



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	1320 (1196 11-16)
Proportion of disadvantaged pupils	54.7% 722 PPG recipients
Pupil premium allocation this academic year	£730, 485
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021 <i>Interim Review May 2021</i>
Statement authorised by	L Dwyer
Pupil premium lead	N Smith
Governor lead	A Teasdale

Pupil performance overview for last academic year

	Disadvantaged	Non-disadvantaged	National average
Progress 8	-0.71	-0.05	0
EBacc entry	10.9%	20.3%	37%
Attainment 8	37.58	49.2	44.7

Percentage of Grade 5+ in English and maths	<table><tr><th>Metric</th><th>Disadv. (Non)</th><th>HA</th><th>MA</th><th>LA</th></tr><tr><td>English 5+</td><td>43.6% (65.6%)</td><td>77.1% (79.7%)</td><td>31.4% (46.8%)</td><td>6.7% (44.4%)</td></tr><tr><td>Maths 5+</td><td>32.7% (61.7%)</td><td>77.1% (87.0%)</td><td>11.8% (29.8%)</td><td>0% (22.2%)</td></tr><tr><td>E & M 5+</td><td>28.7% (55.5%)</td><td>68.6% (79.7%)</td><td>9.8% (23.4%)</td><td>0% (22.2%)</td></tr></table>	Metric	Disadv. (Non)	HA	MA	LA	English 5+	43.6% (65.6%)	77.1% (79.7%)	31.4% (46.8%)	6.7% (44.4%)	Maths 5+	32.7% (61.7%)	77.1% (87.0%)	11.8% (29.8%)	0% (22.2%)	E & M 5+	28.7% (55.5%)	68.6% (79.7%)	9.8% (23.4%)	0% (22.2%)	40%
Metric	Disadv. (Non)	HA	MA	LA																		
English 5+	43.6% (65.6%)	77.1% (79.7%)	31.4% (46.8%)	6.7% (44.4%)																		
Maths 5+	32.7% (61.7%)	77.1% (87.0%)	11.8% (29.8%)	0% (22.2%)																		
E & M 5+	28.7% (55.5%)	68.6% (79.7%)	9.8% (23.4%)	0% (22.2%)																		
Percentage of Grade 4+ in English and maths	<table><tr><th>Metric</th><th>Disadv. (Non)</th><th>HA</th><th>MA</th><th>LA</th></tr><tr><td>English 4+</td><td>62.4% (84.4%)</td><td>91.4% (94.2%)</td><td>54.9% (72.3%)</td><td>20% (66.7%)</td></tr><tr><td>Maths 4+</td><td>46.5% (78.1%)</td><td>94.3% (95.7%)</td><td>27.5% (59.6%)</td><td>0% (33.3%)</td></tr><tr><td>E & M 4+</td><td>43.6% (74.2%)</td><td>88.6% (91.3%)</td><td>25.5% (55.3%)</td><td>0% (33.3%)</td></tr></table>	Metric	Disadv. (Non)	HA	MA	LA	English 4+	62.4% (84.4%)	91.4% (94.2%)	54.9% (72.3%)	20% (66.7%)	Maths 4+	46.5% (78.1%)	94.3% (95.7%)	27.5% (59.6%)	0% (33.3%)	E & M 4+	43.6% (74.2%)	88.6% (91.3%)	25.5% (55.3%)	0% (33.3%)	60%
Metric	Disadv. (Non)	HA	MA	LA																		
English 4+	62.4% (84.4%)	91.4% (94.2%)	54.9% (72.3%)	20% (66.7%)																		
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Strategy aims for disadvantaged pupils

Aim	Target	Review date
Raise Progress 8 figure (Pupil Progress)	Achieve top quartile for progress made by disadvantaged pupils in similar schools (NPCAT target)	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

