

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 Akroydon
Number of pupils in school	330
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/21, 2021/22 and 2022/23
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Oliver Grant-Roberts Principal
Pupil premium lead	Emma Brindley Assistant Principal
Governor / Trustee lead	Di Alcock

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,505
Recovery premium funding allocation this academic year	£18,705
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192,210

# Part A: Pupil premium strategy plan

## Statement of intent

At Trinity Academy Akroydon our intention is to ensure that all of our pupils, including those disadvantaged or vulnerable, receive the highest quality of education to enable them to make good progress and achieve highly across all subject areas. We recognise that a number of factors can contribute to a pupil being deemed 'disadvantaged' resulting in a wide range of barriers which may impact on their learning. Pupils at Akroydon, regardless of starting point and external barriers, are given the chance to achieve in line with their 'non-disadvantaged' peers.

Our objectives for disadvantaged pupils are:

- Pupils achieve good academic progress regardless of barriers created by poverty, family circumstance and background
- Pupils receive high-quality teaching with targeted interventions and initiatives when falling behind ensuring that the gap between disadvantaged and non-disadvantaged pupils is narrowed.
- Pupils are able to read fluently with good comprehension and understanding
- Pupils are prepared socially and emotionally as they transition to the next stages of their lives
- Pupils are given opportunities at school to increase their cultural capital and out-of-school experiences.

Through quality first teaching and increased opportunities for reinforcement of learning, both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.

Trinity Academy Akroydon will ensure that effective teaching, learning and assessment meets the needs of all pupils through ongoing assessment for learning, continuous professional development of staff and termly pupil progress meetings. Class teachers will identify specific intervention and support for individual pupils which will be reviewed at least termly. We will provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at Akroydon. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and increase cultural capital.

The provision to which funds have been allocated has been decided based on rigorous research about interventions which have the most impact. Internal evidence and data, along with the EEF Teaching and Learning Toolkit have been used to prioritise spending based on potential impact.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Lower than expected levels of development on entry to the EYFS</b> (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.
2	<b>Emotional and social factors</b> – 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. Referrals made by teachers and support staff has increased during and after the pandemic.
3	<b>Low aspirations and a lack of confidence and belief</b> – a lack of boundaries and support at home results in an increased likelihood of a passive learner who lacks resilience.
4	<b>Behaviour and attendance</b> – behavioural issues within the classroom and poor attendance/punctuality have the potential to minimise the impact of regular, high-quality teaching.
5	<b>A lack of cultural capital</b> – a significant number of our pupils have limited (or no) experience of the wider world outside of their particular part of Halifax.

## 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.

Intended outcome	Success criteria
Teaching is consistently good or better.	PP pupils experience good or better Quality First Teaching on a daily basis show through rigorous QA process.
Improved combined (maths, reading and writing) attainment for disadvantaged pupils at the end of KS2.	The percentage of disadvantaged pupils meeting the expected standard or above for reading, writing and maths is in-line with non-disadvantaged pupils nationally

<p>Behavioural issues are addressed early on and dealt with effectively.</p>	<p>A reduction in red cards.          Pastoral team records show improvement and reduction in consequences since the beginning of the term.          Help offered is recorded and impact shown.</p>
<p>Attendance and punctuality of PP pupils improves in line with academy targets.</p>	<p>A reduction in days lost to pupil absence compared to AY2020-21 and improved attendance and punctuality.</p>
<p>PP pupils are offered any and all relevant cultural capital experiences within and outside of the academy.</p>	<p>An increase in the number of CC events/opportunities available to PP pupils.          Barriers due to funding are minimised</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 91270.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Principal – role to lead teaching and learning across the school with pupil premium and assessment as part of this.	<p>Strong leadership is key to impact and change. Effective leadership makes a setting good or outstanding. It drives up the quality of a setting’s work and ensures that all children are helped to reach their potential.</p> <p><a href="#">Ofsed Publication: Getting it right the first time.</a></p>	1, 2, 3, 4, 5
HLTA appointed – teacher trained to ensure phonics interventions are of a high standard and the covering of lessons deliver high quality lessons.	<p>Effective use of Teaching Assistants leads to high impact of individual children and groups. It enables children that achieve better in smaller groups to have this opportunity.</p> <p>EEF:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants#nav-download-the-guidance-report-and-poster</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">Phonics – EEF.</a></p> <p>Caution will be taken to ensure that children are not taken out of the same lesson each week. A rotating timetable will be planned for when children are taken out for phonics.</p>	1, 2
Purchase of NFER standardised diagnostic	Assessments that are standardised across school will provide reliable data, showing specific strengths and weaknesses of each pupil to help ensure individual children and groups are given the correct support and intervention.	1, 2

