

Trinity Academy Halifax - Pupil premium strategy statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1609
1	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	November 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Principal and governors
Pupil premium lead	Mrs Kate Wilson (Vice Principal)
Governor / Trustee lead	Mrs Emma Hanlon-Gosling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£547,660
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
Total budget for this academic year 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 44.1 in 2018-19 (pre Covid) to 44.2 in 2021-22.
- ✓ We endeavour to improve this figure every academic year. 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.
- ✓ At Trinity Academy Halifax, we write 3-year pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome.
- ✓ We are currently in the final year of our 3-year plan. *N.B - Please be aware that even though we have a 3-year plan in place, we check the strategies carefully every year and make changes where necessary. The needs of our students are not static. They change all the time, and this means that our strategy may need to be tweaked.*

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 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

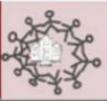
This table shows the **10 key challenges** to achievement that we have identified among our disadvantaged pupils.

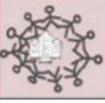
Challenge number	What's the challenge?	Want to know more?
1	Approximately one third of our pupil premium year 7 students arrive with a reading age of between 6 and 8 years old each year.	<ul style="list-style-type: none"> Lower reading ages upon entry to Trinity Academy Halifax are becoming more common. 72% of our current Year 7 cohort (Sept 2022) have a reading age that is below their chronological age. This is 1% lower than last year.
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.	<ul style="list-style-type: none"> This has been a focus area for us over the past few years and we are delighted to say that PP students with high starting points gained an overall P8 score of +0.07 in 2021-22. However, P8 scores for pupil premium boys in Maths and English were still negative in 2021-22.
3	At our academy, our disadvantaged students tend to require more significant mental health support due to facing challenging situations at home and as a result of lockdown.	<ul style="list-style-type: none"> The number of mental health incidents dealt with in school in 2020-21 was 179. This is compared to 84 in 2018-19 pre Covid.
4	The behaviour of a minority of pupil premium and non-pupil premium students is a focus for pastoral and academic staff. Suspensions data shows that PP students are more likely than non-PP students to be suspended from the academy. This is closely monitored.	<ul style="list-style-type: none"> Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE. Suspensions that are put in place for students at the academy are used as a last resort. Students are supported back into school following a suspension of any length.
5	We need to recruit and retain the very best staff as this is key to consistent quality first teaching for all students.	<ul style="list-style-type: none"> A lack of consistency can lead to unsettled students who prefer to be taught by familiar staff who are experts in their craft.
6	Pupil premium students who would like to study MFL and/or triple science, should be encouraged to do so.	<ul style="list-style-type: none"> According to educational research, PP students studying EBACC subjects (English language, English literature, maths, double science or biology, chemistry and physics, history or geography and a language) 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.
7	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 now and in the future.	<ul style="list-style-type: none"> Analysis of our 2021-22 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

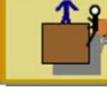
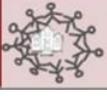
		<p>between 91% and 95% increased to an average of +0.13. For those PP students with attendance above 95%, the PP score was +0.58.</p> <ul style="list-style-type: none"> The EEF's rapid evidence assessment report entitled 'Impact of school closures on the attainment gap', states that 'there is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils'.
8	<p>Increasing opportunities and broadening pupil experiences remains a priority for our pupil premium students.</p>	<ul style="list-style-type: none"> Pupil premium students 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. The academy can support them with this.
9	<p>A significant number of students (disadvantaged and non-disadvantaged) at our academy have SEMH (social, emotional and mental health) as their key area of need. Children with SEMH needs often have difficulties in managing their emotions or their behaviour and this can be a barrier to learning.</p>	<ul style="list-style-type: none"> 70 students were referred by school for ASD/ADHD diagnoses in 2021-22. 27 students have already been referred for ASD/ADHD diagnoses in this academic year so far (correct as of Oct 2022). A new 'Aspire' pathway was planned during 2021-22 (and started in Sept 2022) to support up to 6 Year 8 students who found engaging successfully in Year 7 school life particularly challenging due to their SEMH needs.
10	<p>Closely monitor:</p> <p>A) the number of disadvantaged students attending off site alternative provision. It should continue to be used as a last resort.</p> <p>B) the number of disadvantaged students working in our reflective behaviour centre (The Arc and Aspire) and ensure that they are making progress academically and pastorally (i.e. behaviour for learning, attitude to learning).</p>	<ul style="list-style-type: none"> In 2020-21, 25 students were at an off-site alternative provision. 13 were disadvantaged. At present (October 2022), 21 students are at an alternative provision. 18 are disadvantaged. At present (October 2022), we have 5 students working in our on-site reflective behaviour setting (The Arc). All 5 are disadvantaged. At present (October 2022), we have 6 students working in our on-site reflective behaviour setting (Aspire). 4 are disadvantaged.

