

## 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	901
Proportion (%) of pupil premium eligible pupils	30.2% (273 students)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 2022-2023 <b>2023-2024 - current</b>
Date this statement was published	November 2023
Date on which it will be reviewed	January 2024
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	Total: £296,555 PP: £1035 x 273 = £282,555 PP+ £2530 x 5 = £12,650 Service: £335 x 5 = £1675
Recovery premium funding allocation this academic year	£85,560
School led tutoring funding allocation this academic year	£20,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£402,845</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## **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 the past 2 years as our pupil premium Attainment 8 figure has improved from 25.54 in 2019 to 32.91 in 2023. Our pupil premium Progress 8 figure has also risen from -1.38 in 2019 to -0.51 in 2023. We endeavour to improve this figure further 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 again this year, and internal and external data suggesting its impact, we have made the decision to continue this into a 3-year strategy. We are therefore moving into the final year of this strategy.

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 have become multiyear targets after year 1 and year 2 when we have felt that we need more time to tackle them. Our Pupil Premium strategy, despite being a 3 year commitment, is a living document that is open to ongoing and regular review.

### **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 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 table shows the **10 key challenges** to achievement that we have identified among our disadvantaged pupils.

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.	NA																													
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.  PP progress and attainment are both improving across all groups. The attainment gap has narrowed. Whilst the progress gap has marginally widened, this is indicative of significant improvements in progress for all students, as well as for PP students.	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>2023</th></tr> </thead> <tbody> <tr> <td>A8 gap</td><td>13.9</td><td>12.13</td></tr> <tr> <td>P8 gap</td><td>-0.7</td><td>-0.82</td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th><th colspan="2">2019</th><th colspan="2">2023</th></tr> <tr> <th></th><th>PP</th><th>Non PP</th><th>PP</th><th>Non PP</th></tr> </thead> <tbody> <tr> <td>A8</td><td>25.54</td><td>39.44</td><td>32.91</td><td>45.04</td></tr> <tr> <td>P8</td><td>-1.38</td><td>-0.68</td><td>-0.51</td><td>0.3</td></tr> </tbody> </table>		2019	2023	A8 gap	13.9	12.13	P8 gap	-0.7	-0.82		2019		2023			PP	Non PP	PP	Non PP	A8	25.54	39.44	32.91	45.04	P8	-1.38	-0.68	-0.51	0.3
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3	<p>All students arrive at Trinity Academy Bradford with CATs scores below national average, with Pupil Premium students further below than their non-disadvantaged peers.</p>	<p>The average SAS score from CATs testing of the latest Y7 cohort is 97.2 compared to a NA of 100. Current Y9 scored an average 95.18. Pupil Premium students score consistently below their non-disadvantaged peers on entry with an average of 94.63 in the current Y7, and 91.78 in Y9. 59% of students in Y7 score below National average on entry compared to 67% of Pupil Premium students.</p> <table border="1" data-bbox="790 512 1411 826"> <thead> <tr> <th></th><th><b>Y9 in Y7</b></th><th><b>Y8 in Y7</b></th><th><b>Y7 in Y7</b></th></tr> <tr> <th></th><th><b>CATs</b></th><th><b>CATs</b></th><th><b>CATs</b></th></tr> </thead> <tbody> <tr> <td><b>TAB All</b></td><td>95.18</td><td>96.19</td><td>97.22</td></tr> <tr> <td><b>TAB PP</b></td><td>91.78</td><td>93.78</td><td>94.63</td></tr> <tr> <td><b>TAB Non PP</b></td><td>97.62</td><td>97.04</td><td>98.01</td></tr> <tr> <td><b>NA All</b></td><td>100</td><td>100</td><td>100</td></tr> </tbody> </table>		<b>Y9 in Y7</b>	<b>Y8 in Y7</b>	<b>Y7 in Y7</b>		<b>CATs</b>	<b>CATs</b>	<b>CATs</b>	<b>TAB All</b>	95.18	96.19	97.22	<b>TAB PP</b>	91.78	93.78	94.63	<b>TAB Non PP</b>	97.62	97.04	98.01	<b>NA All</b>	100	100	100																																
