



Pupil Premium Plan 2020-21

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What is the Pupil Premium?

The Pupil Premium is an initiative by central government to provide additional funding for students that nationally are most likely to underachieve in school.

Pupil Premium funding is available for pupils who:

- Are registered as eligible for free school meals
- Have been looked after for 6 months or longer
- Were eligible for free schools at any point in the last 6 years

The following amount is received for pupil premium students:

- £955 per pupil of secondary-school age
- £1,345 per pupil who:
 - has been looked after for 1 day or more
 - has been adopted from care
 - has left care under a special guardianship order, a residence order or a child arrangements order

In light of Covid19, the position of Pupil Premium students has gained even more prominent focus with additional Government funding supporting provision of IT equipment, the National Tutoring Programme and the Free School Meals Voucher scheme.

Trinity Catholic High School Pupil Premium students

Pupil Premium students at Trinity consistently perform well against national comparisons, achieving higher progress 8 and attainment 8 scores than the national average.

Pupil Premium students tend to comprise around 10% of our community, although we expect numbers for 2020-21 to increase in light of current events. Greater prominence has been given to the Free School Meals application process on the school website and further guidance was circulated to parents in October 2020.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13/14	Total
2020-21	26	24	33	20	32	13	21	168
2019-20	25	34	23	33	26	21	21	183
2018-19	35	22	36	29	28	20	39	209

LAC and Post LAC

There is currently 1 Looked after Child (LAC) in Year 10 and 9 Post Looked After (Post LAC) children (2 Yr 7, 1 Yr 8, 1 Yr 9, 1 Yr 10, 3 Yr 11, 1 Yr 12) at Trinity.

Double Disadvantaged

There are currently 15 Double Disadvantaged (SEN + Pupil Premium) students at Trinity (2 Yr 7, 1 Yr 8, 3 Yr 9, 3 Yr 10, 5 Yr 11, 1 Yr 12).



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GCSE achievement of Pupil Premium students

In 2019-20, 26 students (11%) received the Pupil Premium. The GCSE results for the cohort are as follows:

Threshold	Disadvantaged (26)	Non-disadvantaged (216)	Disadvantaged Gap
Progress 8	+0.15*	+0.79	+0.64*
Attainment 8	4.69	6.12	1.43
EBacc Average Point Score (APS)	3.58	5.14	1.56
% 5+ in English and Maths (Strong)	42%	71%	29%
% 4+ in English and Maths (Standard)	73%	91%	18%
% 5+ 9-4	62%	93%	32%
% 5+ 9-7	15%	41%	26%

*Data significantly affected by 2 students' (*who were educated off site*) progress. If removed from the figures, the Progress 8 of the cohort would have been +0.49 and therefore the Disadvantaged Gap would have been +0.3

Attendance of Pupil Premium students (2019-20)

At Trinity, the attendance of Pupil Premium students is largely comparable with that of other students.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13/14	Total
Non-PP students	96.9%	95.5%	96.0%	95.1%	95.5%	94.3%	89.9%	94.7%
FSM Students	96.9%	94.7%	91.4%	95.9%	95.3%	92.1%	87.3%	93.4%
PP students	96.2%	94.8%	94.7%	96.3%	94.6%	93.5%	87.7%	94.0%
Non-PP students <90%	3.75%	8.8%	8.8%	9.6%	9.5%	15.0%	43.0%	14.1%
PP <90%	1.3%	2.1%	1.7%	1.3%	2.1%	1.2%	5.3%	2.1%

Funding for Pupil Premium Students at Trinity

Funding is allocated based in the Pupil Premium cohort from the last academic year. In 2020-21 the Pupil Premium funding is £133,360.



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Statement

At Trinity, every student can access an excellent education, regardless of background. We are committed to social justice through promoting access to a curriculum for all which is underpinned by powerful knowledge and deep subject learning that strives to combat barriers that could limit the potential of the individual.

We employ a whole-school approach to improving outcomes for Pupil Premium students by ensuring that our teaching and learning remain outstanding. We know that outstanding teaching will improve the attainment and future opportunities of our most vulnerable students and as a school, we invest heavily in this.

