

APA Pupil Premium Strategy / Self-Evaluation (Primary) 2020-21 (incorporating data from 2019)

| Summary information | | | | | |
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| School | Trinity Academy Akroydon | | | | |
| Academic Year | 2020 – 21 2019-20 2019-20 | Total PP budget 2019-20 2019-20 | £183,99.44 £168,960 £192,720 | Date of most recent PP Review | January 2020 |
| Total number of pupils | 333 341 | Number of pupils eligible for PP | 128 146 | Date for next internal review of this strategy | March 2021 |
| 2a. Current attainment – end of KS2 (2019) | | | | | |
| | | | Academy (PP) | National (PP) | National (Non-PP) |
| % achieving expected standard or above in reading, writing & maths | | | 63 (52 in 2018) | 52 | 71 |
| % achieving expected standard or above in reading | | | 81 (67) | 62 | 78 |
| % achieving greater depth in reading | | | 25 (24) | 17 | 31 |
| % achieving expected standard or above in writing | | | 69 (62) | 68 | 83 |
| % achieving greater depth in writing | | | 13 (0) | 11 | 24 |
| % achieving expected standard or above in maths | | | 69 (67) | 68 | 84 |
| % achieving greater depth in maths | | | 13 (10) | 16 | 31 |
| 2b. Current progress – end of KS2 (2019) | | | | | |
| *there are two measures reported – the first is the percentage of PP pupils making expected progress from KS1 to KS2; the second is the average progress score of all PP pupils. | | | % of cohort* | Progress Score | National (Non-PP) Progress Scores |
| % making expected progress in reading (as measured in the school) | | | 47 (53) | 0.0 (-1.1) | 0.3 |
| % making expected progress in writing (as measured in the school) | | | 53 (37) | 0.3 (-4.1) | 0.3 |
| % making expected progress in mathematics (as measured in the school) | | | 53 (37) | 0.4 (-3.3) | 0.3 |

Narrative:

1. **Significant improvements in the overall attainment outcomes of PP pupils** (combined score increased by 31% - from 21% to 52%). Whilst this remains below the National figure for non-PP pupils, improvements for PP pupils were made in all areas (reading up 25%, writing up 29% and maths up 17%).
2. Progress measures were mixed and remained similar to the previous year, when they were low (and progress score in writing and mathematics worsened for PP pupils). The academy believes that low progress scores can, in part, be attributed to inflated KS1 outcomes (and accurate internal moderation has been a key feature of academy improvement over the last academic year).
3. **Greater depth PP pupil outcomes showed some significant improvements**, most noticeably in reading (an increase of 20%) and maths (an increase of 10%). GD in writing remains an issue for all cohorts in the academy and is a focus for AY2019-20.
4. Attendance for PP pupils was below the whole academy average by 0.77% **but it did show an improving trend as the year progressed (by 0.3%)**.

2. c) Current attainment – end of KS1 (2019)

| | Academy (PP) | National (PP) | National (Non-PP) |
|--|-----------------|---------------|-------------------|
| % achieving expected standard or above in reading, writing & maths | 52 (15 in 2018) | 50 | 69 |
| % achieving expected standard or above in reading | 76 (29) | 62 | 78 |
| % achieving greater depth in reading | 10 (0) | 14 | 28 |
| % achieving expected standard or above in writing | 62 (19) | 55 | 73 |
| % achieving greater depth in writing | 0 (0) | 7 | 17 |
| % achieving expected standard or above in maths | 71 (38) | 63 | 79 |
| % achieving greater depth in maths | 10 (0) | 12 | 24 |

Narrative:

1. PP pupil outcomes in reading and maths remained similar to the previous year, but there was a significant drop in writing. As a result, the overall combined score dropped 13% (to 15%). This is significantly lower than the national average outcomes for both PP pupils (50%) and non-PP pupils (69%). Whilst attainment on entry to APA is significantly below the national average, pupils' outcomes overall at the end of KS2 are broadly in line with the national (all pupils - 62% compared to 64% in 2018). Therefore, AY2018-9 data indicates that more 'lost ground' was made up in KS2 than KS1.
2. Greater depth PP outcomes remain poor and will be a focus of the academy in AY2019-20.
3. Attendance for PP pupils was below the whole academy average by 0.38% **but it did show a significant improvement as the year progressed (by 1.95%)**.

