

# Trinity All Through School



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## PUPIL PREMIUM GRANT EXPENDITURE 2018-19

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In order to plan support that has a proven impact, we are using strategies identified by the **Education Endowment Foundation/Sutton Trust research**. The support provided is tailored to needs of the pupils in each phase, therefore the interventions that are required differ across the phases.

- Interventions in all Key Stages (EYFS- KS4)
- Small group tuition
- Parental involvement
- Personalised home learning
- Independent learning strategies
- Social and emotional learning support
- Use of digital technology to support learning
- Effective feedback from all staff
- Oral language interventions (Primary Phase)
- Explicit reading comprehension interventions (Primary Phase)
- Explicit and systematic phonics teaching (Primary Phase)
- Peer Tutoring sessions (Primary Phase)
- Specific work on post 16 destinations (Secondary Phase)
- Behaviour interventions (Secondary Phase)

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## 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
- 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
- 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

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

<b>Main barriers:</b>	
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.

<b>Specific Barriers for Primary Phase:</b>	
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.

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

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<b>Number of pupils and pupil premium grant (PPG) received</b>	
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.
<b>Total amount of PPG received</b>	<b>£ 333,475</b>

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## Primary Phase Allocation

Main Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<b>A: The progress and attainment of disadvantaged pupils is lower than other pupils, this gap needs to narrow.</b>	Inclusion HLTA (5 hours per week timetable focused on PP support for reading, writing and maths)	PP children make progress in line with or better than peers in reading and writing  The attainment gap is narrowed.  IEP targets are met.	September 2018,  July 2019
	2 Inclusion TA (5 hours per week timetable focused on PP support for reading, writing and maths)	PP children make progress in line with or better than peers in reading and writing  The attainment gap is narrowed.  IEP targets are met.	September 2018,  July 2019
	HLTA timetabled to provide additional support across the school (10 hours per week)	PP children make progress in line with or better than peers in reading and writing  The attainment gap is narrowed.  IEP targets are met.	September 2018,  July 2019
	Trinity Standard CPD for all staff	All Staff are trained in how to deliver high quality teaching and learning.	September 2018,

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		<p>All children receive quality teaching first.</p> <p>The attainment gap is narrowed.</p>	July 2019
	External Review and Action Plan from Southwark Diocese	<p>External Advisor from Southwark Diocese to carry out learning walk with PP Lead.</p> <p>Advisor to create action plan with PP Lead on how to raise the attainment of PP groups across the school.</p> <p>School to implement actions and the attainment gap is narrowed</p>	
	Peer Tutoring Sessions	<p>Pupils provide each other with explicit teaching support.</p> <p>Targeted children meet their end of year targets with specialised support.</p> <p>IEP targets are met</p>	<p>September 2018,</p> <p>July 2019</p>
	Precision teaching sessions	<p>PP children from Y1-5 make progress in line with or better than peers in reading and writing. The attainment gap is narrowed.</p> <p>IEP targets are met.</p>	<p>September 2018,</p> <p>July 2019</p>
	Pupil Premium Reading Parent Liaison	<p>Reading for Enjoyment Lead to liaise with targeted families 3 times a week in relation to hearing children read at home.</p> <p>The attainment gap is narrowed.</p> <p>IEP targets are met.</p>	<p>September 2018,</p> <p>July 2019</p>
	Homework Club (KS2)	<p>Targeted families will be given the opportunity to complete personalized learning at school with the support of the Inclusion Team.</p> <p>The attainment gap is narrowed.</p> <p>IEP targets are met.</p>	<p>September 2018,</p> <p>July 2019</p>

