



Secondary Pupil Premium Strategy Statement

School Name : Trinity Catholic College & 6th Form

2020-21 Academic Year

Pupil premium strategy statement

School overview

Metric	Data
School name	Trinity Catholic College
Pupils in school	1327 (1199 11-16)
Proportion of disadvantaged pupils	52% (622 FSM 6/LAC/PLAA)
Pupil premium allocation this academic year	£549,460 (including service 6)
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	L Dwyer
Pupil premium lead	N Smith
Governor lead	A Teasdale

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.71
Ebacc entry	10.9%
Attainment 8	37.58
Percentage of Grade 5+ in English and maths	28.7%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged students in similar schools (NPCAT targets)	Sept 2022
Attainment 8	Achieve national average for attainment for all pupils	Sept 2022
Percentage of Grade 5+ in English and maths	Achieve national average English and Maths 5+ scores for similar schools	Sept 2022
Other	Improve attendance to national average (taking into account Covid-19)	Sept 2022
Ebacc entry	Meet national average levels Current: 13% of Y11 PP students 18% of Y10 PP students	Sept 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	<p>Improve attainment and progress for all students, particularly high and middle ability in English through:</p> <ul style="list-style-type: none"> • Professional development of English department supported by trust learning lead. • Implementation of new English curriculum • To make reading a core component of all aspects of the curriculum • Implementation of literacy strategy

	<ul style="list-style-type: none"> • Raise standards in literacy through developed comprehension skills and resilience.
Priority 2	<p>Improve attainment and progress for all students, particularly high and middle ability in Maths through:</p> <ul style="list-style-type: none"> • Implementation of new Maths curriculum • High quality professional development of Maths department supported by trust learning lead • Thinking skills and their implementation in lessons. Academic resilience and learning skills.
Barriers to learning these priorities address	<p>Improved outcomes for PP students in English and Maths</p> <p>Student development in Literacy, comprehension and resilience, leading to improved access and understanding of the curriculum which will allow us to provide meaningful and relevant models for the development of writing skills</p>
Projected spending	£22247

Targeted and academic support for current academic year

Measure	Activity
Priority 1	<p>Development of the Achive@TRINITY strategy and its rollout across the college KS 3/4/5, including targeted Interventions for GCSE students, Learning Journey.</p> <p>Specialist tutors in key areas (English, Maths, Science, History & Geography).</p>
Priority 2	<p>Improve whole school literacy and numeracy and raising aspirations of pupils including specific provision for students at risk of PEX.</p>
Barriers to learning these priorities address	<p>Aspirations and expectations of pupils and parents are too low.</p> <p>Review pupil engagement with particular focus on the curriculum in each subject area linked to the drive on high quality teaching and learning linked to Learning @TRINITY</p>

	COVID safety procedures. Demands of catch up curriculum at all levels (particularly levels of transitions between Key Stages).
Projected spending	£282923

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Improve the rates of attendance , particularly KS 4 for disadvantaged students.</p> <p>Rigorous and comprehensive pastoral support package for disadvantaged students.</p> <p>Raising aspirations of disadvantaged students.</p>
Priority 2	<p>Comprehensive pastoral support package for disadvantaged students.</p> <p>Parent strategy - phone calls, opportunities to be in school, attendance communication, positive contact, thorough 'snapshot'.</p> <p>Pastoral strategy addressing needs of disadvantaged students.</p>
Barriers to learning these priorities address	<p>Attendance of students is impacting on final outcomes and progress made by students.</p> <p>Address the disconnect between parent and school to develop further supportive relationships.</p> <p>Essential parent support and triangulation of stakeholders.</p>
Projected spending	£145243

Monitoring and implementation

Area	Challenge	Mitigating action
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<p>Teaching</p>	<p>Pace of change is rapid</p> <p>Ensuring that time is given to embedding strategies.</p> <p>Ensuring enough time is dedicated to high quality CPD.</p> <p>Creating Praise Culture</p>	<p>Support to be provided by NPCAT subject directors.</p> <p>Sharing good practise, creating a supportive culture.</p> <p>CPD tailored to each individual</p> <p>High profile rewards system.</p>
<p>Targeted support</p>	<p>Quality first wave teaching</p> <p>Subject specialists teaching every lesson</p> <p>Ensuring support is organised and effective.</p> <p>Providing opportunities and addressing practical barriers.</p>	<p>Subject directors from NPCAT and LT links leading and monitoring all lessons.</p> <p>Comprehensive CPD led by T and L team supported by NPCAT</p> <p>Relevant staff to be rigorous in planning and targeting using data.</p> <p>Ensuring homework accessible to all students.</p> <p>Identifying and removing any barriers to students accessing the curriculum</p>
<p>Wider strategies</p>	<p>Reaching disengaged families, building relationships.</p>	<p>Working closely with all stakeholders and agencies.</p> <p>Developing effectiveness of home/school communication (including social media). Improving perception of school from parents/carers.</p>

Review: last year's aims and outcomes

Aim	Outcome
Raising Standards	4+/5+ English / Maths crossover Year 11 Learning Journey including 'Get the grade' weekend Period 6 English / Maths step up Saturday school Holiday school
Attendance	Reducing Persistent Absence Improving overall attendance Rewards strategies NPCAT attendance team SMH intervention strategy - reducing FTE / PEX
Literacy	Accelerated reader TA 1-2-1 intervention (including Lexia)