

Trinity All Through School



PUPIL PREMIUM GRANT EXPENDITURE 2021-22

In order to plan support that has a proven impact, we are using strategies identified by the **Education Endowment Foundation/Sutton Trust research**. The support provided is tailored to needs of the pupils in each phase, therefore the interventions that are required differ across the phases.

- Interventions in all Key Stages (EYFS-KS4)
- Small group tuition
- Parental involvement
- Personalised home learning
- Independent learning strategies
- Social and emotional learning support
- Use of digital technology to support learning
- Effective feedback from all staff
- Oral language interventions (Primary Phase)
- Explicit reading comprehension interventions
- Explicit and systematic phonics and speech, language and communication (NELI) teaching (Primary Phase)
- Peer mentoring sessions
- Specific work on post 16 destinations (Secondary Phase)
- Behaviour interventions

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Characteristics of effective spending

1. Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.
2. Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy
3. Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

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Below we have outlined the main barriers to future attainment for pupils receiving the Pupil Premium Grant at Trinity.

| Main barriers: | |
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| A | The progress and attainment of disadvantaged pupils is lower than other pupils, this gap needs to narrow. |
| B | Social and emotional difficulties for small group of pupils mean they require additional support. This often affects their attention and concentration in class, their attitude towards learning, and their behaviour, leading to lower outcome and progress made. |
| C | A high proportion of parents are unfamiliar with the education system in the UK, or sometimes have had a negative/ unsuccessful experience schooling themselves. Therefore they need guidance and support on how to support positively their children's learning at home and school. |
| D | Oral language skills are lower for children eligible for PP when entering reception than other pupils. (Primary Phase) |
| E | A high proportion of children have a narrow life experiences outside of school. |
| F | Some pupils struggle to learn independently. They lack confidence and resilience and this is affecting their progress (Secondary Phase). |

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| Number of pupils and pupil premium grant (PPG) received | |
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| Total number of pupils on roll | 1012 |
| Total number of pupils eligible for PPG in Primary Phase | 92 |
| Total number of pupils eligible for PPG in Secondary Phase | 250 |
| Amount of PPG received per pupil in Primary Phase | £ 1,345 |
| Amount of PPG received per pupil in Secondary Phase | £ 955 |
| Amount of PPG+ received per pupil (CLA) | This money is allocated via Lewisham Virtual School on a needs basis. |
| Total amount of PPG received | £ 362,490 |

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Primary Phase Allocation

| Main Barrier | Actions and Impact | Funding | Monitoring timescale |
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| <p>A: The progress and attainment of disadvantaged pupils is lower than other pupils, this gap needs to narrow.</p> | <p>Teaching Strategies</p> <ul style="list-style-type: none"> • ‘Embedding the Trinity Standard’ CPD for all staff • Percentage of wages for an Inclusion and Pupil Premium Leader on the Primary site to provide support for: <ul style="list-style-type: none"> ○ Team Teaching with CTs ○ In class support for pupils ○ Interventions for key groups • Percentage of wages for a AHT on the Primary site to provide support for: <ul style="list-style-type: none"> ○ Team Teaching with CTs ○ In class support for pupils ○ Interventions for key groups. • Percentage of wages for an Inclusion Assistant on the Primary site • Percentage of wages for Higher Level Teaching Assistant with responsibility for Inclusion <p>Targeted Academic Support</p> <ul style="list-style-type: none"> • Inclusion HLTA (5 hours per week timetable focused on PP support for reading, writing and maths) • 2 Inclusion TA (5 hours per week timetable focused on PP support for reading, writing and maths) • EYFS Interventions • Pre Teach Interventions (Y1-6) • Booster Groups (Y2 and Y6) • Pixl Interventions for reading and maths (Y6) • Fresh Start Reading (KS2) <p>Wider Strategies</p> <ul style="list-style-type: none"> • Subscriptions for Mathletics • Use of Pixl for UKS2 tracking, monitoring and interventions | <p>Percentage of DHT (PP lead): £60,701</p> <p>Percentage of Inclusion Assistant and Higher Level Teaching Assistant: £22,555</p> <p>Percentage of Inclusion HLTA and two TAs: £20,290</p> <p>EYFS Interventions/ Pre teach: £14, 896</p> <p>Booster Groups: £1,900</p> <p>Pixl Intervention: £1,064</p> <p>Mathletics: £350</p> <p>Fresh Start: £2000</p> | <p>July 2022</p> |