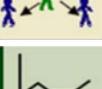
Intended outcomes

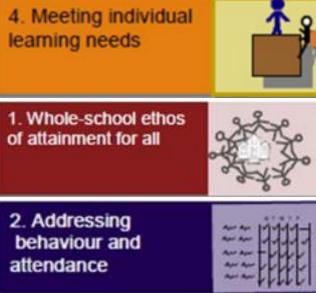
This explains the outcomes we are aiming for **by the end of our current strategy plan (due for completion by end of academic year 2022-23)**, and how we will measure whether they have been achieved.

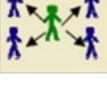
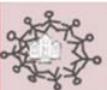
NFER building block	Intended outcome	Success criteria
<div data-bbox="159 376 363 427">1. Whole-school ethos of attainment for all</div>  <div data-bbox="159 488 300 562">3. High quality teaching for all</div> 	<p>All students (incl. pupil premium students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.</p>	<ol style="list-style-type: none"> 1. Ongoing quality assurance including curriculum peer reviews, external curriculum reviews, lesson spotlights, learning walks and work scrutiny show that curricula are well delivered, well sequenced and staff and students are reflective about their work. 2. Positive staff feedback about the CPD programme. 3. Continued development and growth of the Lead Teacher and CALT teams so that, amongst other things: <ol style="list-style-type: none"> a) our early careers and trainee teachers are very effectively supported b) our subject staff are supported by the Teaching and Learning 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
<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"> 1. Weekly meetings between Teaching and Learning SLG members help school leaders to monitor recruitment and retention priorities. 2. Weekly Lead Teacher meetings that are held to discuss latest evidence-based research and in-school observations, lead to high quality CPD sessions for all groups of teaching staff (New starters, ITT, ECT1, ECT2, MPS, UPS, ML) and partnership work between curriculum areas and their Lead Teacher links. 3. Staff retention data is strong. 4. Staff voice on academy QA process (is it supportive and developmental? What could be improved upon?) is strong. 5. Staff wellbeing/voice sessions (referred to as School Improvement Group meetings) to take place regularly, minutes logged, and actions taken.

<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>7. Clear, responsive leadership </p>	<p>Academy absence for all students incl. PP students is in line with or below national average absence for non-PP.</p> <p>All student attendance incl. PP students is carefully tracked, and robust actions taken where there are areas for improvement. Data shows improvements are made.</p>	<ol style="list-style-type: none"> 1. Termly absence, attendance and persistent absence data indicate that attendance at the academy is high, and absence is low. We are below national average non-PP attendance and absence figures. 2. Attendance HUB staff members have a key group to monitor each term and their hard work pays off with attendance improving and/or actions being taken using Local Authority support. 3. Students whose attendance is a significant cause for concern are discussed at weekly Pastoral Cobra and Child Protection meetings so that swift action can be taken to keep these children safe and get them back into school. 4. The VT form attendance league creates an atmosphere of competition between forms and colleges and VT forms working together to get the best attendance. 5. The new rewards system is effective in rewarding students who achieve 100% attendance in a week (5 achievement points) and students who achieve over 96% attendance in a term (10 achievement points).
<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>Diagnostic assessments are used to ensure that students who need urgent literacy support, are identified and placed on the appropriate literacy pathway.</p> <p>Across all year groups, learners are able to/have the support they need to understand the language of the lesson. Teachers use the challenge literacy boards to highlight key spellings/literacy misconceptions.</p> <p>Low literacy levels do not prevent students from using inclusion resources in order to reflect upon their challenging behaviours.</p>	<ol style="list-style-type: none"> 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. 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. External reviews find that the Nurture curriculum is fit for purpose and effectively supporting students to catch up. 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