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4	<p>In 22-23, 26 EAL students were accessing a tailored literacy intervention programme due to their weak literacy skills. These students were classified as being at stages A and B of the Bell Foundation Scale. This meant that they were new to English or were 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> <p>15% of students in 2023-24 are EAL. The new Y7 cohort is 6% EAL compared to 26% in Y11. The nature of the cohort has also changed, with fewer students who are new to English. This is as a result of successful EAL intervention in the older years, and a changing cohort in younger years as more local children choose TAB. Therefore, students no longer access a tailored EAL intervention, but are supported through the whole school literacy strategy</p>	<p>Changing EAL cohort:</p> <table border="1" data-bbox="790 961 1330 1320"> <thead> <tr> <th colspan="4"><b>EAL</b></th> </tr> <tr> <th><b>Sep-23</b></th><th><b>Cohort</b></th><th><b>EAL</b></th><th><b>% EAL</b></th></tr> </thead> <tbody> <tr> <td>7</td><td>198</td><td>11</td><td>6%</td></tr> <tr> <td>8</td><td>195</td><td>13</td><td>7%</td></tr> <tr> <td>9</td><td>169</td><td>28</td><td>17%</td></tr> <tr> <td>10</td><td>174</td><td>40</td><td>23%</td></tr> <tr> <td>11</td><td>165</td><td>43</td><td>26%</td></tr> <tr> <td><b>Total</b></td><td>901</td><td>135</td><td>15%</td></tr> </tbody> </table> <table border="1" data-bbox="790 1365 1330 1819"> <thead> <tr> <th><b>Year Group</b></th><th><b>A/B Grade 2021-22</b></th><th><b>A/B Grade 2022/23</b></th><th><b>A/B grade 2023/34</b></th></tr> </thead> <tbody> <tr> <td>7</td><td>8</td><td>4</td><td>0</td></tr> <tr> <td>8</td><td>4</td><td>4</td><td>0</td></tr> <tr> <td>9</td><td>9</td><td>2</td><td>0</td></tr> <tr> <td>10</td><td>4</td><td>4</td><td>2 x C grade in Extra English</td></tr> <tr> <td>11</td><td>Unknown</td><td>4</td><td>0</td></tr> </tbody> </table> <p>Current Y9: 2 x learners at C level receive additional literacy support, delivered by English teaching team</p>	<b>EAL</b>				<b>Sep-23</b>	<b>Cohort</b>	<b>EAL</b>	<b>% EAL</b>	7	198	11	6%	8	195	13	7%	9	169	28	17%	10	174	40	23%	11	165	43	26%	<b>Total</b>	901	135	15%	<b>Year Group</b>	<b>A/B Grade 2021-22</b>	<b>A/B Grade 2022/23</b>	<b>A/B grade 2023/34</b>	7	8	4	0	8	4	4	0	9	9	2	0	10	4	4	2 x C grade in Extra English	11	Unknown	4	0
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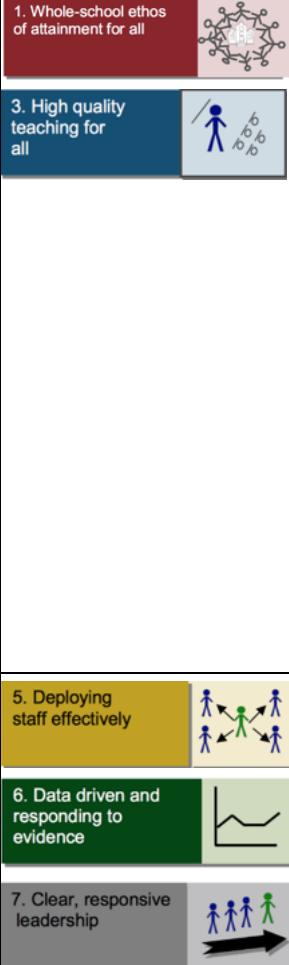
	or Nurture or Platinum pathways.	
5	<p>The behaviour of a minority of pupil premium and non-pupil premium students is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.</p> <p>Historically, PP repeat fixed term exclusions 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.</p>	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 378 in 2022-23 285 of these were PP.
6	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, and then compounded further by the covid pandemic, where students were out of education in homes with varied academic support.	NA
7	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 of the predecessor school, and the changeover of staff linked with the MAT takeover, there has	NA

