

## Trinity Academy Halifax - Pupil Premium Strategy Statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Response
School name	Trinity Academy Halifax
Number of pupils in school	1594
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	November 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Principal and governors
Pupil premium lead	Mrs Kate Wilson (Vice Principal)
Governor / Trustee lead	Ms Emma Hanlon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£544,350
Recovery premium funding allocation this academic year	£82,650
School led tutoring funding allocation this academic year	£70, 267.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£697,267.50

## Part A: Pupil premium strategy plan

### What is pupil premium funding used for?

- ✓ The Pupil Premium funding we receive is for raising the attainment of pupil premium students.
- ✓ Pupil Premium funding has been effective over the past few years as our Pupil Premium attainment 8 figure has risen from 43.1 (2017-18) to 46.9 (2020-21).
- ✓ We endeavour to improve this figure even more and the strategies in this statement will enable us to meet this goal.

### Why does Trinity Academy Halifax have a 3-year pupil premium plan?

- ✓ From September 2019, schools were encouraged to consider a multi-year strategy. This is not compulsory.
- ✓ At Trinity Academy Halifax, we set 3-year pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome.
- ✓ They are challenges that we feel will take at least 3 years to overcome/take steps towards overcoming.
- ✓ As our pupil premium students present with different challenges every year, we believe that it may also be necessary to set bespoke in-year targets too. These could become multiyear targets after year 1 if we feel that we need more time to tackle them.

### Statement of intent

- ✓ To provide every individual with every opportunity to succeed, regardless of financial status, family background and/or hidden and seen disabilities.
- ✓ 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

### Challenges

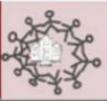
This details the key challenges to achievement that we have identified among our disadvantaged pupils. In October 2019, in the EEF Blog entitled 'The Pupil Premium – focusing on what matters', Robbie Coleman stated that schools 'should have a small list of priorities rather than a laundry list'. We are an academy that pays attention to detail and are unapologetic about stating the 14 challenges we know our pupil premium students face. We know our students, families and communities very well and feel that by cutting this challenges list down, we could overlook essential focus areas.

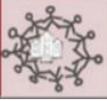
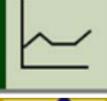
Challenge number	What's the challenge?	Want to know more?
1	Approximately one third of our pupil premium year 7 students arrive with a reading age of between 6 and 8 years old each year.	Lower reading ages are more predominant in our most recent year group intakes. Between 11% and 13% of our pupil premium students in each year group arrived with a reading age of between 6 and 7 years old.
2	Historically at Trinity Academy Halifax, pupil premium students with high starting points have tended to make less progress than their non-pupil premium peers at GCSE level.	This has been especially significant for HAP pupil premium boys in certain subjects.
3	Some of our pupil premium students (especially those who arrive with high scaled scores - above 106 from primary school) do not have high aspirations.	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. 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 wanted to go to university.
4	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.
5	Some students in phase 1 (years 7 and 8) are less resilient than we would like them to be.	They may have grown up in a household where academic aspiration is limited and/or they may have a significant number of challenges to face at home which affects their motivation in school and results in difficulty coping with academic challenge.
6	We need to recruit and retain the very best staff as this is key to consistent quality first teaching for all students.	A lack of consistency can lead to unsettled students who prefer to be taught by familiar staff who are experts in their craft.
7	Pupil premium results in English for boys could be higher.	The pupil premium P8 score for boys in English rose from -1.02 in 2017-18 to -0.94 in 2018-19 but this is not in line with the significant rise in P8 for girls which started at +0.06 in 2017-18 and rose to +0.36 in 2018-19. In 2019-20, PP boys P8 in English rose to -0.60 but this is still lower than the girls PP P8 score which stands at +0.40. In 2020-21, PP boys P8 for English was +0.53 but we must see this P8 score maintained post Covid.
8	Pupil premium students who would like to study MFL and/or triple science, should be encouraged to do so.	According to educational research, PP students studying EBACC subjects are 1.7% more likely to be taking an A level or other level 3 qualification after the age of 16 and 1.8% less likely to drop out of education entirely.
9	Pupil premium results in maths could be higher (especially for boys)	The pupil premium P8 score for maths showed only a small improvement between 2017-18 (-0.29) and 2018-19 (-0.25) whereas English and EBACC results saw a significant rise. The pupil premium P8 score for maths increased to +0.26 in 2019-20 and +0.82 in 2020-21 but this is based on centre assessed and teacher assessed grades.

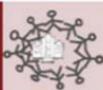
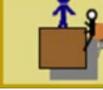
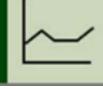
		<p>The pupil premium P8 score for boys in maths fell from -0.35 in 2017-18 to -0.55 in 2018-19. It saw an increase in 2019-20 to +0.06 and to +0.97 in 2020-21 but this is based on centre assessed and teacher assessed grades.</p> <p>We must keep this an in-year target so that we continue to see this improvement when post Covid exams resume.</p>
10	<p>Tackle poor attendance. 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 to outcomes and wellbeing.</p>	<p>Analysis of our 2018-19 outcomes shows that, despite consistently supporting a group of pupil premium students whose attendance fell below 90%, their average progress 8 score was -0.55. The group of pupil premium students whose attendance was between 91% and 95% increased to an average of +0.13. For those PP students with attendance above 95%, the PP score was +0.58.</p> <p>The EEF's rapid evidence assessment report entitled 'Impact of school closures on the attainment gap', states that 'there is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils'.</p>
11	<p>Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students.</p>	<p>They may have not had the opportunity to take theatre trips, travel within the UK and abroad, read extensively for pleasure and effectively engage socially with peers and adults due to a lack of oracy skills. This is especially the case due to Covid. We can support them with this.</p>
12	<p>We must continue to focus on securing sustainable future pathways for PP students post year 11. 'Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults'. (DfE, 2015).</p>	<p>To ensure that our pupil premium students have access to the very best careers guidance and have a minimum of 2 encounters per year with an employer. Evidence shows that students are 80% more likely to avoid becoming NEET if they have a meaningful employer interaction in each year of secondary school.</p>
13	<p>Reduce the number of PP students attending off site alternative provision. It should continue to be used as a last resort.</p>	<p>In 2020-2021, we have fewer students attending alternative provision due to the use of our in-house restorative behaviour centre (The Arc) and also the investment in our large pastoral non-teaching team who are able to support our most challenging students at any time of the day.</p>