		<p>Pastoral Cobra spreadsheet for all staff to read and it positively informs their practice.</p> <ol style="list-style-type: none"> The further development of the whole school literacy programme, (including re-development of the school library, introduction of reading lessons and the establishment of The Trinity Talks scheme to support effective oracy) leads to an increase in student literacy skills across all subject areas. Differentiated reflection booklets are successfully completed by any low level literacy learners when they access the inclusion room.
<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"> Pupil premium students with the highest starting points and IDACI profile (star students) are highlighted on Bromcom, SISRA and Pastoral Cobra and have a raised profile in all classrooms. 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. 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&A.
<p>1. Whole-school ethos of attainment for all </p> <p>4. Meeting individual learning needs </p>	<p>We 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"> By the end of 2022/23, there is a marked increase in the number of PP students following the EBACC pathway (61%). 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.
<p>1. Whole-school ethos of attainment for all </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 often</p>	<ol style="list-style-type: none"> The twice weekly pastoral COBRA meetings act as a platform to put students of concern forward for wellbeing support, SEND referral or additional SEND support required, counselling or mentoring.

<p>2. Addressing behaviour and attendance </p> <p>4. Meeting individual learning needs </p>	<p>linked to having an SEND need (SEMH).</p>	<ol style="list-style-type: none"> 2. Essential student updates are sent to staff each Friday to avoid lack of pastoral knowledge leading to friction/challenges in the classroom. 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. 4. SEND parents' evenings take place 3 times per year and pen portraits updated and shared. 5. SEND register and pen portraits as up-to-date as possible and an SEND register 'watch list' in place to monitor students who may need to be placed on the SEND register in the future. 6. Reasonable adjustments document is shared with all staff and updated termly.
<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 all pupils incl. pupil premium students who have become disengaged and are in need of significant academic and pastoral guidance.</p> <p>Up to 6 students (incl. pupil premium students) benefit from working in the Aspire classroom where they focus on core subjects led by curriculum experts as well as carefully mapped, targeted SEMH sessions each week. They start their transition back into mainstream at Easter 2023.</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</p>	<ol style="list-style-type: none"> 1. Leadership curriculum staff and key pastoral staff meet with The Arc staff regularly to ensure that the quality of work for students is high and that academic and pastoral interventions are put in place in a timely fashion. 2. Daily review of reflection forms filled in by inclusion students indicates that students understand what mistakes they have made and what they need to do to prevent this happening again. Support is offered to students who struggle to understand why they are in inclusion. 3. The weekly inclusion update sent by RDY to key pastoral and leadership staff results in timely action being taken to prevent inclusion numbers escalating. 4. Weekly review of Inclusion Support Plans by key pastoral staff and College Managers indicate that the inclusion matrix is being followed and meetings are held with students/parents/carers to set bespoke targets.

	<p>and therefore missed lesson time.</p> <p>All suspensions for PP and non-PP are a last resort and students are re-integrated well post suspension so that they have the tools to prevent their behaviour escalating again.</p> <p>To use knowledge and expertise gained from meetings with national experts in managing SEMH students (The William Henry Smith School) so that strategies for our hardest to reach students are in place and reviewed.</p>	<ol style="list-style-type: none"> Leadership curriculum staff and key pastoral staff continue to meet with Aspire staff to ensure that academic and pastoral interventions are put in place in a timely fashion. Feedback from the Specialist Provision Cluster SEMH services is taken on board and strategies to support our most challenging students are put into place.
 <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 off-site alternative provision centres is carefully monitored so that students meet their academic and personal potential.</p>	<ol style="list-style-type: none"> Regular reviews take place between the appointed tutors at off-site alternative provision centres and AJS (College Manager with responsibility for overseeing students on Alternative Provision) so that students are safe, behaving, attending and achieving. Students attend alternative provision as a last resort if they are at risk of permanent exclusion/need to urgently re-engage with their education. This is carefully tracked and reviewed by leadership. Students who attend off-site alternative provision and may be able to re-integrate back into mainstream school, are helped to do so.
 <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>The Phase 1 Graduation, Phase 2 Trinity Challenge and Phase 3 Competitive Edge programmes are further embedded. Participation and outcomes data as well as student voice shows that we are raising aspirations, developing academic resilience, increasing cultural capital and providing a 'competitive edge' for students in years 7 to 11.</p>	<ol style="list-style-type: none"> Student voice feedback about all programmes is positive. Any negative feedback is acted upon swiftly. Phase 1 meetings take place to discuss students at risk of failing Phase 1 Graduation and for whom reasonable adjustments need to be made. Student and staff voice feedback verifies that the students who failed Graduation are being mentored and supported effectively at Phase 2. Action is taken where needed. Destinations data is strong indicating that our character curriculum is having the desired effect. Participation in and completion of the Bronze DofE scheme is strong.

