

PUPIL PREMIUM GRANT IMPACT STATEMENT 2018-19

In order to plan support that has a proven impact, we have used strategies identified by the **Education Endowment Foundation/Sutton Trust research**

- Early years intervention
- Small group tuition
- Parental involvement
- Personalised home learning
- Oral language interventions
- Behaviour interventions
- Social and emotional learning
- Use of digital technology to support learning
- Explicit and systematic phonics teaching

Below we have outlined the main barriers to future attainment for pupils receiving the Pupil Premium Grant at Trinity Primary in 2018/19:

Main barriers:	
A	The progress and attainment of disadvantaged pupils is lower than other pupils, this gap needs to narrow.
B	Social and emotional difficulties for a small group of pupils mean they require additional support. This effects their attitude towards learning and therefore their attention and concentration in class leading to lower outcomes and progress made.
C	A high proportion of parents are unfamiliar with the education system in the UK. Therefore they need guidance and support on how to support their children at home.
D	Attendance of those in receipt of pupil premium funding is below that of those without funding and nationally.

Specific Barriers for Primary Phase:	
E	Oral language skills are lower for children eligible for PP when entering reception than other pupils. This slows reading progress in subsequent years.
F	A high proportion of children have a narrow life experiences outside of school.

Specific Barriers for Secondary Phase:	
G	Some pupils struggle to learn independently. They lack confidence and resilience and this is affecting their progress.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	917
Total number of pupils eligible for PPG in Primary Phase	70
Total number of pupils eligible for PPG in Secondary Phase	235
Amount of PPG received per pupil in Primary Phase	£ 1,320
Amount of PPG received per pupil in Secondary Phase	£ 935
Amount of PPG+ received per pupil (CLA)	This money is allocated via Lewisham Virtual School on a needs basis.
Total amount of PPG received	£ 333,475

Primary Phase Allocation

Primary Phase Headline Statement

- Attainment for PP pupils achieving the expected level in reading, writing and mathematics at the end of Key Stage 1 is in line with or above national averages when compared with the same group.
- At least 12 out of 14 (86%) PP pupils made expected progress or more than expected progress at the end of Key Stage 1 at the end of reading, writing and mathematics, measured through movement of banding (in-school progress measures) or meeting of IEP targets.
- Attainment for PP pupils achieving the expected level in reading and mathematics at the end in Year 5 is in line or above national averages when compared with the same group.
- 100% of PP pupils in Year 5 made expected or more progress in reading, measured through movement of banding (in-school progress measures) or meeting of IEP targets.
- Through analysis of data it is still evident that there is a difference between the attainment of PP and non PP pupils overall. Diminishing this difference forms part of our SEF and SIP and is a whole school priority for 2019-20.

