

Trinity Academy Halifax - Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1632
% of PP	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (2023-24 is year 1)
Date this statement was published	November 2023
Date on which it will be reviewed	November 2023 (all Governors) January 2024 May 2024
Statement authorised by	Principal and Governors
Pupil premium lead(s)	Mrs Kate Wilson (Vice Principal) and Maryam Ilyas (Assistant Principal)
Governor / Trustee lead	Mrs Emma Hanlon-Gosling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£573,390
Recovery premium funding allocation this academic year	£155,112
School led tutoring funding allocation this academic year	£39,150
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	£767,652

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. The figure took a dip to 40.64 in 2022-23 following a challenging summer of results nationally to return to pre-pandemic grading in England.
- ✓ 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 first year of a 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

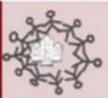
This table shows the **10 key challenges** to achievement that we have identified among our disadvantaged pupils.

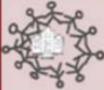
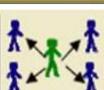
Challenge number	What's the challenge?	Want to know more?
1	Approximately one third of our pupil premium year 7 students arrive with a reading age of between 6 and 8 years old each year.	<ul style="list-style-type: none"> • Lower reading ages upon entry to Trinity Academy Halifax are becoming more common. • 57% of our current year 7 cohort (Sept 2023) have a reading age that is below their chronological age.
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 -0.02 in 2023-24. P8 scores for pupil premium boys was -0.15 in 2023-24 and also remains a focus.
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 2022-23 was 175. 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. 42% of PP students followed the EBACC pathway in 2022-23 and this % will continue to increase.
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	<ul style="list-style-type: none"> • Analysis of our 2022-23 outcomes shows that, despite consistently supporting a group of pupil premium students whose attendance fell below 90%, their average progress 8 score was -0.36. The group of pupil premium

	<p>difference to outcomes and wellbeing now and in the future.</p>	<p>students whose attendance was between 91% and 95% increased to an average of +0.37. For those PP students with attendance above 95%, the PP score was +0.79.</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. School 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"> • 91 students were referred by school for ASD/ADHD diagnoses in 2022-23 • 34 students have already been referred for ASD/ADHD diagnoses in this academic year so far (Correct as of Oct 2023) • The 4 Arc pathways now cater for a significant number of PP students with 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 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 2022-23, 25 students were at an off-site alternative provision. 20 were disadvantaged. • At present (October 2023), 21 students are at an alternative provision. 20 are disadvantaged. • At present (October 2023), we have 21 students working in our on-site reflective behaviour setting (The Arc). 14 are disadvantaged.

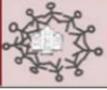
Intended outcomes

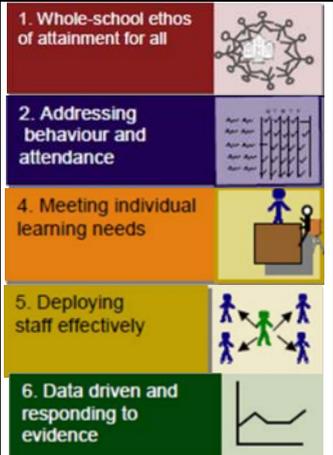
This explains the outcomes we are aiming for **by the end of our current strategy plan (due for completion by end of academic year 2026-2027)**, and how we will measure whether they have been achieved.

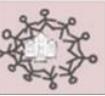
NFER building block	Intended outcome	Success criteria
<div data-bbox="159 376 363 427" style="background-color: #800000; color: white; padding: 2px;">1. Whole-school ethos of attainment for all</div>  <div data-bbox="159 488 303 562" style="background-color: #003366; color: white; padding: 2px;">3. High 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 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. 4. Our investment in our Pastoral team has allowed us to centralise our detentions system. This means our teachers can focus on providing quality first teaching and becoming subject experts instead of using their time to manage behaviour.
<div data-bbox="159 1288 351 1346" style="background-color: #808080; color: white; padding: 2px;">7. Clear, responsive leadership</div>  <div data-bbox="159 1400 303 1458" style="background-color: #FFD700; color: black; padding: 2px;">5. Deploying staff effectively</div>  <div data-bbox="159 1507 303 1588" style="background-color: #003366; color: white; padding: 2px;">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. A further investment into upskilling staff is made via the offer of the NPQ programmes. NPQMLs and NPQSLs are offered to staff who meet the relevant criteria. 4. An annual middle leaders' residential allows our Curriculum Leaders to reflect on their leadership skills, share best practice and provides a bespoke CPD opportunity allowing staff to feel part of the Trinity family.