	been a large staff turnover in recent years. This is now settling.																															
8	In 2019 IDSR PP absence was in the top 20% of schools nationally and PP persistent absence was in the top 20% of schools nationally. This has caused entrenched poor habits around attendance for certain families, that have gone unchallenged by the previous Trust for too long.	<p>Whilst significant improvements have been made in the first two years 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 22-23</th><th>TAB 21-22</th><th>FET 20-21</th><th>FET 2019</th></tr> </thead> <tbody> <tr> <td>PP</td><td>14.5%</td><td>14.6%</td><td>19.7%</td><td>17%</td></tr> <tr> <td>Non-PP</td><td>5.9%</td><td>6.9%</td><td>9.7%</td><td>6.7%</td></tr> <tr> <td>National</td><td>13.2%</td><td>-</td><td>-</td><td>4.5%</td></tr> </tbody> </table>		TAB 22-23	TAB 21-22	FET 20-21	FET 2019	PP	14.5%	14.6%	19.7%	17%	Non-PP	5.9%	6.9%	9.7%	6.7%	National	13.2%	-	-	4.5%										
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9	<p>'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 significantly below national average (see the P8 and A8 figures on page 1), the 2017/2018 cohort, had 11% NEET, with 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. This dropped to 9% NEET in 2020 and 6% in 2021.</p> <p>The 2022 cohort were 0% NEET, and the intention of the academy is to maintain this. This will however need constant monitoring as there remains 2 year groups of students in the academy who experienced poor quality education and low challenge on attendance and behaviour under the predecessor academy, meaning there remains some entrenched bad habits that TAB are working to unpick. Even when all legacy year groups have moved through, a vigilant approach must be taken to ensuring 0% NEET figures against the</p>	<table border="1"> <thead> <tr> <th>Measure</th><th>2019 FET</th><th>2021 TAB</th><th>2022 TAB</th><th>National (2022)</th></tr> </thead> <tbody> <tr> <td>% Staying in education or employment for 2+ terms after KS4</td><td>84%</td><td>95%</td><td>100%</td><td>94%</td></tr> <tr> <td>% Staying in education for at least 2 terms after KS4</td><td>-</td><td>90%</td><td>95%</td><td>89%</td></tr> <tr> <td>% Staying in employment for at least 2 terms after KS4</td><td>-</td><td>2%</td><td>1%</td><td>3%</td></tr> <tr> <td>% Staying in apprenticeships for at least 6 months after KS4</td><td>-</td><td>3%</td><td>4%</td><td>3%</td></tr> <tr> <td>% NEET / Activity not sustained</td><td>16%</td><td>6%</td><td>0%</td><td>5%</td></tr> </tbody> </table>	Measure	2019 FET	2021 TAB	2022 TAB	National (2022)	% Staying in education or employment for 2+ terms after KS4	84%	95%	100%	94%	% Staying in education for at least 2 terms after KS4	-	90%	95%	89%	% Staying in employment for at least 2 terms after KS4	-	2%	1%	3%	% Staying in apprenticeships for at least 6 months after KS4	-	3%	4%	3%	% NEET / Activity not sustained	16%	6%	0%	5%
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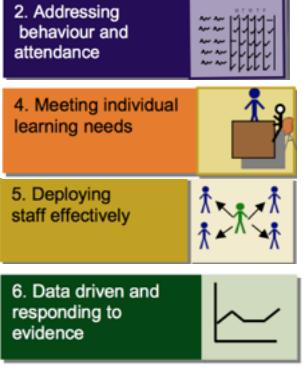
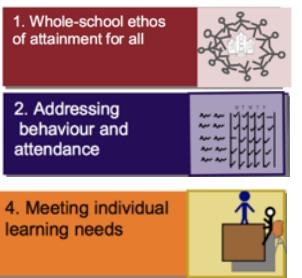
	challenges that some of our cohort face with little educational input or engagement from home.	
10	<p>In 2020-21, 17 students in Year 11 attended alternative provision. 8 were PP students. The predecessor school had no method for tracking these students, and there was no logical strategy for ensuring AP was appropriate. Students need to be supported from within school and the MAT and access off site alternative provision only when absolutely necessary.</p> <p>Initially, AP numbers were reduced significantly to allow for thorough tracking and monitoring processes to be put in place. Now that is embedded, we are able to use AP strategically to support students who are at risk of becoming disengaged or suspended to access education.</p>	<ul style="list-style-type: none"> <li>• In 2022-23, 5 students were at an off-site alternative provision. 3 were disadvantaged.</li> <li>• At present (October 2023), 10 students are at an alternative provision. 5 are disadvantaged.</li> </ul>