Main Barrier	Nature of support	Impact of PPG Spending
A: The progress and attainment of disadvantaged pupils is lower than other pupils, this gap needs to narrow.	Inclusion HLTA (5 hours per week timetable focused on PP support for reading, writing and mathematics)	<ul style="list-style-type: none"> • Attainment for PP pupils achieving the expected level in reading, writing and mathematics at the end of Key Stage 1 is in line or above national averages when compared with the same group • At least 12 out of 14 (86%) PP pupils made expected progress or more than expected progress at the end of Key Stage 1 in reading, writing and mathematics, measured through movement of banding (in-school progress measures) or meeting of IEP targets. • Attainment for PP pupils achieving the expected level in reading and mathematics at the end in Year 5 is in line or above national averages when compared with the same group. • At least 13 out of 15 (86%) PP pupils made expected progress or more than expected progress in Year 5 in mathematics and writing, measured through movement of banding (in-school progress measures) or meeting of IEP targets. • 100% of PP pupils in Year 5 made expected or more progress in reading, measured through movement of banding (in-school progress measures) or meeting of IEP targets. <p><i>*Cohort sizes for Pupil Premium in Reception and Year 1 are very small so conclusions cannot be drawn (Reception= 2 pupils, Year 1= 8 pupils)</i></p> <p>Feedback from external Pupil Premium review from Helen Jones, as recommended by the Diocese:</p> <ul style="list-style-type: none"> • <i>'Pupils' books show that many disadvantaged pupils are making strong progress'</i> • CPD on the Trinity Standard in writing has had a positive impact: <i>'of particular note are the improvements in writing, which were evident across the school. This indicates a positive impact of leadership as writing has been an area of focus recently'</i> <p>Impact of support from Inclusion Lead/ Deputy Head and Lead Practitioner was noted during external Pupil Premium review from Helen Jones, as recommended by the Diocese:</p> <ul style="list-style-type: none"> • <i>Leaders are passionate about the provision for disadvantaged pupils; teachers and teaching assistants share this commitment</i> • <i>Senior leaders monitor and evaluate provision robustly and incisively</i> • <i>The lead practitioner is highly effective in making sure that teaching is at the 'Trinity standard.' The impact of his work is evident in, for example, support for pupils who find learning difficult.</i> <p>Feedback from School Improvement Office, Sue Higgins:</p> <ul style="list-style-type: none"> • <i>In the primary phase it is demonstrably evident that teachers and other staff know these children well and have an in-depth knowledge of their specific needs and a clear understanding of the individualised support and interventions which accelerate their learning.</i>
	2 Inclusion TA (5 hours per week timetable focused on PP support for reading, writing and mathematics)	
	HLTA timetabled to provide additional support across the school (10 hours per week)	
	Trinity Standard CPD for all staff	
	External Review and Action Plan from Southwark Diocese	
	Peer Tutoring Sessions	
	Precision teaching sessions	
	Pupil Premium Reading Parent Liaison	
	Homework Club (KS2)	
	EYFS Interventions	
	Subscriptions for Lexia	
	Subscription to Symphony	
	Personalised home learning resources, training and management	
	Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for: <ul style="list-style-type: none"> • Team Teaching with CTs • In class support for pupils • Interventions for key groups 	
Percentage of wages for a Lead Practitioner on the Primary site to provide support for: <ul style="list-style-type: none"> • Team Teaching with CTs • In class support for pupils • Interventions for key groups. 		
Percentage of wages for a Writing Lead and LWKS2 on the Primary site to provide support for: <ul style="list-style-type: none"> • In class support for pupils • Interventions for key groups. 		
Percentage of wages for an Inclusion Assistant on the Primary site		

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Main Barrier	Nature of support	Impact of PPG Spending
B: Social and emotional difficulties for a small group of children mean they require additional support. This effects their attitude towards learning and therefore their attention and concentration in class.	Play therapy	<ul style="list-style-type: none"> 100% of pupils receiving targeted support from the school Play Therapist had made progress when their 'Specific Questionnaire Difficulties' scores were reviewed at the end of the year. 60% of children attending Play Therapy sessions no longer require support and will be removed from the caseload in 2019/20. 100% of children attending the Lego Therapy groups have achieved their SALT Targets from their IEPs. Incidents of needing support for emotional regulation has dropped significantly. These children are now supported by a trained TA with personalized social stories.
	In class support provided by SLT	
	Social Story CPD provided by Speech and Language Therapist	
	Lego Therapy	

Main Barrier	Nature of support	Impact of PPG Spending
C: A high proportion of parents are unfamiliar with the education system in the UK. Therefore they need guidance and support on how to support their children at home.	Development of Parent Curriculum	<ul style="list-style-type: none"> The new curriculum was launched at the Open Classroom and Curriculum Evening event at the beginning of the year which was attended, on average, by 80% of families per class. New format of Home Learning has supported parents on activities to complete at home to support their child with what is being covered in school Engagement with Home Learning Exhibitions from PP families has been high, and seen on the school blog. EYFS 'What's typical talk?' was well attended by new families, including families that had responded to targeted phone calls (PP cohort size for Reception is too small to draw conclusions) Personalised Home learning for PP children is regularly completed with increased parental support. <p>Feedback from external Pupil Premium review from Helen Jones, as recommended by the Diocese:</p> <ul style="list-style-type: none"> <i>Disadvantaged pupils benefit from experiences which are very relevant to them because they match the context of the school.</i>
	Curriculum Evening	
	Open Classroom Evenings	
	Developing school website	
	Targeted Family Support	
	Hegarty Mathematics (UKS2)	

