

Pupil premium strategy statement 2018-2019

1. Summary information					
School	Trinity Academy Halifax				
Academic Year	2018-19 2017-18	Total PP budget	£593,790 £571,315	Date of most recent PP Review	June 2018
Total number of pupils	1495 1466	Number of pupils eligible for PP	639 599	Date for next internal review of this strategy	November 8 th 2018

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	67% (2.3% above national non PP)	64.7%
% achieving A*-C En+Ma (2016/17) 4+	53%	71.5% / 50.1%
% achieving A*-C En+Ma (2016/17) 5+	53%	
% achieving A*-C En+Ma (2017/18) 4+	53%	
% achieving A*-C En+Ma (2017/18) 5+	29%	
Progress 8 score average 2017-18	+0.02	+0.13
Progress 8 score average 2016-17	+0.28	
Attainment 8 score average 2017-18	43.1	50.1
Attainment 8 score average 2016-17	45.2	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Approximately one third of our pupil premium year 7 students arrive with a reading age of between 6 and 8 years old each year. Lower reading ages are more predominant in our most recent year group intakes. Between 7% and 13% of our pupil premium students in each year group have a reading age of between 6 and 7 years old. In the current year 7, the average reading age of pupil premium students is 9yrs 11 months. This is 1yr and 1 month lower than non pupil premium students in year 7.
B.	Pupil premium students with high starting points tend to make less progress than their non pupil premium peers at GCSE level. This is especially significant for our HAP pupil premium boys.
C.	Trinity Academy Halifax is located in an area of significant deprivation with 75% of students living in the top 30% of levels of deprivation in the country on the IDACI profile. The number of students living in the 10% most deprived SOAs increased from 25% in 2012 to 34% in 2017-2018. Some of our pupil premium students who arrive with high Key Stage 2 fine point scores do not have high aspirations. In a recent student voice

	activity carried out with a group of high attaining pupil premium students, only 13% of the boys and 25% of the girls said that they had a career aspiration. The Teaching School report entitled 'The pupil premium: what Ofsted looks at' states that 'any most able pupil, whether disadvantaged or not, is more likely to make good progress if they are in a school where they are not in a minority.' We are a fully comprehensive Academy and teach across a wide ability range. In our current year 11 cohort 35% of students have a high starting point as opposed to 65% have low or mid-range starting points.
D.	The behaviour of a minority of pupil premium and non-pupil premium students is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.

External barriers (*issues which also require action outside school, such as low attendance rates*)

E.	Analysis of our 2017-2018 outcomes shows that, despite consistently supporting a group of pupil premium students whose attendance fell below 90% last year, their average progress 8 score was -0.50. The group of pupil premium students whose attendance was 90% or higher increased to an average P8 of +0.20. We work hard to tackle poor attendance and strive to do so in the future as in school evidence has proven that good attendance makes a significant difference.
F.	Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students who perhaps have not had the opportunity to take theatre trips, travel within the UK and abroad or read extensively for pleasure.

Aims

No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve. The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

- a broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital,
- pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all,
- regular whole school data entry points that allow progress to be tracked over time,
- a 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly,
- Explicit support for more able disadvantaged pupils, particularly during years 7 and 8 as 'this is an area that many schools tend to forget' (Effective pupil premium reviews. A guide developed by the Teaching Schools Council),
- integration and supported involvement in activities with their peers,
- interventions to close the gap in achievement and address barriers to learning and progress,
- access to funding for those suffering hardship to meet costs for access to enrichment opportunities