<p>assessments</p> <p>Training for staff to ensure assessments are administered and used correctly.</p>	<p><a href="https://www.nfer.ac.uk/key-topics-expertise/assessment/research-into-assessment/">https://www.nfer.ac.uk/key-topics-expertise/assessment/research-into-assessment/</a></p>	
<p>Second Year 2 teacher appointed for a smaller Year 2 and 3 classes and so they year groups can remain separate.</p>	<p>Improved phonics and KS1 data as Year 2 and 3 classes will not need to be mixed. Smaller class sizes will ensure that children have a curriculum that is designed around their individual needs and year group. i.e. Phonics in Year 1 and 2. International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>In the UK, there is some indicative evidence to suggest that reception and Key Stage 1 pupils with lower prior attainment and from lower socioeconomic backgrounds may benefit from small classes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> - EEF Reducing class size</p>	<p>1, 2, 3, 5</p>
<p>Music Service from Calderdale Music Trust.</p>	<p>At Akroydon we strive to have a broad and balanced curriculum that enable all children to succeed. The academy works with the music trust to ensure that children have the opportunity to learn an instrument. This is something they may not have had the opportunity to do if school didn't offer it in their curriculum.</p> <p>Ofsted said that, 'Inspectors aren't inspecting 'cultural capital' their looking at whether the school provides a rich and broad curriculum. A great curriculum builds cultural capital.</p> <p><a href="https://www.trueeducationpartnerships.com/schools/wh-at-is-ofsteds-cultural-capital/">https://www.trueeducationpartnerships.com/schools/wh-at-is-ofsteds-cultural-capital/</a></p>	<p>3, 4, 6</p>
<p>Vocabulary CPD delivered and incorporated into all subjects.</p>	<p>Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000- word gap between lower class and middle class. Vocabulary explicitly taught through each domain. (Tier 3 words).</p>	<p>1, 2</p>

	<p>Monitoring visit by Wendy Bradford.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.</p> <p>Pupil Premium: Closing the vocabulary gap - <a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/">https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</a></p>	
Times Table programme purchased to run alongside teaching.		

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

Budgeted cost: £35315.72

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher Assistants to run small group phonics interventions twice a day. This will be in line with our phonics scheme, Read, Write, Inc	<p>Research suggests that teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>Using a scheme (Read, Write, Inc) and ensure that all members of staff are fully trained in this ensures a greater impact on children's attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> - EEF</p>	1,2
Teacher lead writing	Year 6 data suggests that children's combined assessments were pulled down because they were unable to achieve expected in writing. Children from disadvantaged backgrounds achieved lower	1

intervention once a week.	<p>in writing than those from non-disadvantaged backgrounds due to early reading and vocabulary. This will allow children opportunity to improve their writing and vocabulary in a smaller group.</p> <p><a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/">https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</a></p>	
One-to-one support for vulnerable and disadvantaged pupil (-£6000 from budget)	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons therefore the teacher and teaching assistant work very closely to do this.</p> <p>For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention. The teaching assistant chosen to offer this support is very skilled in understanding the child's needs and will follow them through school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> - EEF</p>	1, 3, 4, 5
Social, emotional and mental health interventions ran by teacher assistants.	<p>Children can only succeed if their mindset is positive and focused. Children that have poor mental health or things on their mind cannot concentrate and therefore, do not learn. Ensuring all children are ready for learning is essential and therefore time has been invested into this. The education sector at primary, secondary and tertiary levels can make substantial contributions to addressing mental health and poverty.</p> <p><a href="https://www.mentalhealth.org.uk/sites/default/files/Poverty%20and%20Mental%20Health.pdf">Poverty and mental health: A review to inform the Joseph Rowntree Foundation's Anti-Poverty Strategy – https://www.mentalhealth.org.uk/sites/default/files/Poverty%20and%20Mental%20Health.pdf</a></p>	3, 4, 5,

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

Budgeted cost: £ 65633.19

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of high-quality pastoral team, to enhance and reinforce the punctuality, attendance and progress of PP pupils	<p>Having a pastoral team to support teachers, support staff and parents, means that school staff are able to focus on learning and parents are supported with routines and behaviour out of school.</p> <p>The attendance of disadvantage pupils is lower than those of non -</p>	1, 5