## Intended outcomes

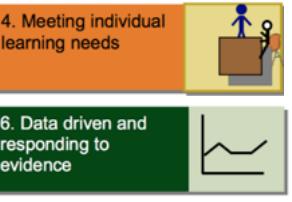
This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

NFER 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>5. Deploying staff effectively</p> <p>6. Data driven and responding to evidence</p> <p>7. Clear, responsive leadership</p>	<p><b>There are improvements in all areas of the quality of education.</b></p> <p><b>Staff Lead: CMN and JHR</b></p> <p>(See below for specific actions)</p>	<p>The attainment 8 and progress 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><b>There is clear leadership and clear lines of accountability within the PP strategy</b></p> <p><b>Staff Lead: NUL and TTR</b></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 data rich and clearly understood by all parties.</p> <p>Increased awareness of PP students by Pastoral Team. Staff Lead – CLY and LDN</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>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><b>There are systems in place to clearly diagnose student need</b></p> <p><b>Staff Lead: CMN and SCR/LHN</b></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>Admissions process to ensure that new students are assessed for SEN and EAL needs to ensure appropriate interventions are in place.</p> <p>Development of high-quality resources for the three new literacy pathways (Nurture, Platinum and EAL)</p> <p>Ongoing quality assurance (including lesson spotlights and work scrutiny) of the teaching and learning of the two literacy pathways.</p> <p>Continue to support EAL students to access the main curriculum, assessing new students and putting in place intervention for students who are Bell Foundation category A or B.</p>

	<p><b>The attendance and behaviour of all students (incl. PP students) improves.</b></p> <p><b>Staff Lead: CLY and LDN</b></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 hub across TAH and TAB 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><b>The academic and pastoral teams at the academy will improve the way they work together to support all students (incl. PP students)</b></p> <p><b>Staff Lead: NUL, CLY and LDN</b></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 is reflected on through the RAP process, with actions and barriers shared by teachers with CLs. Concerns are passed onto Assistant Principal/ Year 11 Manager and academic and pastoral cobra processes are used to ensure ongoing links between academic and pastoral barriers.</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>

 <b>1. Whole-school ethos of attainment for all</b>	<p><b>There will be continued hardship funding and improved accessibility for students and staff</b></p> <p><b>Staff Lead: NUL and LMN</b></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 Year Manager.</p> <p>Uniform store introduced to provide uniform for students with missing uniform, with tracking in place to identify patterns and implement additional support where needed.</p> <p>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>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>
 <b>1. Whole-school ethos of attainment for all</b>	<p><b>There will be a whole school literacy strategy introduced that improves outcomes for all students (incl. PP students)</b></p> <p><b>Staff Lead: CMN</b></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>Light Up Literacy strategies are seen regularly in QA of lessons and are embedded in staff practice.</p>