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	EYFS Interventions	PP children make progress in line with or better than their peers in the prime areas. The attainment gap is narrowed.  IEP targets are met.	September 2018,  July 2019
	Subscriptions for Lexia	PP children and those in other vulnerable groups make progress in line with or better than peers. The attainment gap is narrowed.  IEP targets are met.	September 2018,  July 2019
	Subscription to Symphony	PP children make progress in line with or better than peers. The attainment gap is narrowed.  IEP target is met.	September 2018,  July 2019
	Personalised home learning resources, training and management	PP children make progress in line with or better than peers in reading, writing and mathematics. The attainment gap is narrowed.  IEP targets are met.	September 2018,  July 2019
	Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for:  <ul style="list-style-type: none"> <li>• Team Teaching with CTs</li> <li>• In class support for pupils</li> <li>• Interventions for key groups</li> </ul>	PP children make progress in line with or better than their peers in the prime areas. The attainment gap is narrowed. Staff are well trained and deliver whole school interventions that model best practice.  IEP targets are met.	September 2018,  July 2019
	Percentage of wages for a Lead Practitioner on the Primary site to provide support for:  <ul style="list-style-type: none"> <li>• Team Teaching with CTs</li> <li>• In class support for pupils</li> <li>• Interventions for key groups.</li> </ul>	PP children make progress in line with or better than their peers in the prime areas. The attainment gap is narrowed. Staff are well trained and deliver whole school interventions that model best practice.  IEP targets are met.	September 2018,  July 2019 July 2018

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	<p>Percentage of wages for a Writing Lead and LWKS2 on the Primary site to provide support for:</p> <ul style="list-style-type: none"> <li>• In class support for pupils</li> <li>• Interventions for key groups.</li> </ul>	<p>PP children make progress in line with or better than their peers in the prime areas. The attainment gap is narrowed. Additional intervention groups take place for targeted pupils in Year 5.</p> <p>IEP targets are met.</p>	<p>September 2018, July 2019</p>
	<p>Percentage of wages for an Inclusion Assistant on the Primary site</p>	<p>PP children make progress in line with or better than their peers in the prime areas. The attainment gap is narrowed. Staff are well trained and deliver whole school interventions that model best practice.</p> <p>IEP targets are met.</p>	<p>September 2018, July 2019</p>

Main Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<p><b>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.</b></p>	<p>Play therapy</p>	<p>Progress is seen in SDQ scores of those children attending.</p> <p>Amount of red or orange behavioural incidences are significantly reduced for those who attend.</p>	<p>September 2018, July 2019</p>
	<p>In class support provided by SLT</p>	<p>Deputy Head and Lead Practitioner provide weekly support in targeted classes.</p> <p>Behavioural needs of children are addressed and handled without escalation.</p> <p>Number of red and orange incidences reduce.</p>	<p>September 2018, July 2019</p>
	<p>Social Story CPD provided by Speech and Language Therapist</p>	<p>Support staff are trained to create their own social stories for targeted children.</p>	<p>September 2018,</p>



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		Social stories have positive impact on the behavior of targeted children.	July 2019
	Lego Therapy	Therapy notes indicate targeted children meet their end of year targets with specialised support.  IEP target is met.	September 2018,  July 2019

Main Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<b>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.</b>	Development of Parent Curriculum	Deputy Head and PP Lead to develop a Parent Curriculum for the academic year.  PP Lead and Outside Professionals to deliver a series of workshops for families.  Parents can confidently support their child at home.	September 2018,  July 2019
	Curriculum Evening	Deputy Head to deliver presentation on changes to the curriculum and expectations of home school support.  Hard to reach families attend curriculum evening and more able to confidently support their child at home.	September 2018,  July 2019
	Open Classroom Evenings	Parents are given the opportunity to see their children's classroom, learning and ask targeted questions.	September 2018,  July 2019

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	Developing school website	<p>Parents have access online to resources that allow them to support their child when learning to read.</p> <p>Parents are given explanations of how to teach key phonetic skills to their children.</p> <p>Parents can confidently support their child at home.</p>	<p>September 2017, July 2018</p>
	Targeted Family Support	<p>Parents are able to have 1:1 meetings with Inclusion and Pupil Premium Lead to discuss best ways to support their child at home.</p> <p>Parents are able to access resources to use at home to support progress.</p>	<p>September 2017, July 2018</p>
	Hegarty Maths (UKS2)	<p>Hegarty Maths tasks to be set as home learning for UKS2. This resource includes step by step video guides for how to complete mathematical processes for UKS2.</p> <p>Parents will be able to access this at home and more confidently support their child.</p>	<p>September 2017, July 2018</p>