Main Barrier	Nature of support	Impact of PPG Spending
D: Attendance of those in receipt of pupil premium funding is below that of those without funding and nationally.	Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for 1:1 meetings with targeted families	<ul style="list-style-type: none"> Number of children in receipt of the PPG on the high priority attendance register dropped by 50% due to targeted weekly phone calls. Attendance gap when comparing all pupils with PP pupils has diminished. 2019 : 96.48% for all pupils and 95.95% for PP pupils
	Percentage of wages for additional Admin Staff on the Primary site to provide support for daily and weekly monitoring of targeted families attendance	

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Main Barrier	Nature of support	Impact of PPG Spending
E: Oral language skills are lower for children eligible for PP when entering reception than other pupils. This slows reading progress in subsequent years.	Development of a knowledge and vocabulary rich curriculum	<ul style="list-style-type: none"> New Wider Curriculum resources have resulted in the gap being diminished between PP and non PP children in half termly pop quizzes. Clear mapping and explicit teaching of subject specific vocabulary has resulted in the gap being diminished between PP and non PP children in half termly pop quizzes. As a result of explicit teaching of vocabulary, attainment for PP pupils achieving the expected level in reading at the end of Key Stage 1 is inline or above with national averages when compared with the same group As a result of explicit teaching of vocabulary, attainment for PP pupils achieving the expected level in reading at the end in Year 5 is inline or above with national averages when compared with the same group Pupil Premium Curriculum Case Studies, carried out by individual subject leads, evidence consistently high outcomes for PP pupils that are either in line or above their non PP peers. Subject specific CPD has been led by Subject Leaders and Inclusion Assistant to ensure that the curriculum is accessible for all and is in line with the top down approach. 100% of children with specific speech and language barriers to learning have met their end of year SALT targets. 100% of children participating in the additional Beanstalk Reading Support have met their end of year reading targets. <p>Feedback from external Pupil Premium review from Helen Jones, as recommended by the Diocese:</p> <ul style="list-style-type: none"> <i>During the visit, the highly effective work led by the deputy headteacher on revamping the curriculum was evident at every turn.</i> <i>The rationale for the revamp is clear. Leaders believe that here needs to be a level playing field for each pupil, so that those whose life experiences are narrow are not held back.</i> <i>The focus is on knowledge and the 'knowledge organisers' exemplify this very well.</i> <i>Other sources of evidence, such as case studies, show that some disadvantaged pupils are making small steps of progress from their various starting points and given their additional needs</i> <i>Middle leaders carry out a good raft of monitoring activities such as book looks and pupil voice. As a result, they know the strengths and next steps for their subjects, including what pupils think about the subjects.</i> <i>Middle leaders have made sure that standards in the subjects are accurate through moderation activities.</i> <i>The case studies they presented during the review were detailed. They included actions for next steps. In some cases, there were no specific actions for disadvantaged pupils, where a weakness had been identified.</i>
	Designated Wider Curriculum Lead at the Primary Phase	
	Wider Curriculum Books and resources	
	Wider Curriculum Individual Subject Leads	
	Implementation of Whole Class Reading	
	Individual Whole Class Reading Texts	
	Development of Parent Curriculum	
	Phonics Workshops	
	EYFS Speech and Language Interventions- Talking Tables	
	KS2 Language for Thinking Interventions	
	Subscriptions for Lexia	
	Speech and Language Therapist	
	Speech and Language CPD	
Specialist Speech and Language CPD for Inclusion Assistant		
Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for Early Interventions		