In parallel, we also employ a targeted approach which seeks to address, minimise and overcome specific inequalities where possible, by addressing barriers to learning on a more individualised basis. Evidence shows the positive impact that these interventions can have across the spectrum of achievement.

Our strong pastoral systems address the most significant non-academic barriers such as attendance, behaviour and social and emotional provision to ensure that pupils are continually supported on a personal level, which in turn improves their capacity for learning.

Barriers to learning for Pupil Premium students at Trinity

1. Literacy levels of some KS3 pupils in reading test assessments are below expected standards and they require reading support to access the secondary curriculum
2. Challenges for some students to follow structured study routines
3. Parents of some PP students require greater guidance regarding school academic expectations and how to support their children in accessing these
4. Stretching the most able PP students
5. Difficulty in accessing technology and revision resources
6. Low(er) access to cultural capital
7. Behaviour for learning challenges

Areas of Focus for Pupil Premium Plans for 2020-21

At Trinity, there is a range of whole school and targeted support for Pupil Premium students across the school (as outlined further in this report). However in 2020-21, the areas of key focus are designed to help address the inequalities in opportunity in the following ways:

- Improving Literacy at KS3 (and across the school)
- Developing specific and relevant study skills at all Key Stages
- Providing support for Blended Learning opportunities



Improving standards of literacy at KS3 and KS4

The outcomes for students who leave school without good literacy skills are poorer on almost every measure from health and well-being to employment and finance.

Literacy is key to academic success across the curriculum and more so in the light of recent curriculum reforms. Students who cannot read, write and communicate effectively are unlikely to access the challenging academic curriculum at secondary school. Our whole school approach to literacy seeks to support all students to develop the necessary skills in literacy for further education and employment with a strategy that provides tiers of support dependent on need.

Desired outcomes	Success criteria
<p>Provision of high quality, structured, targeted literacy interventions for students who achieved below expected standards in the KS2 reading test/ assessments that indicate that reading support is required to access the secondary curriculum. Interventions seek to secure the significant and rapid improvement in the reading ages of students.</p> <p>Parents of Pupil Premium students support the development of their child’s literacy skills and work in tandem with the school to achieve this.</p>	<ul style="list-style-type: none"> • Early identification / diagnostic assessment of weak readers. • Data shared with teaching staff with specific guidance on classroom strategies to support weaker readers. CPD to enable staff to effectively support reading development. • Students enrolled on appropriate, targeted reading intervention programmes. Following the assessment of reading ages, selected students enrolled onto the Lexia PowerUp reading intervention programme. Selected students’ reading ages reviewed on a termly basis and students will remain on the intervention programme until they are at an appropriate reading age. The goal is for students to increase in reading age of 12 months + over an 8 month intervention period. • Termly reviews of progress for students on interventions. Intervention adapted/ augmented in the light of progress data. Data shared with parents. • Parental meetings to secure home buy-in with a series of targeted interventions including individual and paired reading with advice and support for students regarding appropriate reading texts.
<p>To ensure common, consistent and rigorous approaches across every subject to the development of literacy so that all students, and especially PP students, can read, write and communicate effectively.</p>	<ul style="list-style-type: none"> • Targeted, explicit instruction of academic and specialist vocabulary across every subject. For example, exploring common word roots; etymology and morphology of vocabulary; encouraging independent word-learning strategies; use of graphic organisers; combining vocabulary development with spelling instruction. • Students supported to become strategic readers so that they acquire and use reading strategies that support the active engagement with academic texts necessary for comprehension and in-depth learning. Given the complexity and variety of academic reading students will be equipped with



	<p>an armoury of reading techniques, which are modelled and practised in the classroom.</p> <ul style="list-style-type: none"> • Staff training in strategic reading will initially be given to the English departments and then shared with other departments. Students will also receive training on how to read strategically across the curriculum. • Regular CPD for teaching staff so that staff are knowledgeable and well- equipped in the teaching of disciplinary literacy.
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Developing effective and relevant study skills at all Key Stages

The most successful learners are those who are equipped with the tools and skills to study effectively and employ a level of independence, both in their current lessons or at home and to further readiness and success for the next stage of their learning or employment. Our comprehensive, whole school approach to study skills provides appropriate guidance at all key stages, using recognised methodology for enhancing learning and supporting both students in accessing this, as well as teachers in facilitating and further promoting techniques within their own pedagogy.