Main Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<b>D: Attendance of those in receipt of pupil premium funding is</b>	<p>Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for:</p> <ul style="list-style-type: none"> <li>1:1 meetings with targeted families</li> </ul>	Attendance of PP children is in line with or above national averages when compared with the same group.	<p>September 2017, July 2018</p>

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<b>below that of those without funding and nationally.</b>		The difference between PA or PP children and non PP children has diminished.	
	Percentage of wages for additional Admin Staff on the Primary site to provide support for: <ul style="list-style-type: none"> <li>Daily and weekly monitoring of targeted families attendance</li> </ul>	Attendance of PP children is in line with or above national averages when compared with the same group.  The difference between PA or PP children and non PP children has diminished.	September 2017,  July 2018

Main Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<b>E: Oral language skills are lower for children eligible for PP when entering reception than other pupils. This slows reading progress in subsequent years.</b>	Development of a knowledge and vocabulary rich curriculum	School Improvement Plan focused on development of a knowledge and vocabulary rich curriculum.  Wider curriculum is knowledge and vocabulary focused, delivered through knowledge organisers and driver subjects.  CPD delivered to ensure vocabulary is taught to a high standard across the curriculum.	September 2018,  July 2019
	Designated Wider Curriculum Lead at the Primary Phase	Designated Wider Curriculum Lead to engage hard to reach families in achieving the Merit and Distinction Awards.  PP children achieve Trinity Charter Award in line with their peers.	September 2018,  July 2019
	Wider Curriculum Books and resources	Wider Curriculum exercise books have been personalised to include key vocabulary for topics based on driver subjects.  Wider Curriculum Lead to regularly check outcomes of PP and non PP children and ensure there is no attainment gap.	September 2018,  July 2019

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	Wider Curriculum Individual Subject Leads	<p>Wider Curriculum Subject Leads have been appointed to ensure high quality teaching and learning across all subjects.</p> <p>Regular book looks to include PP children.</p> <p>Outcomes of PP and non PP children show there is no attainment gap.</p>	<p>September 2018, July 2019</p>
	Implementation of Whole Class Reading	<p>Whole Class Leading Read to deliver CPD for all staff on how to teach high quality whole class reading sessions.</p> <p>Children have access to high quality texts and acquire a wider range of vocabulary.</p> <p>Targets are met. The attainment gap is narrowed.</p>	<p>September 2018, July 2019</p>
	Individual Whole Class Reading Texts	<p>Each child has access to their own copy of whole class text.</p> <p>Reading targets are achieved.</p> <p>The attainment gap is narrowed.</p>	<p>September 2018, July 2019</p>
	Development of Parent Curriculum	<p>Deputy Head and PP Lead to develop a Parent Curriculum for the academic year.</p> <p>PP Lead and Speech and Language Therapist to deliver a series of workshops for families.</p> <p>There will be three additional parent and child workshops offered this year.</p> <p>Parents can confidently support their child at home.</p>	<p>September 2018, July 2019</p>

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	Phonics Workshops	<p>Parents have access to resources and activities to complete at home with their child.</p> <p>Parents are given an in depth explanation of how to teach reading phonetically, in line with the schools policy.</p> <p>Parents can confidently support their child at home.</p>	September 2018, July 2019
	EYFS Speech and Language Interventions-Talking Tables	<p>Targeted PP children make progress with their receptive language skills in line with or better than their peers.</p> <p>PP children achieve the CLL Early Learning Goal.</p> <p>IEP targets are met.</p>	September 2018, July 2019
	KS2 Language for Thinking Interventions	<p>Targeted PP children make progress with their expressive and inference language skills in line with or better than their peers.</p> <p>PP children achieve the expected level in reading.</p>	September 2018, July 2019
	<p>Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for:</p> <ul style="list-style-type: none"> <li>• Early Interventions</li> </ul>	<p>PP children make progress in line with or better than their peers in Communication, Language and Literacy. The attainment gap is narrowed.</p> <p>IEP targets are met.</p>	September 2018, July 2019
	Subscriptions for Lexia	<p>Additional licenses have been purchased for Reception cohort.</p> <p>PP children make progress in line with or better than peers. The attainment gap is narrowed.</p> <p>IEP targets are met.</p>	September 2018, July 2019
	Speech and Language Therapist	'Attention and Listening' and 'Social Skills' groups are run by the schools Speech and Language Therapist	September 2018,