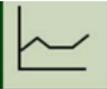
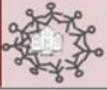
## Intended outcomes

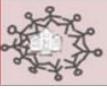
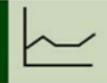
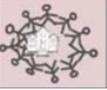
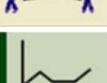
This explains the outcomes we are aiming for **by the end of our current strategy plan (due for completion by end of academic year 2022-23)**, and how we will measure whether they have been achieved.

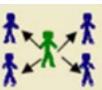
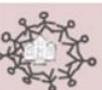
NFER building block	Intended outcome	Success criteria
<div data-bbox="159 376 363 427">1. Whole-school ethos of attainment for all</div>  <div data-bbox="159 488 300 562">3. High quality teaching for all</div> 	<p>All students (incl. pupil premium students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.</p>	<ol style="list-style-type: none"> <li>1. Ongoing quality assurance including lesson spotlights, learning walks and work scrutiny show that curricula are well delivered, well sequenced and staff and students are reflective about their work.</li> <li>2. Positive staff feedback about the CPD programme.</li> <li>3. Continued development and growth of the Lead Teacher and CALT teams so that, amongst other things:               <ol style="list-style-type: none"> <li>a) our early careers teachers are very effectively supported (as they may have missed out on some face-to-face teaching due to Covid)</li> <li>b) our subject staff are supported by the CALT team to have an in depth knowledge of how their curriculum is structured and spiralled so that all students have the very best curriculum offer</li> </ol> </li> </ol>
<div data-bbox="159 1066 347 1122">7. Clear, responsive leadership</div>  <div data-bbox="159 1178 300 1234">5. Deploying staff effectively</div>  <div data-bbox="159 1290 300 1346">3. High quality teaching for all</div> 	<p>Staff stay at the academy because they feel part of the Trinity family, they have exposure to leading edge CPD and they are able to focus on what they applied to teach.</p>	<ol style="list-style-type: none"> <li>1. Weekly meetings between Teaching and Learning SLG members helps school leaders to monitor recruitment and retention priorities.</li> <li>2. Weekly Lead Teacher meetings that are held to discuss latest evidence-based research and support available for staff lead to high quality CPD sessions and partnership work between curriculum areas and their Lead Teacher links.</li> <li>3. New initiatives (e.g. Holdsworth House meeting for new to TAH staff and experienced TAH staff to share top tips) are successful and evaluated for impact.</li> <li>4. Staff retention data is strong.</li> <li>5. Staff voice on academy QA process (is it supportive and developmental? What could be improved upon?) is strong.</li> <li>6. Staff wellbeing/voice meetings to take place regularly, minutes logged and actions taken.</li> </ol>

<p>1. Whole-school ethos of attainment for all </p> <p>4. Meeting individual learning needs </p> <p>5. Deploying staff effectively </p>	<p>Learners in all years (especially year 7) 'catch up' with essential literacy skills negatively impacted by Covid.</p> <p>Across all year groups, learners are able to/have the support they need to understand the language of the lesson.</p> <p>In years 7-9, more PP students are on or above target in their English assessments and their reading ages increase to be nearer their chronological age.</p>	<ol style="list-style-type: none"> <li>1. There is a positive external review(s) of literacy interventions to verify that they are of high quality, delivered well and that student progress is closely tracked and timely action taken as and when needed if a student is not performing well.</li> <li>2. Phase 1 and 2 Nurture lessons are carefully planned and delivered by English specialists so that every Nurture student has the best possible chance of success and has an opportunity to study topics that build on and/or go beyond the National Curriculum.</li> <li>3. Nurture teaching groups are established for core subjects (English, Maths and Science) and SEND Hub meetings continue to take place every term in which Nurture staff gather to share best practice and identify specific vocabulary/SPAG/comprehension needs. All feedback is logged on Pastoral Cobra spreadsheet for all staff to read and it positively informs their practice.</li> <li>4. The further development of the whole school literacy programme, (including re-development of the school library) leads to an increase in student literacy skills across all subject areas.</li> </ol>
<p>1. Whole-school ethos of attainment for all </p> <p>6. Data driven and responding to evidence </p> <p>4. Meeting individual learning needs </p>	<p>There are improved rates of progress for pupil premium students, in particular boys, with high starting points.</p>	<ol style="list-style-type: none"> <li>1. Pupil premium students with the highest starting points and IDACI profile (star students) are highlighted on Bromcom, SISRA, MINT class and Pastoral Cobra <b>and</b> have a raised profile in all classrooms.</li> <li>2. 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.</li> <li>3. Weekly feedback is given to curriculum team areas regarding pastoral concerns for all year 7-11 students esp. disadvantaged students and once termly (6-7 weeks) year 11 academic COBRA meetings will be held with curriculum leaders to share intervention strategies and give time for Q&amp;A.</li> </ol>

