

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Trinity Academy Bradford
Number of pupils in school	889
Proportion (%) of pupil premium eligible pupils	35.1% (310 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 - current 2023-2024
Date this statement was published	November 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Principal and governors
Pupil premium lead	Nic Underhill (Assistant Principal)
Governor / Trustee lead	Prof David Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,350 (£985 x 310)
Recovery premium funding allocation this academic year	£85,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£390,910

Part A: Pupil premium strategy plan

Statement of intent

What is pupil premium funding used for?

The Pupil Premium funding we receive is for raising the attainment of pupil premium students. Pupil Premium funding has been effective over past year as our Pupil Premium Attainment 8 figure has improved from 25.54 in 2019 to 38.05 in 2022. Our Progress 8 figure has also risen from -1.38 in 2019 to -0.58 in 2022. We endeavour to improve this figure even more and the strategies in this statement will enable us to meet this goal.

Due to the nature of the Trust takeover, we initially committed to a 1-year strategy, however having this successfully reviewed after 1 year, and internal and external data suggesting its impact, we have made the decision to move this to a 3-year strategy, that we are therefore moving forwards into year 2 of.

At Trinity Academy Bradford, we set 3-year pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome. They are challenges that we feel will take at least 3 years to overcome/take steps towards overcoming.

As our pupil premium students present with different challenges every year, we believe that it may also be necessary to set bespoke in-year targets too. These could become multiyear targets after year 1 if we feel that we need more time to tackle them.

Statement of intent

To provide every individual with every opportunity to succeed, regardless of financial status, family background and/or hidden and seen disabilities.

No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve.

The Ofsted report entitled 'The pupil premium: what Ofsted looks at,' states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group.' Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

- A broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital,
- Pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all,
- Regular whole school data entry points that allow progress to be tracked over time,
- A 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly,
- Explicit support for more able disadvantaged pupils, particularly during years 7 and 8 as 'this is an area that many schools tend to forget' (Effective pupil premium reviews. A guide developed by the Teaching Schools Council),

- Integration and supported involvement in activities with their peers,
- Interventions to close the gap in achievement and address barriers to learning and progress,
- Access to funding for those suffering hardship to meet costs for access to enrichment opportunities

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. In October 2019, in the EEF Blog entitled 'The Pupil Premium – focusing on what matters', Robbie Coleman stated that schools 'should have a small list of priorities rather than a laundry list'. We are an academy that pays attention to detail and are aware of the mammoth task of school improvement ahead of us and are unapologetic about stating the eleven challenges we know our pupil premium students face. We know our students, families and communities very well and feel that by cutting this challenges list down, we could overlook essential focus areas.

Challenge number	Detail of challenge	Want to know more?																		
1	Trinity Academy Bradford (formerly Queensbury Academy Bradford) had an inadequate Ofsted rating in June 2019 when under the Feversham Multi Academy Trust. Inconsistent staffing and insufficient leadership have resulted in all (including PP) students' educational experiences being inadequate. It will take time and sustained hard work to gain lost ground.																			
2	Pupil Premium students historically make significantly less progress than their non disadvantaged peers at Trinity Academy Bradford, with both P8 and A8 scores showing a wide gap. Whilst the gaps for both P8 and A8 are closing, they are still significant.	In 2019, the gap between PP and non-PP at TAB was as follows: <table border="1"> <thead> <tr> <th></th> <th>2019</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>A8 gap</td> <td>13.9</td> <td>9.41</td> </tr> <tr> <td>P8 gap</td> <td>-0.7</td> <td>-0.66</td> </tr> </tbody> </table>		2019	2022	A8 gap	13.9	9.41	P8 gap	-0.7	-0.66									
	2019	2022																		
A8 gap	13.9	9.41																		
P8 gap	-0.7	-0.66																		
3	Pupil premium students arrive at Trinity Academy Bradford with reading ages lower than age related expectations, and SAS scores according to CATs testing also below national average.	Standardised scores of Y7 Sept 22: <table border="1"> <thead> <tr> <th>Total:</th> <th>All students (194)</th> <th>Pupil Premium (50)</th> </tr> </thead> <tbody> <tr> <td>194</td> <td></td> <td></td> </tr> <tr> <td>>85</td> <td>(19) 10%</td> <td>(10) 20%</td> </tr> <tr> <td>>100</td> <td>(57) 29%</td> <td>(17) 34%</td> </tr> <tr> <td><100</td> <td>(93) 47%</td> <td>(18) 36%</td> </tr> <tr> <td><115</td> <td>(24) 12%</td> <td>(4) 8%</td> </tr> </tbody> </table>	Total:	All students (194)	Pupil Premium (50)	194			>85	(19) 10%	(10) 20%	>100	(57) 29%	(17) 34%	<100	(93) 47%	(18) 36%	<115	(24) 12%	(4) 8%
Total:	All students (194)	Pupil Premium (50)																		
194																				
>85	(19) 10%	(10) 20%																		
>100	(57) 29%	(17) 34%																		
<100	(93) 47%	(18) 36%																		
<115	(24) 12%	(4) 8%																		