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		Targeted children meet their end of year therapy targets with specialised support.  IEP target is met.	July 2019
	Speech and Language CPD	Teachers are equipped with skill set to target specific children in class. Targeted children meet their end of year targets with specialised support.  IEP target is met.  Whole class receive universal speech and language support.	September 2018,  July 2019
	Specialist Speech and Language CPD for Inclusion Assistant	Designated staff member is equipped to run weekly SALT interventions.  Targeted children meet their end of year targets with specialised support.  IEP target is met.	September 2018,  July 2019

Main Barrier	Nature of support	Measuring the impact of PPG spending	Monitoring timescale
<b>F: A high proportion of children have a narrow life experiences outside of school.</b>	Targeted GDS interventions	Inclusion team to lead targeted interventions to ensure children meet GDS targets.  Gap between PP and non PP for E+ is narrowed.	September 2018,  July 2019
	Trinity Charter Curriculum	Trinity Charter has been developed to offer children a wide range of experiences within the curriculum.  Experiences have been embedded in the curriculum so that all children are able to achieve them.	September 2018,  July 2019

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Designated Character Curriculum Lead at the Primary Phase	Designated Character Curriculum Lead to engage hard to reach families in achieving the Merit and Distinction Awards.  PP children achieve Trinity Charter Award in line with their peers.	September 2018,  July 2019
Subsidised money for after school clubs	PP children have access to extra curricular learning opportunities outside of the classroom.	September 2018,  July 2019
Subsidised money for school trips (including Year 4 residential)	PP children have access to extra curricular learning opportunities outside of the classroom.	September 2018,  July 2019
Subsidised Music Tuition	PP children have access to extra curricular learning opportunities.	September 2018,  July 2019
Personalising reading resources in all classrooms	PP children make progress in reading that is in line with or better than peers. The attainment gap is narrowed.  IEP targets are met.	September 2018,  July 2019
Beanstalk Reading Volunteer	Trained volunteers read 1:1 twice a week with targeted children to develop a love of reading and support progress.  IEP targets are met.	September 2018,  July 2019
EYFS Provision Resourcing	External agencies indicate high levels of provision for children with PP on visits and learning walks. PP children and children make progress in line with or better than their peers. The attainment gap is narrowed.	September 2018,  July 2019

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		IEP targets are met.	
	Fit for Sport	Lesson observations show high impact sports sessions. Children receiving PP attend interschool competitions. All children have access to competition through intra-school competition.	September 2018, July 2019
	Summer Fayre tickets	All PP families are given a free 'activities ticket' to the summer fayre by the PAFT.  The amount of PP families attending these events rises.	September 2018, July 2019
	School disco tickets	All PP families are given a free 'activities ticket' to the summer fayre by the PAFT.  The amount of PP families attending these events rises.	September 2018, July 2019



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## Secondary Phase Allocation

Main Barrier	Actions and Impact	Monitoring timescale
<p><b>A: The progress and attainment of disadvantaged pupils is lower than other pupils, this gap needs to narrow.</b></p>	<ul style="list-style-type: none"> <li>• 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"> <li>1. Individual revision timetables for PP pupils.</li> <li>2. Provide revision guides for all year 11 PP pupils.</li> <li>3. Another set of individual interviews for each PP pupil in year 11 in September and then a 3<sup>rd</sup> 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.</li> <li>4. Interventions (including morning subject specific study sessions) made available for all PP pupils in small class sizes (maximum 20 pupils per group).</li> </ol> </li> </ul> <p>For Secondary Pupils:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Ensure all staff are aware of the PP in their classes.</li> <li>• 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.</li> <li>• Class teachers to clearly identify strategies on their class sheets to improve outcomes for PP pupils.</li> <li>• 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.</li> </ul>	<p>July 2019</p>