<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"> 1. Weekly line management meetings between leadership and the Student Support Manager enable regular checks to be made on the status of the counselling list and the impact of in-house and external agency support on students. 2. Weekly pastoral COBRA meetings are attended by the Student Support Manager and/or Student Support Assistant so that students get support at the right time. 3. A student support framework and waves of intervention table are in place and updated regularly to ensure that the interventions our students need are in place. All interventions are reviewed and removed from our school offer if they fail to have intended impact. 4. There is an annual audit (and expansion) of external agencies supporting with student wellbeing. 5. 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.
<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"> 1. Pencil case equipment is given to all students at the start of the academic year. 2. Laptops are made available for any students who need them due to self-isolation/lockdown 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. 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. 5. Yellow form disclosures continue to be dealt with within 24 hours.

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. All of our strategies link to those suggested in the Pupil Premium Menu of Approaches which can be found on the gov.uk website.

High Quality Teaching

Budgeted cost: £ _____

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>QUALITY FIRST TEACHING</p> <p>A significant investment of time and money into the staff CPD programme and into ensuring that our subject curricula are most effective, offering students the best opportunities and responding to student needs. There is a significant focus on supporting high ability students in the classroom.</p> <p>Rigorous but supportive QA processes in place to monitor and assure quality of education is high.</p> <p>Period 6 sessions added for all year 11 students on a Tuesday to Friday so that they have an additional 4 hours a week of compulsory subject support.</p> <p>Collaborative MAT work to share best practice for teaching and learning (e.g. Trinity Fest 2022)</p> <p>High quality remote learning resources produced during lockdowns continue to be produced for students who need to isolate.</p>	<p>'Using your PP funding to improve teaching quality is the most effective way to improve and to support academically able pupils'. (Ofsted, 2022)</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>Internal data shows that pupil premium students with high starting points gained a P8 score of +0.07 in 2021-22. 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>'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>'We must ensure that all our children are taught in schools with an extensive</p>	<p>1, 2, 4, 5, 6, 9, 10</p>

	knowledge-rich curriculum ... in which they know more and remember more'. (July 2021)	
<p>RECRUITMENT AND RETENTION OF THE BEST STAFF</p> <p>A renewed focus on staff wellbeing through our School Improvement Group programme based on our three Academy aims:</p> <ol style="list-style-type: none"> 1. To clear the clutter so that teaching staff are able to teach and refine their craft. 2. To ensure that staff voice informs change 3. To motivate staff through high quality CPD that drives professional progress <p>Significant investment into our CPD programme so that staff at all levels of their teaching career are supported by high quality, impactful CPD that is quality assured by leadership and adapted to meet the needs of the teacher / student cohort</p>	<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>“High-quality CPD for teachers has a significant effect on students’ learning outcomes: CPD programmes have the potential to close the gap between beginner and more-experienced teachers”. (Education Policy Institute, 2020)</p> <p>“Teacher turnover is a major impediment to the effectiveness of a CPD programme”. (Education Policy Institute, 2020)</p>	5
<p>EBACC QUALIFICATION ENCOURAGED FOR ANY PP STUDENTS FOR WHOM IT IS SUITABLE</p> <p>To further develop the GCSE options process so that more pupil premium students are motivated to study and understand the importance of studying 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 MFL and triple science GCSE. We will also use the school led tutoring programme and NTP tutoring to support our students in other EBACC subjects.</p> <p>To increase the number of PP students studying triple science at GCSE level. School led tutoring to be used to help support triple science</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>“At the heart of an effective key stage 4 curriculum is a strong academic core: the EBacc”. (Ofsted New Framework)</p>	6

PP students who may find triple science challenging.		
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Targeted academic support