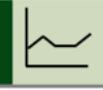
		The average SAS score from CATs testing of the latest Y7 cohort is 95.8 compared to 100 NA.												
4	19.5% of students in 2022-23 are EAL. 26 EAL students are accessing a tailored literacy intervention programme due to their weak literacy skills. These students are classified as being at stages A and B of the Bell Foundation Scale. This means that they are new to English or are at the early acquisition stage. This makes communication inside and outside the classroom more challenging. There have also been historic challenges with the attendance of EAL students.	<p>Absence figures:</p> <table border="1"> <thead> <tr> <th></th> <th>TAB 20-21</th> <th>TAB 21-22</th> <th>NA 18-19</th> </tr> </thead> <tbody> <tr> <td>EAL</td> <td>15.2%</td> <td>11.2%</td> <td>4.6%</td> </tr> <tr> <td>Non EAL</td> <td>11.2%</td> <td>8.8%</td> <td>5.7%</td> </tr> </tbody> </table>		TAB 20-21	TAB 21-22	NA 18-19	EAL	15.2%	11.2%	4.6%	Non EAL	11.2%	8.8%	5.7%
	TAB 20-21	TAB 21-22	NA 18-19											
EAL	15.2%	11.2%	4.6%											
Non EAL	11.2%	8.8%	5.7%											
5	The behaviour of a minority of pupil premium and non-pupil premium students is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.													
6	Historically, PP repeat fixed term exclusions are in the highest 20% of all schools nationally. The predecessor school had struggled to identify the behaviour triggers of these students and this will lead to underachievement and students lacking life readiness if left untackled.	In 2020-21 (under predecessor school), there were 766 days of suspension. 68% of PP students had been excluded more than once. This is in the highest 20% of all schools nationally. This has fallen to 265 in 2021-22. 156 of these were PP.												
7	A small cohort of students is less resilient than we would like them to be. They may have grown up in a household where academic aspiration is limited and/or they may have a significant number of challenges to face at home which affects their motivation in school and results in difficulty coping with academic challenge. This has been compounded by the failings of the predecessor school to provide a well-rounded pastoral provision.													
8	The recruitment and retention of the very best staff is key to consistent quality first teaching. A lack of consistency can lead to unsettled students who prefer to be taught by familiar staff who are experts in their craft. Due to the legacy or the predecessor school, and the changeover of staff linked with the MAT takeover, there has been a large staff turnover in recent years. This is now settling.													
9	(2019 IDSR data) PP absence is in the top 20% of schools nationally. PP persistent absence is in the top 20% of schools nationally.	<p>Whilst significant improvements have been made in the first year of the strategy, there is still much work to be done.</p> <p>Absence figures:</p> <table border="1"> <thead> <tr> <th></th> <th>TAB 20-21</th> <th>TAB 21-22</th> <th>NA 18-19</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>19.7%</td> <td>14.6%</td> <td>8.2%</td> </tr> <tr> <td>Non-PP</td> <td>9.7%</td> <td>6.9%</td> <td>4.5%</td> </tr> </tbody> </table>		TAB 20-21	TAB 21-22	NA 18-19	PP	19.7%	14.6%	8.2%	Non-PP	9.7%	6.9%	4.5%
	TAB 20-21	TAB 21-22	NA 18-19											
PP	19.7%	14.6%	8.2%											
Non-PP	9.7%	6.9%	4.5%											
10	'Disadvantaged pupils are twice as likely not to be in education, employment or training and are	The students who completed their exams in Summer 22, as yet all												