2. d) Current attainment – Y1 phonics (2019)

| | Academy PP | National (PP) | National (Non-PP) |
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| % achieving expected standard | 48 (67) | 71 | 84 |
| Narrative: 1. Phonics outcomes improved significantly for PP pupils , increasing by 26% compared to AY2016-17 outcomes. This means that the academy PP outcomes are much nearer (within 5%) to national PP outcomes, although still well below (18%) national non-PP pupils. Phonics remains a focus of the academy for the AY2019-20. | | | |
| 2. e) Current attainment – Early Years Foundation Stage (2019) | | | |
| | Academy PP | National (PP) | National (Non-PP) |
| % achieving Good Level of Development | 33 (52) | 57 | 74 |
| Narrative: 1. There is evidence of some impact at EYFS with an improvement of 9% in PP pupils achieving GLD. This is much nearer to the outcomes for PP pupils nationally (within 5%) but remain well below (22%) national non-PP pupils. It should be noted that the vast majority of APA pupils enter the academy well below the national expectation for children their age (both academically and socially). | | | |
| 3. Barriers to future attainment (for pupils eligible for PP) | | | |
| Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | | |
| A. | Lower than expected levels of development on entry to the EYFS (particularly in relation to Communication and Language, as well as Social and Emotional Development). Without early intervention these key areas have the potential to significantly limit educational progress across the curriculum. | | |
| B. | Emotional and social factors – some children experience chaotic home lives, which acts as a significant barrier to learning. This also manifests itself in a lack of parental engagement with school, as well as limited support with activities such as reading, homework etc. | | |
| C. | Low aspirations and a lack of confidence and belief – a lack of boundaries and support at home results in an increased likelihood of a passive learner who lacks resilience. | | |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | | | |
| D. | Behaviour and attendance – behavioural issues within the classroom and poor attendance/punctuality have the potential to minimise the impact of regular, high-quality teaching. | | |
| E. | A lack of cultural capital – a significant number of our pupils have limited (or no) experience of the wider world outside of their particular part of Halifax. | | |
| 4. Intended outcomes (<i>specific outcomes and how they will be measured</i>) | | Success criteria | |

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| A. | Teacher performance is consistently good or better. | PP pupils experience good or better Quality First Teaching on a daily basis. |
| B. | Literacy and numeracy barriers are relentlessly and effectively addressed as any PP pupils move through the academy. | Improved teaching/specific interventions show improved performance via assessment data. |
| C. | Behavioural issues are dealt with effectively and reduced accordingly. | A reduction in days lost to FTE compared to AY2019-20. |
| D. | Attendance and punctuality of PP pupils improves in line with academy targets. | A reduction in days lost to pupil absence compared to AY2019-20 and improved attendance and punctuality. |
| E. | PP pupils are offered any and all relevant cultural capital experiences within and outside of the academy. | An increase in the number of CC events/opportunities available to PP pupils. |

5. Review of expenditure

| Previous Academic Year | 2019-20 | | | |
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| i. Quality of teaching for all | | | | |
| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
| To establish a high-quality CPD and training programme that improves both the quality of teaching and the additional learning support in the classroom. | The quality of teaching is rated as consistently good or better. | Overall, yes. An effective, targeted CPD programme was in place, with new Senior Leaders appointed who helped to monitor and target teaching and learning with younger members of staff. This resulted in the impact of the CPD programme coming to fruition. TAs have become more effective in their duties of supporting PP in the classrooms and further CPD has been planned to enhance this provision further. | Cultural change has occurred, with younger members of staff being inducted and trained in the Trust's style of working, impacting on more teaching which is good or better. These members of staff have now had training to become Middle Leaders, so they can impact further on the subjects they are leading. | £10,000 |