<p>1. Whole-school ethos of attainment for all </p> <p>4. Meeting individual learning needs </p>	<p>To increase the % of PP students on the EBACC pathway (this means students who study English, Maths, Geography/History, science and French/Spanish).</p>	<ol style="list-style-type: none"> <li>1. By the end of 2022/23, there is a marked increase in the number of PP students following the EBACC pathway. There is close monitoring of EBACC PP outcomes and of the GCSE options process so that we encourage PP students who are capable of completing the EBACC qualification, will enjoy it and feel motivated, to do so.</li> </ol>
<p>1. Whole-school ethos of attainment for all </p> <p>4. Meeting individual learning needs </p> <p>6. Data driven and responding to evidence </p>	<p>There are improved rates of progress for year 11 pupil premium students at risk of underachievement who have/are:</p> <p>90% or higher attendance</p> <p>The ability to be challenged further and manage this</p> <p>Currently underachieving in 1 or more subjects</p> <p><i>Please note - these students are referred to as 'star students'</i></p>	<ol style="list-style-type: none"> <li>1. Close monitoring of year 11 star student academic and pastoral progress in weekly COBRA meetings.</li> <li>2. Open lines of communication between pastoral and academic staff means that everyone is kept up-to-date with the changing needs of our most vulnerable students.</li> <li>3. No-one is left unaware of what support is in place for star students due to their use of the Pastoral Cobra spreadsheet as a one-stop shop for key academic and pastoral information.</li> <li>4. PP, SEND, CLA and other vulnerable students are targeted for NTP and school led tutoring support.</li> </ol>
<p>2. Addressing behaviour and attendance </p> <p>4. Meeting individual learning needs </p> <p>5. Deploying staff effectively </p> <p>6. Data driven and responding to evidence </p>	<p>To make sure that maths results stay the same or get better when 'normal' examinations resume post pandemic.</p> <p><u>Maths PP P8 scores</u>  2018-19: -0.23  2019-20: +0.26 (centre assessed grades)  2020-21: +0.82 (teacher assessed grades)</p> <p>Pupil premium boys' P8 in maths continues to show improvement and remains positive. It now stands at +0.97 but we must bear in mind that this is based on teacher-assessed grades.</p>	<ol style="list-style-type: none"> <li>1. There is a continued focus on the progress of PP maths students through RAP meetings, academic COBRA and pastoral COBRA.</li> <li>2. Progress checks with NTP maths tutors to analyse progress of PP students having additional maths support in school or at home via Microsoft Teams are positive and show positive impact.</li> <li>3. PP (especially boys), SEND, CLA, and other vulnerable students are targeted for NTP and school led tutoring support.</li> <li>4. Termly meetings with the Maths CL and Nurture Maths lead to review progress of students in phase 1 and 2 maths. They are minuted and robust actions are taken to further support our weakest students in years 7-9 so that they are able to get their best grades in year 11.</li> </ol>

<p>4. Meeting individual learning needs </p> <p>6. Data driven and responding to evidence </p> <p>5. Deploying staff effectively </p>	<p>To make sure that English results increase to be in line with its stronger position in 2017-18 and earlier.</p> <p>Pupil premium boys' results in English increase so that the gap between female and male PP outcomes is not as wide.</p>	<ol style="list-style-type: none"> <li>1. There is a continued focus on the progress of PP English students through RAP meetings, academic COBRA and pastoral COBRA.</li> <li>2. Progress checks with English mentors to analyse the progress of PP students having additional English support, show that their work is having a positive impact on student attitude to learning and attainment.</li> <li>3. PP, SEND, CLA and other vulnerable students are targeted for school led tutoring support.</li> <li>4. CPD opportunities are in place to focus on increasing boys' attainment in English. Regular review of strategies implemented and changes made if/when necessary.</li> </ol>
<p>1. Whole-school ethos of attainment for all </p> <p>2. Addressing behaviour and attendance </p> <p>4. Meeting individual learning needs </p>	<p>A clear line of communication is established between academic and pastoral teams to support our pupil premium cohort who have significant pastoral challenges. These could have been worsened by the pandemic.</p>	<ol style="list-style-type: none"> <li>1. The twice weekly pastoral COBRA meetings act as a platform to put students of concern forward for wellbeing support, SEND referral, counselling or mentoring.</li> <li>2. Essential student updates are sent to staff each Friday to avoid lack of pastoral knowledge leading to friction/challenges in the classroom.</li> <li>3. Pastoral COBRA, phase leaders and relevant senior leadership links meet termly to discuss actions taken following pastoral and academic COBRA meetings. Any outstanding concerns are addressed and actioned.</li> </ol>
<p>1. Whole-school ethos of attainment for all </p> <p>4. Meeting individual learning needs </p> <p>5. Deploying staff effectively </p>	<p>Looked after, post looked after, SGO and service children have a raised profile within school.</p>	<ol style="list-style-type: none"> <li>1. Weekly meetings held by the wellbeing and safeguarding teams establish where concerns are still prevalent for these students and when/if action needs to be taken.</li> <li>2. A representative from the wellbeing team is present at the weekly pastoral COBRA meetings to track CLA, PLAC, SGO and service children progress. Essential and non-confidential information is shared with all staff via the Pastoral Cobra PowerPoint and spreadsheet.</li> <li>3. There is an expansion of the PEP and EPEP lead team to reflect the growing number of CLAs joining the academy. Close monitoring of funding allocations from Virtual Schools means that we spend as much of our allowance as possible to support our most vulnerable.</li> <li>4. These students are prioritised for support in careers COBRA and</li> </ol>