Main Barrier	Nature of support	Impact of PPG Spending
F: A high proportion of children have a narrow life experiences outside of school.	Targeted GDS interventions	<ul style="list-style-type: none"> Close to 100% of PP pupils achieved all aspects of the Merit Award for the Trinity Charter. In individual cases where this has not been the case, this has been due to absence. 92% of PP pupils attended the Year 4 residential trip with the support of the subsidized rate, and increase of 5% on last year (equates to 2 additional pupils) PP children have competed in a Mayor of London initiative, Count on Us, against schools across South East London. PP pupils have increased opportunities to participate in sporting competitions with local schools. PP pupils have increased opportunities to perform at a number of concerts throughout the year, including performing at the Greenwich Meantime Festival and Royal Festival Hall. A higher proportion of disadvantaged children have been given access to learning outside of the classroom
	Trinity Charter Curriculum	
	Designated Character Curriculum Lead at the Primary Phase	
	Subsidised money for after school clubs	
	Subsidised money for school trips (including Year 4 residential)	
	Subsidised Music Tuition	
	Personalising reading resources in all classrooms	
	Beanstalk Reading Volunteer	
	EYFS Provision Resourcing	
	Fit for Sport	
	Summer Fayre tickets	
	School disco tickets	



Secondary Phase Allocation

Main Barrier	Actions and Impact	Evaluation
<p>A: The progress and attainment of disadvantaged pupils is lower than other pupils, this gap needs to narrow.</p>	<ul style="list-style-type: none"> • Year 11: Year 11 results in 2018 showed there is a gap of 1/3 grade between those in receipt of pupil premium and those who are not. This gap is narrower than in previous years but still something we want to close. In order to do this in Year 11 we are going to: <ol style="list-style-type: none"> 1. Individual revision timetables for PP pupils. 2. Provide revision guides for all year 11 PP pupils. 3. Another set of individual interviews for each PP pupil in year 11 in September and then a 3rd interview for those pupils who are still at risk of underachieving after the Autumn/Winter PPEs. These are to be conducted by the schools senior leadership team, the year progress leader, pupil premium champion and Inclusion department. 4. Interventions (including morning subject specific study sessions) made available for all PP pupils in small class sizes (maximum 20 pupils per group). <p>For Secondary Pupils:</p> <ul style="list-style-type: none"> • Embed the work of the dedicated 'PP Champion' for pupils in receipt of Pupil Premium funding. Initial focus on pupils in Year 11 but then filtering to other year groups. • Ensure all staff are aware of the PP in their classes. • Seating plans for each teacher to ensure the PP and all groups are clearly identified for the teachers planning and for any visitor to the classroom. • Class teachers to clearly identify strategies on their class sheets to improve outcomes for PP pupils. • Each subject leader to identify key PP underachievers in each year group at the end of each reporting round and centrally organise intervention that is monitored for impact between reporting windows. • Each PP pupil to have an IEP, so that their individual needs are being met across the school – to be constructed by each year progress leader. • Case studies to be conducted for pupils in each year group by year progress leaders to inform future practice. 	<ul style="list-style-type: none"> • 2019 GCSE results show that the continuing trend of narrowing the gap between those in receipt of pupil premium funding and those not receiving the funding. The progress gap is now -0.25 (1/4 grade compared to a 1/3 grade the previous academic year). In addition, attainment of PP pupils is now closer to non disadvantaged. Attainment of PP pupils has risen by a 1/3 grade to 4.2 and is only -0.16 lower than non-disadvantaged pupils. • Key data for all year groups were produced and available in each Year Progress Leaders (YPL) office. We analysed and evaluated progress data for all year groups. • During the Michaelmas term, YPL's had the opportunity to update their year groups progress charts and act accordingly to make sure all pupils were making good progress. The High Ability, Pupil Premium champion, BCAR Champion had visual 'war boards' type strategy to highlight pupils they are working with. At this stage data reported -0.85 P8 score for PPE1 for yr 11 BUT +0.09 P8 for PPG1. • Interventions programme now in place using SIMS to track. A 'raising attainment and progress' (RAP) team is now established looking at key groups (including the PP Champion). This started with the M2 Y11 data drop and will now run through the other year groups starting with Y10 at the start of January. This streamlined approach allows all strategy and operational leaders of key groups to see who needs their support and interventions the most and it is easy to track impact. • PPG data for Y11. 36% PP – 18% serious concern (red) compared with 8% non PP. BUT 20% (green or blue) predicted above target compared to 17% non PP. • School review – Positives – “Progress 8 score for PP students was -0.92 in 2017 and has moved dramatically to -0.51 in 2018”. • 2018 saw Increases in grades 4 and 5 in Mathematics and English for PP pupils. • School review - areas for improvement – • “The positive improvements for disadvantaged students need to be built on so that the gaps in-school and nationally with non-disadvantaged students' achievements is narrowed further”. • Y11 PPG data (March 19) shows that the % of those PP pupils causing serious concern (red) has decreased since the last data point (from 18% to 11% so the gap with non PP pupils has narrowed). Also those exceeding targets has risen from 20% to 24%. • RAP meeting are now a regular part of the school calendar and we are using SIMS to track interventions including a clear indication of impact. RAP meetings for years 7-10 to take place in early April on our INSET day. • Staff handbook contains a page summary about our PP strategy, why we do it, what are our main barriers and ways to support PP pupils. • Report conducted by secondary challenge advisor was very positive about the progress made on our PP strategy. <i>“Awareness throughout the school about who are the pupils eligible for pupil premium has been successfully heightened. In the primary phase it is demonstrably evident that teachers and other staff know these children well and have an in-depth knowledge of their specific needs and a clear understanding of the individualised support and interventions which accelerate their learning. In secondary Year</i>