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| To embed MAT practices to ensure a robust system of Quality Assurance (QA) is in place to monitor the quality of teaching. | To have a seamless QA process, identifying both best practice and areas for development. | QA practices have been introduced and PODDS are carried out weekly by the SLG group and the TLR post holders. Feedback is provided to staff promptly with quick fixes and areas of strength. | More capacity has been planned into senior leadership for AY2020-21, in order to ensure coverage going forward. | £60,000 <i>(Central Staff)</i> £30,000 (AP & TLR Time 0.1) |
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ii. Targeted support

| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
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| To enhance the curriculum in order to meet the needs of all PP pupils. | PP pupils have access to a range of activities to develop their social and emotional skills. | <p>A number of new initiatives were introduced, expanded and/or embedded e.g. Forest School, Nurture Provision, Breakfast Club, and After-School Provision.</p> <p>Furthermore, additional resources were purchased for 'Achieve' and other additional educational provision e.g. Accelerated Reader, Mathletics, KS1 Maths textbooks etc.</p> <p>In 2020-21, this will continue with additional resourcing of Maths Manipulatives, Power Maths, RWI materials, Rising Stars Science/ SPAG and TT Rockstars.</p> | <p>The strategies are becoming more effective but on occasions lacked some coherence and coverage due to it being the first time many of them had run.</p> <p>The vast majority of these opportunities and experiences will be further developed next year, planned more in advance and with greater educational impact e.g. Forest School's links back into the classroom will be further enhanced.</p> <p>Uptake of these initiatives also needs to be tracked more thoroughly so comparisons and overall coverage measures can be added to analysis.</p> | <p>£40,482</p> <p><i>£1,755 (BC)</i></p> <p><i>£13,727 (50% of 2xTAs)</i></p> <p><i>£21,500 (Additional Resources)</i></p> <p><i>£3,500 (Maths)</i></p> |

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| <p>To maintain effective Behaviour for Learning (BfL) across the academy.</p> | <p>To ensure clear boundaries are in place and well communicated, creating an environment for learning where all can thrive.</p> | <p>There are significant improvements in behaviour across the academy and exclusions and the number of children on Reports is lower than previous years.</p> | <p>Maintaining a positive BfL culture is seen as a priority at the academy and all staff.</p> <p>New staff receive additional training and support has been put into place to ensure there isn't any regression for any classes in this area. A positive BfL structure impacts on all children in class and areas around school.</p> | <p>£10,100 (50% of salary for RMN)</p> <p>£10,100 (50% of salary for ASN)</p> |
| <p>To increase the cultural capital of all PP pupils</p> | <p>PP pupils have access to a variety of clubs/trips/memorable experiences throughout the year.</p> | <p>There were an increased number of opportunities for all pupils for enhancing their cultural capital. These spanned both additional out-of-school experiences e.g. residential, as well as curriculum-related opportunities (particularly related to extended writing). This was identified as a main factor in improved writing outcomes for key groups</p> | <p>This approach will continue and the opportunities for PP pupils to increase their cultural capital will be extended, after Covid restrictions have been lifted. It is envisaged that there will be an 'Akroydon Journey' that all pupils can experience, ensuring wide-ranging, complementary coverage from Nursery to Y6 inclusive.</p> | <p>£18,360</p> |

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| <p>To rapidly decrease gaps in learning in EYFS by employing support from the Trust's EYFS specialist, and embedding the RWI and WRM schemes</p> | <p>Gaps in learning at EYFS are decreased significantly, particularly number and phonics.</p> | <p>There is evidence that the impact of the new WRM and RWI Phonics scheme and training has helped to see an improvement in phonics outcomes for PP and other pupils in EYFS.</p> <p>Owing to the social and academic profile of all APA pupils on entry to the academy is below national expectations, and so further improvements are essential to accelerate the progress of all our pupils (but particularly the more disadvantaged ones) to make up that ground as quickly as possible.</p> | <p>The work we do with PP pupils in the earlier part of their school careers is seen as crucial.</p> <p>Children have settled well and are making good progress in their RWI Phonics and WRM Maths lessons. The support of the Trust's EYFS specialist, has helped less experienced members of staff to plan and track pupil progress more effectively.</p> | <p>£11,000 (incl. RWI/WRM resources, and the support of an EYFS specialist (KES)/ Maths Specialist (KHL), CPD, small group work, extra curriculum support)</p> |
| <p>To implement high-impact intervention strategies for all PP pupils through the effective deployment of staffing resources</p> | <p>Underachieving PP pupils (in all year groups) are identified; targeted intervention is in place in a timely manner.</p> | <p>The deployment of TAs for impact has been a priority and CPD for TAs in these areas has been a priority for 2019-20.</p> <p>A Trust Tutor has been employed from September, 2020, to intervene with targeted Y5/6 children, which is impacting on their reading and maths skills.</p> | <p>This forensic and effective approach to intervention will remain in place, but more emphasis will be placed on KS2 greater depth writing, KS1 Reading, Writing and Maths (again with a particular focus on writing), and KS1 phonics.</p> <p>HLTA support inside and outside of normal timetabled provision has been targeted in Y6.</p> | <p>£5,800 40% of TA salary (excl. nurture) Lexia Programme Nessy Accelerated Reader Tutor (EHN)</p> |