Budgeted cost: £ _____

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A FOCUS ON LITERACY</p> <p>Year 7, 8 and 9 students who need urgent literacy support are placed into Platinum, Bungee English, Writing Resilience, Nurture or Nurture plus sessions. Students should re-enter the mainstream as quickly as possible once they have caught up.</p> <p>All intervention programmes have a clear intent, curriculum map in place and are taught by subject experts. The impact of the intervention programmes is closely monitored.</p> <p>Teaching Assistants attend whole school literacy CPD sessions so that they can support SEND students with their literacy needs in class. Teaching Assistants have their own CPD programme in place that focuses on literacy support in the classroom.</p> <p>The whole school literacy action plan continues to work towards the academy being a world class school for literacy as every child is literate, every child is a reader, every child is a confident speaker.</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>'Literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects' (EEF, July 2021)</p> <p>'Reading, writing, speaking and listening are at the heart of knowing and doing Science, Art, History, and every other subject in secondary school'. (EEF, July 2021)</p> <p>'Keep SEMH students in class as opposed to creating withdrawal groups'. (Daniel Sobel, CEO Inclusion Expert)</p>	1
<p>SUPPORTING THE SPECIFIC NEEDS OF PP STUDENTS WITH SEND NEEDS</p> <p>Ensuring a clear line of communication continues to be in place between academic and pastoral teams to support our pupil premium cohort who have significant</p>	<p>Assessment of SEND students (who are twice as likely to be PP) should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and</p>	3, 4, 7, 9, 10

<p>pastoral challenges often linked to having an SEND need (SEMH) via:</p> <ul style="list-style-type: none"> -Twice weekly Pastoral Cobra meetings with key PP staff -Weekly staff Pastoral Cobra PowerPoint sharing key updates for the week -Thrice yearly SEND parents' evenings to ensure co-collaboration -Weekly SEND referral meetings to ensure unmet needs are identified as a matter of urgency -CPD for staff on managing SEMH needs in the classroom -Reasonable adjustments guide updated each term and shared with staff -Power BI platform used to track BfL and SEND hotspots so that pastoral support is proactive -Use of Aspire for PP and SEND students in year 8 who disengaged in year 7 and who we (school and home) feel strongly may struggle to manage the demands of future education unless there is significant intervention now 	<p>specialist professionals. Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child". (EEF, 2020)</p> <p>"Complement high quality teaching with carefully selected small-group and one-to-one interventions". (EEF, 2020)</p> <p>"Before COVID-19 it was widely recognised that children were struggling with their Social, Emotional and Mental health in a multitude of ways from academic and social pressures to adverse childhood experiences and trauma. COVID19 has exacerbated existing challenges or created new challenges for young people. Many will have managed to process this situation well because, as this virus has highlighted, the experiences of lockdown and this pandemic have been felt in vastly different ways based on many factors including disadvantage". (SEMH.CO.UK)</p>	
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Wider strategies

Budgeted cost: £ _____

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SUPPORTING DISENGAGED STUDENTS (INC. PUPIL PREMIUM) TO RE-ENGAGE WITH BEHAVIOUR EXPECTATIONS</p> <p>To continue to support and develop The Arc Lead who, along with his curriculum leadership link, 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>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>Our year 7 internal behaviour and SEND analysis of 2021-22, showed that a small</p>	<p>4, 9, 10</p>

<p>The Arc students follow a curriculum pathway that is in line with mainstream as much as possible.</p> <p>To ensure that the Aspire pathway for up to 6 year 8 students is having a positive impact upon students academically, behaviourally and in terms on attitude to learning and school.</p> <p>To continue to embed the 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 bespoke reflective work for students if they hit specific behaviour triggers.</p> <p>To work with the Connect Centre to support students who:</p> <ol style="list-style-type: none"> 1. Reach 10 inclusion sessions and attend P5 each day (solution focused work around behaviour change) 2. Reached 25 inclusion sessions (attend full time for 3 weeks) 3. 1:1 support for students to proactively reduce their number of times in inclusion <p>To work with the Student Support Assistant offer preventative 'managing anger' support to SEMH students at risk of presenting with challenging behaviour.</p>	<p>number of year 7 students were struggling to find success in the mainstream classroom due to poor behaviour and engagement.</p> <p>We want to ensure that the number of suspensions and inclusion sessions are as low as possible. We need to offer support to all students who access inclusion and/or who are suspended so that they make positive steps towards improving their behaviour.</p>	
<p>OUR CHARACTER CURRICULUM (INCL.EXTRA CURRICULAR OPPORTUNITIES) IS FURTHER DEVELOPED</p> <p>The Phase 1 Graduation, Phase 2 Trinity Challenge and Phase 3 Competitive Edge programmes are further embedded.</p> <p>Participation in extracurricular opportunities, outcomes data as well as student voice all show that we are raising aspirations, developing academic resilience, increasing</p>	<p>At Trinity Academy Halifax, students give very positive feedback in student voice sessions about the Graduation Programme, Trinity Challenge, Competitive Edge Programme 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>	8