Progress Leaders share information with staff about the progress and needs of disadvantaged students in their year group. The system for identifying PP students who would benefit from additional support and planning for that support has become increasingly streamlined and effective."

Key data	Actual 2016/17	Actual 2017/18	PP students nationally	Non-PP nationally	Predicted 2018/19
P8 All	-0.43	-0.09			+0.09
P8- Pupil Premium	-0.92	-0.53	-0.44	+0.13	-0.11
Difference between PP & non-PP	-0.49	-0.44	-0.57	+0.57	-0.20
A8	46	46			48
A8- Pupil Premium	36	37	36.7	50.1	45
Difference PP & non-PP	-10	-9	-13.4	+13.4	-3
PP students Achieving En & Ma Grade 5+		27%	24.9%	50.1%	47%

B: Social and emotional difficulties for a small group of pupils mean they require additional support. This effects their attitude towards learning and therefore their attention and concentration in class leading to lower outcomes and progress made.

- Year 11:
- Year Progress Leader to run a series of assemblies on wellbeing. A specific assembly will be delivered for PP pupils alone to highlight wellbeing, behaviour for learning amongst other topics)
 - 'Mindfulness' sessions for year 11 pupils. PP pupils given priority to attend.
- For all Secondary pupils:
- Use of Pupil Premium Champion to support all pupils but those specifically underachieving.
 - Use of whole school mentor team and restorative justice to support all pupils.
 - Drama Therapy sessions for targeted pupils.
 - Use of school counsellor for specific pupils.
 - Pupils provided with a safe space to talk about serious issues in their lives (Chaplaincy).
 - Support for pupils who are unable (due to many reasons) to access their education in a mainstream setting. These pupils are able to access an appropriate alternative curriculum which meets their needs and allows them to have good attendance, make progress and have progression post 16 (so they are not NEET). NWS intervention to target pupils on a 1 to 1 basis who are at risk of exclusion or on managed moves.

- Year 11s had weekly mindfulness sessions and access to the school counsellor. They were signposted to local support services (EG Kooth) to support their mental health. Weekly mental health first aid sessions were available for ALL pupils.
- Year 10 pp pupils attended 'career live' in October 18.
- The pupil premium champion and a teaching assistant led on a project for KS4 PP pupils called 'Envision'. This is used to support resilience and broadens the aspirations of KS4 pupils. Data from the project showed all pupils involved developed a range of key skills to support their employability skills (please see impact report).
- The schools vision, ethos and character education allows for all pupils to development key skills to support them in everyday life.
- Drama therapy was available for identified pupils weekly with a fully qualified and experienced therapist.
- The mentoring team worked with a range of pupils on both academic skills and social, emotional and mental health. Restorative justice was used effectively resulting in a decrease in detentions, internal and external exclusions.