	<p><b>The academy will implement a three stage Phase Journey to ensure that the personal development needs of the student body are met, and that resilience and independence are encouraged amongst students.</b></p> <p><b>Staff Lead:</b> NUL</p> <p>(See below for specific actions)</p>	<p>Team of Phase Leaders appointed to lead the Phase Journey.</p> <p>Phase 1 Graduation is launched and embedded, and tracking shows that the engagement of PP students is in line with the cohort.</p> <p>Trinity Challenge and Duke of Edinburgh is launched and embedded, and tracking shows that the engagement of PP students is in line with the cohort.</p> <p>The Competitive Edge programme is well planned and delivered to ensure that all students are prepared for their next steps, and have good access to any Post 16 choice they want.</p>
	<p><b>The academy will promote opportunities for trips and cultural experiences outside and inside school and use PP funding to ensure participation for PP students</b></p> <p><b>Staff Lead:</b> NUL and CMN</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>
	<p><b>Staff stay at the academy because they feel part of the Trinity family, they have exposure to leading edge CPD and they are able to focus on applying this to what they teach.</b></p> <p><b>Staff Lead:</b> TTR</p> <p>(See below for specific actions)</p>	<p>Weekly staffing meeting with Executive Principal, Principal and Vice Principal and HR manager to monitor recruitment and retention priorities.</p> <p>Teaching and Learning Team discuss latest evidence-based research and in-school observations, lead to high quality CPD sessions for all groups of teaching staff (New starters, ITT, ECT1, ECT2, MPS, UPS, ML) and partnership work between</p>

		<p>curriculum areas and Associate Lead Teacher.</p> <p>A further investment into upskilling staff is made via the offer of the NPQ programmes. NPQMLs and NPQSLs are offered to staff who meet the relevant criteria.</p> <p>Staff retention data is strong. Staff voice on academy QA process (is it supportive and developmental? What could be improved upon?) is strong. Staff wellbeing/voice sessions (referred to as Staff Committee meetings) to take place regularly, minutes logged, and actions taken.</p>
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## 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: £151,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>IMPROVE QUALITY OF EDUCATION</b> <p>A significant investment of time and money into the staff CPD (Expert Teacher programme) to improve Quality First Teaching in the classroom, and to support staff retention and recruitment.</p> <p>Rigorous but supportive QA processes in place to monitor and assure quality of education and targeted support provided where a need is identified.</p> <p>A broad and balanced curriculum (both academic and personal development) is embedded and adapted to ensure that it meets the needs of all students, including disadvantaged students.</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>	All

