

# Pupil premium strategy statement 2022.23

This statement details our school's use of pupil premium 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	290
Proportion (%) of pupil premium eligible pupils	39%
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	December 2022
Date on which it will be reviewed	December 2023
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	£177,280
Recovery premium funding allocation this academic year	£19,285
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	£196,565

# 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 shown through rigorous quality assurance, assessment and pupil progress processes.
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.          Reduction of suspensions</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 AY2021-22 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: £78 872.90

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>The role of the Pupil Premium lead is key for measuring impact and ensure early on when disadvantaged pupils are not progressing and eliminating barriers.</p> <p><a href="#">Ofsted Publication: Getting it right the first time.</a></p>	1, 2, 3, 4, 5
Whole School Phonics CPD and membership into Read, Write Inc	<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> <p>Inset days will be made available for Teaching Assistants as well as teachers to ensure that both whole class, small interventions and one-to-one support are delivered consistently.</p>	1, 2
Purchase of	Assessments that are standardised across school will provide reliable data, showing specific strengths and weaknesses of each pupil to help	1, 2

<p>NFER standardised diagnostic assessments. Termly training for staff to ensure assessments are administered and used correctly.</p>	<p>ensure individual children and groups are given the correct support and intervention.</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>HLTA appointed to run Forest school two days a week and to cover in class 3 days a week.</p>	<p>Forest Schools are multi-sensory and can help improve concentration and the motivation to learn. Forest Schools can help children with learning disabilities or additional needs to gain more independence and self-confidence, reduce anxiety, build resilience, and improve their communication skills.</p> <p><a href="https://cpdonline.co.uk/knowledge-base/safeguarding/forest-schools/#:~:text=Forest%20Schools%20are%20multi%2Dsensory,and%20improve%20their%20communication%20skills">https://cpdonline.co.uk/knowledge-base/safeguarding/forest-schools/#:~:text=Forest%20Schools%20are%20multi%2Dsensory,and%20improve%20their%20communication%20skills</a></p> <p>Having a HLTA that can cover and support whole classes will ensure that high quality teaching always happening. When circumstances come around that cannot be changed, having a known adult to cover is beneficial for children's learning.</p>	<p>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/what-is-ofsteds-cultural-capital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/</a></p>	<p>3, 4, 6</p>
<p>Teacher CPD</p>	<p>Language and literacy provide children with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p>	<p>1, 2</p>

<p>in modelling writing, spelling and oral language</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p> <p>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 in writing than those from non-disadvantaged backgrounds due to early reading and vocabulary. This will support all teachers in their own knowledge of teaching writing and how tackle barriers.</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>	
<p>Times Table programme purchased to run alongside teaching.</p>	<p>TTRS has had a huge impact on the retention and speed of multiplication recall. There has also been a noticeable change in lessons where children are drawing on known facts to solve more complex problems.</p> <p>A further impact is the motivation on boys learning their multiplication facts. The competitive element of the app has allowed friendly competition between peers and has driven an increase in practice.</p>	<p>1</p>

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

Budgeted cost: £69 820.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistants appointed to ensure there is one adult per classroom. Run a variety of interventions through training.</p>	<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>1,2</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions-EEF">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions-EEF</a>	
Supply teacher appointed twice a week to run catch up interventions.	<p>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind.</p> <p>The reduction in the ratio of pupils to teacher compared to a regular classroom setting allows for closer interaction between educators and pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 3, 4
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
Pastoral officer to run academic interventions with vulnerable/disadvantaged pupils.	<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>Poverty and mental health: A review to inform the Joseph Rowntree Foundation’s Anti-Poverty Strategy –  <a href="https://www.mentalhealth.org.uk/sites/default/files/Poverty%20and%20Mental%20Health.pdf">https://www.mentalhealth.org.uk/sites/default/files/Poverty%20and%20Mental%20Health.pdf</a></p>	3, 4, 5,
Nuffield Early Language	The attainment gap between disadvantaged children and their more affluent peers opens early and continues throughout schooling. There is a wealth of evidence to show that early intervention has great potential to narrow the gap, but few nursery	1, 5



Intervention	and reception year programmes have been rigorously tested for impact. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 47 971.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of high-quality pastoral manager, 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 our of school.</p> <p>The attendance of disadvantage pupils is lower than those of non - 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>	1, 5
Kaleidoscope Training to become a Kaleidoscope certified school	<p>Kaleidoscope is a totally non-intrusive and practical programme which supports children's well-being and mental health in a fun and non-threatening way. It gives children the opportunity to get away from their busy, industrious classroom for a little while with a trained member of staff to just be still, learn strategies to remain calm, self-soothe, visualize success, develop techniques to express themselves, participate in fun activities which build self-esteem and practice positive habits to help them flourish. By building resourcefulness and resilience children can be better equipped to bounce back from disappointment and handle those tricky situations in life.</p>	1, 2, 3, 4, 5
Maintain the excellent early intervention PP pupils receive through our Designated Child Protection Officer	<p>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</p>	1, 2, 3, 4, 5

	upon straight away and all children are able to access education barrier free.	
Appointment of a wraparound coordinator	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 2021 to 2022 academic year.

