

Pupil premium strategy / self- evaluation 2021-2022

1. Summary information					
School	Trinity Academy Bradford				
Academic Year	2021-22	Total PP budget	£295,095 +£44,805 (recovery funding) = £339,180	Date of most recent PP Review	06/21
	2020-21		£306,424		
Total number of pupils	891 870	Number of pupils eligible for PP	281 384	Date for next internal review of this strategy	10/21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average 2020-21 Progress 8 score average 2019-20 Progress 8 score average 2018-19	-0.39 (61 students) -0.91 (67 students) <small>Based on centre assessed grades and internally calculated.</small> -1.38 (45 students)	+0.13
Attainment 8 score average 2020-21 Attainment 8 score average 2019-20 Attainment 8 score average 2018-19	30.85 (61 students) 27.40 (70 students) <small>Based on centre assessed grades.</small> 25.54 (45 students)	50.3
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.	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.	
B.	Students arrive at Trinity Academy Bradford with reading ages lower than age related expectations. All current 8 and 9 students were accelerated reader tested in July 2021. Testing is taking for the new year 7 cohort in Sept 21.	

C.	21% (185 students) of students in 2021-22 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.
D.	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.
E.	PP repeat fixed term exclusions are in the highest 20% of all schools nationally. 68% of PP students have been excluded more than once. The school has struggled to identify the behaviour triggers of these students and this will lead to underachievement and students lacking life readiness if left untackled.
F.	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.
G.	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.
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
H.	(IDSR data) PP absence is in the top 20% of schools nationally. PP persistent absence is in the top 20% of schools nationally.
I.	'Disadvantaged pupils are twice as likely not to be in education, employment or training and are at a higher risk of poverty as adults'. (DfE, 2015). Due to 3 years of P8 and A8 outcomes being way 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.
J.	17 students in year 11 2020-21 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.
Aims	
<p>What is Pupil Premium funding for? The Pupil Premium funding we receive is for raising the attainment of pupil premium students.</p> <p>What is our Academy approach to the use of the Pupil Premium? 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.</p> <p>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:</p> <ul style="list-style-type: none"> • 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,
- 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

Multi-year and in-year strategic plan

From September 2019, schools were encouraged to consider a multi-year strategy. This is not compulsory.

At Trinity Academy Bradford, due to the recent takeover by Trinity MAT, the inadequate Ofsted report in 2019 and insufficient leadership, the strategies in this plan are likely to take more than 1 academic year to take full effect however, we will review them all termly and at the end of the academic year.

In 2021-22, TAB has one in year target. This is to merge successfully with the Trinity MAT adopting their systems and procedures effectively. This will have the single biggest impact on PP progress and outcomes.

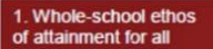
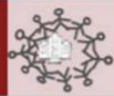
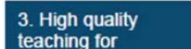

4. Planned expenditure




Academic year

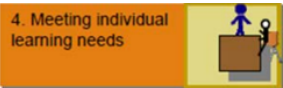


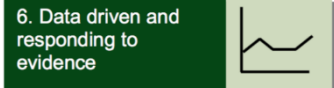
2021-2022

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

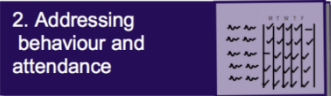
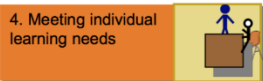
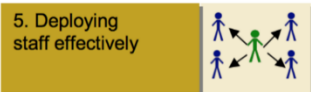
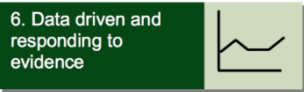
i. Quality of teaching for all

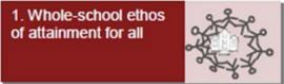

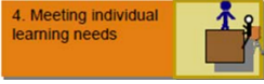
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
  <p>QUALITY OF EDUCATION</p> <p>Collaborative MAT work to share best practice for teaching and learning.</p> <p>Collaborative MAT work to share best practice for CPD.</p> <p>Rigorous but supportive QA processes to be in place to monitor and assure quality of education.</p> <p>TAH team of Vice Principals given dedicated time to support with curriculum, teaching and learning and key group support.</p>	  <p>The attainment 8 score of all students (incl. pupil premium 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>'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>Ongoing quality assurance by Senior Leadership, Middle Leadership, SENCO and MAT SLEs including lesson spotlights, learning walks and work scrutiny to verify that all work is in line with Trinity MAT processes and systems.</p> <p>Timely interventions in place to ensure that students who need support, get support.</p> <p>Weekly updates sent to TTR, NRN and SCE with updates on actions by VPs for QA</p>	EWS, Senior Leaders at TAB and TAH.	Termly