4. Pupil Premium planned expenditure

Academic year

2018-2019

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 action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All students (Inc. pupil premium students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.	<p>A significant investment of time and money in to the staff CPD programme. £34,174.48 was spent On CPD for staff and Support staff.</p> <p>Achieve sessions are available for year 10 and 11 students every Tuesday to Friday to provide students with additional support in their GCSE subject areas.</p>	<p>'Improving teaching quality generally leads to greater improvements' EEF (Education Endowment Foundation).</p> <p>'There is particularly good evidence around the potential impact of teacher professional development' (EEF).</p> <p>'Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school'. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p>	<p>Ongoing quality assurance including lesson observations, learning walks and work scrutiny.</p> <p>Conducting staff feedback on the CPD programme.</p> <p>Continuing to develop and grow the Lead Teacher and Associate Lead Teacher team responsible for working with the Vice Principal for Teaching and Learning to undertake research to inform our whole school CPD.</p>	SCE	October 2018

<p>Our learners in year 7 'catch up' with essential literacy and numeracy skills needed for secondary level. This drives their progress and sees the difference between non PP and PP students in their ongoing English and Maths assessments diminish.</p>	<p>The development of the 'landmark dash' summer work booklet for year 7 students (a literacy and numeracy activity booklet designed with advice from partner school SENCOs and literacy coordinators who have identified the key aspects of the spelling grammar and punctuation and maths year 6 SATs papers.)</p> <p>Investment in an HLTA to complete her teacher training and deliver a programme of meta-cognitive English and Maths lessons to our low attaining SEN E and PP students as well as PP students who are mid and high attainers but in need of 'over learning' and recall support.</p> <p>The year 7 'catch up premium' is used effectively to place specified year 7 students in to Platinum literacy lessons, 1:1 reading sessions, Bungee English, Bungee Maths and Nurture support.</p> <p>Tier 3 subject specific vocabulary on all year 7 knowledge organisers.</p>	<p>Encouraging reading age data from 2017-18 should be enhanced further.</p> <p>'Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up'. (EEF)</p> <p>'Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum' (Ofsted: 'The pupil premium. How schools are spending the funding successfully to maximise achievement')</p> <p>'Ofsted has highlighted a lack of support for more able disadvantaged pupils, particularly during key stage 3, as an area that many schools need to address'. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council)</p>	<p>Ongoing reviews by ITT mentor for teacher trainee</p> <p>Feedback from Landmark Dash booklets to help identify year 7 students in need of additional literacy and numeracy support. Targeted support put in place.</p> <p>Reading age data of year 7 students attending literacy and numeracy interventions to show positive progress and to diminish the difference between PP and non PP reading ages.</p> <p>A robust plan is drawn up by the Maths team (TAH and White Rose Hub) to aid catch up students with additional maths support.</p>	<p>KWN/VMT</p>	<p>October 2018 + weekly reviews of trainee teacher as part of her Trinity Teaching School Alliance course.</p> <p>December 2018 – plan for catch-up numeracy provision to be reviewed. An extended deadline is given for this due to work being undertaken with White Rose Maths Hub (variable availability of staff).</p>
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<p>There are improved rates of progress for pupil premium students, in particular boys, with high starting points.</p>	<p>Continue to raise the profile of all pupil premium students and in particular those with high starting points.</p> <p>The continued development of the 'star students' programme for which pupil premium students with high starting points and the most pronounced levels of deprivation at home (IDACI decile 1-3) are identified and tracked from year 7 until the end of year 11.</p> <p>The introduction of a weekly pastoral COBRA meeting to enable academic staff to keep abreast of the additional challenges facing our PP students and offer support and challenge.</p> <p>The CPD schedule includes instruction on maximising the progress of students with high starting points, disengaged boys, and students with low starting points.</p> <p>Pupil premium disadvantaged student mentoring programme continues to provide weekly support for our PP students with behavioural, attendance or wellbeing concerns.</p>	<p>Internal data shows that pupil premium students with high starting points made gains in the open basket and made similar progress this year as they did last year in the English and Maths progress 8 baskets. Their progress score dropped in the EBACC basket and this impacted on their overall P8 score.</p> <p>'Ofsted has highlighted a lack of support for more able disadvantaged pupils, particularly during key stage 3, as an area that many schools need to address'. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p> <p>'Identifying each individual's barriers to learning is the key to success with the pupil premium'. (Effective pupil premium reviews, Teaching Schools Council).</p>	<p>Pupil premium students with high starting points highlighted on SIMS, SISRA and MINT class.</p> <p>All pupil premium students (but in particular those with high starting points) to be a focus of termly raising attainment and progress curriculum reviews. Targeted support and interventions are put in place at the earliest opportunity.</p> <p>Weekly feedback to be given to curriculum team areas regarding pastoral concerns for our disadvantaged students and once termly (6-7 weeks) academic COBRA meetings will be held with curriculum and pastoral leaders to share intervention strategies and measure the impact on key students' wellbeing.</p> <p>Star student progress to be a key focus of weekly curriculum team link meetings with senior leadership and in RAP (raising attainment and progress) reviews each term.</p> <p>Ongoing analysis of reading age data after each STAR reading data collection point.</p>	<p>KWN/RTR/JGH/SCE</p>	<p>October 2018</p>
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Total budgeted cost £272,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A clear line of communication is established between academic and pastoral teams to support our pupil premium cohort who have significant holistic concerns.</p>	<p>The introduction of a weekly pastoral COBRA meeting to enable academic staff to keep abreast of the additional challenges facing our PP students and offer support and challenge</p> <p>An expansion of the 'star students' programme at year 11 level to include not only PP students with high starting points needing academic challenge to drive progress but also PP students who are predicted to significantly underachieve due to varied pastoral challenges. A year 11 mentoring programme will be established.</p>	<p>'Identifying each individual's barriers to learning is the key to success with the pupil premium'. (Effective pupil premium reviews, Teaching Schools Council)</p> <p>The EEF Toolkit implies that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.</p>	<p>Tracking specified PP student progress 8 scores from the outset to the end of academic year. This will enable staff to see progress made in each subject area.</p> <p>To gather feedback from staff mentors during one of the pastoral COBRA meetings per term so that timely interventions can be put in place. To use the pastoral COBRA meetings as a platform to put students of concern forward for Healthy Minds support, counselling or TLA mentoring.</p>	<p>KWN/JGH</p>	<p>October 2018</p>