Desired outcomes	Success Criteria
<p>A comprehensive programme of essential study skills based on leading teaching methodology to be created and routinely shared with students at all Key Stages to allow them to understand best practice study techniques and regularly employ these within and beyond their lessons to develop mastery in their learning at all levels.</p>	<ul style="list-style-type: none"> • High quality, study skills activities are built into the curriculum and schemes of learning with support videos available on the Digital Learning Hub. These are routinely modelled and used in lessons so that teaching common skills and techniques across the curriculum becomes routine and progressive. Targeted departments act as “Beacons of Excellence” in championing techniques in their areas and these are further promoted in assemblies and via parental communication. • Students have an armoury of skills that will support their development as independent learners. Students articulate that there is a consistent approach in lessons to independent study skills and retrieval practice. • Improved student motivation, cognition and metacognition. • Improved transition from KS3 to KS4 in terms of students’ preparedness for study and the ability of students to think or perform at the higher levels needed for mastery. • All students are able to independently plan effective revision using knowledge organisers as a central resource. • To achieve school targets at KS4 for 2021 across the key accountability measures and additional measures.



	<ul style="list-style-type: none"> • To achieve school targets at KS3 for 2021.
Regular CPD for Teaching staff in leading pedagogical skills with proven effectiveness in enhancing the progress of students such as Metacognitive techniques.	<ul style="list-style-type: none"> • Circulation of staff briefing sheets and video tutorials on leading research into effective study and teaching techniques supported by half-termly Teaching and Learning forums with specific areas of focus to educate and inspire practitioners to build techniques into lessons and thereby develop student skills and progress. • Metacognition and modelling routinely used by teachers in lessons, narrating their thinking, showing how problems are solved, how writing is generated and how tasks are completed successfully. • Consistency of study skills messages across the curriculum which in turn will develop student familiarity with techniques and embed best practice in learning. • Regular and reflective staff feedback, learning walks and review of student work to evaluate strengths of provision and identify areas for further focus.
Further academic support for Year 11 Pupil Premium students through one to one or small group tuition (12 weeks National Tutoring Programme).	<ul style="list-style-type: none"> • Improved progress at key assessment points for selected Year 11 Pupil Premium students in Ebacc subjects. • Evidence of a joined-up approach from class teachers and external providers to ensure insecurities with curriculum content are targeted and effectively addressed. • Regular communication with students, parents, teachers and external providers to ensure effectiveness of interventions for all parties.
Regular review of student performance data to ensure early identification of issues and appropriate support to address these.	<ul style="list-style-type: none"> • Meaningful reporting on the progress of Pupil Premium students at key assessment points leading to further targeted interventions as required. • The progress and attainment of Pupil Premium students to be a key focus within all departmental reporting procedures.
Prioritisation of Pupil Premium students for additional workshop and targeted internal intervention opportunities.	<ul style="list-style-type: none"> • Regular review of intervention provision to ensure that Pupil Premium students are well represented and catered for with provision that is appropriate and attainable. • Online learning opportunities to be made available to ensure that provision is non-exclusive and can be accessed by all.
Elevate Education Workshops - A series of targeted workshops at each key stage which seek to address the challenges of time management, exam preparation and study skills.	<ul style="list-style-type: none"> • Pupil Premium students are prioritised for attendance as appropriate. Liaison between Leadership and Pastoral teams to facilitate this. • Communication of key content to be disseminated via briefing sheets and recap videos to ensure that all students can access regardless of commitments.



