

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

1. Summary information					
School	Trinity High School & Sixth Form Centre				
Academic Year	2017/18	Total PP budget	£215,000	Date of most recent external PP Review	Nov 2016
Total number of pupils	723 (years 9-11)	Number of pupils eligible for PP	230	Date for next internal review of this strategy	Jan 2019
Statement	<p><u>Background</u> Pupil Premium funding is allocated to schools with pupils on roll that are known to have been eligible for Free School Meals (FSM) at any time in the last six years; those who are looked after (LAC); and those who are service children (SC). The school has the freedom to spend this funding, which is additional to the underlying school budget, in a way that we think will best support the raising of attainment for our most vulnerable students. This significant extra resource exists to enable us to overcome the challenges faced by our disadvantaged students.</p> <p><u>Principles</u></p> <ol style="list-style-type: none"> 1. We aim to secure the highest possible attainment for every student. 2. In order to achieve this, our practice is focused on closing all gaps that may occur between disadvantaged students and all others. Inevitably, this will have positive knock-on effects for all students. 3. Our aspirations are relentlessly high for all our students. In order to improve their employability and realise their ambitions, we prioritise the development of the skills, results and personal qualities that will enable lifelong success. 4. We ensure that teaching, learning and progression opportunities meet the needs of all of our students. 5. We ensure that appropriate additional provision is made for students who belong to identified vulnerable groups. 6. In making provision for socially disadvantaged students, we recognise that not all students who receive FSM will be labelled as 'socially disadvantaged.' 7. We also recognise that not all students who are socially disadvantaged are registered for FSM, or even qualify for FSM. We do all that we can ensure that these students are not left behind. 8. Pupil Premium funding is allocated following a full analysis of the barriers that are in place. Funding is prioritised according to these factors and the findings of national studies, principally the EEF Toolkit. 9. Limited funding and resources means that some caps on certain areas of funding are necessary to ensure fairness for all. It also means that not all children in receipt of FSM will have specific interventions at all times. 10. We monitor and analyse data throughout the year to ensure that spending is fair and just, with a clear focus on actual or predicted outcomes. <p><u>Provision</u> Long-term strategies that we use at Trinity to diminish the difference in attainment for our disadvantaged students include:</p>				

- High quality, ongoing CPD to raise standards of teaching and learning across the school, with a continued focus on more able students.
- TEEP Ambassador School status- methodology and Level 1 training to continue to be extended to all staff, with some extension of Level 2 training.
- Educational Welfare Officer (onsite) to work with families of students whose attendance is below 95% and, most specifically, those considered to be persistently absent (PA).
- Reduction of class sizes in core subjects and other areas of the school to ensure high quality and focused teaching and learning experiences.
- Extra-curricular activities that enrich and support the school's values of pride, ambition and excellence.
- Provision of one-to-one or small group work with highly skilled and experienced teachers or support staff; these sessions are focused on either skills, results or personal qualities.
- Mentoring of students who require additional support or are on the SEN register.
- Progress assistants to work directly with students who require additional learning support.
- Spiritual, moral, social and cultural (SMSC) values reinforced through tutor time, lessons and drop down days.
- Strategies for cohesive literacy and numeracy across the curriculum.
- High quality internal pastoral care, including school counsellor, Pitstop, Bridge and nurture support groups.
- Work with external agencies to extend care and support to improve life chances and outcomes.

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.

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.

Our main focus for 2018/19 in terms of further diminishing the difference in attainment between PPD students and all other students is further 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, results and personal qualities to enable lifelong success, 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.

The main area of expenditure continues to be ensuring high quality teaching for all; we then are able to provide targeted support for specific students who require it. From there, we have other approaches that will ensure the best possible outcomes. All strategies for PPD at Trinity stem from our three core values of pride, ambition and excellence.