<p>Looked after, SGO and service children have a raised profile within school.</p> <p><u>CLA/SGO/service children results overview</u></p> <p>In 2017-18, the PP for Service Children (3 students) P8 score was +1.51. The PP for SGO / CLA children (5 students) was -0.05.</p> <p>In 2016-17 SGO / CLA (2 students) = +0.75. No service children in 2016-17.</p>	<p>All staff are made aware of this key cohort of students through the 'star students' programme.</p> <p>This key cohort of students are highlighted on SIMS, SISRA and MINT class.</p> <p>Additional staff member appointed to the student wellbeing team so that daily support is offered to our pupil premium + students.</p> <p>NCOP Calderdale to lead a CLA and SGO strategy meeting on 14th September 2018 and to provide the Academy with a support plan focused on students and carers attending raising aspirations sessions together.</p>	<p>'Other groups of pupils that schools may not have focussed on within their overall strategy include looked after children, children adopted from care or service children'. (Effective pupil premium reviews, Teaching Schools Council)</p>	<p>Weekly meetings held by the wellbeing and safeguarding teams will establish where concerns are still prevalent and action needs to be taken.</p> <p>A representative from the wellbeing team will be present at the weekly pastoral COBRA meetings to track CLA, SGO and service children progress. Records of meetings to be maintained and made available to relevant staff and password protected to comply with GDPR.</p> <p>Closely monitoring the annual PEP reviews carried out and the subsequent targets set for each student.</p> <p>Student voice activity completed after each NCOP activity to gauge the effectiveness of the event and to inform future event planning for this cohort.</p>	<p>KWN/TTR/JGH</p>	<p>October 2018</p>
<p>To use the Academy's off-site behaviour restoration facility (The Arc) to fully support our pupil premium students who have become disengaged and are in need of significant academic and pastoral guidance.</p>	<p>To appoint 2 members of staff who will be responsible for liaising with Trinity Academy Halifax curriculum leaders so that high quality, appropriate and challenging work is set for the students attending the provision and that feedback on progress is given.</p>	<p>Trinity Academy Halifax serves an area of significant deprivation. Our experience tells us that coupled with high levels of deprivation is behavioural challenge. This can be as a result of limited parental engagement; consistent refusal to adhere to the Academy behaviour policy; low aspirations leading to disengagement in the education system to name just a few.</p>	<p>TTR to meet with ARC staff once a week to ensure that the quality of work for students is high and that academic and pastoral interventions are made in a timely fashion.</p>	<p>TTR</p>	<p>Termly review</p>