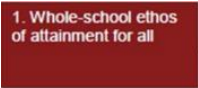
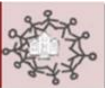
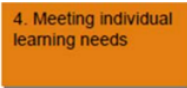

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<div> <div>7. Clear, responsive leadership</div>  </div> <p>THE ESTABLISHMENT OF CLEAR LEADERSHIP OF, AND LINES OF ACCOUNTABILITY WITHIN THE PP STRATEGY</p> <p>A member of the TAB and TAH Senior Leadership Group to lead the PP strategy, ensuring that staff at every level of the academy know, value and understand the needs of the PP cohort we serve.</p> <p>Clear roles and responsibilities for staff working within the Pupil Premium strategy's remit.</p>	<div> <div>5. Deploying staff effectively</div>  </div> <p>Effective line management, target setting, quality assurance and reporting structures which are data-rich and clearly understood by all parties.</p> <p>Retention of staff increases and current vacancies are filled with high quality staff.</p>	<div> <div>6. Data driven and responding to evidence</div>  </div> <p>Marc Rowland, director of the National Education Trust and author of A practical guide to the pupil premium, says governors' understanding of the issues around pupil premium is patchy and often results in ad-hoc spending. This is why a member of the Leadership Team must be the PP Lead so that PP awareness is raised at a whole school level.</p>	<p>All staff members clear as to who they are held accountable to and what they are held accountable for.</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>Recruitment and retention remains a focus for SLG with the intention of limiting student exposure to long term supply staff.</p> <p>Literacy Coordinator, SEND team and EAL lead both have clear understanding of their roles.</p>	TTR, NUL, KWN	Termly

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
 <p>CLEAR DIAGNOSIS OF STUDENT NEED</p> <p>A clear process in place for the diagnosis of student need on arrival.</p> <p>Targeted and quality assured literacy pathways for students who need English language acquisition support, significant phonics support, reading fluency and comprehension guidance.</p> <p>Use of National Tutoring Programme to support students who would benefit from small group numeracy support.</p>	 <p>To ensure that all students are known, valued and understood on arrival. Students who need literacy support will have it from day one. EAL learners will not be left behind. Category A and B students will have targeted, sustained, quality assured support.</p> <p>Use of the NTP programme for specified students has a positive impact on their attitude to learning and overall summative assessment data</p>	 <p>“Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life”. (EEF, 2019)</p> <p>“Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7”. (EEF, 2019)</p> <p>Research in to the achievement of EAL learners highlights the importance of proficiency in English as the best predictor of educational outcomes. (Strand and Hessel, 2018)</p> <p>NTP tutoring has been shown to have a positive impact on students due to small scale, high quality tutoring.</p>	 <p>Development of a literacy steering group to work on the whole school literacy strategy and to decide upon criteria for which students are placed in to which literacy pathway.</p> <p>Scheduled collection and analysis of reading age data for FLE students and EAL students category C to E so that ongoing impact can be monitored.</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 3 new literacy pathways.</p> <p>Ongoing quality assurance (including lesson spotlights and work scrutiny) of the teaching and learning of the 3 new literacy pathways.</p> <p>Raise the profile of the EAL cohort and team. Investigate the recruitment of an EAL mentor to support the EAL lead. Establish the 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>	MJT, TAB Literacy steering group, SSH, SENDCO, JHR	Termly
Total budgeted cost					£169,590

ii.Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
 <p>2. Addressing behaviour and attendance</p> <p>IMPROVE THE ATTENDANCE AND BEHAVIOUR OF ALL STUDENTS (INCLUDING PUPIL PREMIUM STUDENTS)</p> <p>To raise standards and expectations for all students. The BfL system is followed consistently and there is a culture of 'no excuses' due to robust weekly analysis of behaviour and attendance data leading to swift interventions.</p>	 <p>4. Meeting individual learning needs</p> <p>Student attendance steadily improves over time. Barriers to attendance are identified and every attempt is made to overcome them.</p> <p>Student behaviour inside and out of the classroom steadily improves over time. Quality first teaching can take place as students are ready to learn, rewarded and sanctioned according to the school BfL policy.</p> <p>Students at risk of permanent exclusion to attend on-site MAT reflective behaviour centre if appropriate. With a view to re-integrating them back into mainstream once the programme is completed.</p>	 <p>5. Deploying staff effectively</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 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>6. Data driven and responding to evidence</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. This could include the use of our on-site MAT reflective behaviour centre.</p>	CLY, LDN, Attendance team, EWO, Year Manager Team	Termly