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| <p>B: Social and emotional difficulties for small group of student mean they require additional support. This often affects their attention and concentration in class, their attitude towards learning, and their behaviour, leading to lower outcome and progress made.</p> | <p>Teaching Strategies</p> <ul style="list-style-type: none"> Neli CPD for all EYFS staff; ensuring all children benefit from SALT therapy 'Embedding the Trinity Standard- High Expectations' CPD for all staff <p>Targeted Academic Support</p> <ul style="list-style-type: none"> Targeted support from SALT for class teachers and teaching assistants in identified classes Weekly Lego Therapy Sessions Targeted 1:1 emotional regulation intervention run by Higher Level Teaching Assistant with responsibility for Inclusion (X2 KS2) <p>Wider Strategies</p> <ul style="list-style-type: none"> Play Therapist (1 day per week) | <p>Percentage of Speech and Language SALT: £1,524</p> <p>Lego Therapy: £1,064</p> <p>Emotional Regulation intervention: £532</p> <p>Play Therapist (60% of caseload): £3,762</p> | <p>July 2022</p> |
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| <p>D: Attendance and punctuality of those in receipt of pupil premium funding is below that of those without funding and nationally</p> | <p>Wider Strategies</p> <ul style="list-style-type: none"> • Percentage of wages for a DHT and Pupil Premium Leader on the Primary site to provide support for: <ul style="list-style-type: none"> ○ 1:1 meetings with targeted families • Percentage of wages for additional Higher Level Teaching Assistant on the Primary site to provide support for: <ul style="list-style-type: none"> ○ Daily and weekly monitoring of targeted families attendance ○ Implementation of Behaviour Watch- punctuality text messages ○ Support for travel to and from home to school (for PP in need) • Percentage of wages for Teachers to run 121 mentoring support to get children into school | <p>Refer to 'Barrier A' for percentage of wages</p> <p>Vouchers: £100</p> <p>£1,600</p> | <p>July 2021</p> |
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| <p>F: A high proportion of children have a narrow life experiences outside of school</p> | <p>Teaching Strategies</p> <ul style="list-style-type: none"> • Trinity Charter • Distinctive characteristics badge programme • Designated Personal Development Lead <p>Targeted Academic Support</p> <ul style="list-style-type: none"> • Inclusion Assistant Support in wider curriculum lessons • School Library Lunches (attended by targeted children) <p>Wider Strategies</p> <ul style="list-style-type: none"> • Percentage of Chaplains Wage • Subsidised Residentials (Y6) • Subsidised musical instruments • Subsidised extra onsite provision • Subsidised education visits • Summer fayre tickets • School disco tickets | <p>See 'Barrier A' for percentage of wages</p> <p>Inclusion Assistants in Wider Curriculum sessions: £3,990</p> <p>Percentage of Chaplain's wage: £12,936</p> <p>Subsidised residential trips: £5,000</p> <p>Subsidised musical instruments: £500</p> <p>Subsidised extra onsite provision: £500</p> | <p>July 2021</p> |
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Secondary Phase Allocation

| Main Barrier | Actions and Impact | Funding | Monitoring timescale |
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| A: The progress and attainment of disadvantaged pupils is lower than other pupils, this gap needs to narrow. | <p>Key Stage 4:</p> <p>Year 11 results in 2019 (the last published GCSE data) showed there is a progress gap of 1/4 grade between those in receipt of pupil premium and those who are not. The attainment 8 gap is 0.16 of a grade with those in receipt of PP funding now achieving an average grade of 4.2. This gap continues to narrow from previous years but still something we want to close. In order to do this in Key Stage 4 we are going to</p> <p>Teaching strategies:</p> <ul style="list-style-type: none"> • Ensure all staff are aware of the PP in their classes. • Seating plans for each teacher to ensure the PP and all groups are clearly identified for the teachers planning and for any visitor to the classroom. • Class teachers to clearly identify strategies on school view to improve outcomes for PP pupils. • Each subject leader to identify key PP underachievers in each year group at the end of each reporting round and centrally organise in class intervention that is monitored for impact between reporting windows. <p>Targeted Academic Support:</p> <ul style="list-style-type: none"> • Individual revision timetables for PP pupils in Year 11 set up by the interventions lead and Learning Mentor. • A set of individual interviews for each PP pupil in year 11 in September and then a 2nd interview for those pupils who are still at risk of underachieving after the Autumn/Winter PPEs. These are to be conducted by the schools senior leadership team, the year progress | <p>Pupil Premium staff team (including learning mentors) £55,000</p> <p>SENECA learning £1000</p> <p>RAP strategy £45,000</p> <p>Interventions £50,000</p> | <p>July 2022</p> |
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leader, Learning Mentor and Inclusion department. This to be mirrored in Year 10 later in the academic year (after first set of PPEs).