<p>Pupil premium students who attend alternative provision to be fully supported by additional tutors for their core subjects. We must ensure that they gain qualifications which will 'open doors' for them when they leave the Academy.</p>	<p>Use of the NCOP budget as well as the pupil premium budget to provide additional tutoring for students in their alternative provision setting.</p>	<p>Our data indicates that students who attend alternative provision underperform at GCSE level. Please note that we place students in alternative provision when we have exhausted all options within the Academy and it is in their best interests and the best interests of other students at the Academy for them to be educated off site. This decision is not taken lightly and follows extensive support.</p> <p>'The challenge of improving post-16 attainment is a particular issue for students from disadvantaged backgrounds. A majority of students eligible for free school meals have not achieved a good standard in English and mathematics by age 19'. (EEF)</p>	<p>Weekly reviews to take place between the appointed tutors and Mr Mills (College Manager with responsibility for overseeing students on Alternative Provision).</p>	<p>TTR/KWN/AJS</p>	<p>Termly review</p>
<p>Improved attendance of pupil premium students in years 7 to 11 so that the gap is closed between PP and non PP student attendance. PP student attendance at the Academy is consistently above national average but we always strive to improve.</p>	<p>The introduction of a weekly pastoral COBRA meeting will enable key pastoral staff to liaise with the attendance team and intervene at the earliest opportunity. We have a full time Education Welfare Officer and Attendance Officer funded by the PP budget as well as a Local Authority Education Welfare Officer to support us.</p>	<p>Our internal data from 2017-18 showed that:</p> <p>Pupil premium students with an average attendance of below 90% gained an average P8 score of -0.50. Pupil premium students who had an attendance level of 90% or higher achieved a Progress 8 score of +0.20.</p>	<p>Weekly feedback to be given to curriculum team areas regarding attendance concerns for our disadvantaged students and actions taken.</p>	<p>KWN/TTR</p>	<p>Termly review</p>

To address barriers to learning in English and Maths by raising attainment, attendance and improving organisation.	A Learning Mentor team is in place to provide literacy and numeracy mentoring support for students (including PP students) who face barriers to learning whether that be academic, social, medical or emotional.	The Education Endowment Fund recognises that 1:1 tutoring is of high cost but highly effective when managed and implemented effectively. Sir John Dunford states that we should 'start with the students it's important to consider what kind of strategy will have the greatest impact on each student based on their individual learning needs. For some students , this might be providing weekly English and Maths one-to-one tuition sessions; for others it might be providing well managed mentoring'.	Termly liaison with the English and Maths departments to ensure that mentoring support is in place for the right people and that it is having the desired impact. Weekly core subject COBRA meetings will enable Curriculum Leaders and SLG to adapt mentoring support when necessary.	FLS/BCR (Maths and English Curriculum Leads)	Termly review
Total budgeted cost					£151,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil premium students (in particular our 'star students') benefit from National Outreach Programme funding (NCOP) enabling them to follow a programme of in school and after school academic and pastoral support.	To appoint a member of the school admin team who will be responsible for managing the NCOP budget and tracking the impact it has on academic and wellbeing progress. NCOP Calderdale to help with parental engagement. They will attend year 10, 11 and 12 parents' evenings and deliver a 'further education myth busting' talk to parents.	Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. (EEF).	Student feedback to be collected after each NCOP event so that changes can be made for next year if the impact on students is limited.	LWN/HFL	Termly review
Pupil premium students feel well supported with their mental health and	THISS funding was applied for in 2017-18 and has been approved	'Some children's ability to benefit from education and fulfil their lifetime potential is hampered by their poor	There is a designated member of the wellbeing team to oversee the THISS programme and its	KWN/wellbeing team	Termly review