		<p>pastoral COBRA meetings so that they have the support they need at the earliest stage.</p>
<p>1. Whole-school ethos of attainment for all </p> <p>2. Addressing behaviour and attendance </p> <p>4. Meeting individual learning needs </p> <p>5. Deploying staff effectively </p> <p>6. Data driven and responding to evidence </p>	<p>To continue to use the Academy's reflective behaviour centre (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 offer reflective behaviour opportunities for all students incl. pupil premium students so that we prevent 1 day in inclusion turning into more and therefore missed lesson time.</p> <p>To see a reduction in suspensions (previously known as fixed term exclusions) for PP and non PP.</p> <p>To glean knowledge and expertise from national experts in managing SEMH students who present the most challenging behaviour.</p>	<ol style="list-style-type: none"> <li>1. STC/RDY/JKS continue to meet with The Arc staff regularly to ensure that the quality of work for students is high and that academic and pastoral interventions are made in a timely fashion.</li> <li>2. Weekly review of Inclusion Support Plans by STC, RDY, JKS and College Managers</li> <li>3. Attendance at relevant Specialist Provision Cluster meetings leads to high quality CPD session(s) for targeted or all staff.</li> <li>4. Continued membership of the 'engage in their future' national network (a national network of schools and special schools catering for pupils experiencing SEMH behaviour and/or challenging behaviour) means that we have the latest support strategies available for use with our SEMH students.</li> </ol>
<p>1. Whole-school ethos of attainment for all </p> <p>2. Addressing behaviour and attendance </p> <p>4. Meeting individual learning needs </p> <p>5. Deploying staff effectively </p> <p>6. Data driven and responding to evidence </p>	<p>Student attendance, behaviour and academic provision at on-site and off-site alternative provision centres is carefully monitored so that students meet their academic and personal potential.</p>	<ol style="list-style-type: none"> <li>1. Weekly reviews take place between the appointed tutors at off site alternative provision centres and Mr Mills (College Manager with responsibility for overseeing students on Alternative Provision) so that they are behaving, attending and achieving.</li> <li>2. Weekly reviews take place between The Arc staff and curriculum teaching staff to ensure that the needs of students in The Arc are being met and that they are able to re-join mainstream with relative ease when ready.</li> <li>3. The Arc and Connect staff link with the Pastoral Cobra team to ensure that student progress updates are provided and pen portraits are shared to support staff when students start their transition from The Arc back into mainstream.</li> </ol>

<p>2. Addressing behaviour and attendance </p> <p>4. Meeting individual learning needs </p> <p>5. Deploying staff effectively </p>	<p>Further refine weekly Phase 1, 2 and 3 Pastoral Cobra meeting agendas and actions PowerPoints so that essential pastoral updates are shared with all staff each week efficiently and effectively. <i>There will be a significant focus on raising attendance post Covid.</i></p>	<ol style="list-style-type: none"> <li>Weekly pastoral COBRA meetings are held with phase leaders and other key pastoral and academic staff to discuss pastoral concerns in years 7-11.</li> <li>Weekly feedback is given to curriculum team areas regarding year 7-11 pastoral concerns (for non PP and PP) and the actions required/taken.</li> <li>Weekly updates provided on pastoral COBRA spreadsheet. This can be accessed by all staff at any time via the desktop icon so that all the pastoral and intervention information they need is in one place.</li> <li>PP and CLA attendance to be a focus for all staff in the building.</li> </ol>
<p>4. Meeting individual learning needs </p> <p>6. Data driven and responding to evidence </p>	<p>PP students benefit from an outstanding careers programme including 1:1 careers meetings, employer interactions, presentations from higher education institutions and employers an much more.</p>	<ol style="list-style-type: none"> <li>There are weekly line management meetings to review the careers programme.</li> <li>Regular student feedback to review careers provision, student wants and needs. Any feedback that requires actioning, is actioned.</li> <li>A comprehensive careers calendar is followed so that each year group and groups of students (PP, SEN K, SEN E, CLA) have the very best careers education. In April 2019 we achieved the Quality Mark for Careers Education (1st school in Calderdale) due to meeting all Gatsby standards. In July 2020, this was renewed.</li> </ol>
<p>4. Meeting individual learning needs </p> <p>1. Whole-school ethos of attainment for all </p> <p>2. Addressing behaviour and attendance </p>	<p>Further embed the Phase 1 graduation programme + phase 2 Trinity Challenge to raise aspirations and develop academic resilience in years 7 and 8 and to increase cultural capital in year 9.</p> <p>To ensure that students in years 10 and 11 are 'life ready'. This means offering social engagement opportunities that enable them to meet influential members of our community, develop key social skills needed for lifelong success and be encouraged to visit/experience important places in the local area that will broaden their horizons and enrich their lives.</p>	<ol style="list-style-type: none"> <li>Student voice feedback about the graduation programme and the Trinity Challenge is positive. Any negative feedback is acted upon.</li> <li>Phase 1 meetings take place to discuss students at risk of failing graduation and for whom reasonable adjustments need to be made.</li> <li>Student and staff voice collected each term to verify that the students who failed graduation are being mentored and supported effectively at phase 2. Action is taken where needed.</li> <li>Student voice feedback from year 9 students about the Trinity Challenge is positive. Any negative feedback is acted upon.</li> <li>A social engagement programme is in place to support year 10 and 11 students to be life ready, socially</li> </ol>