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	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Case studies to be conducted for pupils in each year group by year progress leaders to inform future practice.</li> </ul>	
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• Year 11:             <ol style="list-style-type: none"> <li>1. 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)</li> <li>2. 'Mindfulness' sessions for year 11 pupils. PP pupils given priority to attend.</li> </ol> </li> </ul> <p>For all Secondary pupils:</p> <ul style="list-style-type: none"> <li>• Use of Pupil Premium Champion to support all pupils but those specifically underachieving.</li> <li>• Use of whole school mentor team and restorative justice to support all pupils.</li> <li>• Drama Therapy sessions for targeted pupils.</li> <li>• Use of school counsellor for specific pupils.</li> <li>• Pupils provided with a safe space to talk about serious issues in their lives (Chaplaincy).</li> <li>• 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.</li> </ul>	<p>July 2019</p>
<p><b>C: A high proportion of parents are unfamiliar with the education system in the UK. Therefore they need guidance and support</b></p>	<ul style="list-style-type: none"> <li>• Year 11:             <ol style="list-style-type: none"> <li>1. Second GCSE information evening focusing on 6<sup>th</sup> form applications, pupil well being and the full year 11 strategy shared with all parents. Following this, parents of PP pupils invited for individual interviews with designated member of senior or middle leader level.</li> <li>2. PP pupils given individual support, coaching, advice and guidance on their future education or career choices.</li> </ol> </li> </ul>	<p>July 2019</p>

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<p><b>on how to support their children at home.</b></p>	<p>For all Secondary pupils:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Subsidies offered on a case by case basis for extra-curricular visits and trips.</li> </ul>	
<p><b>D: Attendance of those in receipt of pupil premium funding is below that of those without funding and nationally.</b></p>	<ul style="list-style-type: none"> <li>• Year 11:             <ol style="list-style-type: none"> <li>1. Breakfast clubs arranged during PPE weeks and PP pupils given priority attendance.</li> <li>2. Weekly YPL and attendance officer meetings – those PP pupils under 96% attendance monitored and action taken where necessary.</li> <li>3. Incentives (EG free prom tickets) given to PP pupils who have shown significant improvement in attendance and are near or above NA.</li> </ol> </li> </ul> <p>For all Secondary Year Groups:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>July 2019</p>

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	<p>attendance trend and they will but strategies in place to reverse this trend (EG phone calls home, home visits, breakfast clubs)</p> <ul style="list-style-type: none"> <li>The PPC to work regularly with the attendance, welfare and safeguarding officer on attendance issues surrounding PP pupils.</li> </ul>	
<p><b>G: Some pupils struggle to learn independently. They lack confidence and resilience and this is affecting their progress.</b></p>	<ul style="list-style-type: none"> <li>Year 11:             <ol style="list-style-type: none"> <li>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.</li> <li>Revision guides given to PP pupils.</li> <li>Pixl Independence password and App given to PP pupils and parents to encourage independent study.</li> <li>Increased time allocated for independent study using knowledge organisers.</li> </ol> </li> </ul> <p>For all Secondary pupils:</p> <ul style="list-style-type: none"> <li>Training offered to all staff about independent learning, homework now focusing on knowledge organisers.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	<p>July 2019</p>

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|  | <ul style="list-style-type: none"><li>• External tutors: CLA pupils given opportunities to access the core curriculum outside of school hours. Raises attainment in these subject areas.</li><li>• 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.</li><li>• 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 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. PP pupils given priority access to character based activities.</li><li>• There are also a wide variety of extracurricular clubs and activities taking place daily at Trinity including subsidised music tuition.</li></ul> |  |
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