<p>cultural capital and providing a 'competitive edge' for students in years 7 to 11.</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>Destinations data is strong indicating that our character curriculum is having the desired effect.</p>	<p>"Education for character is already integral to the work of excellent schools. In these schools there is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other. Indeed, these and other aspects of the school's work all contribute to forming well-educated and rounded young adults ready to take their place in the world". (Ofsted, Character Education Guidance, November 2019)</p>	
<p>DEVELOPMENT OF STUDENT COUNSELLING SERVICES SO THAT THE RIGHT SUPPORT IS IN PLACE FOR THE RIGHT STUDENTS AT THE RIGHT TIME.</p> <p>The Student Support Manager and Student Support Officer will continue to manage the counselling tracker, ensuring that students get the right support at the right time. Effective work with:</p> <ul style="list-style-type: none"> -THISS (Noah's Ark) -Trinity's own wellbeing website -MHST in-school mental health support -Invictus wellbeing -In school therapeutic support -Pastoral Cobra Team (2 x weekly meetings to identify student need) 	<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>	3
<p>STUDENT ATTENDANCE, BEHAVIOUR AND ACADEMIC PROVISION AT OFF-SITE ALTERNATIVE PROVISION CENTRES IS CAREFULLY MONITORED SO THAT STUDENTS MEET THEIR ACADEMIC AND PERSONAL POTENTIAL</p> <p>Pupil premium students who attend off-site alternative provision settings continue to be fully supported by the Alternative Provision Lead in school. We must ensure that they are safe,</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</p>	10

<p>making progress academically so that they gain qualifications which will 'open doors' for them when they leave the Academy. We must also ensure that they develop personally (in terms of behaviour, attitude to learning).</p> <p>Students who attend off-site alternative provision and may be able to re-integrate back into mainstream school, are helped to do so.</p>	<p>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>“Alternative provision must meet the needs of students and enable them to achieve 'good' to 'outstanding' educational attainment level with their mainstream peers, while the needs which require intervention are addressed. The length of time a student spends in alternative provision will depend on what best supports the students' needs and potential educational attainment. Any child or young person placed by a school in alternative education provision, either full or part time, remains the responsibility of the school, retains their place on the roll of that school and is dual registered (registered at both the school and alternative provision). The school remains responsible for the monitoring and tracking of attainment, attendance, behaviour and safeguarding of their students placed in alternative provision”. (sendadvice surgery.org.uk)</p>	
<p>A FOCUS ON ATTENDANCE</p> <p>Student attendance and punctuality concerns are shared with teaching staff via weekly Pastoral Cobra updates so that all staff are working to support students improve their attendance and punctuality.</p> <p>All student attendance incl. PP students is carefully tracked, and robust actions taken where there are areas for improvement. Data shows improvements are made.</p> <p>Termly absence, attendance and persistent absence data is tracked carefully so that attendance at the academy is high, and absence is low. Attendance data and areas for improvement are shared with leadership at regular intervals.</p> <p>Attendance HUB staff members have a key group to monitor each term so that student attendance improves or</p>	<p>Our most recent internal data shows 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>7</p>

<p>actions are taken using Local Authority support.</p> <p>Students whose attendance is a significant cause for concern are discussed at weekly Pastoral Cobra and Child Protection meetings so that swift action can be taken to keep these children safe and get them back into school.</p> <p>The VT form attendance league is in place and creates an atmosphere of competition between forms and colleges and VT forms working together to get the best attendance.</p> <p>Students with over 96% attendance have their attendance rewarded through achievement points.</p>		
<p>CONTINUATION OF HARDSHIP FUNDING</p> <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 July 2022) 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 and 55 in December 2021. 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. Our internal data shows that over 100 more PP students are eating 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>

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 2021 to 2022 academic year.