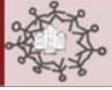
		<ol style="list-style-type: none"> 5. Staff retention data is strong. 6. Staff voice on academy QA process (is it supportive and developmental? What could be improved upon?) is strong. 7. Staff wellbeing/voice sessions (referred to as School Improvement Group meetings) to take place regularly, minutes logged, and actions taken.
<div style="display: flex; flex-direction: column;"> <div style="background-color: #800000; color: white; padding: 5px; margin-bottom: 5px;">1. Whole-school ethos of attainment for all </div> <div style="background-color: #000080; color: white; padding: 5px; margin-bottom: 5px;">2. Addressing behaviour and attendance </div> <div style="background-color: #FFA500; padding: 5px; margin-bottom: 5px;">4. Meeting individual learning needs </div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">5. Deploying staff effectively </div> <div style="background-color: #008000; color: white; padding: 5px; margin-bottom: 5px;">6. Data driven and responding to evidence </div> <div style="background-color: #808080; padding: 5px; margin-bottom: 5px;">7. Clear, responsive leadership </div> </div>	<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. A new initiative known as 'Challenge 10' has been launched to increase attendance of students who are currently 90% and below and thus at risk of being persistently absent. Members of the pastoral team will act as key workers for these students to ensure students are actively coming into the academy. 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).
<div style="display: flex; flex-direction: column;"> <div style="background-color: #800000; color: white; padding: 5px; margin-bottom: 5px;">1. Whole-school ethos of attainment for all </div> <div style="background-color: #FFA500; padding: 5px; margin-bottom: 5px;">4. Meeting individual learning needs </div> <div style="background-color: #90EE90; padding: 5px; margin-bottom: 5px;">5. Deploying staff effectively </div> </div>	<p>Learners in all years (especially year 7) 'catch up' with essential literacy skills.</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</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, 2 and 3 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

	<p>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>	<p>reviews find that the Nurture curriculum is fit for purpose and effectively supporting our weakest students to catch up.</p> <ol style="list-style-type: none"> 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. 4. 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. 5. A whole-school literacy-based Lead Teacher role has been created to ensure that all literacy intervention pathways can be quality assured and that our weakest students are catching up urgently. 6. Differentiated reflection booklets are successfully completed by any low-level literacy learners when they access the inclusion room.
<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center; background-color: #800000; color: white; padding: 5px;"> 1. Whole-school ethos of attainment for all  </div> <div style="display: flex; align-items: center; background-color: #006400; color: white; padding: 5px;"> 6. Data driven and responding to evidence  </div> <div style="display: flex; align-items: center; background-color: #FF8C00; color: white; padding: 5px;"> 4. Meeting individual learning needs  </div> </div>	<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"> 1. Pupil premium students with the highest starting points and IDACI profile (focus students) are highlighted on Bromcom, SISRA and Pastoral Cobra and have a raised profile in all classrooms. 2. Staff received a CPD session at the start of the academic year on Focus students and strategies were shared to best support these students within classrooms. 3. 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

		<p>interventions are put in place at the earliest opportunity.</p> <p>4. 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>
<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>	<p>1. By the end of 2022/23, there was a marked increase in the number of PP students following the EBACC pathway (42% vs 60% for all). This will continue to increase into 2023-24. EBACC PP outcomes and the GCSE options process will be closely monitored so that we encourage PP students who are capable of completing the EBACC qualification, will enjoy it and feel motivated, to do so.</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>A clear line of communication is established between academic and pastoral teams to support our pupil premium cohort who have significant pastoral challenges often linked to having and SEND need (SEMH).</p>	<p>1. 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> <p>2. Essential student updates are sent to staff each Friday to avoid lack of pastoral knowledge leading to friction/challenges in the classroom.</p> <p>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.</p> <p>4. Pastoral Leaders meet weekly to discuss high-tariff student and to identify academy BfL hotspots. This information is then disseminated to middle leaders and ITT/ECT mentors to ensure bespoke BfL support is put into place, making reasonable adjustments where necessary.</p> <p>5. SEND parents' evenings take place 3 times per year and pen portraits updated and shared.</p> <p>6. 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.</p>