<p>P6 timetabled sessions for year 10 and 11 students (Tuesday, Wednesday, Thursday) to provide students with additional 117 hours support in their qualification subject areas.</p> <p>QA processes ensure that continued adaptations to the curriculum are made to account for lost lockdown learning and to fill gaps in knowledge when they are identified.</p> <p>High quality remote learning resources (Trinity TV) produced during lockdowns and continue to be available for students who need to isolate, or as additional revision resources for students with gaps in learning. Trinity TV implemented as a strategy for inclusion to maximise curriculum time and minimise lost learning.</p> <p>Collaborative MAT work to share best practice for teaching and learning (e.g., Trinity Fest 2021</p>		
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<p>and QIN meetings)</p> <p>Ongoing cluster collaboration between senior leadership teams of TAB and TAH – local Outstanding in all areas partner academy</p> <p>Continued collaboration across TAH and TAB to ensure implementation of Trinity West Curriculum is developed and improved.</p>																														
<p><b>IMPLEMENT LITERACY STRATEGY</b></p> <p>Year 7, 8 and 9 students who need literacy support are placed into Platinum literacy lessons or the Nurture Pathway. Students are assessed for 1-1 EAL support where necessary, or are placed into the appropriate literacy intervention.</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>‘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> <p>Below 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> <p><b>Y7 STAR SAS AY23-24</b></p> <table border="1" data-bbox="446 1612 1192 2082"> <thead> <tr> <th></th> <th>All (197)</th> <th>PP (42)</th> </tr> </thead> <tbody> <tr> <td><b>No Data</b></td> <td>18</td> <td>9%</td> <td>2</td> <td>5%</td> </tr> <tr> <td><b>85 and below</b></td> <td>28</td> <td>16%</td> <td>11</td> <td>28%</td> </tr> <tr> <td><b>100 and below</b></td> <td>89</td> <td>50%</td> <td>21</td> <td>53%</td> </tr> <tr> <td><b>Above 100</b></td> <td>90</td> <td>50%</td> <td>19</td> <td>48%</td> </tr> <tr> <td><b>Above 115</b></td> <td>17</td> <td>9%</td> <td>3</td> <td>8%</td> </tr> </tbody> </table>		All (197)	PP (42)	<b>No Data</b>	18	9%	2	5%	<b>85 and below</b>	28	16%	11	28%	<b>100 and below</b>	89	50%	21	53%	<b>Above 100</b>	90	50%	19	48%	<b>Above 115</b>	17	9%	3	8%	1,2,3,5,9,10
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<p>Implementation of a whole school Literacy strategy to drive forward improvements in all years that allows for disciplinary literacy to inform good practice in different subject areas.</p> <p>Implementation of Curriculum Anthologies in English, Science and EBACC for Year 7 and 8, and extension of the trial into other year groups and subjects.</p> <p>Light Up Literacy strategies are developed in line with EEF recommendations and staff CPD provided to support staff with implementation of strategies.</p>	<p><b>AVG STAR SAS</b></p> <table border="1" data-bbox="446 159 1176 226"> <tr> <td>98.7</td> <td>95.9</td> </tr> </table> <p>17.5% of students in Year 7 in Sept 23 arrived with a reading age between 6 and 8 years of age. This is up from 15% in 2022 indicated that the weaker end of our cohort is getting weaker.</p>	98.7	95.9	
98.7	95.9			
<p><b>IMPROVE RECRUITMENT AND RETENTION</b></p> <p>A renewed focus on staff wellbeing through our Staff Committee based on our three Academy aims:</p> <ol style="list-style-type: none"> <li>1.To remove barriers so that teaching staff are able to teach and refine their craft.</li> <li>2.To ensure that staff voice informs change</li> <li>3.To motivate staff through high</li> </ol>	<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>“High-quality CPD for teachers has a significant effect on students’ learning outcomes: CPD programmes have the potential to close the gap between beginner and more-experienced teachers”. (Education Policy Institute, 2020)</p>	All		

<p>quality CPD that drives professional progress</p>	<p>"Teacher turnover is a major impediment to the effectiveness of a CPD programme". (Education Policy Institute, 2020)</p>	
<p>Significant investment into our CPD programme so that staff at all levels of their teaching career are supported by high quality, impactful CPD that is quality assured by leadership and adapted to meet the needs of the teacher / student cohort</p>		
<p>Significant investment in the school environment (staff room renovation, investment in all new staff computers in every classroom and investment in corridor décor) to ensure that staff feel supported, valued and invested in.</p>		
<p>Investment in Pastoral restructure and centralised detentions improves behaviour in the classroom and clears the clutter, allowing teachers to focus on teaching.</p>		
<p>Embedded marking and feedback policy</p>		

allows staff choice in appropriate feedback style and decreases workload.		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,712