<p>thrive academically, socially and personally as a result.</p>	<p>for 2018-19. £5,362 is now dedicated to the Academy to support students (including those who attract pupil premium funding) in years 7-9.</p> <p>£3,500 has been invested by the Academy to become a partner with Calderdale Healthy Minds. A weekly 90 minute series of 1:1 appointments will be in place for students in years 7-11 and a team of wellbeing ambassadors will be trained. Teaching and Learning Support Assistants will also receive training from CAMHS and Healthy Minds Calderdale so that they are able and confident to act as mentors for our most anxious PP students.</p> <p>We also have access to a local counselling service and a local authority key worker. This has been in place for a number of years and will continue in 2018-19.</p>	<p>mental health and wellbeing. The most disadvantaged children are those most at risk. Poor mental health and wellbeing is linked to poor educational attainment, yet the wider children's workforce, and school staff in particular, are not adequately skilled in supporting emotional resilience'. (Children and Young People's Mental Health Coalition: Pupil Premium Policy Briefing 2)</p>	<p>implementation. A record of students seen, actions taken and impact will be noted.</p> <p>A designated member of the wellbeing team will oversee the student referrals to the 'no worries' 1:1 appointments during lunch times. There will be a weekly spoken conversation and notes made regarding students seen, actions taken and impact seen.</p>		
<p>To remove essential equipment and material disadvantage barriers to learning.</p>	<p>To ensure that a lack of basic equipment for learning does not impact upon academic success</p>	<p>Previous experience at the Academy tells us that attendance can be adversely impacted if students do not have the correct uniform. In our current</p>	<p>Equipment is given to all students at the start of the academic year. VT tutors and SLG check student equipment every day and if a</p>	<p>College Manager team/Student wellbeing team</p>	<p>Equipment and uniform are checked daily by VT tutors.</p>

	by having a constant stock of additional uniform for the students who need it. One set of equipment is provided free of charge to all students.	school intake, approximately 17% of all students are in the IDACI decile 1 category of deprivation.	concern is raised about missing equipment, it will be followed up by the College Manager. A school 'yellow form' will be completed by any staff member who has a concern about a student's uniform. Yellow form disclosures are dealt with within 24 hours.		
Total budgeted cost					£170,790

5. Review of expenditure																							
Previous Academic Year		2017-18																					
i. Quality of teaching for all																							
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost																			
To ensure that all Pupil Premium students receive quality first teaching.	Quality Teaching First. Always. Schools invested in staff development and had robust performance management systems in place.	Impact on PP and non PP student outcomes: <table border="1" data-bbox="745 804 1240 1190"> <thead> <tr> <th>PP Progress 8 (TAH vs National)</th> <th></th> </tr> <tr> <th>Year</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>National Non PP</td> <td>0.13</td> </tr> <tr> <td>TAH Non PP</td> <td>0.89</td> </tr> <tr> <td>TAH better than national by ...</td> <td>0.76</td> </tr> <tr> <td>National PP</td> <td>-0.44</td> </tr> <tr> <td>TAH PP</td> <td>0.02</td> </tr> <tr> <td>TAH PP better than national by ...</td> <td>0.46</td> </tr> <tr> <td>Non PP vs PP in school gap</td> <td>0.87</td> </tr> </tbody> </table>	PP Progress 8 (TAH vs National)		Year	2018	National Non PP	0.13	TAH Non PP	0.89	TAH better than national by ...	0.76	National PP	-0.44	TAH PP	0.02	TAH PP better than national by ...	0.46	Non PP vs PP in school gap	0.87	<u>Our 2017-18 year 11 starting points</u> <ul style="list-style-type: none"> 60% of last year's year 11 cohort lived in the top 20% of deprivation according to the IDACI profile. 13% of last year's year 11 cohort came in to school with a reading age of between 6 and 8 years old. <p>We are pleased to say that we enabled our PP students to reach their ability and, in many cases, exceed their target grades. Our strongest set of academic results in the Academy in 2017-18 were achieved by a PP student.</p> <p>We will continue to develop our CPD programme for staff and to carry out research projects with the Lead Teacher team so that we can clearly see which teaching strategies have the most impact.</p>	CPD for support staff at £11,543	CPD for teaching staff at £22,631.44
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Address barriers to learning including raising attainment, attendance and improving organisation.	To provide mentoring support for students who face barriers to learning whether that be academic, social, medical or emotional.	Alongside our small team of English and Maths learning mentors, we assigned an HLTA to help PP students (in some cases they were SEN students, too) who were struggling to gain a grade 4 (good pass) or a grade 5 (strong pass) in English and/or Maths. She met with the group of 14 students each week.	<u>The Impact</u> 64% of SEN mentees saw an increase in or they held their P8 scores for English and Maths as a result of mentoring. 36% of SEN mentees saw a slight fall in their P8 score despite the work of the HLTA. <u>Lessons learned</u> Mentoring only started in March and must begin in September.	£151,807.19																			