iii. Other approaches

| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
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| To develop effective data systems to ensure that the individual learning needs of all PP pupils are addressed | Tracking is forensic, enabling underperforming pupils to be identified early | The tracking of PP pupils was integral to the effective intervention strategies outlined above (and their impact). 2020-21- To remain a focus with the introduction and embedding of Classroom Monitor | Further training for staff on the use of Classroom Monitor will be planned, in order to share best practice and ensure that data is moderated between year groups/ across the primary trust schools. | £1,500 |
| Additional individual needs addressed as and when needed e.g. uniform | All PP individual needs are catered for in a transparent and professional manner | There were a number of occasions when additional funding was used on an individual case-by-case basis to ensure PP pupils received appropriate care, attention and support e.g. uniform, ICT, transport, fruit, milk etc. | This approach is needed, particularly in an academy with a high number of PP pupils. There are continuous and frequent examples of where the academy needs to support PP pupils on a day-to-day basis. | £6,000 |

6. Planned expenditure

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| Academic year | 2020-21 |
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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? |
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| To invest further in order to increase the capacity of the senior leadership team. | Additional Assistant Principal (appointed March 2020, plus TLR teacher, Sept. 2020) helps to embed Trust QA systems and also deliver a significant proportion of the weekly CPD to all staff | The curriculum was enhanced last academic year, yet resulted in limited impact with regard to embedding Trust QA practices. This extra support would also be utilised to deliver high-quality CPD, which in turn will improve the quality of teaching. <i>'Improving teaching quality generally leads to greater improvements'</i> <i>'There is particularly good evidence around the potential impact of teacher professional development'</i> Education Endowment Fund | Continuous QA systems in place to measure staff feedback on the quality of CPD and PODDs, Book Looks and lesson-based drop ins to measure its impact. | DLN/SLG/ SAL/ EBY | February 2021, via a PP Impact report to the LGB. |

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| To raise the academic profile of PP pupils across the academy. | Regularly held Pupil Progress meetings have a specific focus on PP pupils and raise the profile of these learners with all staff. | <i>'Whilst it is true that each school is unique, it is equally true that outstanding ... leadership and a relentless focus on improvement will make a real difference – whatever the context or degree of challenge facing a school'</i> Effective Pupil Premium Reviews (Teaching Schools Council) 2018 | Termly Pupil Progress meetings are documented and each one refers back to the previous meeting to check progress and update pupil outcomes. These are predominantly chaired by a teacher's line manager and/or a senior leader. | SLG | Three times in the academic year (October, March and June), using assessment window data. |
| Total budgeted cost | | | | | £60,000 (salary + on-costs of one Assistant Principal and TLR post) |
| 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? |
| To implement high-impact intervention strategies for all PP pupils through the effective deployment of staffing resources | To provide small group intervention support, across all year groups (but with a particular focus on literacy and maths in Y2 and Y6). This targeted intervention will encompass more able as well as low performing PP pupils. | <i>'Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum'</i> Ofsted: The Pupil Premium – how schools are spending the funding successfully to maximise achievement http://www.suttontrust.com/researcharchive/missing-talent/ | The termly Pupil Progress meetings with all staff have a specific emphasis on the progress of the PP cohort. | SAL/SLG | Termly – via Pupil Progress meetings. |