		7. 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>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. The academy's Inclusion Support Matrix is a framework which allows us to monitor and track suspensions and offer an abundance of self-reflective interventions to avoid future suspensions,</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 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. The Arc is split into 3 pathways which are all taught by qualified teachers from the wider academy. These pathways are as follows: <ul style="list-style-type: none"> Engage: Y7 Aspire: Y8 and Y9 Attain: Y10 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. The weekly inclusion update sent by ABY to key pastoral and leadership staff results in timely action being taken to prevent inclusion numbers escalating. 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. 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 settings 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.

		<ol style="list-style-type: none"> We have recently invested in a middle leader who quality assures the education offer our AP students receive. She will further develop AP curriculum maps and ensure that student needs are being met when she visits the off-site AP settings. 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. The Trinity Challenge initiative allows our students to partake in an array of skills which contribute to the 'skills' criteria of the Duke of Edinburgh bronze award. Participation in and completion of the Bronze DofE scheme is strong as a result. Destinations data is strong indicating that our character curriculum is having the desired effect.
<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"> 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. We have forged strong links with external agencies within Calderdale and now host x2 MHST (mental health in schools' workers) within the academy. This allows us to ensure students suffering from low level needs are seen in a timely manner. A youth worker has been appointed by the academy to ensure we can provide targeted support to students who need this the most. Weekly pastoral COBRA meetings are attended by the Student Support Manager and/or Student Support

		<p>Assistant so that students get support at the right time.</p> <ol style="list-style-type: none"> 5. The Compass Mental Health Audit is reviewed and RAG rated each half term. 6. There is an annual audit (and expansion) of external agencies supporting with student wellbeing. 7. 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. A pencil case and equipment is given to all students at the start of the academic year. This includes a scientific calculator. 2. Laptops are made available for any students who may need them due to self-isolation/lockdown/inability to complete online homework due to lack of IT equipment at home. 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. 6. Food parcels are regularly delivered to families whom have been identified as most in need via the 'yellow form' referral system.

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: £ 209,361

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 10 and 11 students on a Tuesday to Thursday so that they have an additional 3 hours a week of compulsory subject support.</p> <p>Collaborative MAT work to share best practice for teaching and learning (e.g. Trinity Fest 2023)</p> <p>High quality online resources (e.g. Trinity TV) and online homework platforms are used to support students to consolidate their learning independently.</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 -0.27 in 2022-23. Our focus students programme and focus on HAP (high ability pupils) CPD is being further developed in 2023-24 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>Significant investment in the school environment (staff room renovation, investment in all new staff computers in every classroom and investment in corridor décor) to ensure that staff feel supported, valued and invested in.</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 national tutoring funding to employ Learning Mentors to support PP students in phases 2 and 3 to prepare for/achieve their very best in English and Maths.</p> <p>To use underload staff in MFL to double staff phase 3 MFL lessons to ensure that our increasingly large MFL cohorts have as much in-class support as possible.</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

To increase the number of PP students studying triple science at GCSE level.		
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Targeted academic support

Budgeted cost: £ 139,574

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 or Nurture 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</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</p>	3, 4, 7, 9, 10

<p>premium cohort who have significant pastoral challenges often linked to having an SEND need 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 -Power BI platform used to track BfL and SEND hotspots so that pastoral support is proactive -Use of 4 Arc pathways to support PP students with SEND needs -Analysis of teacher diet for our doubly disadvantaged students at KS4 to ensure that they have the best academic offer in place 	<p>carers as well as the pupil themselves and 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: £ 418,722