		<p>engaged students at the end of their time at Trinity Academy Halifax. Student voice feedback is strong.</p>
<p>1. Whole-school ethos of attainment for all </p> <p>2. Addressing behaviour and attendance </p> <p>4. Meeting individual learning needs </p> <p>5. Deploying staff effectively </p>	<p>Development of student counselling services so that the right support is in place for the right students at the right time.</p>	<ol style="list-style-type: none"> <li>1. There are weekly line management meetings with the Therapy Lead to check on progress being made on counselling list and impact on students.</li> <li>2. Early Help paperwork is audited at least once a year to show that Early Help is as effective and impactful as possible.</li> <li>3. Weekly pastoral COBRA meetings are attended by the Therapy Lead and/or Student Support Assistant so that students get support at the right time.</li> <li>4. A student support framework and waves of intervention cover sheet are in place and updated regularly.</li> <li>5. There is an annual audit (and expansion) of external agencies supporting with student wellbeing.</li> <li>6. There is further development of the Safety Net wellbeing website so that every C4L theme is tackled on the site and C4L tutors are showcasing the website at every opportunity.</li> </ol>
<p>1. Whole-school ethos of attainment for all </p>	<p>Continuation of hardship funding so that students who need the basics (such as uniform/equipment/laptops for home study), get it in a timely fashion.</p>	<ol style="list-style-type: none"> <li>1. Pencil case equipment is given to all students at the start of the academic year.</li> <li>2. Laptops are made available for any students who need them due to self-isolation/lockdown</li> <li>3. VT tutors and SLG check student equipment every day and if a concern is raised about missing equipment, it will be followed up by the College Manager.</li> <li>4. A school 'yellow form' will be completed by any staff member who has a significant concern about a student's uniform and temporary or permanent uniform replacements will be provided by school.</li> <li>5. Yellow form disclosures continue to be dealt with within 24 hours.</li> </ol>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above **as well as** the challenges stated in our Covid catch-up plan. This can be found on the academy website.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ \_\_\_\_\_

Activity	Evidence that supports this approach	Challenge number(s) addressed	Covid catch-up plan number(s) addressed
<p><b>QUALITY FIRST TEACHING</b></p> <p>A significant investment of time and money in to the staff CPD programme.</p> <p>Rigorous but supportive QA processes in place to monitor and assure quality of education.</p> <p>Achieve sessions available for year 10 and 11 students every Tuesday to Friday to provide students with additional support in their GCSE subject areas.</p> <p>Collaborative MAT work to share best practice for teaching and learning (e.g. Trinity Fest 2021)</p> <p>Post lockdown curriculum adaptations made and reviewed. High quality remote learning resources produced during lockdowns and continue to be produced for students who need to isolate post lockdowns.</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>1, 2, 3, 6, 7, 8, 10</p>	<p>1, 2, 3, 4</p>

<p style="text-align: center;"><b>RECRUITMENT AND RETENTION OF THE BEST STAFF</b></p> <p>A renewed focus on staff wellbeing based on our three Academy aims:</p> <ol style="list-style-type: none"> <li>1. To clear the clutter so that teaching staff are able to teach and refine their craft.</li> <li>2. To ensure that staff voice informs change</li> <li>3. To motivate staff through high quality CPD that drives professional progress</li> </ol>	<p>“Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention”. (Effective use of the pupil premium, EEF report 2019)</p> <p>“Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of pupils means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive”. (DfE Teacher Recruitment and Retention Strategy, January 2019).</p>	<p>6</p>	<p>3, 4, 7, 16</p>
<p style="text-align: center;"><b>A FOCUS ON LITERACY</b></p> <p>Year 7, 8 and 9 students who need literacy support are placed into Platinum literacy lessons, Bungee English support lessons, Nurture or Nurture plus sessions.</p> <p>The Platinum literacy programme was re-designed for first teaching in September 2020 to ensure consistent high quality teaching across all classes. All Platinum lessons are now taught by English specialists and the curriculum offer will continue to be refined.</p> <p>Tier 2 and 3 vocabulary CPD for Teaching and Learning Assistants so that they can support all SEND students with their literacy needs in class.</p> <p>Appointment of a senior leader to lead on whole school literacy. A literacy action plan to be put in place and the school library renovated.</p>	<p>‘Assessment is mostly language acquisition and language recall. Key words are a gateway to meaning. In class pre-learning and overlearning are good solutions’. (Daniel Sobel, CEO Inclusion Expert)</p> <p>‘Keep SEMH students in class as opposed to creating withdrawal groups’. (Daniel Sobel, CEO Inclusion Expert)</p>	<p>1, 2, 3, 7, 8, 9, 13</p>	<p>1, 10</p>

<p><b>RAISING THE PROFILE OF PUPIL PREMIUM STUDENTS</b></p> <p>Continue to raise the profile of all pupil premium students and in particular those with high starting points in each year group so that the great work done so far does not stop.</p> <p>To continue to extend the year 11 star student programme to include year 11 MAPS (middle ability pupils) who may have lower than expected attitude to learning grades or trial assessment results.</p> <p>Further development of the Phase Leader roles (Phase 1, 2 and 3 Leaders now in place) to support students via pastoral and academic tracking.</p>	<p>Internal data shows that pupil premium students with high starting points have made a significant improvement over the past 3 years. Their P8 score has risen from -0.21 to -0.09. Our star students programme and focus on HAP (high ability pupils) CPD has enabled this improvement and we must continue to focus on this target group so that a decline in P8 is prevented.</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>2, 3, 7</p>	<p>1, 2, 5</p>
<p><b>EBACC QUALIFICATION ENCOURAGED FOR ANY PP STUDENTS FOR WHOM IT IS SUITABLE</b></p> <p>To further develop the GCSE options process so that more pupil premium students are motivated to study a language and therefore complete their EBACC qualification.</p> <p>To use the school led tutoring programme to support PP students in phases 2 and 3 to prepare for/achieve their very best in triple science GCSE.</p> <p>To increase the number of PP students studying triple science at GCSE level. School led tutoring to be used to help meet this goal.</p>	<p>‘The academy has judiciously decided that for some of those with special educational needs and weak literacy skills, it would be inappropriate to force the EBACC route when the foundation skills needed for it are not in place and there is insufficient time for them to catch up’ (B11 review, January 2019)</p> <p>“Trinity’s passionate, oft stated mission, is to empower pupils by building their confidence, resilience, ambition and joy of learning. My conversations with pupils backed this up”. (SSAT Curriculum Design feedback, March 2019)</p>	<p>9</p>	<p>12</p>