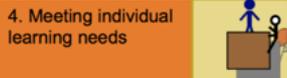
	at a higher risk of poverty as adults'. (DfE, 2015). Due to 3 years of P8 and A8 outcomes being significantly below national average (see the P8 and A8 figures on page 1), only 89% of all students have stayed in education, employment, or training after KS4 vs. 96% national average. Please note that this figure is taken from 2017/18.	students have accessed ongoing education, employment, or training. This will need close monitoring as due to historic challenges; a small number of these students have poor habits formed around attendance and behavior and will need additional support in accessing their next steps placement.
11	In 2020-21, 17 students in year 11 attended alternative provision. 8 were PP students. Students need to be supported from within school and the MAT and access off site alternative provision only when absolutely necessary.	There are currently 4 students attending alternative provision. These are all closely tracked and monitored. Despite the significant reduction in numbers accessing AP, this will remain a challenge due to the historic use of it, and the expectations around some students and their families in relation to it.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

NER Building Block	Strategy Intention	Success criteria
<p>1. Whole-school ethos of attainment for all </p> <p>3. High quality teaching for all </p>	<p>There are improvements in all areas of the quality of education.</p> <p>Staff Lead: EWS</p> <p>(See below for specific actions)</p>	<p>The attainment 8 score of all students (incl. PP students) increases as they receive quality first teaching every day.</p> <p>Teaching staff are supported to be the best educators they can be through high quality CPD and supportive QA processes.</p> <p>Recruitment and retention remain a focus for SLG with the intention of limiting student exposure to long term supply staff.</p>
<p>5. Deploying staff effectively </p> <p>6. Data driven and responding to evidence </p> <p>7. Clear, responsive leadership </p>	<p>There is clear leadership and clear lines of accountability within the PP strategy</p> <p>Staff Lead: NUL and TTR</p> <p>(See below for specific actions)</p>	<p>SLG carry distributed leadership of the PP strategy and report termly on data, updates and challenges.</p> <p>All staff members clear as to who they are held accountable to and for what they are held accountable.</p> <p>Effective line management, target setting, QA and reporting structures are in place which are</p>

		<p>data rich and clearly understood by all parties.</p> <p>Increased awareness of PP students by Pastoral Team. Staff Lead – CLY and LDN</p> <p>Regular check-ins and updates to SLG by the PP Lead to report back that the PP strategies within this policy are being implemented well and tweaks and developments are made as the year progresses.</p>
<p>3. High quality teaching for all </p> <p>4. Meeting individual learning needs </p> <p>5. Deploying staff effectively </p> <p>6. Data driven and responding to evidence </p>	<p>There are systems in place to clearly diagnose student need Staff Lead: NUL and SCR</p> <p>(See below for specific actions)</p>	<p>Scheduled collection and analysis of reading age data for all Phase 1 students so that ongoing impact can be monitored. This is more regular for students on the three literacy interventions.</p> <p>Scheduled collection and analysis of Bell Foundation literacy data for EAL students in categories A and B.</p> <p>Development of high-quality resources for the three new literacy pathways.</p> <p>Ongoing quality assurance (including lesson spotlights and work scrutiny) of the teaching and learning of the three new literacy pathways.</p> <p>Raise the profile of the EAL cohort and team. Develop a more robust staffing structure for EAL. Establish a fit for purpose EAL curriculum map.</p> <p>JHR to ensure that the NTP tutors work closely with the maths team so that they deliver the same curriculum content as students would receive in their usual classroom</p>