11. Barriers to future attainment (for PPD students)

In-school barriers		
A.	The need to embed a clear, consistent, positive culture around the values of pride, ambition and excellence	
B.	Greater consistency required in terms of teaching and learning, assessment and feedback, with a particular focus on more able students	
C.	Below average literacy levels of students are a barrier to excellent progress, particularly for PPD students	
External barriers		
D.	Attendance rates in 2017/18 for PPD students were 91% against whole school 94% (our target is 96%); this reduces their school hours and causes them to fall behind on average	
12. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>A clear, positive culture and learning environment that consistently reinforces the school's values of pride, ambition and excellence.</p> <p>Measured through:</p> <ul style="list-style-type: none"> • Visible reinforcement in classrooms, corridors and the school's overall physical environment • Verbal reinforcement in all conversations between staff, between students and between staff and students • Suitable progression pathways for all • A monitored, targeted, fair approach to additional support and extra-curricular opportunities • A diminished difference between the outcomes of Trinity PPD students and all other students nationally; exclusion data <p>Existing and continued strategies (including costs):</p> <ul style="list-style-type: none"> • One to one tuition (+5 months): English, maths and science- aimed towards LAC students as a priority; School Counsellor • Social and emotional learning (+4 months): Pitstop, Bridge and school counsellor • Behaviour interventions (+4 months): Pitstop, Bridge and inclusion • Parental involvement (+3 months): GCSE Success Fair • Arts participation (+2 months): House events, school productions • Mentoring (+1 month): different forms of mentoring, including bespoke post-16 mentoring and year 11 assertive mentoring- all based around the school's values • SMSC activities throughout the year • Aspiration interventions: Ambition Timetable and work of Careers and Guidance Advisor • Physical environment: a continuation of the programme to make vision and values-led culture embedded throughout the school • School uniform: promote values of the school • Pupil Premium Champion: monitors, coordinates and assesses the impact of all PPD interventions • Student Voice Coordinator: enables student voice to be a central part of school development • Inspiration displays, including Half-Term Heroes • Duke of Edinburgh and other high impact extra-curricular activities <p>Overall cost of existing and continued strategies for 2018/19:</p> <ul style="list-style-type: none"> • £70,242.50 	<p>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.</p>
B.	<p>Consistent and strong standards of teaching and learning, assessment and feedback across and within all department areas; more able students are appropriately stretched and challenged in lessons and through independent learning.</p> <p>Measured through:</p>	<p>Quality first teaching, based around the TEEP methodology is the school's overriding priority area; PPD students are catered</p>

	<ul style="list-style-type: none"> • TEEP effective teacher and learner behaviours consistently applied in all classrooms • Strong lessons taught in all areas, with consistency within and between faculties • Thinking Hard CPD for challenging more able students is strongly evident through classroom observation and learning walks • High impact formative and summative assessment practices, including self and peer assessment • A diminished difference between the outcomes of Trinity PPD students and all other students nationally; student voice <p>Existing and continued strategies (including costs):</p> <ul style="list-style-type: none"> • Feedback (+8 months): formative assessment throughout the year, through the use of green slips and DIRT • Mastery learning (+5 months): employment of intervention coordinators in English, maths and science to coordinate mastery learning in core subjects • Digital technology (+4 months): use of smartboards in every classroom and high quality provision of ICT throughout the school • Small group tuition (+4 months): overstaffing in many areas of the school used to teach small groups of students to focus on specific skills • Reducing class size (+3 months): additional staffing in English and maths to create intervention groups and also reduce class sizes across the ability range • Sports participation (+2 months): funding for PPD students to attend sporting activities that will have a direct impact on their self-esteem and studies • Progress assistants (+1 month): support students with additional needs • Revision guides and other resources to enable independent learning and for catch-up for areas missed/requiring additional learning • Achievement Coordinators: monitor and action interventions for underachieving students (A List), with a sharp focus on PPD • Student Leadership & Learning Ambassadors Coordinator: feedback on impact of teaching and learning <p>Overall cost of existing and continued strategies for 2018/19:</p> <ul style="list-style-type: none"> • £66,619.50 	<p>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. Students are appropriately stretched and challenged, regardless of starting point, in all lessons.</p>
<p>C.</p>	<p>A consistent, high impact, sustainable climate for raised standards of literacy is embedded, which incorporates middle schools as well as Trinity.</p> <p>Measured through:</p> <ul style="list-style-type: none"> • Consistent, visible approach to whole school literacy, with a focus on the benefits for individual subject areas • Bespoke literacy lessons in year 9 and middle school • Literacy mentoring • Extra-curricular and extended learning literacy activities • A diminished difference between the outcomes of Trinity PPD students and all other students nationally; reading testing data <p>Existing and continued strategies (including costs):</p> <ul style="list-style-type: none"> • One to one tuition (+5 months): additional places available for literacy support- aimed towards LAC students as a priority • Oral language interventions (+5 months): bespoke literacy lesson for year 9 as part of the curriculum • Peer tutoring (+5 months): literacy and numeracy work in tutor time • Reading comprehension (+5 months): Rapid+ reading scheme, reading age test (GL Assessments) • Progress assistants (+1 month): support students with additional literacy needs and library access <p>Overall cost of existing and continued strategies for 2018/19:</p> <ul style="list-style-type: none"> • £29,053.50 	<p>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.</p>
<p>D.</p>	<p>Increased attendance rates for PPD students.</p>	<p>PPD students' contribution to PA (persistent absence) figure</p>

