ensuring that attainment has a tangible purpose	1) Strategies including free school uniform, same day texting regarding absence, half-termly praise through assemblies and competition between tutor groups to continue as all have a positive impact 2) Home visits to identify barriers to attendance and pre-prosecution strategies to continue- letters (tiered severity), weekly meetings to monitor (each school in the pyramid), action from head of year, transition visits during summer holidays- EWO always contactable 3) Rewards and incentives such as the 100 day challenge, extended breaks, prom funding 4) All students to leave with a first and second choice of pathway; all student regularly monitored with PPD prioritised, Career Monitor software, visits, IAG days and activities to support with applications	1) & 2) £36,300 3) £2700 4) £500 = £39,500
Provide PPD students with the same opportunities as all others, in terms of extra-curricular activities and resources	1) Provide uniform (and replacement uniform) for students who cannot afford it 2) Pay for additional extra-curricular activities such as Duke of Edinburgh, music lessons and sporting activities 3) Appoint a 'Pupil Premium Champion'	1) Ensure that the correct climate for learning is achieved by all students, every day; students to feel ready to learn and a key part of the school community, wearing their uniform with pride 2) Engagement in extra-curricular activities is key to the attendance and success of many PPD students but the funding is often prohibitive; enhanced enjoyment of school and 'buy in' to our aims and objectives 3) Provide a link between PPD students and the wider school, including SLT; support staff with the PPD focus; engage with parents and the wider school community; track and monitor the impact of PPD expenditure	1) Continue to support with this as uniform standards are far better than in previous years 2) Continue with this funding but monitor more closely, linking to attendance, attitude and achievement outcomes, through Pupil Premium Ambassador 3) Rename to 'Pupil Premium Ambassador' and ensure that jo role is clarified to have maximum impact	1) £3300 2) £900 3) £1000 = £5200