Ebacc entry	Work towards meeting national average levels Current: Y11 - 13% of PP pupils (14.6% non PP) Y10 - 16% of PP pupils (28% non PP)	Sept 2023
Other	Improve attendance figure to 95% or higher taking into account the impact of COVID-19. <i>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons. DFE, 2016)</i>	Sept 2022

Teaching priorities for current academic year

Measure	Activity
<p>Priority A</p> <p>Work towards national average for attainment and progress for all pupils, particularly high and middle ability in English</p>	<ul style="list-style-type: none"> • Ongoing professional development of English department supported by the Trust Director for English to promote/ensure quality first teaching. • Robust standardisation process to ensure that assessment and tracking data is accurate and supports progress. • To make reading a core component of all aspects of the curriculum. 1 in 8 disadvantaged children do not own a single book at home (National Literacy Trust) 'On average reading comprehension approaches deliver an additional six months progress.' EEF • Implementation of literacy strategy facilitated by Literacy Lead, supported by all staff. • Raise standards in literacy through developed comprehension skills and pupil engagement. • Support Learning@Trinity T&L strategy, specifically lesson routines and metacognitive strategies
Priority B	

Work towards national average for attainment and progress for all pupils, particularly high and middle ability in Maths through	<ul style="list-style-type: none"> • Implementation of new White Rose Maths curriculum, which focuses on developing maths mastery and follows on from the Primary maths curriculum to support effective transition into secondary school. • Ongoing professional development of Maths department supported by the Trust Director for maths to promote/ensure quality first teaching. • Robust standardisation process to ensure that assessment and tracking data is accurate and supports progress. • Implementation of whole school numeracy facilitated by designated maths staff, supported by all staff. • Support Learning@Trinity T&L strategy, specifically lesson routines and metacognitive approaches • High quality professional development of the Maths department. Research suggests that high quality CPD for teachers better enables them to specifically cater for students.
Barriers to learning these priorities address	<p>Reducing negative progress leading to improved outcomes for disadvantaged pupils in English and Maths (A/B)</p> <p>Close attainment gap for disadvantaged pupils (A/B)</p> <p>Pupil development in Literacy and comprehension in order to raise reading age (A).</p> <p>Developed academic resilience leading to strength in adversity for disadvantaged pupils (A/B)</p> <p>Improved access and understanding of the curriculum across key subject areas supported by core skills e.g. literacy in humanities, numeracy in science, which have been highlighted as areas of weakness, particularly for MA and LA disadvantaged pupils (A/B)</p> <p>Meaningful and relevant models for the development and unlocking of writing skills (A)</p> <p>Impact of COVID-19 pandemic, specifically the need for Recovery (A/B)</p>
Projected spending	£22 247

Targeted and academic support for current academic year

Measure	Activity
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<p>Priority C</p> <p>Development of the Achieve@TRINITY strategy to raise attainment of high attaining pupils.</p>	<ul style="list-style-type: none"> • Prioritising KS4 HA/MA pupils initially • Long term rollout across the college (KS3/4/5) • Targeted Intervention Groups for GCSE classes. • Development of Learning Journey to provide/support pathways through academic courses and key stages • Specialist tutors in core and key areas - English, Maths, Science, History & Geography. 'Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average' EEF. • Targeted CPD to raise staff awareness and implementation of strategies to support disadvantaged pupils.
<p>Priority D</p> <p>Improve Behaviour for learning, access and engagement.</p>	<ul style="list-style-type: none"> • Specific focus on those at risk of PEX • Appointment of Trust Behaviour Lead • Robust monitoring of incidents • Support quality first teaching • Provide purposeful working environment for pupils who are not in lesson for any reason/period of time (including A4, exclusion, self-isolation) • Raise aspirations for all pupils • Improve self esteem/self image • Increase SEND provision (appointment of SENDCo trainee) • Targeted CPD to raise staff awareness and implementation of strategies to support disadvantaged pupils.
<p>Barriers to learning these priorities address</p>	<p>Raised aspirations of pupils and parents (C/D)</p> <p>Close attainment gap and increase outcomes for high attaining disadvantaged pupils (C)</p> <p>Increase level of expectation from all stakeholders, with supporting pathways and measured targets ©</p> <p>Reduce internal exclusion and therefore develop inclusion for SEND pupils (D)</p> <p>Reduce FTE and risk of PEX (D)</p> <p>Reduce number of A4/A5 sanctions (D)</p> <p>Reduce low level disruption incidents in lesson (C/D)</p> <p>Mitigate risk of low engagement caused by exclusion or isolation (D)</p> <p>Impact of COVID-19 pandemic, specifically the need to support/re-establish healthy routines, habits and boundaries</p>

