



PUPIL PREMIUM GRANT EXPENDITURE 2017-18 – EVALUATION SEPTEMBER 2018

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

- Key Stage 3 & 4 interventions
- Small group tuition
- Parental involvement
- Personalised home learning
- Independent learning strategies
- Behaviour interventions
- Social and emotional learning
- Use of digital technology to support learning
- Specific work on post 16 destinations

Characteristics of effective spending

The report identifies the spending characteristics that have led to standards rising and opportunities broadening for the most disadvantaged pupils.
Successful schools:

- Carefully ring-fenced the funding so that they always spent it on the target group of pupils
- Never confused eligibility for the pupil premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest grades
- Thoroughly analysed which pupils were underachieving and why

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- Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement
- Understood the importance of ensuring that all day-to-day teaching meets the needs of each learner rather than relying on interventions to compensate for teaching that is less good
- Allocated their strongest staff to teach intervention groups to improve mathematics and English and other GCSE subjects in Year 11
- Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked
- Ensured that class teachers knew which pupils were eligible for the pupil premium so they could take responsibility for accelerating those pupils' progress

Below we have outlined the main barriers to future attainment for pupils receiving the Pupil Premium Grant at Trinity Secondary.

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	Some pupils struggle to learn independently. They lack confidence and resilience and this is affecting their progress.
D	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. Our pupils need support outside the curriculum hours to aid their learning. A high proportion of children have a narrow life experiences outside of school.

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Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	573
Total number of pupils eligible for PPG	188
Amount of PPG received per pupil	£900
Amount of PPG+ received per pupil (CLA)	9 pupils X £1500 (£400 per pupil is given over to Lewisham Virtual School) claimed individually based on need(s).
Total amount of PPG received	£169,200 + monies claimed individually for CLA pupils

Barrier to learning	Actions	Evaluation June – September 2018
The progress and attainment of disadvantaged pupils is lower than other pupils, this gap needs to narrow.	<ul style="list-style-type: none"> Employ a dedicated mentor 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. 	<p>September 2018</p> <ul style="list-style-type: none"> 2017 results PP – Attainment 8 = 36.61 Progress 8 = -0.92. (All pupils Attainment 8 = 46.33 Progress 8 = -0.43) <p>2018 actual grades (subject to change) Attainment 8 = 39.1 Progress 8 = -0.40 (whole schools Attainment 8 = 46.08 Progress 8 = -0.14) so the gap is closing and PP pupils are attaining higher grades.</p> <ul style="list-style-type: none"> In 2017, 10/32 were entered for the Ebacc whereas in 2018 22/35 were

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	<ul style="list-style-type: none">• 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.	<p>entered for this qualification. The number of those achieving standard passes in all Ebacc subjects has also increased.</p> <ul style="list-style-type: none">• Pupil Premium Champion in place since September 2017. His work has mainly focused on Y11 pupils (including 1:1 interviews with all PP pupils, phone calls and meetings with parents)• All y11 and 10 PP pupils had an individual interview with a member of SLT to discuss attainment, progress and wellbeing. All given specific targets and will be monitored into the next academic year.• Whole staff INSET delivered on PP pupils. All class data sheets include PP pupils, learning walks and observations include an expectation for staff to know who the PP pupils are in their classrooms.• Seating plans in place.• Work has begun at a classroom level for identifying strategies and interventions to support PP pupils. At a middle and senior level, extensive work has been completed on the PP strategy. It forms part of all subject and year reviews, is highlighted in the school self evaluation form and the
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		<p>school improvement plans and will continue to do so in 2018-19.</p> <ul style="list-style-type: none"> • Each PP pupil has an IEP. These have been added to throughout the year (greater focus on year 10 and 11) and are available for all staff to utilise. They are easily accessible on the main staff computer drive. • Each Year Progress Leader is expected to complete at least 2 PP case studies yearly. They have been given a common pro forma to use to ensure consistency.
<p>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.</p>	<ul style="list-style-type: none"> • Use of Pupil Premium mentor 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 	<ul style="list-style-type: none"> • Pupil premium champion (PPC) has worked with specific underachieving pupils in specific subjects were Behaviour for learning is a cause for concern. This has resulted in those pupils receiving fewer sanctions (see Behaviour Watch) and making better progress. • The PPC has continued working with the interventions and inclusion team to support a range of pupils in all years. He is also a member of the schools Chaplaincy team; another form of social and emotional support offered. • We have increased the amount of time our Drama Therapist is in school (from ½