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 (4 pathways) 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>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>We want to ensure that the number of suspensions and inclusion sessions are as low as possible. We need to offer support to</p>	<p>4, 9, 10</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 Student Support Assistant to offer preventative 'managing anger' support to SEMH students at risk of presenting with challenging behaviour.</p>	<p>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 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>The Trinity Music Academy will continue to supplement pupil premium students to take part in music lessons</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> <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>8</p>

<p>and to complete their instrument grading exams.</p> <p>To link each year group with a local charity so that students are able to engage more effectively with people in need and reap the rewards of supporting them. This will build empathy within students which is a core value of the academy and a key skill of adulthood.</p> <p>Destinations data is strong indicating that our character curriculum is having the desired effect.</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 Officers 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) -Funding a BACP qualified Attachment Lead Counsellor to work in the academy for 1 day per week to support our students who have experienced significant trauma 	<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>'It is important to recognize when a child may need professional help for dealing with their trauma. Early intervention can also prevent the ongoing effects of the trauma into adulthood'. (verywellmind.org)</p>	<p>3</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> <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, making progress academically so that</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</p>	<p>10</p>

<p>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 AP settings and have an SEND need are well supported by the SEND team to fully support the SEND students in their care.</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>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 actions are taken using Local Authority support.</p> <p>A new initiative known as 'Challenge 10' has been launched to increase attendance of students who are currently 90% and below and thus at</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 -0.36. Pupil premium students who had an attendance level of between 91 and 95% gained +0.37 P8. This increases to +0.79 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>risk of being persistently absent. Members of the pastoral team will act as key workers for these students to ensure students are actively coming into the academy.</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 (and other key religious festivals) 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, 55 in December 2021 and 43 in December 2022. 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. We currently provide food parcels to a handful of vulnerable families each week.</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 we use 720 bagels (12 boxes) per week and 1-2 cereal boxes (20 portions) per week to feed our students, many of whom are PP.</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: £ 767,657

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 2022 to 2023 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 meant that PP student progress 8 and attainment 8 scores have only seen a slight dip post Covid. Considering the impact of school closures caused by two lockdowns and the subsequent academic and health impact on the students in our care, we are really proud of what we have achieved. 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 with full examination papers being completed covering all content. This is 2018-19 (pre-Covid) and 2022-23 (post-Covid).

	2018-19	2022-23
Attainment 8 for PP at Trinity Halifax	44.13	40.56
Attainment 8 for all pupils at Trinity Halifax	52.7	47.56
Attainment 8 National overall PP	36.5	TBC
Attainment 8 National overall all pupils	50.15	TBC

- ✓ 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 discussed in senior leadership meetings once per half term and 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 have invested in a number of staff to complete SSAT Leadership Legacy courses, NPQSL, NPQML and NASENCO qualifications to name but a few. Staff wellbeing was supported and continues to be through the renovation of the staff room, staff extra-curricular opportunities, behaviour management support (e.g. centralised detentions) 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. We are determined that every child will be literate, every child will be a reader and every child will be a confident speaker despite many students arriving with a reading age far below their chronological age. The following data shows the impact of our literacy interventions from the last academic year:
 - 11 students have moved out of our most intense literacy intervention to a less intense pathway. 5 students (Y7), 4 students (Y8), 2 students (Y9) have moved from Nurture to Platinum in 2023-24 (total: 11).
 - 29 students have returned from Platinum literacy lessons to mainstream lessons for 2023-24.
 - 40 students in total have progressed to a less intensive literacy intervention or have moved back into the mainstream for 2023-24.