C: A high proportion of parents are unfamiliar with the education system in the UK. Therefore

- Year 11:
- Second GCSE information evening focusing on 6th form applications, pupil well being and the full year 11 strategy shared with all parents. Following this, parents of PP pupils invited for

- All year 11 pupils in receipt of funding had specific parent meetings with members of the schools senior leadership team and key year 11 colleagues. These provided all parents with resources and materials to support their children at home with their academic work and also post 16 choices.

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<p>they need guidance and support on how to support their children at home.</p>	<p>individual interviews with designated member of senior or middle leader level.</p> <p>2. PP pupils given individual support, coaching, advice and guidance on their future education or career choices.</p> <p>For all Secondary pupils:</p> <ul style="list-style-type: none"> Parents information evenings (EG GCSE information evening, options meetings, post 16 evening). All pupils and parents given the opportunity to be fully informed about their child's education and future steps. Parents are supported in ways to help their children. Work experience: providing a high quality work experience provision for all Year 10 pupils. Pupils are confident and ready to make the next steps into adulthood. This impacts on their attitude to learning and helps them make progress. Aspirational visits, speakers and workshops at school. To inspire all groups to reach their potential (including trips to high attaining 6th forms and colleges and Russell group universities). Pupils have an aspiration and link this to academic achievement and progress. All PP pupils will be given an opportunity to attend an event (internal or external) designed specifically to aid their understanding of future education or careers EG Year 8 PP pupils attend a Goldsmiths information event day. Subsidies offered on a case by case basis for extra-curricular visits and trips. 	<ul style="list-style-type: none"> The pupil premium champion and other members of the RAP team supported individual pupils throughout year 11. This list changed as/when data showed us that interventions were successful or needed changing. All year groups (except year 10) had additional parent's events to support learning and personal development. Parents whose child was in receipt of PP funding were given specific and targeted communication to attend these events. All Year 10 pupils in receipt of PP funding had a successful work experience placement. They were each given support in choosing an appropriate placement. Individual careers interviews in KS3 started with PP pupils first. Please see the school website and newsletters for information on the extensive amount of outside speakers, trips and visits made available to all of the Trinity pupils. Those in receipt of PP funding were supported financially as/when requested/needed.
<p>D: Attendance of those in receipt of pupil premium funding is below that of those without funding and nationally.</p>	<p>Year 11:</p> <ol style="list-style-type: none"> Breakfast clubs arranged during PPE weeks and PP pupils given priority attendance. Weekly YPL and attendance officer meetings – those PP pupils under 96% attendance monitored and action taken where necessary. Incentives (EG free prom tickets) given to PP pupils who have shown significant improvement in attendance and are near or above NA. <p>For all Secondary Year Groups:</p> <ul style="list-style-type: none"> 2016/17 – PP pupils attendance 93.27% with persistent attendance above 20%. 2017/18 - PP pupils attendance 94.81%. Persistent absence 10.13%. Although there has been a significant increase in attendance of PP pupils there is still a gap to the whole school (96.17%). The aim is to continue increasing PP attendance (1% increase during the academic year) using the YPL meetings as the driving force behind this movement. Each week, YPLs will be given a list of pupils who have a declining attendance trend and they will put strategies in place to reverse this trend (EG phone calls home, home visits, breakfast clubs) The PPC to work regularly with the attendance, welfare and safeguarding officer on attendance issues surrounding PP pupils. 	<ul style="list-style-type: none"> The gap between PP and non PP attendance is narrowing and PP attendance is near NA and well above PP attendance nationally. For 2019-20 whole school attendance was 96.39 with PP attendance at 95.91. Whole school persistent absence was 4.91% with PP a similar rate. The attendance, welfare and safeguarding officer worked closely with individual pupils in receipt of PP funding in order to narrow this gap. We are extremely proud of the attendance of all of our pupils and acknowledge EEF research which clearly links attendance and attainment/progress. Our punctuality, including pupils in receipt of PP funding, is our next focus.