- Interventions (including morning, afternoon, weekend and holiday subject specific study sessions) made available for all PP pupils in small class sizes as/when needed (maximum 20 pupils per group).
- Specific 'Raising Attainment and Progress (RAP) team focus, support and intervention for underachieving pupils in receipt of PP funding.

Wider Strategies:

- SENECA learning offered to pupils who are underachieving.
- Specific focus from the Learning Mentor on extended writing skills and resilience in examinations.

Key stage 3:

Teaching Strategies:

- Ensure all staff are aware of the PP in their classes.
- Seating plans for each teacher to ensure the PP and all groups are clearly identified for the teachers planning and for any visitor to the classroom.
- Class teachers to clearly identify strategies on school view to improve outcomes for PP pupils.
- Each subject leader to identify key PP underachievers in each year group at the end of each reporting round and centrally organise intervention that is monitored for impact between reporting windows.

Targeted Academic Support:

- Embed the work of the Learning Mentor for pupils in receipt of Pupil Premium funding. Initial focus on pupils in Year 8 but then filtering to other year groups in Key Stage 3.
- Individual and small group interventions using external mentor (2 days per week).
- Interventions (including morning, afternoon, weekend and holiday subject specific study sessions) made available for all PP pupils in small class sizes as/when needed (maximum 20 pupils per group).

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| | <ul style="list-style-type: none"> • Specific 'Raising Attainment and Progress (RAP) team focus, support and intervention for underachieving pupils in receipt of PP funding. <p>Wider Strategies:</p> <ul style="list-style-type: none"> • Each PP pupil to have a 'mini IEP', so that their individual needs are being met across the school – to be constructed by each year progress leader. • Case studies to be conducted for pupils in each year group by year progress leaders to inform future practice. | | |
| <p>B: Social and emotional difficulties for a small group of pupils mean they require additional support.</p> | <p>Key Stage 4:</p> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Whole staff training on 'positive first' teaching strategies. • Whole staff training on peer on peer abuse • Behaviour working party • SEN support in classrooms • Use of the principles of restorative justice to support all pupils. <p>Targeted Academic Support:</p> <ul style="list-style-type: none"> • Use of Learning mentor to support pupils who are experiencing difficulties with SEMH. • Use of school counsellor for specific pupils (see mental health policy and provision mapping on the school website for further details). • Pupils provided with a safe space to talk about serious issues in their lives (Chaplaincy). • Support for pupils who are unable (due to many reasons) to access their education in a mainstream setting. These pupils are able to access an appropriate alternative curriculum which meets their needs and allows them to have good attendance, make progress and have progression post 16 (so they are not NEET). • OIS intervention to target pupils on a 1 to 1 basis who are at risk of exclusion or on managed moves. • Exams access arrangements (EG prompts, smaller room) | <p>Mindfulness sessions for year 11 £950</p> <p>Drama therapy £8,320</p> <p>SEMH counselling and support £16,185</p> <p>Chaplaincy support £6,000</p> <p>Kick mentoring £12,000</p> <p>Peer mentoring training £2000</p> | <p>July 2022</p> |