<p>To increase the literacy skills of those students with the lowest reading ages on arrival at TAH.</p>	<p>To ensure that as many catch up students as possible (including PP and SEN) were entered for platinum English, bungee English and 1:1 reading to close the reading age gap between PP and non PP.</p>	<p>Progress made on the literacy intervention schemes (Platinum and Nurture) in years 7 and 8 in 2017-18.</p> <table border="1" data-bbox="703 165 1173 371"> <thead> <tr> <th>PLATINUM</th> <th>Average progress made in months during the year</th> </tr> </thead> <tbody> <tr> <td>Yr 7</td> <td>14.1 months</td> </tr> <tr> <td>Yr 8</td> <td>10.8 months</td> </tr> </tbody> </table> <table border="1" data-bbox="703 443 1178 649"> <thead> <tr> <th>NURTURE</th> <th>Average progress made in months during the year</th> </tr> </thead> <tbody> <tr> <td>Yr 7</td> <td>10 months</td> </tr> <tr> <td>Yr 8</td> <td>20.3 months</td> </tr> </tbody> </table>	PLATINUM	Average progress made in months during the year	Yr 7	14.1 months	Yr 8	10.8 months	NURTURE	Average progress made in months during the year	Yr 7	10 months	Yr 8	20.3 months	<p>Our thorough data collection process at the start of year 7 meant that we were able to assign as many of our PP students to additional literacy support as we could. Please see the table below.</p> <table border="1" data-bbox="1341 181 2076 429"> <thead> <tr> <th colspan="5">PP students with additional literacy support 2017-2018</th> </tr> <tr> <th>Year</th> <th>Platinum</th> <th>Bungee English</th> <th>MSP</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>21%</td> <td>8%</td> <td>11%</td> <td>38%</td> </tr> <tr> <td>8</td> <td>14%</td> <td>7%</td> <td>8%</td> <td>29%</td> </tr> <tr> <td>9</td> <td colspan="4">5/10 (50%) commenced Platinum Gold scheme in Nov '17</td> </tr> </tbody> </table> <p>We reviewed STAR reading data each term so that we could move students in to or out of their literacy support class if necessary.</p> <p>We found that there was little support from the Academy in terms of numeracy catch up support. This is an objective for 2018-19.</p> <p>Another aim for the end of the academic year 2017-18 was to liaise with our partner primary school literacy coordinators and/or SENCOs to highlight the most challenging aspects of the year 6 SPAG test and maths test. We have put together a summer project for all of our year 7 students for which they complete a series of activities to help them revise the aspects of these tests that the primary staff identified as most challenging.</p>	PP students with additional literacy support 2017-2018					Year	Platinum	Bungee English	MSP	Total	7	21%	8%	11%	38%	8	14%	7%	8%	29%	9	5/10 (50%) commenced Platinum Gold scheme in Nov '17				<p>£83,217.82</p>
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9	5/10 (50%) commenced Platinum Gold scheme in Nov '17																																								
<p>To provide students with additional support in their GCSE core subject areas.</p>	<p>Part of teaching staff directed time is 2 hours of after school 'Achieve class' teaching and support for students in GCSE classes.</p>	<p>A new 'Achieve' register was set up last year and has enabled us to identify which PP students have not been attending Achieve each week. Curriculum leaders are sent a spreadsheet at the end of each week to state who has failed to attend their Achieve sessions. PP students who consistently fail to attend are quickly identified and action is taken.</p>	<p>We will continue to monitor Achieve sessions each day and provide feedback to staff at the end of each week.</p>	<p>£132,528.56</p>																																					