<p>Measured through:</p> <ul style="list-style-type: none"> • Whole school attendance focus, reinforced through displays, language and parental support • Weekly tutor group rewards for highest attendance • Use of Epraise on a daily basis to encourage good attendance • Proactive and consistent Head of Year, EWO and SLT interventions • A diminished difference between the outcomes of Trinity PPD students and all other students nationally; attendance data <p>Existing and continued strategies (including costs):</p> <ul style="list-style-type: none"> • Parental involvement (+3 months): EWO work with families • School uniform: remove this potential barrier for some families • ePraise: rewards system for the whole school, proven benefits for PPD students <p>Overall cost of existing and continued strategies for 2018/19:</p> <ul style="list-style-type: none"> • £27,584.50 	<p>to be in line with all other students as they are currently over-represented (typically 50% rather than 33%). Target for overall school attendance is 96%, ensuring that all PPD students have the foundations for learning that require good attendance. The whole school attendance focus is reinforced by all staff, at all times, being a regular feature of tutor time and mentoring in all year groups.</p>
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13. Planned expenditure					
Academic year	2018/19	Total budgeted additional cost to existing strategies: £21,500			
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	What is the evidence and rationale for these choices?	How will you ensure they are implemented well?	Staff lead	When will you review?
A) A clear, positive culture and learning environment that consistently reinforces the school's values of pride, ambition and excellence.	<p>1) Mastery learning: smart interventions available to all students</p> <p>2) Meta-cognition and self-regulation: PiXL Knowledge, Independence and apps</p> <p>3) Social and emotional learning: embedded within schemes of work (PiXL Edge)</p>	<p>1) EEF +5 months: interventions before, during and after school will be organised around topics and themes rather than being generalised. This will enable all students, but particularly PPD students to accurately check which interventions are going to have the highest impact and organise their time more effectively. This will lead to mastery of topics and themes that may otherwise be lost in the pace of learning.</p> <p>2) EEF +8 months: use of PiXL strategies to enhance meta-cognition (eg. PiXL Think It) and self-regulation (eg. PiXL apps).</p> <p>3) EEF +4 months: PiXL Edge and Them & Us principles to go beyond SMSC and be really embedded within learning.</p>	<p>1) Interventions and Achievement Coordinators to manage this</p> <p>2) Regular meetings with a PiXL representative from each faculty area</p> <p>3) Regular checks through SLT line management and Quality Assurance meetings</p>	TJ, FH	Half-termly

<p>B) Consistent and strong standards of teaching and learning, assessment and feedback across and within all department areas; more able students are appropriately stretched and challenged in lessons and through independent learning.</p>	<p>1) Collaborative learning: CPD throughout the year 2) Homework: use of ePraise for setting and monitoring quality 3) Mastery learning: appointment of Classroom Innovators 4) Meta-cognition and self-regulation: appointment of Classroom Innovators 5) Develop high impact challenge strategies for English, maths, science, history and geography</p>	<p>1) EEF +5 months: CPD opportunities throughout the year will be workshops and will involve a high degree of choice from teachers. The delivery of these workshops will also be spread amongst staff to keep them high impact and fresh. In the classroom, staff will try out techniques and become masters of collaborative learning. 2) EEF +5 months: homework will be more accessible for students and will help both parents and staff check. 3) EEF +5 months: classroom innovators will research and feedback/train staff on areas of mastery in the classroom. 4) EEF +8 months: classroom innovators will also promote the skills of meta-cognition and self-regulation. 5) Ofsted 2015: work with an outstanding local high school to develop high impact challenge strategies for these identified subject areas, with a view to sharing good practice to other areas at Trinity.</p>	<p>1) CPD time and folder on the R drive; learning walks and lesson observations to monitor 2) Checking on ePraise; monitor impact through student voice and results 3) Research and outcomes 4) Research and outcomes 5) SLE involvement and regular meetings between the two schools to assess impact</p>	<p>FH, TT, TJ</p>	<p>Monthly</p>
<p>C) A consistent, high impact, sustainable climate for raised standards of literacy is embedded, which incorporates middle schools as well as Trinity.</p>	<p>1) Oral language interventions: debating, including PiXL 'Up for Debate' 2) Reading comprehension: tutor time activities 3) Create a Learning Hub- enhance current Library space 4) Appoint Learning Hub Supervisor 5) Develop high impact literacy strategies in science, history and geography</p>	<p>1) EEF +5 months: debating club across KS3-5 with KS3 students being involved in PiXL's national 'Up for Debate' programme. 2) EEF +5 months: one tutor time per week for years 9-11 will be challenging reading, supported by a cohesive tutor programme and half-termly tutor prizes. 3) Ofsted 2015: enhance literacy opportunities and support. 4) Ofsted 2015: enhance literacy opportunities and support. 5) Ofsted 2015: enhance literacy opportunities and support.</p>	<p>1) Line management and notes from meetings 2) Tutor time PLC logging literacy progress 3) Line management and student voice for impact 4) Line management and student voice for impact 5) Results, with particular analysis of literacy heavy questions</p>	<p>TJ</p>	<p>Monthly</p>
Total budgeted cost					£15,000
ii. Targeted support					
Desired outcome	Chosen actions	What is the evidence and rationale for these choices?	How will you ensure they are implemented well?	Staff lead	When will you review?