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| | <p>Wider Strategies:</p> <ul style="list-style-type: none">• Year Progress Leader to run a series of assemblies on wellbeing. A specific assembly will be delivered for PP pupils alone to highlight wellbeing, behaviour for learning amongst other topics.• 'Mindfulness' sessions for year 10 & 11 pupils. PP pupils given priority to attend.• SEN interventions that support SEMH (EG Draw and Talk, emotional regulation)• Year 10/11 wellbeing ambassadors <p>Key Stage 3:</p> <p>Teaching Strategies:</p> <ul style="list-style-type: none">• Whole staff training on 'positive first' teaching strategies.• Whole staff training on peer on peer abuse• Behaviour working party• SEN support in classrooms• Use of the principles of restorative justice to support all pupils. <p>Targeted Academic Support:</p> <ul style="list-style-type: none">• Use of Learning mentor to support pupils who are experiencing difficulties with SEMH.• Drama Therapy sessions for targeted pupils.• Use of school counsellor for specific pupils (see mental health policy and provision mapping on the school website for further details).• Pupils provided with a safe space to talk about serious issues in their lives (Chaplaincy).• Outside mentoring (2 x days a week)• OIS intervention to target pupils on a 1 to 1 basis who are at risk of exclusion or on managed moves.• Introducing Year 9 'peer buddies' to support younger pupils. They will be exposed to a full training programme provided by an outside agency prior to commencing the mentoring.• SEN interventions that support SEMH (EG Draw and Talk) <p>Wider Strategies:</p> | | |
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| | <ul style="list-style-type: none"> • Year 6/7 transition summer school • External transition project • Year 7 'buddies' • Play therapy (as when/needed in Year 7) | | |
| <p>C: A high proportion of parents are unfamiliar with the education system in the UK. Therefore they need guidance and support on how to support their children at home.</p> | <p>Key Stage 4:</p> <p>Wider Strategies:</p> <ul style="list-style-type: none"> • Parents information evenings (EG GCSE information evening, post 16 evening) for all year groups. All pupils and parents given the opportunity to be fully informed about their child's education and future steps. Parents are supported in ways to help their children. These evenings are in addition to the normal yearly parents evenings. • Weekly newsletter produced containing key information about school life and articles about how to support pupils. • Termly 'parent forums' led by members of the schools senior leadership team on key school issues EG transition, behaviour for learning, the curriculum offer, etc. • Second GCSE information evening focusing on 6th form applications, pupil wellbeing and the full year 11 strategy shared with all parents. Following this, parents of PP pupils invited for individual interviews with designated member of senior leadership team, YPL or Learning Mentor. • Year 10 & 11 family group leaders to contact all parents in their tutor group termly to offer any school support and guidance about the forthcoming examinations. <p>Key Stage 3:</p> <p>Wider Strategies:</p> <ul style="list-style-type: none"> • Parents information evenings (EG options meetings, Year 7 informal parents information evening) for all year groups. All pupils and parents given the opportunity to be fully informed about their child's education and future steps. Parents are supported in ways to help their children. These evenings are in addition to the normal yearly parents evenings. • Weekly newsletter produced containing key information about school life and articles about how to support pupils. | <p>Family group teachers cost for 1 hour per week £6,650</p> | <p>July 2022</p> |

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| | <ul style="list-style-type: none"> • Termly 'parent forums' led by members of the schools senior leadership team on key school issues EG transition, behaviour for learning, the curriculum offer, etc. • Introduction of the new school App to improve communication lines between school and home. • Knowledge organisers given to all pupils/parents termly which contain key information about how to help child learn at home. | | |
| <p>E: A high proportion of children have a narrow life experiences outside of school.</p> <p>F: Some pupils struggle to learn independently. They lack confidence and resilience and this is affecting their progress (Secondary Phase).</p> | <p>Key Stage 4:</p> <p>Teaching Strategies:</p> <ul style="list-style-type: none"> • Training offered to all staff about independent learning, homework now focusing on knowledge organisers (and use of the new school App). <p>Targeted Academic Support:</p> <ul style="list-style-type: none"> • Revision guides given to PP pupils as/when needed. • Pixl Independence password and App given to PP pupils and parents to encourage independent study. • Increased time and support allocated for independent study using knowledge organisers and other key resources. Teachers running targeted revision sessions to get pupils to understand how to work independently and effectively. • Literacy coordinator: to coordinate literacy across the school; whole school approach to raising attainment and giving a link between subjects for consistency to aid and embed independent learning, confidence and resilience. An increase in pupil's literacy levels which transfers across the curriculum impacting on pupil progress and attainment. Use of the 'Thinking Reading' programme for pupils who have a reading age below their chronological age. • Numeracy coordinator: to coordinate numeracy across the school; whole school approach to raising attainment and giving a link between subjects for consistency to aid and embed independent learning, confidence and resilience. An increase in pupil's numeracy skills which transfers across the curriculum impacting on pupil progress and attainment. | <p>Cost of 5 x revision guides for all PP Year 11 pupils. £312</p> <p>Lit Coordinator £2,667</p> <p>Num Coordinators £2,667</p> <p>Homework support £1,710</p> <p>Mentoring support £16,845</p> <p>Activities week subsidies £1,000</p> <p>Subsidised trips and visits and music tuition £5,000</p> <p>Envision programme £1,000</p> | <p>July 2022</p> |

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- Targeted homework support: to provide a safe supportive environment with additional TA support after school hours. Pupils are able to attain higher grades and are on track or exceeding their target grades.
- Study sessions/interventions outside of normal school hours (EG revision guides, Saturday, holiday and after school supervised sessions). All pupils have the opportunity to work in a stimulation and focused environment with expert help, support and guidance. Barriers to learning (external) are removed.