<p>To ensure that our higher ability pupil premium students are challenged to achieve their very best and are encouraged to have high aspirations.</p>	<p>The development of the 'star students' programme for which pupil premium students with high starting points and the most pronounced levels of deprivation at home (IDACI decile 1-2) are identified and tracked from year 7 until the end of year 11.</p>	<p><u>Impact of the 'star students' scheme on year 11 leavers</u></p> <p>Group 1: students with the most negative P8 score at Christmas; students with attendance concerns; PP HAP students below target. Impact: 33% increased their P8 score.</p> <p>Group 2: PP HAPS who were above target as of Christmas but needed further challenge to improve their P8 score. Impact: 54% increased their P8 score.</p>	<p>We identified the 'star students' in each year group so that they had a raised profile with staff and their progress was checked on a termly basis. Phase 2 star students were monitored each week in COBRA. We will continue with the star students programme as it is only in its infancy and it takes approximately 3-5 years for major initiatives to show the most impact.</p>	<p>£1,250</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
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<p>To continue to ensure that TAH Pupil Premium attendance figures are higher than the non-Pupil Premium national average.</p>	<p>To employ a team of: full time Education Welfare Officer and Attendance Officer and a LA education welfare officer who will come in to school when required.</p> <p>To identify key times of the week/term/year when attendance is at its weakest when compared to our high Academy standards.</p> <p>To ask all College Managers to complete a 'session absence' form during each VT period. To complete the form, they need to discuss absence marks for AM and PM with students in their college and provide feedback.</p>	<p>Impact on attendance:</p> <table border="1" data-bbox="701 137 1299 331"> <thead> <tr> <th>Latest Absence Figures</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>National average 2016-17</td> <td>5.4</td> </tr> <tr> <td>Actual absence 2017-18</td> <td>4.5</td> </tr> <tr> <td>TAH better than national by ...</td> <td>0.9</td> </tr> </tbody> </table> <p>We also identified that Fridays were not as well attended as other days in the week. Therefore, the 'free breakfast Fridays' were introduced and the impact table can be seen below:</p> <table border="1" data-bbox="770 555 1211 898"> <thead> <tr> <th>Term</th> <th>Average attendance on a Friday</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>94%</td> </tr> <tr> <td>2</td> <td>92.4% (Start of free breakfast offer)</td> </tr> <tr> <td>3</td> <td>94.6%</td> </tr> <tr> <td>4</td> <td>96.1%</td> </tr> <tr> <td>5</td> <td>94.5%</td> </tr> <tr> <td>6</td> <td>93.1%</td> </tr> </tbody> </table> <p>A drop in 'avoidable absence' marks was seen due to the students having to explain their absence(s) to a College Manager upon their return to school.</p>	Latest Absence Figures	All	National average 2016-17	5.4	Actual absence 2017-18	4.5	TAH better than national by ...	0.9	Term	Average attendance on a Friday	1	94%	2	92.4% (Start of free breakfast offer)	3	94.6%	4	96.1%	5	94.5%	6	93.1%	<p>The attendance and pastoral teams work well to monitor the attendance of all students.</p> <p>Identifying Friday as the weakest attendance day was helpful and allowed us to find an effective strategy to help improve the situation.</p> <p>In 2018-19 we must develop a clear line of communication between the attendance team, the pastoral team and the curriculum teams so that all staff are fully aware of attendance concerns and can work together to make progress.</p> <p>Our attendance analysis of 2017-18 shows that any PP students who had an attendance of 90% or below gained a progress 8 score of - 0.35. The attendance and pastoral teams will continue to focus on 90-95% attendees on a daily basis.</p>	<p>£35,183.19</p>
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<p>To help students who face emotional barriers to learning and provide strategies for overcoming them.</p>	<p>To use our allocated time from a local authority 'key worker' and local counselling service.</p>	<p>Total number of students who attended counselling last year: Counselling (being seen or on waiting list for ESCAYP or THISS) - 52 Youth Worker (being seen or on waiting list to be seen, this is not a counselling service but support/intervention for YP) - 119</p>	<p>We are pleased that so many students who needed counselling were able to access it. However, we still have a waiting list and hope that THISS funding and our partnership with Calderdale Healthy Minds will cut this down and strengthen our support package.</p>	<p>£4,592</p>																						

