

## Trinity Academy Halifax

### Pupil Premium Information Report

#### Pupil Premium (PP) Headlines

2015	2016	2017
<ol style="list-style-type: none"><li>1. In 2015 58% of Pupil Premium students gained 5 A*-C grades including English and Maths. Since 2014 the gap between Trinity Academy Halifax (TAH) Pupil Premium and non-Pupil Premium national performance has decreased from 22% to 5%.</li><li>2. Pupil Premium absence has fallen from 7.7% in 2012 to 5.2% in 2015. National Pupil Premium absence figures stand at 7.5%.</li></ol>	<ol style="list-style-type: none"><li>1. Pupil Premium Students at TAH outperformed their national non-Pupil Premium peers in English and Maths 2015-2016.</li><li>2. In 2016 67% of Pupil Premium students at TAH achieved 5A*-C grades including English and Maths. This is 4% higher than the national average for non-Pupil Premium students.</li><li>3. Pupil Premium student absence was 5.2% in 2016. This is 2% lower than the 2016 national Pupil Premium absence figure.</li></ol>	<p><i>2016-2017 results will be included in the headlines as soon as they have been reviewed and analysed in October 2017. Accurate progress &amp; data is not yet available.</i></p>

#### 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
- 2016-2017           £935
- 2017-2018           £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 cater for every child, regardless of background, ability or additional learning need. We set high expectations for all. Trinity students have a positive mind-set and a determined work ethic and have proven year after year that they can meet the challenging targets we set. We firmly believe that setting high expectations and supporting our students to meet them is key to their future success. Nobody rises to low expectations.

### **The Pupil Premium 2017-18 in context at TAH**

Trinity Academy Halifax is a large secondary school with approximately 1750 students on roll across Year 7 – 13 (September 2017). The number of students who have chosen TAH as their first choice for September 2017 has increased significantly and has done so for the last three years.

#### **2017 - 2018**

<b>Year</b>	<b>Pupil Premium</b>		<b>PP Low</b>	<b>PP Middle</b>	<b>PP High</b>	<b>Year Group</b>
7	148	49%	TBC			300
8	140	46%	24*	78*	37*	302
9	124	41%	24	71	29	302
10	117	40%	24	57	35	294
11	102	37%	18	57	26	276

\*Please note that for the current Year 8 onwards, students have not been placed into prior attainment bands by the DfE. The academy has looked at previous data at a Local Authority level and placed students into prior attainment bandings, based on internal thresholds.

## Pupil Premium Expenditure 2017-2018

In total TAH will receive approximately £580,000 in Pupil Premium funding in 2017-2018. The table below shows a breakdown as to how this money will be allocated:

Type of support	Objective	Evidence Base	Expected Outcome	Approximate Cost
Quality first teaching	To ensure that all Pupil Premium students receive quality first teaching.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	Limited intervention is needed due to consistent, high quality provision.	Teaching salaries + CPD expenditure  <i>*For further detail, please refer to the Trinity Academy Halifax CPD budget breakdown below this table.</i>
A salary contribution towards certain key posts: -Student Wellbeing Managers x 4 - HLTA x 2	To provide mentoring support for students who face barriers to learning whether that be academic, social, medical or emotional.	EEF - Mentoring	Address barriers to learning including raising attainment, attendance and improving organisation.	£56,045.97
Learning Assistant Team				£115,971.96
Full time Education Welfare Officer and Attendance Officer	To continue to ensure that TAH Pupil Premium attendance figures are higher than the non-Pupil Premium national average.	National data on attendance and achievement.	To maintain or better 2015-2016 Pupil Premium attendance figures.	£24,011.19
Local Authority Education Welfare Officer	To improve social and emotional barriers to attendance.	Internal data and previous experiences.	Improving attendance of students with previous attendance concerns.	£11,172.00
Allocated time from a local authority 'key worker' and local counselling service	To help students who face emotional barriers to learning and provide strategies for	EEF – moderate impact	Identify and manage emotional barriers to learning.	£4,592.00

	overcoming them.			
Nurture Support Pathway that enables students to improve their literacy skills in order to access the whole curriculum.	To increase literacy skills of those students with the lowest reading ages on arrival at TAH.	Internal data and previous experiences.	Improved literacy proficiency of Pupil Premium students with the lowest reading ages.	£83,217.82
Learning Mentor Team	To provide mentoring support for students who face barriers to learning whether that be academic, social, medical or emotional.	EEF - Mentoring	Address barriers to learning including raising attainment, attendance and improving organisation.	£35,835.23
Hardship Resources	To ensure that a lack of basic equipment for learning does not impact upon academic success.	TAH previous experience.	Remove essential equipment and material disadvantage barriers to learning.	£114,565.27
Mint class				£1,250.00
Achieve priority	To provide students with additional support in their GCSE core subject areas.	EEF (Education Endowment Foundation) – High impact, strong evidence base.	Limited intervention is needed due to consistent, high quality provision.	£132,528.56
<b>Total</b>				<b>£579,190.00</b>

### Trinity Academy CPD Budget Breakdown

<b>CPD focus area</b>	<b>Reason for CPD funding allocation</b>	<b>Total cost</b>
Support Staff	Special Educational Needs Examinations Support staff training Data management ASD training Mental health in schools CEOPS VSM First Aid training Governor link Sport Team teaching and development	£11543.04
<b>CPD focus area</b>	<b>Reason for CPD funding allocation</b>	<b>Total cost</b>
Teaching staff and curriculum areas	MFL Science Child protection First aid Art Maths Teaching and learning Special Educational Needs English Health and Social Care Politics History Data management PE Business and Enterprise Graphics Geography Prevent agenda and British values Computer Science Religious Studies Performing Arts Disability and equality Psychology	£22,631.44