	with regards to learning and behaviour (C/D)
Projected spending	£509 790

Wider strategies for current academic year

Measure	Activity
<p>Priority E</p> <p>Improve attendance figure for disadvantaged pupils to 95% or higher</p>	<ul style="list-style-type: none"> • Priority first day contact - protected time for AM phone calls. • 'Attendance Matters' initiative, weekly videos including information, incentive and rewards. • Dedicated member of Attendance staff • Home visits by school staff and NPCAT staff • Increased home visits during lockdown • Targeted communication with pupils below threshold or at risk.
<p>Priority F</p> <p>Comprehensive pastoral support for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Robust multi-layer House Team (SL, HoD, AO, Tutor) • House staff protected time for AM phone calls • Use of Whole School Communications log to inform all staff of essential information. This includes students not present in lessons for reasons other than illness (exclusion, self-isolation, etc). Teaching staff are able to facilitate learning effectively as a result. • Raised profile of CEIAG to reach all pupils. • Targeted CPD to raise staff awareness and implementation of strategies to support disadvantaged pupils. • Working towards Parent Partnership Award
<p>Barriers to learning these priorities address</p>	<p>Impact of low attendance on outcomes (E)</p> <p>Potential disconnect between parent/school - develop supportive relationships (E/F)</p> <p>Ensuring that vulnerable pupils are effectively identified and risks are mitigated (E/F)</p> <p>Impact of COVID-19 pandemic, specifically attendance and SEMH (E/F)</p>

Projected spending	£195 393
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Monitoring and implementation

Area	Barriers	Implementation
Teaching	<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>
Targeted support	<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>A focus on high quality feedback given to pupils. 'Feedback studies tend to show very high effects on learning.' (EEF)</p> <p>Each lesson to start with a recall task. Lessons to contain gathering, processing and application tasks and end with a learning review activity. 'The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils' EEF.</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</p>

		<p>pupils.</p> <p>Identifying and removing any barriers to pupils accessing the curriculum</p>
Wider strategies	<p>Reaching disengaged families, building relationships.</p> <p>Raising the aspirations of the pupils and their parents.</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> <p>School working closely with the community to support any families struggling financially with the impact of COVID-19.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Raising Standards</p> <p>To improve outcomes for all pupils by raising attainment and academic achievement.</p>	<ul style="list-style-type: none"> Improved outcomes with a focus on disadvantaged pupils. For Y11 in particular this included <ul style="list-style-type: none"> 4+/5+ English / Maths crossover - a forensic approach to students who require targeted intervention (such as after school) Year 11 Learning Journey including "Get the grade" weekend Period 6 English / Maths step up Saturday school Holiday school
<p>Attendance</p> <p>To improve outcomes for all pupils through</p>	<ul style="list-style-type: none"> Reducing Persistent Absence and improving overall attendance <ul style="list-style-type: none"> Rewards strategies NPCAT attendance team Personalised intervention (at

attendance to school and lessons.	appropriate AP) strategy for students at risk of repeated FTE / PEX
Literacy To improve outcomes for all pupils by increased ability to access and engage.	<ul style="list-style-type: none">• Working to reduce the literacy 'gap' through embedded strategies including<ul style="list-style-type: none">◦ Accelerated reader◦ TA 1-2-1 intervention (including Lexia)◦ Tutor time input coordinated by Literacy lead