   	<p>The attendance and behaviour of all students (incl. PP students) improves. Staff Lead: CLY and LDN</p> <p>(See below for specific actions)</p>	<p>Effective pastoral team re-structure and recruitment, quality training and a relentless focus on presence and high standards.</p> <p>Establishment of an attendance team whose role is to work with SLG, pastoral leaders, students and families to overcome barriers to attendance.</p> <p>Termly behaviour data packs shared with curriculum leaders (who then disseminate to their teams) to highlight strengths and weaknesses in their allocation of behaviour and achievement points to students. Timely interventions put in place when necessary.</p>
  	<p>The academic and pastoral teams at the academy will improve the way they work together to support all students (incl. PP students) Staff Lead: NUL, CLY and LDN</p> <p>(See below for specific actions)</p>	<p>Tracking PP student data closely and at every data collection point. This will enable staff to see progress made in each subject area, who needs support and why.</p> <p>PP student data/pastoral concerns is a standing agenda item at weekly SLG line management meetings with Curriculum Leaders. Concerns are acted upon swiftly and SLG discuss any concerns at SLG data meetings.</p> <p>To use the pastoral COBRA meetings as a platform to put students of concern forward for wellbeing support, SEND referral, counselling or mentoring.</p>
 	<p>There will be continued hardship funding and improved accessibility for students and staff Staff Lead: NUL and LIG</p> <p>(See below for specific actions)</p>	<p>Equipment is given to all students at the start of the academic year. Tutors and SLG check student equipment every day and if a concern is raised about missing equipment, it will be followed up by the College Manager.</p> <p>A school 'yellow form' will be completed by any staff member who has a concern about a student's uniform. Yellow form</p>

		<p>disclosures are dealt with within 24 hours.</p> <p>Technology audits undertaken and acted on to ensure digital access for all students, incl. PP students.</p> <p>Layer added into trip planning to consider increased access to Pupil Premium students.</p>
<p>1. Whole-school ethos of attainment for all </p> <p>3. High quality teaching for all </p> <p>4. Meeting individual learning needs </p>	<p>There will be a whole school literacy strategy introduced that improves outcomes for all students (incl. PP students) Staff Lead: NUL and EWS</p> <p>(See below for specific actions)</p>	<p>Staff will be confident in a range of strategies to support disciplinary literacy in the classroom – evidence through spotlights, ETDLs and QA</p> <p>Curriculum Anthologies launched and reviewed in English, Science and EBACC in Year 7 and Year 8</p> <p>Students' use of Tier 2 and Tier 3 vocabulary will be improved across all years and subjects.</p>
<p>4. Meeting individual learning needs </p> <p>6. Data driven and responding to evidence </p>	<p>The academy will promote opportunities for trips and cultural experiences outside and inside school and use PP funding to ensure participation for PP students Staff Lead: NUL and GWS</p> <p>(See below for specific actions)</p>	<p>Trips registers show attendance of Pupil Premium students</p> <p>Finance provided for students with financial difficulties</p> <p>Tracking demonstrates good engagement of PP students in extra-curricular (Achieve and Involve) and personal development opportunities.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £111,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>IMPROVE QUALITY OF EDUCATION</p> <p>Continued collaboration across TAH and TAB to ensure implementation of Trinity West Curriculum is effective and embedded.</p> <p>A significant investment of time and money into the staff CPD programme, with significant support from TAH Teaching and Learning Team.</p> <p>Collaborative MAT work to share best practice for teaching and learning (e.g., Trinity Fest 2021)</p> <p>Rigorous but supportive QA processes in place to monitor and assure quality of education.</p> <p>Achieve sessions available for year 10 and 11 students every Monday to Friday (excl Tues) to provide students with additional support in their GCSE subject areas.</p> <p>Post lockdown curriculum adaptations made and reviewed. High quality remote learning resources produced during lockdowns and continue to be available for students who need to isolate post lockdowns, or as additional revision resources for students with gaps in learning.</p>	<p>‘Improving teaching quality generally leads to greater improvements’ EEF (Education Endowment Foundation).</p> <p>‘There is particularly good evidence around the potential impact of teacher professional development’ (EEF).</p> <p>‘Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school.’ (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p> <p>“Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.” (Effective use of the pupil premium, EEF report 2019)</p> <p>“Every day, teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of pupils means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive.” (DfE Teacher Recruitment and Retention Strategy, January 2019).</p>	<p>All</p>