Wider Strategies:

- PP pupils given individual support, coaching, advice and guidance on their future education or career choices.
- 30 x Year 10 pupils involved in the 'Envision' project.
- Assistant Headteacher – Director of Character Education: The programme for Character Education and personal development supports pupils to look beyond the school curriculum and develop their skills and attributes in a variety of ways with the aim of building strong, resilient and confident character. This includes workshops which support pupils in making the right choices such as SRE, BLM and Prevent workshops. Pupils take part in theatre visits, sports activities, visits to galleries and other team building activities such as trampolining, rock climbing etc. We take part in workshops and talks given by King's College London linked to the field of medicine, as well as attending careers events both locally and in central London. We have formed a partnership with our local Independent school where pupils are supported to attend booster Maths and Science classes as well as take a GCSE Latin course. PP pupils given priority access to character based activities.
- There are also a wide variety of extracurricular clubs and activities taking place daily at Trinity including subsidised music tuition.
- Work experience: providing a high quality work experience provision for all Year 10 pupils. Pupils are confident and ready to make the next steps into adulthood. This impacts on their attitude to learning and helps them make progress.
- Aspirational visits, speakers and workshops at school. To inspire all groups to reach their potential (including trips to high attaining 6th forms and colleges and Russell group universities). Pupils have an aspiration and link this to academic achievement and progress.

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- All PP pupils will be given an opportunity to attend an event (internal or external) designed specifically to aid their understanding of future education or careers.
- Subsidies offered on a case by case basis for extra-curricular visits and trips.
- A comprehensive Character charter (See the school website) afford pupils opportunities and exposure to a range of activities to enhance their social and cultural capital.
- A varied and exciting 'Personal Development' activities week is in place (Annual) where all pupils have the opportunity to experience a range of activities again designed to enhance their social and cultural capital.

Key Stage 3:

Teaching Strategies:

- Training offered to all staff about independent learning, homework now focusing on knowledge organisers (and use of the new school App).

Targeted Academic Support:

- Literacy coordinator: to coordinate literacy across the school; whole school approach to raising attainment and giving a link between subjects for consistency to aid and embed independent learning, confidence and resilience. An increase in pupil's literacy levels which transfers across the curriculum impacting on pupil progress and attainment. Use of the 'Thinking Reading' programme for pupils who have a reading age below their chronological age.
- Numeracy coordinator: to coordinate numeracy across the school; whole school approach to raising attainment and giving a link between subjects for consistency to aid and embed independent learning, confidence and resilience. An increase in pupil's numeracy skills which transfers across the curriculum impacting on pupil progress and attainment.
- Targeted homework support: to provide a safe supportive environment with additional TA support after school hours. Pupils are able to attain higher grades and are on track or exceeding their target grades.
- Study sessions/interventions outside of normal school hours (EG revision guides, Saturday, holiday and after school supervised sessions). All pupils have the opportunity to work in a

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stimulation and focused environment with expert help, support and guidance. Barriers to learning (external) are removed.

Wider Strategies:

- Assistant Headteacher – Director of Character Education: The programme for Character Education and personal development supports pupils to look beyond the school curriculum and develop their skills and attributes in a variety of ways with the aim of building strong, resilient and confident character. This includes workshops which support pupils in making the right choices such as SRE and Prevent workshops. Pupils take part in theatre visits, sports activities, visits to galleries and other team building activities such as paintballing, rock climbing etc. PP pupils given priority access to character based activities.
- There are also a wide variety of extracurricular clubs and activities taking place daily at Trinity including subsidised music tuition.
- Aspirational visits, speakers and workshops at school. To inspire all groups to reach their potential (including trips to high attaining 6th forms and colleges and Russell group universities). Pupils have an aspiration and link this to academic achievement and progress.
- All PP pupils will be given an opportunity to attend an event (internal or external) designed specifically to aid their understanding of future education or careers EG Year 8 PP pupils attend a Goldsmiths information event day.
- Subsidies offered on a case by case basis for extra-curricular visits and trips.
- A comprehensive Character charter (See the school website) afford pupils opportunities and exposure to a range of activities to enhance their social and cultural capital.
- A varied and exciting 'Personal Development' activities week is in place (Annual) where all pupils have the opportunity to experience a range of activities again designed to enhance their social and cultural capital.