Activity	Evidence that supports this approach	Challenge number(s) addressed																																																
<b>DIAGNOSE STUDENT NEED</b>  SEN referral process allows staff to highlight possible areas of unmet need.  RAP and Cobra processes are used to identify underperforming students and understand/barriers to learning.  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.  Students who need Literacy support will have it from Day 1 by use of a tiered approach to targeted interventions.  EAL learners will not be left behind.	<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>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> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">2023</th> <th colspan="3">2019</th> </tr> <tr> <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><b>Basics 9-4</b></td> <td>54.10%</td> <td>35.00%</td> <td>64.50%</td> <td>40.9%</td> <td>10.9%</td> <td>53.7%</td> </tr> <tr> <td><b>Basics 9-5</b></td> <td>34.90%</td> <td>15.00%</td> <td>45.50%</td> <td>22.7%</td> <td>8.7%</td> <td>28.7%</td> </tr> <tr> <td><b>Basics 9-7</b></td> <td>4.60%</td> <td>3.00%</td> <td>5.60%</td> <td>4.5%</td> <td>0%</td> <td>6.5%</td> </tr> <tr> <td><b>P8</b></td> <td>0.02</td> <td>-0.51</td> <td>0.3</td> <td>-0.89</td> <td>-1.38</td> <td>-0.68</td> </tr> <tr> <td><b>A8</b></td> <td>40.81</td> <td>32.91</td> <td>45.04</td> <td>35.29</td> <td>25.54</td> <td>39.44</td> </tr> </tbody> </table> <p>The above table demonstrates that whilst A8 and P8 outcomes are improving, there is still a significant need to diagnose need and improve quality of education and outcomes for PP students at TAB.</p> <p>16% of the latest Y7 cohort had a standardised score of below 85% compared to 24% of PP students. The average SAS score from CATs testing of the latest Y7</p>		2023			2019			All	PP	Non-PP	All	PP	Non-PP	<b>Basics 9-4</b>	54.10%	35.00%	64.50%	40.9%	10.9%	53.7%	<b>Basics 9-5</b>	34.90%	15.00%	45.50%	22.7%	8.7%	28.7%	<b>Basics 9-7</b>	4.60%	3.00%	5.60%	4.5%	0%	6.5%	<b>P8</b>	0.02	-0.51	0.3	-0.89	-1.38	-0.68	<b>A8</b>	40.81	32.91	45.04	35.29	25.54	39.44	All
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<p>Cat A and B students will have targeted, sustained and quality assured support where required and Cat C, D and E students will be supported through quality first teaching and the whole school literacy strategy.</p> <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>Nurture pathway students will have smaller group sizes in their mainstream English and Maths lessons as well as in Nurture lessons to increase teacher input and accelerate outcomes.</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>Introduction of Landmark Dash Literacy and Numeracy booklet as Transition summer project,</p>	<p>cohort is 97.2 compared to a NA of 100. Current Y9 scored an average 95.18. Pupil Premium students score consistently below their non-disadvantaged peers on entry with an average of 94.63 in the current Y7.</p>	
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alongside free book about primary transition to support students' confidence.		
<p><b>ACADEMIC AND PASTORAL TEAMS WORKING TOGETHER</b></p> <p>Recruitment of three Phase Leaders to work alongside Year Manager team with a greater focus on academic attainment and removing barriers to it.</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>	All

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

Budgeted cost: £151,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>IMPROVEMENT OF BEHAVIOUR AND ATTENDANCE</b>  Establish an attendance hub across TAB and TAB to improve attendance. Barriers to attendance are identified and every attempt made to overcome them.  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.  Pastoral Manager employed to lead the Inclusion + provision and to deliver the Connect programme to provide additional layer to the inclusion matrix and reduce suspensions.  Introduction of laptops and Trinity TV for inclusion work to ensure that students who are regularly in inclusion are not falling behind in their learning.  Introduce a thorough monitoring process and ensure a robust narrative for students accessing Alternative Provision. Monitoring	<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>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>	All

<p>process ensures regular QA of provision.</p> <p>Continue to use Power BI tracking systems to support with timely interventions.</p> <p>Appointment of Inclusion + Teaching and Learning Assistant to specifically work with PP and SEN students who are repeatedly accessing inclusion.</p>		
<p><b>CONTINUATION OF HARDSHIP FUNDING</b></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>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>	All
<p><b>INTRODUCE WIDE RANGE OF CO CURRICULAR OPPORTUNITIES AND ENSURE ACCESS FOR ALL STUDENTS</b></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>	1,5,6,7,8,9,10,

<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>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>	
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**Total budgeted cost: £402,845**

## **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 2023 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 2023

- PP Attainment 8 has improved from 25.24 to 32.91
- PP Progress 8 has improved from -1.38 to -0.51
- PP Basics 9-4 have improved from 10.9% to 35%
- PP Basics 9-5 have improved from 8.7% to 15%
- PP Basics 9-7 have improved from 0% - 3%

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 20% of school nationally) to 378 in 2022-23, 285 of these were PP. This means PP suspensions make up 44% of all suspensions, however, a significant proportion of these are made up by suspensions of 6 students, 5 of whom no longer attend the academy. If these students were discounted, PP suspensions would make up 29% of all suspensions.