<p>G: Some pupils struggle to learn independently. They lack confidence and resilience and this is affecting their progress.</p>	<p>Year 11:</p> <ol style="list-style-type: none"> 1. Independent study sessions (attendance and activities monitored daily) run by YPL and PP Champion. These are for 1 hour 30 minutes three times per week. PP pupils given individual letters inviting them to attend. Follow up from YPL and DHT if they do not attend. Incentives given to pupils with the best attendance EG free end of year trip or prom ticket. 2. Revision guides given to PP pupils. 3. Pixl Independence password and App given to PP pupils and parents to encourage independent study. 4. Increased time allocated for independent study using knowledge organisers. <p>For all Secondary pupils:</p> <ul style="list-style-type: none"> • Training offered to all staff about independent learning, homework now focusing on knowledge organisers. • Literacy coordinator: to coordinate literacy across the school; whole school approach to raising attainment and giving a link between subjects for consistency to aid and embed independent learning, confidence and resilience. An increase in pupil's literacy levels which transfers across the curriculum impacting on pupil progress and attainment. • Numeracy coordinator: to coordinate numeracy across the school; whole school approach to raising attainment and giving a link between subjects for consistency to aid and embed independent learning, confidence and resilience. An increase in pupil's numeracy skills which transfers across the curriculum impacting on pupil progress and attainment. • Targeted homework support: to provide a safe supportive environment with additional TA support after school hours. Pupils are able to attain higher grades and are on track or exceeding their target grades. • External tutors: CLA pupils given opportunities to access the core curriculum outside of school hours. Raises attainment in these subject areas. • Study sessions/interventions outside of normal school hours (EG revision guides, Saturday or late night lessons...). All pupils have the opportunity to work in a stimulation and focused environment with expert help, support and guidance. Barriers to learning (external) are removed. • Assistant Headteacher – Director of Character Education: The programme for Character Education supports pupils to look beyond the school curriculum and develop their skills and attributes in a variety of ways with the aim of building strong, resilient and confident character. This includes workshops which support pupils in making the right choices such as SRE and Prevent workshops. Pupils take part in theatre visits, sports activities, visits to galleries and other team building activities such as paintballing, rock climbing etc. We take part in workshops and talks given by King's College 	<ul style="list-style-type: none"> • All year 11 pupils (with PP pupils targeted specifically via the PP champion) were given the opportunity to attend a 'silent study' session 3 days a week after school. This intervention was not successful and will cease in 2019/20. • Pupils in receipt of PP funding were given free revision guides for all subjects on request. • The development of the Trinity charter and the 9 key characteristics has started to see increased independence and resilience in learners. • The introduction of knowledge organisers, online learning programmes and a dynamic stretching curriculum is developing key 'soft skills' in pupils. This will be a key focus in the coming academic year. • The development of independent learners is a key whole school focus and very pertinent to our disadvantaged learners. • All LAC PEPs completed successfully for this academic year. This is an excellent achievement considering the number (13) of LAC pupils we have (well above NA). As and where requires, the school funded external tutors for LAC pupils. • Please see the school website for our literacy and numeracy report and strategy. • Year 11 pupils had opportunities to attend weekend and holiday revision sessions run by the interventions team and subject specialists. • We continue to support and fund music tuition upon request.
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	<p>London linked to the field of medicine, as well as attending careers events both locally and in central London. We have formed a partnership with our local Independent school where pupils are supported to attend booster Mathematics and Science classes as well as take a GCSE Latin course. PP pupils given priority access to character based activities.</p> <ul style="list-style-type: none">• There are also a wide variety of extracurricular clubs and activities taking place daily at Trinity including subsidised music tuition.	
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