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	<p>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.</p>	<p>day to a full day). She has a full client list and impact on SEMH is measured (confidential file kept in school and shared with necessary people).</p> <ul style="list-style-type: none"> • As above (RE Drama Therapist). • Chaplaincy, mentoring and counselling lunchtime passes given to those pupils in need providing a safe space to talk about issues. Key staff made available at break and lunchtime to speak with pupils. • Weekly NWS outreach sessions available for pupils at risk of exclusion or those on managed moves. • We have significantly decreased the amount of pupils at alternative provision (only 1 pupil currently on a short term placement).
<p>Some pupils struggle to learn independently. They lack confidence and resilience and this is affecting their progress.</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Literacy: Year 7 and 8 Decoding intervention: We have created small groups (>8) of weak decoders who are following a Direct Instruction Corrective Reading scheme. 'Reading Club' will take place after school. This will be run by our Teaching Assistants and will consist of one small group for each of these year groups: 7, 8, 9 and 10. These groups will read quality young adult fiction/ modern classics with a TA with the aim to rapidly boost their reading skills, build their confidence and increase their ability to

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	<p>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.</p> <ul style="list-style-type: none">• 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	<p>access texts across the curriculum. Form Time Reading takes place once a week in form time. Year 7 are reading abridged Classics, year 8 are reading The Magic of Reality and year 9 A little History of the World. This is a whole school strategy where pupils read aloud. Pupils develop their reading skills while also raising their cultural capital and boosting their vocabulary and background knowledge through having access to high quality reading material. In all subject areas literacy is being promoted in a variety of ways. All subjects will teach vocabulary explicitly with a focus on academic, formalised terminology. Sentence Practice ensures the deliberate practice of subject specific target language to build vocabulary and written fluency across all subjects. There is a drive to increase the amount of reading in lessons and ensure that whenever information can be disseminated via text, it should be.</p> <ul style="list-style-type: none">• Thinking reading programme (12 pupils) – all made significant progress. <p>Pupil 1:</p> <p>Probe Reading Age (PRA): 6</p> <p>Number of Lessons (L): 68</p>
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	<p>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 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 Maths and Science classes as well as take a GCSE Latin course.</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.	<p>Current Reading Age (CRA): 15+</p> <p>Progress Per Lesson (PPL): 1.5 months</p> <p>Pupil 2:PRA: 8, L:48, CRA: 15+, PPL: 1.7</p> <p>Pupil 3: PRA: 5.5, L: 64, CRA: 9, PPL: 0.6</p> <p>Pupil4: PRA: 6, L: 46, CRA: 11,PPL: 1.3</p> <p>Pupil 5: PRA: 9, L: 19, CRA: 13,PPL: 2.5</p> <p>Pupil 6: PRA: 7, L: 20, CRA: 8.5, PPL: 0.9</p> <p>Pupil 7: PRA: 9, L: 27, CRA: 13, PPL: 1.7</p> <p>Pupil 8: PRA: 7, L: 49, CRA: 12,PPL: 1.2</p> <p>Pupil 9: PRA: 8.5, L: 23, CRA: 14, PPL: 2.8</p> <p>Pupil 10: PRA: 10, L: 19, CRA: 13, PPL: 1.8</p> <p>Pupil 11: PRA: 5.5, L: 57, CRA: 13, PPL: 1.5</p> <p>Pupil 12: PRA: 5.5, L: 34, CRA: 9, PPL: 1.1</p> <ul style="list-style-type: none">• Numeracy: Year 7 pupils with a KS2 less than 90 were offered an afterschool intervention program, this was run by KNE twice a week and pupils were helped with work on a 1-1 basis by year HA pupils. An additional scheme was put in place during morning tutor sessions. Year 7