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ \_\_\_\_\_

Activity	Evidence that supports this approach	Challenge number(s) addressed	Covid catch-up plan number(s) addressed
<p><b>USING HARD AND SOFT DATA TO REFINE PP SUPPORT IN YEAR 11</b></p> <p>Based on subject level analysis of outgoing year 11 results and year 10 AW5 data, each subject area to identify the PP student(s) in need of increased focus in year 11 so that a bespoke subject specific star student group can be created.</p> <p>Continual sharing of student pastoral needs via weekly Pastoral Cobra Powerpoint so that all staff can support students based on their academic <b>and</b> pastoral needs.</p> <p>Further development of the phase 3 Pastoral Leader role so that she is able to support students via pastoral and academic tracking.</p>	<p>'Hard data often eclipses soft data. At certain stages, you will need bespoke solutions for individual students. Use your soft data to see your way in to the hard data'. (Daniel Sobel, CEO Inclusion Expert)</p>	<p>4,5,10,13</p>	<p>5,7,11,16</p>
<p><b>RAISING THE ATTAINMENT OF PP STUDENTS IN MATHS AT PHASE 3 (esp. PP boys)</b></p> <p>Maths specific star students identified in year 11 (with a heavy focus on PP boys), monitored and tracked in pastoral and academic COBRA each week.</p> <p>Use of maths learning mentors to support PP students who have lower than expected attendance due to mental health, illness, school refusal.</p> <p>Use of National Tutoring Programme and school led tutoring programme to work with specified students who need 'catch up' support.</p>	<p>Pupil premium P8 for maths showed only a marginal improvement between 2017-18 (-0.29) and 2018-19 (-0.23) whereas English and EBACC saw a significant rise. Despite rising to +0.68 in 2020-21, we must keep it on our radar as this P8 score is based on teacher assessed grades.</p> <p>PP girls' outcomes for maths rose from -0.29 in 2017-18 to +0.63 in 2020-21. But PP boys' outcomes for maths dropped from -0.35 in 2017-18 to -0.55 in 2018-19 before seeing an increase to +0.73 in 2020-21. As this is based on teacher assessed</p>	<p>10</p>	<p>1, 2, 3, 9</p>

	<p>grades, we must continue to focus on PP boys' outcomes in Maths.</p> <p>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'.</p>		
<p><b>RAISING THE ATTAINMENT OF PP STUDENTS IN ENGLISH AT PHASE 3 (esp. PP boys)</b></p> <p>English specific star students identified in year 11, monitored and tracked in pastoral and academic COBRA each week.</p> <p>Use of English learning mentors to support PP students who have lower than expected attendance due to mental health, illness, school refusal.</p> <p>Disengaged boys to be dispersed among higher groups to work with motivated students who act as positive role models.</p> <p>Use of school led tutoring programme to support PP students at risk of underachieving and/or who need additional challenge.</p> <p>Recall of exam papers to create bespoke structures and strategies for MAP and LAP.</p> <p>Whole school literacy plan in place and led by senior leader.</p>	<p>Internal data:</p> <p>The pupil premium P8 score for PP boys in English rose from -1.02 in 2017-18 to -0.94 in 2018-19 and +0.26 in 2020-21 but this is not in line with the significant rise in P8 for girls which started at +0.06 in 2017-18, and rose to +0.97 in 2020-21.</p>	1, 8	1, 2, 3, 10 12

<p><b>PASTORAL AND ACADEMIC TEAMS WORKING TOGETHER</b></p> <p>To further strengthen the pastoral team by appointing a new inclusion leader and 5 Deputy College Managers.</p> <p>To further embed the weekly pastoral COBRA meetings and weekly staff updates to enable academic staff to keep abreast of the additional challenges facing our PP students and offer support and challenge.</p> <p>To develop a more robust year 11 mentoring programme in which VT tutors, pastoral leaders and senior leadership take ownership of 1 or more students all of whom are capable of performing better than at present but due to attendance/behaviour/wellbeing challenges are underachieving.</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>'From an analysis of 38 pupil premium strategies, 4 of the top 5 commonly identified barriers to learning were family life, low attendance, social and emotional barriers to engagement and individual pupil needs'. (Shayne Elsworth, Bede Academy, Regional PP award winner)</p>	<p>4, 11</p>	<p>5, 7</p>
<p><b>RAISING THE PROFILE OF PP+ STUDENTS</b></p> <p>All staff continue to be made aware of this key cohort of students through the 'star students' programme and in the reasonable adjustments guide.</p> <p>This key cohort of students is highlighted on Bromcom, SISRA, MINT class and on Pastoral Cobra spreadsheet.</p> <p>Additional staff member appointed to the student support team to lead on low-intensity wellbeing support and resilience training and free up time for the Therapy Lead to complete high intensity therapy, work with our EMHPs (Open Minds staff) in school and to carry out Early Help work.</p> <p>PP+ students are a priority in all Cobra meetings (academic, pastoral and careers). They are also prioritised for NTP and school led tutoring.</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>'There may be times where a looked after child responds well to a bespoke/funded intervention, but this may not necessarily be reflected within short or medium term improvements to educational outcomes'. (Bath Spa University PP + project, September 2019)</p>	<p>All</p>	<p>5, 7</p>