Support for Blended Learning	
<p>Blending Learning provides students with exciting and challenging learning opportunities, both in school and at home, thereby resulting in independent and creative learners, committed to excellence. This is of greatest importance in the current situation regarding Covid19 and Pupil Premium students, despite their personal circumstances, must be supported and encouraged as necessary to engage fully in this provision and maximise their attainment.</p>	
Desired outcomes	Success Criteria
<p>Digital Strategy Leads who identify and monitor the most effective methods of blended learning strategies and liaise with departments to ensure a consistency of their employment within lessons and beyond.</p>	<ul style="list-style-type: none"> ● Digital Strategy Leads to hold regular meetings with the blended learning team to develop two main strategies which will be implemented by selected staff within their lessons and subsequently form a wider rollout pending student and teacher feedback on successful approaches ● Teachers and learners will be able to articulate the benefits from their use of OneNote ● Flipped learning models are facilitated through a use of technology and note taking and revision tools such as Cornell note-taking.
<p>IT provision and support for those with greatest need to maximise engagement with online learning opportunities</p>	<ul style="list-style-type: none"> ● IT support such as provision of laptops and 4G boosters is prioritised for Pupil Premium students where it is most required, to ensure that all students, regardless of their background are able to access the same learning opportunities and achieve to the same if not greater extent. ● All students who need access to ICT provision have access to this through IT support and use of the Learning Resource Centre or after school Review and Review sessions.
<p>Provision of hard copy / physical resources to ensure that students are not disadvantaged by the blended-learning approach.</p>	<ul style="list-style-type: none"> ● Where students may not have appropriate access to online provision, Departments will provide hard copy physical resources to ensure that all students are afforded equal opportunities to succeed in their subjects: <ul style="list-style-type: none"> ○ paper packs and work booklets ○ textbooks ○ resources needed for projects, games and activities, <i>e.g. music, art, D&T, photography and other practical based subjects.</i> ● A centralised list of students with these requirements is made available for staff to facilitate ease of distribution.
<p>Training for students on the use of online provision to build knowledge, capability and confidence in using these methods. These skills will be transferable to the world of work where platforms such as MS 365 are common place.</p>	<ul style="list-style-type: none"> ● Tutorials on how to use online platforms to be shared regularly during lessons. ● A termly, online tutorial rota is created and communicated widely to staff and students. ● Student feedback on tutorials is gathered and used to inform future strategies.

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	<ul style="list-style-type: none"> • A library of IT support resources to be made available to all students with clarity on how to access these. • Subject teachers to regularly set a range of home learning tasks which serve to build familiarity and fluency with online learning. • IT Helpdesk support available to both parents and students as required. • “Bring your own device” opportunity to be implemented for students to bring their own IT resources to school for review and support in downloading key learning platforms to facilitate home learning.
A library of relevant curriculum resources to be promoted both during and outside lessons to facilitate independent learning.	<ul style="list-style-type: none"> • Stream videos on key curriculum concepts to be created and clearly signposted to students to enable them to revisit areas of insecurity at their own pace. • Students to be familiar with the MS 365 Streams and Teams platforms and able to access these as necessary to support their own learning. • Department online learning tools to be continually reviewed and promoted to all students with specific tasks to facilitate their use.
Student friendly guides for subject specific online platforms.	<ul style="list-style-type: none"> • Core subjects who use platforms such as My Maths, Tassomai, Seneca and Kerboodle to create simplistic user-guides which support their use by Pupil Premium students.

Further school strategies to enhance provision for Pupil Premium students

The above initiatives and areas of focus for Pupil Premium students will be further supported by:

A 365 approach to Pupil Premium student needs which involves personalised Academic Care Plans for each individual designed to identify and address their personal barriers to learning
Financial support for Pupil Premium students to participate in wider school initiatives such as music lessons, educational visits, academic workshops as appropriate
Careers support which supports the Gatsby Benchmarks via telephone careers interviews (with potential for parents to also engage with these) support with applications to alternative providers via HOY and SENCO, virtual work experience opportunities as relevant
Regular mentoring of Pupil Premium students by their HOY, Form Tutor or SENCO, to provide support on how to prioritise study, enhance their work and build confidence and motivation
Mental health support via Brentwood Catholic Children’s Society mentoring, Eton X resilience course, Redbridge Switched Lives programme, HOY assemblies, T&L support materials
Half termly Attendance review of Pupil Premium students to identify concerns and implement initiatives to support improvements in these