

Pupil Premium Analysis 2016 -2017

What is Pupil Premium?

The Government introduced the Pupil Premium funding initiative in April 2011 as a method of raising the attainment of disadvantaged students and closing the gap between the attainment of this group of students and other students up to the age of 16. Eligibility was initially based on income and receipt of free school meals. In 2012-2013 eligibility was extended to students who had accessed free school meals at any point in the last six years (known as the Ever6 FSM measure). In addition to this funding the academy receives funding support for children who have been looked after continuously for more than six months and for the children of service personnel. The amount of funding has been raised over the years of the initiative per student:

- 2012-2013 £623
- 2013-2014 £900
- 2014-2015 £935
- 2015-2016 £935

In a recently published Ofsted report entitled '*Unseen Children: access and achievement 20 years on*', HMCi Sir Michael Wilshaw emphasises that "deprivation does not determine destiny". This is something that we strongly believe at Trinity Academy Halifax (TAH). However, it is worth considering these facts alongside that statement:

- In the UK in 2014 64% of FSM students achieved a L4+ in reading, writing and Maths, compared to 82% of non-FSM students.
- In the same year 36% of FSM students achieved 5+ GCSEs including English and Maths, compared to 62% of non-FSM students (a 26% gap).
- Students from the highest social class groups are three times more likely to enter university than those from the lowest social groups.

At TAH we are committed to the closing of these gaps through the use of the Pupil Premium funding. It is crucial that we continue to embed our inclusive learning community which equitably has high aspirations for all our students.

The Pupil Premium 2016-17 in context at TAH

Trinity Academy Halifax is a large secondary school with 1748 students on roll across Year 7 – 13 (October 2016). The number of students who have chosen TAH as their first choice for September 2016 has increased significantly and has done so for the last three years.

2016 - 2017

Year	Pupil Premium	PP Low	PP Middle	PP High	Year Group
7	141 (47%)	n/a (bandings do not apply)			300
8	122 (41%)	20%	56%	25%	300
9	124 (43%)	23%	48%	28%	290
10	104 (37%)	19%	56%	25%	281
11	109 (40%)	20%	46%	33%	273

Pupil Premium Expenditure 2016-2017

In total TAH has received £637,170 in Pupil Premium funding in 2016-2017. The table below shows a breakdown as to how this money will be allocated:

Type of Support	Approximate Cost 2016-2017
A salary contribution towards certain key posts: <ul style="list-style-type: none"> • Student Wellbeing Managers x 4 • HLTA x 2 	£65,464.80
Learning Assistant Team	£116,271.87
Full time Education Welfare Officer and Attendance Officer	£22,330.21
Local Authority Education Welfare Officer	£10,360.00
Allocated time from a Local Authority 'key worker' and local counselling service	£3,951.70
Mastery Support Pathway that enables students to improve their literacy skills in order to access the whole curriculum	£88,150.00
Learning Mentor Team	£109,243.63
Hardship Resources	£82,530.59
Software Resources	£2,100.00
Achieve priority	£137,617.20
Total	£637,170.00

The Impact of Pupil Premium Funding on Attainment

TAH Pupil Premium students have made significant progress when comparing their results against non-Pupil Premium students nationally. Most notably is the performance of TAH Pupil Premium students in English and Maths who outperform their non-Pupil Premium peers in terms of Expected Progress and More Than Expected Progress.

	2013 PP	2014 PP	2015 PP	2016 PP	2015 National Non-PP	2016 Gap with 2015 National Non-PP
Basics				72%	n/a	n/a
Attainment 8				5.03	5.20	-0.17
Progress 8				0.05	0.12	-0.07
5 A*-C inc English and Maths	56 (72)	46 (59)	58 (72)	67 (77)	65%	+1%
English Progress 8 score				0.11	n/a	n/a
Maths Progress 8 score				0.32	n/a	n/a
EBacc	15%	9%	12%	20%	28	-8%

English EP	71%	68%	77%	88%	74	+14%
English MTEP	39%	29%	35%	52%	34	+18%
Maths EP	80%	77%	76%	83%	72	+11%
Maths MTEP	23%	16%	24%	39%	35	+4%

Number in brackets denotes whole school figure

	PP Low	PP Middle	PP High
Basics	39	73	100
Attainment 8	4.07	4.95	6.27
Progress 8	0.67	-0.07	-0.01
English Progress 8 score	0.85	0.02	-0.12
Maths Progress 8 score	1.19	0.14	0.34
EBacc	0%	18%	44%
English EP	85%	87%	94%
English MTEP	69%	47%	63%
Maths EP	92%	75%	88%
Maths MTEP	23%	32%	63%

Please note the data in the tables above is all sourced from the DfE's checking site with 2016 results. Any data which was not published here has been sourced from internal calculations.

Children Looked After Attainment – 2016

There were two Children Looked After in Year 11 in 2016. The data below should therefore be treated with caution, due to the insignificant cohort size.