<p>TAH team of Vice Principals given dedicated time to support with curriculum, teaching and learning and key group support.</p>																	
<p>IMPLEMENT LITERACY STRATEGY</p> <p>Year 7, 8 and 9 students who need literacy support are placed into Platinum literacy lessons, Nurture EAL sessions.</p> <p>Tier 2 and 3 vocabulary CPD for Teaching and Learning Assistants so that they can support all SEND students with their literacy needs in class.</p> <p>Implementation of a whole school Disciplinary Literacy strategy to drive forward improvements in all years.</p> <p>Trial of Curriculum Anthologies in English, Science and EBACC for Year 7 and 8.</p>	<p>‘Assessment is mostly language acquisition and language recall. Key words are a gateway to meaning. In class pre-learning and overlearning are good solutions.’ (Daniel Sobel, CEO Inclusion Expert)</p> <p>‘Keep SEMH students in class as opposed to creating withdrawal groups.’ (Daniel Sobel, CEO Inclusion Expert) demonstrates the need for a literacy strategy that expands beyond intervention groups.</p> <table border="1" data-bbox="528 752 1066 1176"> <thead> <tr> <th>Total: 194</th> <th>All students (194)</th> <th>Pupil Premium (50)</th> </tr> </thead> <tbody> <tr> <td>>85</td> <td>(19) 10%</td> <td>(10) 20%</td> </tr> <tr> <td>>100</td> <td>(57) 29%</td> <td>(17) 34%</td> </tr> <tr> <td><100</td> <td>(93) 47%</td> <td>(18) 36%</td> </tr> <tr> <td><115</td> <td>(24) 12%</td> <td>(4) 8%</td> </tr> </tbody> </table> <p>Above table shows that our students are on average below expected reading age, with pupil premium students trending even more below average than non-PP.</p>	Total: 194	All students (194)	Pupil Premium (50)	>85	(19) 10%	(10) 20%	>100	(57) 29%	(17) 34%	<100	(93) 47%	(18) 36%	<115	(24) 12%	(4) 8%	<p>1,2,3,4,10</p>
Total: 194	All students (194)	Pupil Premium (50)															
>85	(19) 10%	(10) 20%															
>100	(57) 29%	(17) 34%															
<100	(93) 47%	(18) 36%															
<115	(24) 12%	(4) 8%															

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £111,688

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DIAGNOSE STUDENT NEED</p> <p>A clear process is in place to ensure that all students are known, valued and understood on arrival, with effective diagnosis of barriers to learning.</p>	<p>‘Ofsted has highlighted a lack of support for more able disadvantaged pupils, particularly during key stage 3, as an area that many schools need to address’. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p> <p>‘Identifying each individual’s barriers to learning is the key to success with the pupil premium.’ (Effective pupil premium reviews, Teaching Schools Council).</p>	<p>All</p>