<p><b>SUPPORTING DISENGAGED STUDENTS (INC. PUPIL PREMIUM) TO RE-ENGAGE</b></p> <p>To continue to support and develop The Arc Lead who is responsible for liaising with Trinity Academy Halifax curriculum leaders so that high quality, appropriate and challenging work is set for the students attending The Arc reflective behaviour provision (up to 26 weeks long) and that feedback on progress is given.</p> <p>The Arc students follow a curriculum pathway that is in line with mainstream as much as possible.</p> <p>To continue to embed the recently created inclusion support plan programme. A specific number of days in inclusion per term triggers a specified restorative intervention which could include support from the in-school restorative behaviour programme or from external agencies.</p> <p>To embed the newly developed inclusion curriculum plan which involves reflective behaviour work (differentiated for students with lower reading ages), knowledge organiser work and quizzing as well as bespoke reflective work for students if they hit specific behaviour triggers.</p> <p>To work with the newly established Connect Centre to support students who:</p> <ol style="list-style-type: none"> <li>1. Reach 10 inclusion sessions and attend P5 each day (solution focused work around behaviour change)</li> <li>2. Reached 25 inclusion sessions (attend full time for 3 weeks)</li> <li>3. 1:1 support for students to proactively reduce their number of times in inclusion</li> </ol> <p>To offer preventative 'managing anger' support to SEMH students at risk of presenting with challenging behaviour.</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>4,5,10,13</p>	<p>5, 11</p>
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<p><b>TRACKING STUDENTS ON ALTERNATIVE PROVISION</b></p> <p>Pupil premium students who attend on site and off site alternative provision continue to be fully supported by their AP tutor(s) for their core subjects. We must ensure that they gain qualifications which will 'open doors' for them when they leave the Academy.</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>4,13</p>	<p>11</p>
<p><b>FURTHER EMBED WEEKLY PHASE 1, 2 AND 3 PASTORAL COBRA MEETINGS AND ACTIONS POWERPOINT</b></p> <p>This 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>Recruitment of an inclusion leader to offer enhanced pastoral support to students who enter inclusion and to feed back at Pastoral Cobra meetings on effective strategies to support these students.</p> <p>A whole school focus on getting students back into school/supporting students who</p>	<p>Our internal data from 2018-19 (latest data set pre Covid) showed that:</p> <p>Pupil premium students with an average attendance of below 90% gained an average P8 score of -0.55. Pupil premium students who had an attendance level of between 91 and 95% gained +0.13 P8. This increases to +0.58 for students on 96% attendance or above.</p> <p>These P8 scores show the importance of sharing attendance challenges with academic staff via pastoral COBRA so that every lesson with poor attenders is maximised.</p>	<p>4,5,10,13</p>	<p>5, 7, 11, 15, 16</p>

have suffered a bereavement as a result of the pandemic by introducing the COPE programme led by Invictus Wellbeing.			
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ \_\_\_\_\_

Activity	Evidence that supports this approach	Challenge number(s) addressed	Covid catch-up plan number(s) addressed
<p><b>PP CAREERS PROGRAMME DEVELOPMENT AND EMPLOYER INTERACTIONS</b></p> <p>To continue to offer all students in years 7-11 a core and enhanced careers offer to include employer interactions, labour market index information sharing, clear links to careers in all curriculum areas, independent careers advice, bespoke guidance around future pathways and much more.</p> <p>To continue to manage the GHWY budget effectively and track the impact it has on academic and wellbeing progress of non PP and PP students.</p> <p>To further develop student social engagement so that:</p> <ol style="list-style-type: none"> <li>1. they have experience of speaking to others in a formal and informal context</li> <li>2. they have engaged positively with their community and identified possible local career options</li> <li>3. they are prepared for formal interaction with employers and educational establishments post year 11</li> </ol>	<p>Essential life skills (or 'character') are important in determining life chances and can be measured in a robust and comparable way. (EEF)</p> <p>Students are 80% less likely to fall NEET if they have at least 1 employer interaction a year.</p>	11, 12	15
<p><b>PHASE 1 GRADUATION PROGRAMME + PHASE 2 TRINITY CHALLENGE TO RAISE ASPIRATIONS AND DEVELOP ACADEMIC RESILIENCE IN YEARS 7 AND 8 AND TO INCREASE CULTURAL CAPITAL IN YEAR 9.</b></p> <p>To continue to refine the graduation programme so that all</p>	<p>The most effective learners can self-regulate</p>	3, 5, 11	6, 8

<p>students in years 7 and 8 work towards academic and co-curricular targets across the 2-year period known as phase 1.</p> <p>To ensure that the graduation process is fair for all. Reasonable adjustments to be made for any students who are unlikely to meet all criteria due to a situation which is out of their control.</p> <p>To continue to embed the Trinity Challenge for year 9 students so that they are actively encouraged to increase their cultural capital via challenges set in the guide (this includes all year 9 participating in Duke of Edinburgh scheme).</p>	<p>their learning, demonstrating resilience and coping strategies (EEF guidance)</p> <p>At Trinity Academy Halifax, students give very positive feedback in student voice sessions about the graduation programme, Trinity Challenge and Duke of Edinburgh. Graduation ceremonies are very well attended by parents and carers which shows the significant amount of importance placed upon their child's degree based grade when they graduate.</p>		
<p><b>DEVELOPMENT OF STUDENT COUNSELLING SERVICES</b></p> <p>A student support officer was appointed in 2018-19 to lead the therapy services that the Academy offers. This has freed up student wellbeing staff time to focus on more significant wellbeing challenges and has allowed for a more comprehensive, clearly led, managed and tracked counselling and therapy provision in school. This benefits all students.</p> <p>In 2021-22, she will graduate and be BACP accredited. She will become our therapy lead and will lead on:</p> <p>THISS (Noah's Ark) THIPS Early Help support Trinity's own wellbeing website MHST in-school mental health lead Invictus wellbeing Skills for life scheme for year 8 and 10 star students Student support assistant who was appointed in November 2020 to add capacity to the team.</p>	<p>'Some children's ability to benefit from education and fulfil their lifetime potential is hampered by their poor 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>4,5,10,13</p>	<p>5, 16</p>