Attendance is also improving across all groups, including Pupil Premium and EAL. Absence has fallen from 19.7% to 14.5% for PP 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.

All literacy intervention packages have been carefully developed and/or re-designed to ensure that our students most in need of literacy support get the best deal and are able to urgently catch up so that they can re-enter all mainstream classes, as appropriate. We are determined that every child will be literate, every child will be a reader and every child will be a confident speaker despite many students arriving with a reading age far below their chronological age. The following data shows the impact of our literacy interventions from the last academic year:

- 100% of our Nurture cohort from 2022-23 have moved into Mainstream lessons or reduced intervention (Platinum or Extra English)
- 59% of our Platinum Reading cohort of 2022-23 now access the full range of mainstream lessons

- 74% (17/23) of students who accessed our English as an Additional Language course have now progressed into the full curriculum offering, with the other six learners progressing into less intensive literacy support pathways
- All learners who accessed our Platinum Reading Pathway in year 7 have now progressed to studying Spanish, as part of the full curriculum offering
- Our year 9 Nurture curriculum has been redesigned and is now called Enrich. This is following analysis of the skills which we believe students most need as they enter phase three. This is delivered in a small group by an English Specialist.

We monitor the impact of our literacy interventions regularly so that every student on a literacy pathway is finding success and if not, we know why and are supporting. The introduction of a weekly SEND referrals meeting has enabled us to identify if there are any students with an unmet SEND need which may mean that they should be part of a literacy support group. Our on site specialist assessor ensures that, where we believe students may have an underlying cognition and learning need, we conduct timely WRAT5 assessments, alongside other academic testing, with parental consent

Since February 2020, our SEND team's commitment to identifying and meeting unmet need has been robust. We have successfully applied for 4 EHCPs, and had 4 EHCP students' families elect to move them to Trinity Academy Bradford. We have overturned one decision not to assess, and escalated our concerns to the highest level with the local authority, securing three students specialist school settings. Last year, 6 out of the 7 EHCP applications that school submitted were accepted by the SEND moderation panel. Staff submitted 56 SEND referrals in 2022-23, and have already submitted 20% of this figure in half term one of 2023-24, showing staff dedication to identifying unmet need.

In 2019, 16% of students were NEET. 100% of the 2022 Y11 cohort are in employment, education, or training. 95% of these were in education, 4% in apprenticeships and 1% in employment.

In 2022-23, 96% of our PP cohort graduated in Phase 1. Those that didn't graduate had extensive support to understand why, and are a key cohort for the newly appointed Phase 2 Leader. 29% of PP students in Year 9 achieved Trinity Challenge Gold standard, which involves taking part in 50 life challenges. The Competitive Edge programme at Phase 3 was prioritised as part of the curriculum and as such 100% of all Y10 students experienced 6 motivational speakers and 100% of all Y11 students experienced two careers and wellbeing focussed drop down days, alongside a mock interview day and careers fair.

In 2022-23, there was a significant increase in the number of trips leaving the academy, with 528 (55%) of students attending some form of trip. 22% of these students were PP. Access to trips is tracked extensively and we are aware of which EAL, SEN E and K, CLA and PP students are accessing them. The academy takes steps to actively prioritise these students accessing trips, and financial support is offered to increase access.

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. In 2021, the next steps wanted by students was 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

<b>Programme</b>	<b>Provider</b>
NA	
NA	

### **Service pupil premium funding (optional)**

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

<b>Measure</b>	<b>Details</b>
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:

- Section 329 of Ofsted Framework: 'The use of the pupil premium and catch-up funding'.
- The EEF Guide to the Pupil Premium (April 2022)
- Education Endowment Foundation Pupil Premium publications (latest guidance provided in April 2022)
- DfE Pupil Premium reports and guidance (various, latest update on 27<sup>th</sup> October 2022)
- Marc Rowland – Pupil Premium Strategy guidance (13th June 2022)
- Internal experience (Our in house 'Spark' teaching and learning research guide)
- Internal data
- End of year outcomes analysis
- 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)

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)