<p>Students who need Literacy support will have it from Day 1 by use of a tiered approach to targeted interventions.</p>	<p>10% of the latest Y7 cohort had a standardised score of below 85%. 50% of those are PP, which is disproportionate to a cohort of 26%.</p>																																																						
<p>EAL learners will not be left behind. Cat A and B students will have targeted, sustained and quality assured support and Cat C, D and E students will be supported through quality first teaching.</p>	<p>The average SAS score of the latest Y7 cohort is 95.8 compared to 100 NA.</p>																																																						
<p>Use of NTP programme for specified students will have a positive impact on their ATL and overall summative assessment data.</p>	<table border="1"> <thead> <tr> <th></th> <th colspan="3">2022</th> <th colspan="3">2019</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non-PP</th> <th>All</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>Basics 9-4</td> <td>65.2%</td> <td>61%</td> <td>66.4%</td> <td>40.9%</td> <td>10.9%</td> <td>53.7%</td> </tr> <tr> <td>Basics 9-5</td> <td>49.7%</td> <td>34.1%</td> <td>54.3%</td> <td>22.7%</td> <td>8.7%</td> <td>28.7%</td> </tr> <tr> <td>Basics 9-7</td> <td>14.9%</td> <td>4.9%</td> <td>17.9%</td> <td>4.5%</td> <td>0%</td> <td>6.5%</td> </tr> <tr> <td>P8</td> <td>-0.07</td> <td>-0.59</td> <td>0.07</td> <td>-0.89</td> <td>-1.38</td> <td>-0.68</td> </tr> <tr> <td>A8</td> <td>45.33</td> <td>38.05</td> <td>47.46</td> <td>35.29</td> <td>25.54</td> <td>39.44</td> </tr> </tbody> </table>							2022			2019				All	PP	Non-PP	All	PP	Non-PP	Basics 9-4	65.2%	61%	66.4%	40.9%	10.9%	53.7%	Basics 9-5	49.7%	34.1%	54.3%	22.7%	8.7%	28.7%	Basics 9-7	14.9%	4.9%	17.9%	4.5%	0%	6.5%	P8	-0.07	-0.59	0.07	-0.89	-1.38	-0.68	A8	45.33	38.05	47.46	35.29	25.54	39.44
	2022			2019																																																			
	All	PP	Non-PP	All	PP	Non-PP																																																	
Basics 9-4	65.2%	61%	66.4%	40.9%	10.9%	53.7%																																																	
Basics 9-5	49.7%	34.1%	54.3%	22.7%	8.7%	28.7%																																																	
Basics 9-7	14.9%	4.9%	17.9%	4.5%	0%	6.5%																																																	
P8	-0.07	-0.59	0.07	-0.89	-1.38	-0.68																																																	
A8	45.33	38.05	47.46	35.29	25.54	39.44																																																	
<p>Use of English Learning Mentor to support specified PP students to access the English curriculum. This will have a positive impact on their ATL and overall summative assessment data.</p>	<p>The above table demonstrates that whilst A8 and P8 gaps are closing, there is still a significant need to diagnose need and improve quality of education and outcomes for PP students at TAB.</p>																																																						
<p>Revamped Transition package aims to identify need of upcoming Y6 cohort early and to put in place additional transition where needed.</p>	<p>The Education Endowment Fund recognises that 1:1 tutoring is of high cost but highly effective when managed and implemented effectively. Sir John Dunford states that we should 'start with the students it is important to consider what kind of strategy will have the greatest impact on each student based on their individual learning needs. For some students this might be providing weekly English and Maths one-to-one tuition sessions; for others it might be providing well managed mentoring.'</p>																																																						
<p>Introduction of Landmark Dash Literacy and Numeracy</p>																																																							