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		<p>and year 8 had two numeracy sessions for the lent term working on basic numeracy. This was run by ATO and the year 10 ambassadors (PP) to help the year 10 gain confidence in maths and leadership skills.</p> <p>Year 11 PP who were more than 2 grades below target were put in either a morning carousel session or a PE intervention lesson.</p> <ul style="list-style-type: none">• Lexia interventions for Y7 and 8 pupils.• An extra information evening to help parents understand the college application process and share with them the importance of the core subjects English, maths, RE and science was a contributing factor to no NEETS this year and the English, maths and RE departments having the highest pass rates within the school.• The PPC organised and ran targeted homework support sessions for Y11 PP pupils.• Y10 pupils have 3 X 1.5 hour silent study sessions per week run by the YPL and the PPC.• Whole school homework clubs run alongside this giving universal provision.• Whole school project design (knowledge organisers) to ensure all pupils are given
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		<p>appropriate and challenging homework from September 2018.</p> <ul style="list-style-type: none"> • CLA pupils are given the opportunity for 1:1 after school tuition in all subjects. Tuition is set in blocks of 10 weeks, 1 hour per session. Termly reports are received from tutors and these are shared with the virtual school and the pupil's subject teacher. • Music lessons - 18 PP pupils receiving lessons (for either part or some of the year) with 6 of them receiving subsidies. There are/have also been 3 LAC pupils receiving totally free lessons.
<p>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. Our pupils need support outside the curriculum hours to aid their learning. A high proportion of children have a narrow life experiences outside of school.</p>	<ul style="list-style-type: none"> • Parents information evenings (EG Year 11 evening, options evening, 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 	<ul style="list-style-type: none"> • 2016/17 – PP pupils attendance 93.27%. 2017/18 - PP pupils attendance 94.81%. <u>This is a significant increase.</u> • Persistent absence 10.13% (below NA and over 10% better than last year – in school and NA for PP). Although there has been an increase in attendance of PP pupils there is still a gap with the whole school attendance figure (96.17%). The attendance of PP pupils will be a key focus for 2018/19. • Parent information evening for all y11 and 10 parents – Autumn term 2017. Parents given post 16 advice, general study skills advice and guidance and then

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	<p>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.</p> <ul style="list-style-type: none">• Subsidies offered on a case by case basis for extra-curricular visits and trips.	<p>attended specific sessions on the core subjects.</p> <ul style="list-style-type: none">• All year 10 pupils are supported in finding and completing high quality work experience through a variety of workshops and talks from outside providers. Trinity Futures fortnight ensures pupils from year 7- 11 have access to information and guidance about the world of work. This includes having guest speakers, workshops and visits to events such as <i>What Career Live?</i> Pupils also take part in an Employability Day where they attend workshops and have mock job interviews conducted by a team of people from Barclays bank.• 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 London linked to the field of medicine, as well as
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		<p>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 Maths and Science classes as well as take a GCSE Latin course.</p> <ul style="list-style-type: none">• There are also a wide variety of extracurricular clubs and activities taking place daily at Trinity.• We use agents such as <i>Speakers4Schools</i> to motivate and challenge pupils to achieve to the highest academic level by aspiring to go on to study at high achieving institutions such as the Russell group of Universities.• We have developed a partnership with Goldsmiths, our local university, which provides visits for pupils with the aim of breaking down the barriers some may have surrounding higher education. This involves visits to the university for workshops and talks. There are also visits to Oxford and Cambridge Universities.• Pupils have the opportunity to take part in a variety of educational trips and visits here in London and abroad such as trips to Belgium, France and Iceland.
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