	<p>disadvantaged pupils and our pastoral team is able to monitor and follow this up straight away.</p> <p>We are dedicated to high standards in attendance, behaviour and uniform and therefore the pastoral team are at the centre of all our options.</p>	
Maintain the excellent early intervention PP pupils receive through our Designated Child Protection Officer	With 136 pupil premium children in school, it is vital that early intervention is made readily available with expert advice on how to get this. Our safeguarding and wellbeing officer ensures that all concerns are acted upon straight away and all children are able to access education barrier free.	1, 2, 3, 4, 5
Teaching assistant to facilitate before and after school care.	Support for PP children after school to help with parents' work commitments and to help with school routines. This means that children are fully prepared for the lessons ahead and school transition is smooth.	1, 5
Educational trips and extra-curricular activities are supplemented to give all children the same opportunities.	<p>According to OFSTED, external, interactive learning activities tie learning to personal experiences and memories, helping students develop a deeper understanding of subjects and topics. This often promotes better behaviour, achievement and involvement back in the classroom.</p> <p>Often children from disadvantaged backgrounds are unable to pay for all trips so the pupil premium funding has been used to top up and support when families are unable to afford this.</p>	3, 6
Contingency fund for acute issues.	Based on our experiences and those similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5, 6,

**Total budgeted cost: £192,219.41**

## 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 2020 to 2021 academic year.

Review of expenditure	Success criteria	Outcomes
<p><b>Quality of teaching for all</b></p> <p>To invest further in order to increase the capacity of the senior leadership team.</p> <p>To raise the academic profile of PP pupils across the academy.</p> <p><b>A.</b></p>	<p>The introduction of phase leaders with clear job roles as directed by the SLG.</p> <p>Teachers and teaching assistants are able to identify their PP children in their class and plan accordingly for these children</p>	<p>The SLG began to write mapping documents and schemes of learning for all curriculum areas across the trust. Successfully trialled these in Term 6, ready to continue with edited versions in September.</p> <p>Developments in curriculum, lesson sequences and a coaching model to CPD is leading to improvements in the quality of education. External and internal reviews of teaching and learning demonstrate this improvement.</p> <p>Well planned CPD delivered weekly from a team of senior leaders.</p> <p>The introduction of internal tests (NFER) ensure that the progress of PP children was tracked and planned for.</p> <p>Phase leaders work with SLG to ensure detailed pupil progress meetings took place three times a year.</p> <p>Investing in staff as professionals resulting in a phase leader promoting to SLG and a class teacher promoting to Key Stage 1 phase leader.</p> <p>High proportion of PP children remained in school during Covid-19 lockdowns and laptops and resources deployed immediately to those that needed them.</p>

<p><b>B.</b></p>	<p><b>Targeted Support</b></p> <p>To implement high impact intervention strategies for all PP pupils through the effective deployment of staffing resources</p> <p>Additional individual needs addressed as and when needed e.g. uniform, additional educational support.</p>	<p>A variety of high-quality interventions are completed based on data.</p> <p>Teaching assistants complete a variety of CPD dependent on the needs of the children in their care.</p>	<p>All interventions were carefully designed and then adapted according to the needs of the children.</p> <p>Teaching assistants were deployed evenly across school to enable all year groups to plan in interventions.</p> <p>Uniform is kept in the pastoral room to give to pupils as and when necessary. This was done discretely and to all pupils. All pupils felt part of our school regardless of economic background.</p> <p>The introduction of Nessy and Lexia to all individual children three times a week had an impact on basic spellings and phonics.</p> <p>White Rose maths tutoring sessions delivered online across school based on missed units and basic number knowledge. PP children are prioritised.</p>
<p><b>C.</b></p>	<p><b>Other approaches</b></p> <p>To maintain the high-quality pastoral provision, to enhance and reinforce the punctuality, attendance and progress of PP pupils.</p> <p>To maintain the excellent early intervention PP pupils receive through our Designated Child Protection Officer</p> <p>To further enhance curriculum breadth (inside and outside of the taught curriculum), particularly with regard to expanding</p>	<p>An experienced pastoral team continue to monitor behaviour and intervein appropriately and when necessary allowing learning to take place without distractions.</p> <p>A reduction in days lost to FTE compared to AY2019-20.</p>	<p>Our assessments identified a significant effect of Covid-19 on our pupils, particularly our disadvantaged children. Laptops handed out to all pp children that needed to access learning from home. Work packs and food parcels delivered to those that needed them throughout the year.</p> <p>Vigorous monitoring of home learning interaction meant that PP children were contacted immediately and tracked throughout. PP children invited into school when home learning was becoming a problem.</p> <p>A new appointment of a Designated Child Protection Officer. A well-established Child Protection Officer that has worked within the trust for many years. Handover days planned at the end of the summer term for a smooth and easy transition in September.</p>

	<p>the cultural capital of PP pupils</p> <p>Attendance and punctuality of PP pupils improves in line with academy targets.</p>		<p>Suspensions reduced AY2020-21 compared to AY2019-21.</p> <p>Behavioural issues are dealt with effectively and reduced accordingly. A behaviour team lead by a member of SLG. Behaviour for Learning meetings held weekly with PP a focus of all.</p>
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## Externally provided programmes

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

Programme	Provider
Times Table Rockstars	Maths Circle