

Trinity Academy Halifax

Pupil Premium Information Report

Pupil Premium Headlines

2015	2016	2017
<ol style="list-style-type: none">1. In 2015 58% of Pupil Premium students gained 5 A*-C grades including English and Maths. Since 2014 the gap between Trinity PP and non PP national performance has decreased from 22% to 5%.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%.	<ol style="list-style-type: none">1. Pupil Premium Students at TAH outperformed their national non-Pupil Premium peers in English and Maths 2015-2016.2. 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.3. Pupil Premium student absence was 5.2% in 2016. This is 2% lower than the 2016 national Pupil Premium absence figure.	<ol style="list-style-type: none">1. The Pupil Premium progress 8 figure for 2016/7 was 0.28. Pupil Premium students at Trinity Halifax outperformed their Pupil Premium peers nationally by 0.66.2. Pupil Premium students at Trinity Halifax did better than their Pupil Premium peers nationally by 9% when we consider the % of students achieving a grade 4, grade 5 or higher in English and Maths.3. The number of Pupil Premium students achieving the EBACC at grade 5 or higher is 7% higher than their Pupil Premium peers nationally.4. PP absence has been significantly below the national average for the last 5 years..5. PP students in phase 1 who are eligible for catch-up funding made significant gains in reading age.

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 continue to embed our inclusive learning community which equitably has high aspirations for all our students.

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

Year	Pupil Premium		PP Low	PP Middle	PP High	Year Group
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 overcoming them.	EEF – moderate impact	Identify and manage emotional barriers to learning.	£4,592.00
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
Total				£579,190.00

Trinity Academy CPD Budget Breakdown

CPD focus area	Reason for CPD funding allocation	Total cost
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
CPD focus area	Reason for CPD funding allocation	Total cost
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.

PP Progress 8 (TAH vs National)		
Year	2016	2017
National Non PP	0.10	0.11
TAH Non PP	0.48	0.88
TAH better than national by ...	0.38	0.77
National PP	-0.38	-0.38
TAH PP	0.03	0.28
TAH PP better than national by ...	0.41	0.66
Non PP vs PP in school gap	0.45	0.60

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.

PP Absence - 2016 to present (TAH vs National)		
Year	2016	2017
National Absence	5%	5.2% (2015/16 figure as 2017 figure is not available yet)
TAH Absence	3.6%	4.4%
TAH better than national by ...	1.4%	0.8%
National PP Absence	7.2%	7.2% (2015/16 figure as 2017 figure is not yet available)
TAH PP Absence	4.9%	4.8%
TAH PP better than PP national by ...	2.3%	2.4%
TAH PP better than all national by ...	0.10%	0.4%

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 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. 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
Total funding granted:	£3,086 (44 students)	

Priorities for 2017-2018

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.

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.