To ensure that students enter in to alternative provision if all other options have been investigated/exhausted	Work with the Head of Phase 2, pastoral team, attendance team and parents/carers to make sure that everything we can do is done prior to selecting alternative provision.	16 students were classed as 'alternative provision' in 2017-18. Case studies have been produced for each of the 16 students as in each case their move to alternative provision was a last resort and due to: Parental disengagement leading to parents removing student from school Serious allegation made against student Mental health crises Substance misuse at home School refusal Significant and sustained poor behaviour on site	Each year we mould our PP funding and PP focus to the specific cohorts we serve. In the last year's year 11 cohort, we had a number of challenging PP decisions to make as regards alternative provision. A case study has been put together for each of these 16 students to demonstrate that no other pathway could have been chosen. With the help of the ARC (our off-site hub) and even tighter links between the pastoral and curriculum teams, we hope to see this situation improve next year.	-
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
To remove essential equipment and material disadvantage barriers to learning.	To ensure that a lack of basic equipment for learning does not impact upon academic success by having a constant stock of additional uniform for the students who need it. One set of equipment is provided free of charge to all	All students were provided with uniform from school if they needed it. Equipment was given to all students at the start of the year and additional equipment was given to PP students if required.	We aim to meet this objective every year by setting aside adequate funding for hardship resources. We will continue to provide funding in 2018-19.	£114,565.27
Pupil premium students feel well supported with their mental health and thrive academically, socially and personally as a result.	We have access to a local counselling service and a local authority key worker. This has been in place for a number of years and will continue in 2017-18. 'Star students' will also be allocated to a staff mentor to ensure that they have weekly 1:1 support.	Every year 11 star student was allocated to a member of the pastoral team or Senior Management team for weekly support. We found that by carefully identifying their area of need (behaviour/attendance/academic support/wellbeing) we could place them with the most suitable mentor and the mentoring would be more successful. The disadvantaged HAP girls seemed to benefit most from the mentoring scheme.	The mentoring scheme will start again in 2018-19 as it is an effective intervention each year.	£22,681.97

6. Additional detail

The statement above is a working document and may be updated at any time.

It has been written with reference to:

- Internal experience
- Internal data
- End of year outcomes analysis
- Education Endowment Foundation, 'Closing the attainment gap' (Dec 2017)
- DfE Pupil Premium reports and guidance (various)
- National College for Teaching and Leadership, 'Effective pupil premium reviews' (Feb 2018)
- National Governance Association, 'Spotlight on Disadvantage' (April 2018)
- National Foundation for Educational Research, 'The Building Blocks of Success' (Jan 2017)
- Sir John Dunford, 'The 10 Point plan' (Sept 2014)
- Education Policy Institute report on Disadvantage Gap (July 2016)