## 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.

	2014 PP	2014 Nat. non PP	2015 PP	2015 Nat. non PP	2016 PP	2016 Nat. non PP	2016 Nat. PP	2017 PP	2017 Nat. non PP
<b>Basics</b>	47	69	60	65	72	70	TBC		
<b>Attainment 8</b>	n/a	n/a	n/a	n/a	50.3	52.7	TBC		
<b>Progress 8</b>	n/a	n/a	n/a	n/a	0.03	0.10	TBC		
<b>5 A*-C inc EM</b>	46	68	58	63	67	63	TBC		
<b>English P8 score</b>	n/a	n/a	n/a	n/a	0.10	n/a	TBC		
<b>Maths P8 score</b>	n/a	n/a	n/a	n/a	0.31	n/a	TBC		
<b>EBacc</b>	9	28	12	28	20	29	TBC		
<b>English Lang EP</b>	68	74	78	74	84	n/a	TBC		
<b>English Lang MTEP</b>	29	34	36	34	43	n/a	TBC		
<b>Maths EP</b>	77	76	76	72	81	n/a	TBC		
<b>Maths MTEP</b>	16	37	24	35	36	n/a	TBC		

*\*Please note that the Basics and 5A\*-C including English and Maths measures have been calculated differently from 2016 onwards (including the best of English Language and Literature, rather than simply Language as was the case previously).*

## Children Looked After Attainment

Due to a small number of looked after children in our Year 11 cohorts, the data below should be treated with caution.

	2016 (2 students)			2017 (3 students)		
	Non CLA	CLA	National Non CLA 2016	Non CLA	CLA	National Non CLA 2017
Basics	81	100	63	<i>2016-2017 results will be included in the headlines as soon as they have been reviewed and analysed in September/October 2017. Accurate progress 8 data is not yet available.</i>		
Attainment 8	54.2	54.0	49.7			
Progress 8	0.32	0.30	n/a			
5 A*-C inc EM	78	50	n/a			
English P8 score	0.26	0.11	n/a			
Maths P8 score	0.54	0.96	n/a			
EBacc	32	0	25			
English Lang EP	89	100	70			
English Lang MTEP	51	50	n/a			
Maths EP	84	100	66			
Maths MTEP	46	50	n/a			
Gap to national non CLA	+30% English EP + 34% Maths EP					

\*National EP data refers to 2015 data, as data wasn't published in 2016.

## 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.

	2014			2015			2016			2017		
	PP	Nat. FSM	Nat. Non FSM	PP	Nat. FSM	Nat. Non FSM	PP	Nat. FSM	Nat. Non FSM	PP	Nat. FSM	Nat. Non FSM
% Absence	5.1	7.3	4.1	5.2	7.5	4.3	5.2	7.2	4.1	<i>2016-2017 results will be included in the headlines as soon as they have been reviewed and analysed in September/October 2017. Accurate Progress 8 data is not yet available.</i>		
% Persistent Absence	2.6	11.5	3.4	1.9	10.9	3.3	9.8	21.6	8.3			

*\*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 2017, 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 an approximation to PP students as is available nationally).*

## **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. Phase 1 COBRA and Phase 2 COBRA meetings take place 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. TAH has invested in non-teaching data roles in order to support teaching staff with their data analysis and tracking. 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 whether that be on an academic or pastoral level. Behaviour, attendance and wellbeing are all monitored very closely at TAH and barriers to school success overcome with the help of an extensive pastoral team. 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 software to create seating plans 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 more coherently in exam conditions. In addition, there are plans to take approximately 90 Pupil Premium students to York for the weekend for a range of culturally enhancing experiences, including a trip to the University of York in order to raise aspirations. This is just a taste of the type of cultural opportunities on offer to our Pupil Premium students. In 2016-2017, the following trips took place. You will be able to see how much money was provided by the school Pupil Premium fund.

Cultural trip title	Pupil Premium students taking part	Total funding allocated
Battlefields Trip	1	£50
Spain Football Tour	7	£1405
Blood Brother York (English GCSE)	12	£240
We Will Rock Whitby Residential	2	£100
Year 7 Outward Bound	18	£810
Netball tour	1	£35
London Design and Performance residential	3	£253
Year 10 Snowdonia	3	£193
<b>Total funding granted:</b>	<b>£3,086 (44 students)</b>	

### Priorities for 2017-2018

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

- Improving levels of attainment by means of concise and thorough data analysis and interventions as necessary.
- Closing the gap between Pupil Premium and non – Pupil Premium students.
- Further positively widening the gap in terms of EP/MTEP in English and Maths between TAH Pupil Premium students and non-Pupil Premium students nationally.
- Further improving the attainment of high attaining students who receive Pupil Premium funding.
- Enhancing literacy and numeracy across the academy.
- Encouraging and developing learning through extra-curricular provision.

In addition to our ongoing 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.

### **Pupil Premium Success Criteria**

1. No in school gap in attainment between Pupil Premium and non-Pupil Premium.
2. Removal of literacy barriers for Pupil Premium in Phase 1.
3. The most able Pupil Premium pupils achieve in line with their peers.
4. Attendance of Pupil Premium students remains well above the Pupil Premium national average.

**Review date:** October 2017