Review of expenditure	Outcomes
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<p><b>Teaching</b></p> <p>Assistant Principal – role to lead teaching and learning across the school with pupil premium and assessment as part of this.</p> <p>HLTA appointed – teacher trained to ensure phonics interventions are of a high standard and the covering of lessons deliver high quality lessons.</p> <p>Purchase of NFER standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are administered and used correctly.</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>Vocabulary CPD delivered and incorporated into all lessons.</p> <p>Timestable programme purchased and run in Year 3 and 4.</p> <p>Music curriculum supported by Calderdale music trust.</p>	<ul style="list-style-type: none"> <li>• Pupil Premium children tracked for academic successes and extra-curriculum activity.</li> <li>• Assistant Principal supported teachers to plan, teach and assess pupils.</li> <li>• Pupil progress meetings ran by AP discussed pupil premium children and how they were being supported when falling behind.</li> <li>• 10 phonics groups held daily and extra phonics interventions held to support children falling behind.</li> <li>• 83% passed the Phonics Screening test compared to 75% national average.</li> <li>• All teachers are secure with using the NFER tests and record in a central point. These results are analysed and used to adapt planning and interventions.</li> <li>• Three training sessions delivered to teaching staff before each assessment window. Staff were secure with using the NFER.</li> <li>• Smaller classes enabled more focused input for the Year 2 pupils where larger gaps had developed from Covid-19.</li> <li>• Vocabulary is evident on all teaching slides and taught consistently across school. External reviews support this.</li> <li>• Times table Rockstars is popular amongst children at Akroydon. It is used by Year 3 and Year 4 as an assessment tool and to measure progress. Year 4 results demonstrate impact with 49% of the cohort achieving full marks (25/25) and 81% answered over 20 questions correctly.</li> <li>• Successful instrument lessons delivered to Year 3, Year 4, Year 5 and Year 6 in a variety of musical instruments. Children have all had experience playing instruments that they wouldn't have experienced.</li> </ul>
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<p><b>B.</b></p>	<p><b>Targeted Academic Support</b></p> <p>Teacher Assistants to run small group phonics interventions twice a day. This will be in line with our phonics scheme, Read, Write, Inc</p> <p>Teacher lead writing intervention once a week.</p> <p>One-to-one support for vulnerable and disadvantaged pupil</p> <p>Social, emotional and mental health interventions ran by teacher assistants.</p>	<ul style="list-style-type: none"> <li>• Interventions ran – leading to successful phonic screening results (83%). Just 3 disadvantaged pupils in Year 1 did not pass their phonics screening test.</li> <li>• All Year 6 pupils that received the intervention achieved Expected Standard in their writing. 50% of the PP children achieved expected standard which is a 23% increase from Year 5.</li> <li>• Vulnerable and disadvantaged pupils were well supported in their lessons. Brain breaks and time out with an adult has enabled pupils to focus in whole class lessons. Year 6 pupils had one-to-one or small group support during their SATs. Encouragement and less people have enabled pupils to access these tests.</li> <li>• Teaching assistants were successfully trained in interventions for low mood, anxiety and friendships. Children taking part in these workshops had opportunity to talk about these areas and felt confident to go back into the classroom.</li> </ul>
<p><b>C.</b></p>	<p>Appointment of high-quality pastoral team, to enhance and reinforce the punctuality, attendance and progress of PP pupils</p> <p>Maintain the excellent early intervention PP pupils receive through our Designated Child Protection Officer</p> <p>Teaching assistant to facilitate before and after school care.</p> <p>Educational trips and extra-curricular activities are supplemented to give all children the same opportunities.</p> <p>Contingency fund for acute issues.</p>	<ul style="list-style-type: none"> <li>• Attendance is monitored rigorously by the pastoral team. Attendance awareness letters were sent out as soon as children dropped to 92% and then further communication at 90%. Support is offered to parents from the pastoral team. The team are present before and after school for parents to approach leaving teachers to be able to teach children.</li> <li>• The Designated Child Protection Officer runs one-to-one interventions with our disadvantaged pupils and looked after children. Individual case studies show that the DCPO have made positive relationships with parents and carers which have led to early intervention for those struggling. Early Help, CAHMS and other agencies have also been involved to ensure the best early intervention has been given.</li> <li>• An increased number of children now access after school club to support working families. Prices have remained cheapest in the area due to the PP funding.</li> </ul>

		<ul style="list-style-type: none"> <li>• Every year group has been on at least one educational trip. No child has missed one due to funding.</li> </ul>
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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