We have a clear system of evaluating the impact of our pupil premium strategies. We follow DfE latest guidance 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. Please note: the table shows the last two years of data when 'standard examinations' were completed by students. This is 2018-19 (pre-Covid) and 2021-22 (post-Covid).

	2018-19	2021-22
Attainment 8 for PP at Trinity Halifax	44.13	44.2
Attainment 8 for all pupils at Trinity Halifax	52.7	51.19
Attainment 8 National overall PP	36.5	37.5
Attainment 8 National overall all pupils	50.15	52.6

- ✓ Recruitment and retention of staff remains high due to successful initiatives such as our new starter core CPD package, the Early Career Teacher CPD package and Coaching 4 Excellence package. Staff voice was taken regularly last year in School Improvement Group termly meetings. Feedback is acted upon swiftly so that staff can see that their feedback leads to actions taken. There is a culture of investing in staff as professionals and capturing positive deviance so that we can share best practice across school. We invested in a number of staff to complete SSAT Leadership Legacy courses, 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 and are able to urgently catch up so that they can re-enter all mainstream classes. The following data shows how many students accessed literacy interventions in 2021-22 and have now returned to all mainstream classes or access a less intense literacy intervention class.

Year 7:

65 students followed a literacy intervention programme in 2021-22

37 of these students (57%) are now in less intense literacy intervention classes or have returned to mainstream

Year 8:

47 students followed a literacy intervention programme in 2021-22

37 of these students (79%) are now in less intense literacy intervention classes or have returned to mainstream

Year 9:

27 students followed a literacy intervention programme in 2021-22

24 of these students (89%) are now in less intense literacy intervention classes or have returned to mainstream

- ✓ 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 Inspector who reviewed the literacy intervention packages in the summer term 2020-21, praised the packages highly. In December 2021, a serving HMI Inspector also commented that the literacy intervention programmes were effective and impactful.
- ✓ 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, 61% of all students are now following the EBACC pathway this academic year. This is an increase from 17% in 2020-21. Expected EBACC entry for 2023-24 is 80%.
- ✓ Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues and the knock-on effect of COVID-19 lockdowns in the community. The number of yellow forms (safeguarding concern forms) handed in increased by almost 100% from 589 forms in 2018-19 to 1073 forms in 2021-22. Mental health referrals increased from 68 student concerns in 2018-19 to 179 student concerns in 2021-22. 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.
- ✓ The overall attendance figure for Trinity Academy Halifax in 2021-22 was 93.1%. The average half termly absence figure for PP students in 2021-22 was 9.4%. The 2019 national average absence % figure was 8.2%. An incredible amount of work is put into PP attendance including key students being assigned to each member of the Attendance HUB team so that they can help improve their attendance; rigorous daily tracking of attendance; daily home visits; 2 x pastoral cobra meetings held weekly to discuss attendance and behaviour; attendance support plans in place for specific students; weekly child protection meetings are held with an attendance item on the agenda each week; rewards in place for students who attend well each half term.
- ✓ We are proud to say that the school's work in identifying unmet SEND needs is bearing fruit. Last year, all EHCP applications that school submitted (5 in total) were accepted by the SEND moderation panel. We submitted 112 referrals in 2021-22 for dyslexia, ADHD, ASD, speech and language support and occupational therapy support. We updated 36 pen portraits during the academic year based on staff and parent/carer feedback.

Further information (optional)

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

It has been written with reference to:

- Section 329 of Ofsted Framework: 'The use of the pupil premium and catch-up funding'.
- The EEF Guide to the Pupil Premium (April 2022)
- Education Endowment Foundation Pupil Premium publications (latest guidance provided in April 2022)
- DfE Pupil Premium reports and guidance (various, latest update on 27th October 2022)
- Marc Rowland – Pupil Premium Strategy guidance (13th June 2022)
- Internal experience (Our in house 'Spark' teaching and learning research guide)
- Internal data
- End of year outcomes analysis
- 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)

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)