<p>booklet as Transition summer project, alongside free book about primary transition to support students' confidence.</p>		
<p>ACADEMIC AND PASTORAL TEAMS WORKING TOGETHER</p> <p>Establish and embed Pastoral Cobra meeting to offer support and challenge and put in place timely intervention and pastoral diagnosis of unmet need.</p> <p>Embed use of weekly Pastoral Cobra updates to enable academic staff to keep abreast of additional challenges facing PP students.</p> <p>Introduction of Therapeutic Team and SafetyNet website to ensure tiered pastoral and wellbeing interventions are in place to support all students, incl. PP students.</p>	<p>'Hard data often eclipses soft data. At certain stages, you will need bespoke solutions for individual students. Use your soft data to see your way into the hard data.' (Daniel Sobel, CEO Inclusion Expert)</p> <p>'Identifying each individual's barriers to learning is the key to success with the pupil premium.' (Effective pupil premium reviews, Teaching Schools Council)</p> <p>The EEF Toolkit implies that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older students.</p> <p>'From an analysis of 38 pupil premium strategies, four of the top five commonly identified barriers to learning were family life, low attendance, social and emotional barriers to engagement and individual pupil needs'. (Shayne Elsworth, Bede Academy, Regional PP award winner)</p> <p>Student voice (Principal's Breakfast minutes and Pupil Premium External Review April 2020) both showed evidence that students did not feel known by the adults they worked with at the predecessor school.</p> <p>'Some children's ability to benefit from education and fulfil their lifetime potential is hampered by their poor mental health and wellbeing. The most disadvantaged children are those most at risk. Poor mental health and wellbeing is linked to poor educational attainment, yet the wider children's workforce, and school staff in particular, are not adequately skilled in supporting emotional resilience.' (Children and Young People's Mental Health Coalition: Pupil Premium Policy Briefing 2)</p>	<p>All</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £167,532

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>IMPROVEMENT OF BEHAVIOUR AND ATTENDANCE</p> <p>Establish an attendance hub across TAB and TAB</p>	<p>"Successful schools realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the</p>	<p>All</p>

<p>to improve attendance. Barriers to attendance are identified and every attempt made to overcome them.</p> <p>Expand and improve quality of Year Manager and wider pastoral team to ensure that student behaviour inside and out of the classroom steadily improves over time to allow Quality First Teaching to take place.</p> <p>Introduce Connect provision to provide additional layer to the inclusion matrix and reduce suspensions.</p> <p>Introduce a thorough monitoring process for students accessing Alternative Provision and aim to significantly reduce numbers from 2019.</p> <p>Introduce Power BI tracking systems to support with timely interventions.</p>	<p>effectiveness of the pupil premium in raising standards.” (DfE Briefing Paper, 2015)</p> <p>“A pupil cannot benefit from a lesson if they are not present in the classroom, engaged in the lesson, and behaving appropriately for learning.” (EEF, Improving behaviour in schools report, 2019)</p> <p>Our data indicates that students who attend alternative provision underperform at GCSE level. Please note that we place students in alternative provision when we have exhausted all options within the academy and it is in their best interests and the best interests of other students at the Academy for them to be educated off site. This decision is not taken lightly and follows extensive support.</p> <p>‘The challenge of improving post-16 attainment is a particular issue for students from disadvantaged backgrounds. Many students eligible for free school meals have not achieved a good standard in English and mathematics by age 19’. (EEF)</p>	
<p>CONTINUATION OF HARDSHIP FUNDING</p> <p>To ensure that a lack of basic equipment for learning does not impact upon academic success by having a constant stock of additional uniform for the students who need it.</p> <p>To ensure that all PP students who need ICT equipment for effective learning, have it provided for them in a timely manner.</p> <p>To provide effective CPD for pastoral team to raise awareness of who PP are, what the barriers are and</p>	<p>Previous experience at the Academy tells us that attendance can be adversely impacted if students do not have the correct uniform. In our current school intake, approximately 17% of all students are in the IDACI decile 1 category of deprivation.</p> <p>A 2019 study exploring the cost of the school day (‘The Cost of the School Day Toolkit’) highlights that clothing and equipment put significant strain on families.</p>	<p>All</p>

<p>how to support their bespoke needs effectively.</p>		
<p>INTRODUCE WIDE RANGE OF EXTRA CURRICULAR OPPORTUNITIES AND ENSURE ACCESS FOR ALL STUDENTS</p> <p>Introduce Y7 Transition Outward Bound residential and take an active role in increasing Pupil Premium numbers accessing it.</p> <p>Increase range of extra-curricular opportunities (Involve and Achieve) and track participation.</p> <p>Increase range of trips and wider cultural experiences being offered to students, taking active steps to increase Pupil Premium student</p>	<p>Essential life skills (or ‘character’) are important in determining life chances and can be measured in a robust and comparable way. (EEF)</p> <p>Student Voice (Principal’s Breakfast minutes) regularly show that students feel they do not get opportunities to attend trips and clubs, and that they feel money at home contributes to this.</p>	<p>1,5,7,10,11,</p>

Total budgeted cost: £ [insert sum of three amounts stated above]

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

After one year of implementing our Pupil Premium strategy, and 18 months of the existence of Trinity Academy Bradford, outcomes in all areas are suggesting significant improvements.