- There has been a slight increase of 11 students more being placed into literacy interventions this year. The number of students being placed on a literacy pathway fluctuates from year to year dependent on the needs of the cohort.
- There has been a 39% decrease in students needing literacy support since academic year 2021-22.
- ✓ 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, praised the packages highly. The 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 (now re-branded as focus students) and establishing a Careers Cobra meeting (once per half term) in which PP, SEND and CLA students are prioritised for careers support.
- ✓ The number of PP students following the EBACC pathway will increase year on year. For example, 61% of all students and 42% of PP students followed the EBACC pathway in 2022-23. This is an increase from 17% in 2020-21. The expected EBACC entry for all pupils in 2023-24 is 80%.
- ✓ Our assessments demonstrated that pupil behaviour, wellbeing and mental health continued to be 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 cause for concern forms continues to increase:

Cause for Concern forms – CSC	Grand Total
2020-21	587
2021-22	1017
2022-23	1136

- ✓ Mental health referrals increased from 68 student concerns in 2018-19 to 175 student concerns in 2022-23. 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 Mental Health in Schools for two days per week. Targeted interventions using internal staff and external support agencies are employed where required. We worked alongside Open Minds Calderdale to ensure that our mental health audit was as accurate as possible and actions taken where needed.
- ✓ The overall attendance figure for Trinity Academy Halifax in 2022-23 was 92.47%. PP attendance for 2022-23 was only slightly lower at 90.3%. The published national average attendance figure for PP students in 2022-23 was 88.6%. 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, 6 out of the 7 EHCP applications that school submitted were accepted by the SEND moderation panel. We submitted 134 referrals in 2022-23 for dyslexia, ADHD, ASD, speech and language support and occupational therapy support. We updated 45 pen portraits during the academic year based on staff and parent/carer feedback.
- ✓ We delivered 8,640 hours of school led tutoring to 576 pupils in 2022-23.

Pastoral/student support interventions:

In 2022-23 our weekly Pastoral Cobra meetings continued to take place twice weekly and essential 'need to know' wellbeing and pastoral update about students in each year group were shared with staff every Friday via PowerPoint. Pastoral Cobra weekly PowerPoints continue to be a powerful tool in enabling staff to support all students in and out of the classroom with their changing needs. Attendance at our parent's evenings for all year groups continues to be strong with, on average, 65% of parents attending. We have SEND parents evening's three times per year so that parents whose child(ren) are on the SEND register can meet with the SEND team to discuss any concerns they may have. 21% of SEND student parents and carers booked in for an additional parents evening appointment (an average of the three parents evenings). All SEND student parents and carers were invited to attend.

The Arc reflective behaviour centre has been expanded to cater for students following 4 different pathways. These pathways have been carefully planned and resourced to enable our most vulnerable and disengaged students to re-engage with education and our high expectations. 14 out of 21 students currently participating in the pathways are pupil premium (correct as of October 2023).

In 2022-23 we saw another increase in safeguarding cause for concern forms being submitted by staff in school to raise concerns about student wellbeing. The number rose from 587 pre covid to 1136 in 2022-23. Our EHNA (Education Health Needs Assessment) highlighted that students in school felt more unsafe online than previously. N.B most students stated that they felt safe online in the school building. The Computing and Enterprise Team have completed an online safety school overview so that we can be certain that students are being educated about how to stay safe online. The Computing and Enterprise Team also developed an online safety Microsoft Form survey for all students in years 7 to 9 to complete in September 2023. This will now help the team to tweak their computing curriculum map if necessary. Student voice told us that some students forgot who they should speak to if they had a concern about online safety (or any safeguarding matter). Therefore, we now have a safeguarding log-in slide that all students see as they log on to any school computer. This tells students who they can go to if they need support in school. There are direct links to Safety Net (our wellbeing website) and CEOPS (the online safety reporting system).

There has been a significant increase in SEND referrals post-COVID. In 2021-22 the SEND team and Neurodevelopment Lead completed 112 SEND referrals and in 2022-23 we completed 134 referrals. Parental Feedback about our referrals system has been strong and we have developed a close working partnership with CAMHS.

In 2022-23 we are proud to say that 115/122 PP students (94%) passed 'Graduation'. The 6% of students who did not pass have had significant support to understand the reasons why this may have happened and what they can do better in Year 9. 84% of Year 9 PP students passed their Trinity Challenge last year which involves completing 50 personal life skill challenges successfully. 38% of our PP students achieved their Duke of Edinburgh silver award last year and 17% of our PP students achieved their silver award. 36 school trips took place last year and PP funding was used to support disadvantaged students who may not have been able to take part without financial support from school.

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)