A) A clear, positive culture and learning environment that consistently reinforces the school's values of pride, ambition and excellence.	1) Mentoring: A List, raising progress with PPD as a priority 2) Enhanced transition for vulnerable students	1) EEF +1 month: 'A List' and other mentoring for year 11 students, primarily, based on progress levels and specific needs. 2) Ensuring all students have a positive transition from middle to high school.	1) Thorough and constant monitoring throughout the year 2) DLA and SJW to work closely with middle school staff and Trinity staff to ensure that transition is purposeful and positive for all students, with a clear focus on PPD	TJ LJO DLA SJW	Half-termly + more regularly for A List
B) Consistent and strong standards of teaching and learning, assessment and feedback across and within all department areas; more able students are appropriately stretched and challenged in lessons and through independent learning.	1) Mastery learning: Teaching and Learning group (staff)	1) EEF +5 months: monitoring and intervention for members of staff who are not consistently delivering high quality lessons-based around research, TEEP methodology and towards mastery learning.	1) Lesson observations and learning walks; coaching plans	FH	Throughout the year and then every six weeks after a plan has begun
C) A consistent, high impact, sustainable climate for raised standards of literacy is embedded, which incorporates middle schools as well as Trinity.	1) Peer tutoring: literacy and numeracy as well as peer mentoring	1) EEF +5 months: tutor time tutoring and some peer mentoring to happen throughout the year.	1) Data at the end of the year regarding progress	TJ SJO CP	Half-termly
D) Increased attendance rates for PPD students.	1) Parental involvement	1) EEF +3 months: GCSE Success Fair, increased range of activities to encourage parental involvement, 'stepped' plan for raising attendance and rewarding excellent attendance.	1) Parent voice, raised attendance data for PPD students	TJ JDA	Half-termly
Total budgeted cost					£3,000
iii. Other approaches					
Desired outcome	Chosen actions	What is the evidence and rationale for these choices?	How will you ensure they are implemented well?	Staff lead	When will you review?

A) A clear, positive culture and learning environment that consistently reinforces the school's values of pride, ambition and excellence.	1) Social and emotional learning: PASS Survey (GL Assessments)	1) EEF +4 months: PASS survey and interventions that are arranged as a result of this, including mental wellbeing interventions will result in a healthier (body and mind) cohort, with a clear focus on PPD.	1) Repeated PASS survey and student voice; a greater understanding of self and development of independent strategies for long-term development	TJ JW	Half-termly
D) Increased attendance rates for PPD students.	1) Summer school	1) EEF +2 months: summer school to raise aspirations, improve attendance, aid transition and establish the school's values within students.	1) Student voice, parent voice	DLA	Yearly- review
Total budgeted cost					£3,500

14. Review of expenditure				
Previous Academic Year: 2017/18		TOTAL: £229,000 (not all accounted for here as ongoing strategies to continue as stated earlier in the document, with costing detailed there)		
i. Quality of teaching for all				
Desired outcome	Chosen action	Impact	Lessons learned	Cost (total £73,500)
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) Role to continue as School Improvement Partner- high impact on PPD awareness and rigour regarding designing and implementing strategies. 2) Follow up visits led to a number of strategies being introduced regarding attendance, flight paths and curriculum design. 3) Classroom displays contribute to a positive learning environment and corridor displays support the welcoming feel of the school; some faculties have generated display policies- these to be rolled out to all faculties, to ensure that displays strongly support the school's values. 4) High impact of achievement coordinators in year 11 and 6 th form. Year 9 role to be amalgamated with year 10 so that transition/options support is balanced with monitoring of success. 5) Intervention coordinators have had significant impact on designing interventions and ensuring good attendance from PPD students- all tracked and monitored.	1) Role changed due to change of focus. 2) We need to do more of this- TJ, through Future Leaders, has increased access to other schools. 3) Need to roll out the display policy to all faculties. 4) Redistribution of roles for achievement coordinators to make them more focused and effective. 5) Change to have one intervention coordinator overseeing the three core subjects to ensure consistency and accountability.	1) £30,000 2) £34,000 3) £3500 = £67,500