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| Additional individual needs addressed as and when needed e.g. uniform, additional educational support. | All PP pupils can reasonably expect easy access to any and all educational resources at school e.g. appropriate uniform, access to ICT etc. | Our experience over the last few years clearly evidences the importance of ensuring PP pupils have the same opportunities and experiences as non-PP pupils; sometimes this comes down to something as basic as uniform, which is addressed in a timely, understated and professional manner. | This will be monitored through weekly meetings with BfL Team, which mainly takes the form of discussions re: CP incidents but also includes any incidents of additional support that any child has requested and/or required. | AMY | Continuous process throughout the academic year. |
| Total budgeted cost | | | | | £40,284 (salary + on-costs of two Higher Level Teaching Assistants) and an additional PP budget of £5,000 |
| iii. 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? |
| To maintain the high-quality pastoral provision, to enhance and reinforce the punctuality, attendance and progress of PP pupils. | To continue the BfL Policy across Years 1-6 To continue to improve attendance and punctuality rates for PP pupils To maintain the inclusive internal FOCUS provision | The academy leadership, as well as the MAT it belongs to, believes that a positive learning experience is the bedrock of any improvement strategy. Alongside this sits the importance of ensuring that all pupils, regardless of background, attend school as regularly as possible. This push on improving attendance (and punctuality), as well as ensuring outstanding behaviour, are crucial strategies in our school improvement strategy this academic | Weekly meetings with the BfL Team and the Principal. Regular and timely reports to both the SLG and the LGB. Continue with the MAT's central system of quality assurance, incorporating BfL and attendance (alongside other aspects of school improvement). | AMY | At least termly (formally), embedded in LGB reporting. |

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| To maintain the excellent early intervention PP pupils receive through our Designated Child Protection Officer | To continue the effective support disadvantaged families receive from school which avoids escalations to child protection cases | Early Intervention supports families to get back onto track | Weekly Child Protection Meetings with JGD, RMN and the principal. Regular and timely reports to both the SLG and the LGB. | JGD | £2,600 (5% of JGN & RMN salary) At least termly (formally), embedded in LGB reporting. |
| To further enhance curriculum breadth (inside and outside of the taught curriculum), particularly with regard to expanding the cultural capital of PP pupils. | All PP pupils have access to a range of experiences, both inside and outside of the classroom/taught curriculum. | The 'Memorable Writing Experience' – a research project funded by the EEF, has a marked, positive impact on the quality of children's writing i.e. if they had seen it and experienced it before, they could more effectively write about it. | Regular progression reports discussed at SLG meetings – these focus on curriculum coherence, as well as extra-curricular events for all pupils to experience (throughout Years Reception to 6). | JLS | Termly, via a report to the LGB. |
| Total budgeted cost | | | | | £72,308 (salary + on-costs of RMN, ASE and JGD and additional PP budget of £5,673) |
| 7. Additional detail | | | | | |

Note: The academy is currently under roll. It plays a full part in the local authority's Behaviour and Attendance Collaborative (BACS), which often means additional pupils join APA throughout the year (far higher than the average across the LA), a number of which are PP pupils with high needs. In summary, we invest heavily in our pastoral team as they play a major part in the smooth integration of such pupils (and this is shown by a high success rate of some of the most vulnerable of pupils who join mid-year).

This PP statement is a working document and, as such, may be updated at any time. It has been written with reference to:

- Internal data and experience
- End of year outcomes analysis
- *Department for Education* Pupil Premium reports and guidance (various)
- *Sir John Dunford* 'The 10 Point Plan' (2014)
- *Education Policy Institute* report on Disadvantage Gap (2016)
- *National Foundation for Educational Research* report 'The Building Blocks of Success' (2017)
- *Education Endowment Fund* 'Closing the Attainment Gap' (2017)
- *National College for Teaching and Leadership* 'Effective Pupil Premium Reviews' (2018)
- *National Governance Association* 'Spotlight on Disadvantage' (2018)