Measure	2016			2016 gap to national non-CLA students
	Non CLA	CLA	National Non CLA 2015	
Basics	81%	100%		
Progress 8	+0.32	+0.31		
Attainment 8	5.42	5.40		
English EP	92%	100%	70%	+30%
English MTEP	60%	50%		
Maths EP	83%	100%	66%	+34%
Maths MTEP	46%	50%		

The Impact of Pupil Premium Funding on Attendance

The percentage absence of those students supported by Pupil Premium funding is above that of non-Pupil Premium funded students, however the gap is closing and the percentage absence is decreasing. The percentage absence of Pupil Premium students is significantly below that of their peers nationally.

Measure	2013			2014			2015			2016		
	TAH PP	National PP	National Non-PP	TAH PP	National PP	National Non-PP	TAH PP	National PP	National Non-PP	TAH PP	National PP	National Non-PP
% Absence	6.8%	8.3%	4.9%	5.1%	7.3%	4.1%	5.2%	7.5%	4.3%	5.2%	TBC	TBC
% Persistent Absence	4.6%	12.8%	4.0%	2.6%	11.5%	3.4%	1.9%	10.9%	3.3%	9.9%*	TBC	TBC

**Please note that the methodology for calculating persistent absence changed in 2016, as well as the threshold (down from 15% in 2015 to 10% in 2016). Also, due to the admission of new Year 7 students in July 2016, exact figures cannot be calculated (as information regarding Pupil Premium for these students for the previous year is unavailable).*

National data is sourced from the RAISE validated report and refers to FSM students (which is as close and approximation to PP students as is available nationally). National data using the new methodology for PP students has not yet been published.

Details of School Strategies

Intervention

Student tracking and close monitoring enables us to identify students requiring subject specific intervention in order to improve rates of progress. COBRA 1 and COBRA 2 meetings take place weekly and focus on identifying students who need additional support. Intervention may involve attendance at Achieve sessions, the provision of additional subject time within the school curriculum supported by Learning Mentors, or working in a small group with a particular focus. The impact of each intervention is then monitored and evaluated through subsequent COBRA meetings.

Phase One Tiered Literacy Support Packages

A tiered literacy support package is in place at Phase One to support those students who have the greatest needs. This includes:

- Stage 1 – Mastery Support Pathway
- Stage 2 – Platinum Reading
- Stage 3 – Bungee (Literacy and Numeracy)

Please refer to the 'Catch-Up Premium: Literacy and Numeracy' report for further details.

Student Tracking

TAH uses SISRA Online to effectively track student progress throughout the year. SISRA is used by all teaching staff and in particular by Curriculum and Phase Leaders. The progress of each student is monitored, recorded and reported upon to parents on at least three occasions in each academic year. This regular tracking and reporting means that the

academy can rapidly respond to any barriers to student progress. Parents also have the opportunity to speak to academy staff at two consultation evenings. One of the evenings has a specific subject focus whilst the other is an opportunity for parents/carers to speak to their son/daughter's tutor.

Pastoral Support

In order to support the wellbeing and health of our students the academy has developed a comprehensive pastoral support team who are focused on supporting our students in terms of their physical, social and emotional development. Each student has access to a tutor and a non-teaching College Manager who deals specifically with all pastoral issues. In addition, the academy employs four Vulnerable Students' Managers who deal with safeguarding concerns and issues of vulnerability. The academy has its own Education Welfare Officer who has a specific focus on attendance and its impact on student wellbeing.

Strategic Seating Plans

All academy staff are required to use the MINTClass seating plan software for all of their lessons. A particular focus has been the location of Pupil Premium and SEND students within the learning environment. The software also acts as a central location for all relevant information that enables teachers to plan for rapid student progress. Such information includes teaching strategies, reading ages, SEND need, core subject data and attendance.

Cultural Experiences

As part of the English curriculum, Pupil Premium students take part in cultural experiences such as going to the theatre, so that students are able to articulate their views in a more coherent and wide ranging manner in exam conditions. In addition, there are plans to take approximately 90 Pupil Premium students to York for the weekend for a range of cultural enhancement experiences including a trip to the University of York in order to raise aspirations.

Priorities for 2016-2017

Our core aim at the academy is to raise the attainment and progress of students eligible for Pupil Premium funding:

- Improved levels of attainment.
- Close the gap compared to in school non – Pupil Premium students.
- Further positively widen the gap in terms of EP/MTEP in English and Maths between TAH Pupil Premium students and non-Pupil Premium students nationally.
- Further improve the attainment of High Attaining students who receive Pupil Premium funding.
- Enhance literacy and numeracy across the academy.
- Encourage and develop learning through extra-curricular provision.

In addition to our on-going investment into the wide variety of strategies listed above, the academy continues to develop its excellence agenda, advance in meta-cognitive teaching approaches to assist students in learning how they learn and excel in our extra-curricular provision and diverse programme of cultural visits that will break down barriers and ensure that all students have exactly the same opportunities and expectations (which are shared by all staff and parents).

In essence an academy wide ethos on improving outcomes for all disadvantaged students.