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) TEEP embedded in all classrooms and coaching plans launched for teachers who are not meeting expectations. 2) Behaviour significantly improved. 3) Embedded across the school and having impact- student voice, lesson observations and learning walks. 4) Highly successful- staff voice and students voice for the strategies that have been developed through this.	1) Continuation and development of role, including the delivery of TEEP levels 1 and 2 training 2) Change to behaviour policy to make it more rigorous, due to change of leadership. 3) Continue this but review continuously for effectiveness. 4) Continue- use PiXL Thinking Hard.	1) £5000 2) £1000 = £6000
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) Review completed and new literacy lessons and grammar for writing have been established. 2) High impact, with middle school that is joining MAT in January 2019. 3) High impact- tutoring and mentoring.	1) Expand to include more oracy strategies. 2) Develop to include all main feeder middle schools equally. 3) Continue and develop.	---

ii. Targeted support

Desired outcome	Chosen action	Impact	Lessons learned	Cost (total £110,800)
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) Embedded and impactful- learning walks and student voice. Epraise system used to generate these. 2) Pastoral support reviewed and some changes made to maximise impact. 3) Some success but some issues with take-up for these.	1) Continue with this but some changes to take account of GDPR. 2) Pastoral support further reviewed in light of change of leadership. 3) Relaunch and refocus with change of personnel (PP Champion)	1) £20,000 2) £16,000 3) £3500 4) £24,000 = £63,500
B) Consistent and strong standards of teaching and learning,	1) Planned and targeted questioning for PPD students	1) Much improved through CPD- evidenced in learning walks and lesson observations.	1) Worked well- to be continued. 2) Worked well- to be continued. 3) Worked well- to be continued. GCSE Success Fairs to further this.	1) £19,800 2) £27,500 = £47,300

assessment and feedback and behaviour for learning, across and within all department areas	2) Prioritised marking and feedback for PPD students 3) Targeted pastoral/behaviour support	2) Much improved through CPD- evidenced in learning walks and lesson observations; also student voice. 3) Reduced number of students reporting issues, particularly during the exam period for year 11.		
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) Literacy focus embedded in some areas. 2) Literacy mentoring to targeted students- peer to peer	1) This didn't go far enough- new tutor programme, with very clear literacy links, to be launched in September 2018. 2) To be continued.	---

iii. Other approaches

Desired outcome	Chosen action	Impact	Lessons learned	Cost (total £44,700)
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) PP Ambassador's job role worked well, with greater impact as had greater autonomy. New strategies developed and students more closely monitored. 2) PPD First methodology embedded into all new SLT strategies and discussions.	1) New member of staff in this role from September 2018. 2) Continuation.	1) & 2) £36,300 3) £2700 4) £500 = £39,500
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) Drives CPD and coaching support across the school, as well as providing opportunities to learn from and liaise with other successful TEEP schools. 2) Data analysis more part of every teacher's daily life. Impact seen through new Quality Assurance structure.	1) To continue. 2) To continue, alongside the development of a more bespoke, in-house data analysis system. The financial sustainability of having both SISRA and 4Matrix to be reviewed.	1) £3300 2) £900 3) £1000 = £5200

<p>D) Increased attendance rates for pupils eligible for PP</p>	<p>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</p>	<p>1) These are up and running, forming the basis of conversations regarding students and families who require intervention for attendance. 2) EWO working on this. 3) Late Gate established with some impact on punctuality. 4) Rewards trips happened and have had some impact.</p>	<p>1) Monitoring boards to continue to be used as a part of the new attendance system being introduced in September 2018. 2) Continuation and expansion, in line with the new attendance system. 3) Late Gate to be tightened up in line with the new behaviour policy, which automatically gives a school detention for two late in a week. 4) Rewards trips to be reviewed for effectiveness.</p>	<p>---</p>
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