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
 <p>PASTORAL AND ACADEMIC TEAMS WORKING TOGETHER</p> <p>To further embed the weekly pastoral COBRA meetings and weekly staff updates to enable academic staff to keep abreast of the additional challenges facing TAB PP students and offer support and challenge, put in place timely intervention and pastoral diagnose any unmet need.</p>	 <p>A clear line of communication is established between academic and pastoral teams to support our pupil premium cohort who have significant holistic concerns.</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, 4 of the top 5 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>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>SENCO, NUL, CLY, Senior Leaders at TAB and TAH, Year Manager Team</p>	<p>Termly</p>
Total budgeted cost					£113,060

ii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
  <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 how to support their bespoke needs effectively.</p>	  <p>To remove essential equipment and material disadvantage barriers to learning.</p> <p>To take steps in preventing student hunger.</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>Equipment is given to all students at the start of the academic year. VT 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. A school 'yellow form' will be completed by any staff member who has a concern about a student's uniform. Yellow form disclosures are dealt with within 24 hours.</p>	<p>NUL, CLY, Senior Leaders at TAB and TAH, Year Manager Team</p>	<p>Equipment and uniform are checked daily by VT tutors.</p>
Total budgeted cost					£56,530

5. Additional detail

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

It has been written with reference to:

- Internal experience
- Internal data
- End of year outcomes analysis
- Education Endowment Foundation, 'Closing the attainment gap' (Dec 2017)
- 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)

2020-2021 Review

Context: Trinity MAT took over Trinity Academy Bradford (formerly Queensbury Academy) in February 2021. In April 2021 an external review conducted by SIP Chris Sylge found significant concerns with the legacy Pupil Premium Strategy. As a result of this review, a new strategy was created. The objectives from this strategy have been continued into the 2021-2022 academic year. Below details the progress that have been made against these targets since February.

Objective	Progress
1. Quality of teaching for all	<ul style="list-style-type: none">• Trinity MAT CPD Programme established and running• Improvements seen in Quality of Teaching – students report feeling more confident in teachers and lessons in Principal’s Breakfast (student voice).• Lesson Spotlights happening regularly by SLG and CLG, and concerns being acted upon• Expert Teacher Development programme launched and wave 1 ETDL lessons occurred.
2. The establishment of clear leadership and lines of accountability within the PP Strategy	<ul style="list-style-type: none">• Assistant Principal TAB and Vice Principal TAH assigned to lead PP• SLG roles and responsibilities within strategy are clear – presented at SLG
3. Clear diagnosis of student need	<ul style="list-style-type: none">• Reading age data collated for Y7,8,9.• Students identified for 3 Literacy interventions – Nurture, Platinum and EAL• Literacy interventions established and running• Literacy steering group established and literacy ambassadors identified in each department.
4. Improve the attendance and behaviour of all students (incl. PP students)	<ul style="list-style-type: none">• Trinity MAT BfL policy implemented• Positive Safeguarding and Behaviour review by Veronica Mellor• Restructure of pastoral team• Redesigned Attendance team and strategy• EWO appointed• PP students a focus for Term 2 ASPs

5. Pastoral and academic teams working together	<ul style="list-style-type: none"> • CPD delivered for Pastoral team on inset in relation to PP • Optional CPD for teaching staff at Trinity Fest • CPD booked in for Term 2. Pastoral Cobra focus. • Pastoral Cobra up and running. • Academic Cobra being launched in Term 2.
6. Continuation of hardship funding	<ul style="list-style-type: none"> • Hardship fund communicated to key pastoral staff and awareness raised of it. • Hardship fund used to pay for blazer and tie for all students, and full uniforms for families identified as in need.