CONTINUATION OF HARDSHIP FUNDING			
<p>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 students.</p> <p>To continue our participation in the National Breakfast Programme (re-application for scheme in November 2021) so that a free breakfast is available to all students every day.</p> <p>Staff community Christmas support scheme in place so that we can continue family food/gift support to our most vulnerable families.</p>	<p>We supported 52 children and families with Christmas food and gifts in December 2020. Feedback was very positive from every family.</p> <p>During lockdown, staff provided hampers for our families most in need and are keen to support them even more in the future.</p> <p>Our Enterprise link (Covea Insurance) provided 12 laptops to our most vulnerable PP/SEND students last year and aim to support further. These laptops have supported 2 students with significant health needs, 1 student who is visually impaired, 1 student who has significant mental health concerns and can't be educated in school.</p> <p>Trinity Academy Halifax were in the first round of schools to be successfully approved for the National Breakfast Scheme. Data showed that over 100 more PP students ate breakfast per week as a result of a free breakfast offer.</p>	<p>All (being well fed and prepared for the school day impacts on a student's academic and pastoral performance at school).</p>	<p>13, 14</p>

Total budgeted cost: £ \_\_\_\_\_

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have a clear system of evaluating the impact of our pupil premium strategies. We follow DfE latest guidance (Autumn 2021) and ensure that evaluation is an ongoing process. When we look at the impact our pupil premium strategies had on students last year, we can see that:

- ✓ Quality first teaching has led to an increase in PP student progress 8 and attainment 8 scores. See the table below for the latest data.

	2017-18	2018-19	2019-20	2020-21
Attainment 8 PP	43.1	44.13	46.0	46.97
Attainment 8 all	51.4	52.3	53.5	53.62
National overall PP	n/a	36.5	36.7	Not published by DfE.
National overall non PP	50.1	50.15	50.3	Not published by DfE

- ✓ Recruitment and retention of staff remains high due to successful initiatives such as our new starter core CPD package, the Early career CPD package and Coaching 4 Excellence package. Staff voice was taken regularly and acted upon and continues to be so. There is a culture of investing in staff as professionals and capturing positive deviance. We invested in a number of staff to complete post graduate, NPQSL and NPQML qualifications to name but a few. Staff wellbeing was supported and continues to be through staff extra-curricular opportunities, behaviour management support and the development of a team ethos – the academy mission statement applies to ‘every individual’, workload is reviewed regularly and has resulted in positive change.
- ✓ All literacy intervention packages have been carefully developed and/or re-designed to ensure that our students most in need of literacy support get the best deal. We monitor the impact of our literacy interventions regularly so that every student on a literacy pathway is finding success and if not, we know why and are supporting. The introduction of a weekly SEND referrals meeting has enabled us to identify if there are any students with an unmet SEND need which may mean that they should be part of a literacy support group. Feedback from a serving HMI who reviewed the literacy intervention packages in the summer term 2020-21, praised the packages highly.
- ✓ We continued to raise the profile of PP students last year by carrying out targeted learning walks to observe PP progress, by further developing our star students programme and establishing a Careers Cobra meeting (once per half term) in which PP, SEND and CLA students are prioritised.
- ✓ The number of PP students following the EBACC pathway will increase year on year. For example, 43% of PP students will follow the EBACC pathway as of 2022-23.
- ✓ The PP maths P8 score increased to +0.68 in 2020-21 due to targeted use of NTP tutoring, impactful and effective curriculum planning and much more. The PP boys P8 score in maths

increased to +0.73. We hope to see a similar P8 score at the end of the 2021-22 academic year.

- ✓ The PP English P8 score increased to +0.62 in 2020-21 due to effective use of Learning Mentors, impactful and effective curriculum planning and much more. The PP boys P8 score in English increased to +0.26 and we hope to see a similar P8 score at the end of the 2021-22 academic year.
- ✓ Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to offer extensive wellbeing and therapeutic support for all pupils (including the development of our own wellbeing website, expansion of the in school therapy team and successful acquisition of support from Open Minds Calderdale on two days per week. Targeted interventions using internal staff and external support agencies are employed where required. We are building on this approach in our new plan.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
-	-

## Further information (optional)

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

It has been written with reference to:

- Internal experience (Our in house 'Spark' teaching and learning research guide)
- Internal data
- End of year outcomes analysis
- Education Endowment Foundation publications (latest guidance provided in Autumn 2021)
- 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)
- The EEF Guide to the Pupil Premium (July 2019)

2019 National PP conference speaker material:

- Ali Jaffer (Head of Policy at the Social Mobility Commission)
- Chris Jones (Director of Corporate Strategy, Ofsted)
- Robbie Coleman (Head of Policy, EEF)
- Daniel Sobel (CEO of Inclusion Expert)
- Bath Spa University (PP+ Research Project, September 2019)

Covid Response research:

- Remote learning: rapid evidence assessment (EEF, April 2020)
- Impact of school closures on the attainment gap summary: EEF (April 2020)
- Covid 19 support guide for schools: EEF (June 2020)
- Actions for schools during the Coronavirus outbreak: DfE (July 2020)