Between 2019 and 2022:

- PP Attainment 8 has improved from 25.24 to 38.05
- PP Progress 8 has improved from -1.38 to -0.59
- PP Basics 9-4 have improved from 10.9% to 61%
- PP Basics 9-5 have improved from 8.7% to 34.1%
- PP Basics 9-7 have improved from 0% - 4.9%
- The Attainment gap between PP and non-PP has closed from 13.9 to 9.41
- The Progress gap between PP and non-PP has closed from -0.7 to -0.66

Considering the impact that the Covid-19 pandemic is sure to have had, this makes these shifting outcomes more impressive. However, they are still a long way from our desired end point. The continuation of the strategies listed is intended to continue to improve all these measures.

There has been a significant reduction in suspensions, from 766 days in 20-21 (highest 2-% of school nationally) to 265 days in 21-22. PP suspensions now make up 29.03% of the pupil group, as opposed to 68% in 20-21 and 24.93% national average in 2019.

Attendance is also improving across all groups, including Pupil Premium and EAL. Absence has fallen from 19.7% to 14.6% for PP students, and 15.2% to 11.2% for EAL students. Whilst this is still far below our intended final outcomes, it shows impact of attendance initiatives in the first year and provides confidence to continue working on them.

In 2019, 11% of students were NEET. Current tracking demonstrates that 100% of the 2022 Y11 cohort are in employment, education, or training. There will need to be ongoing monitoring to ensure that this remains the case.

Student voice reports that students are happier at Trinity Academy Bradford. They consistently report that behaviour is improved, lessons are better, and the opportunities are wider. They feel the next steps needed are an increase in extra-curricular, trips and wider opportunities.

The academy has undergone multiple external reviews, one of which stated, "there has been a substantial, tangible culture shift at Trinity Academy Bradford."

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
-----------	----------

NA	
NA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	In line with the rest of the PP Strategy
What was the impact of that spending on service pupil premium eligible pupils?	See above

Further information (optional)

The statement above is a working document and may be updated at any time.

It has been written with reference to:

- Internal experience (Our in house 'Spark' teaching and learning research guide)
- Internal data
- End of year outcomes analysis
- Education Endowment Foundation publications (latest guidance provided in Autumn 2022)
- DfE Pupil Premium reports and guidance (various)
- National College for Teaching and Leadership, 'Effective pupil premium reviews' (Feb 2018)
- National Governance Association, 'Spotlight on Disadvantage' (April 2018)
- National Foundation for Educational Research, 'The Building Blocks of Success' (Jan 2017)
- Sir John Dunford, 'The 10 Point plan' (Sept 2014)
- Education Policy Institute report on Disadvantage Gap (July 2016)
- The EEF Guide to the Pupil Premium (July 2019)

2019 National PP conference speaker material:

- Ali Jaffer (Head of Policy at the Social Mobility Commission)
- Chris Jones (Director of Corporate Strategy, Ofsted)
- Robbie Coleman (Head of Policy, EEF)
- Daniel Sobel (CEO of Inclusion Expert)
- Bath Spa University (PP+ Research Project, September 2019)

Covid Response research:

- Remote learning: rapid evidence assessment (EEF, April 2020)
- Impact of school closures on the attainment gap summary: EEF (April 2020)
- Covid 19 support guide for schools: EEF (June 2020)
- Actions for schools during the Coronavirus outbreak: DfE (July 2020)