

Pupil Premium Strategy Statement

Date: September 2020



Academy Overview

	Data
Academy Name	Trentham Academy
Students on Roll	729
Proportion of disadvantaged pupils	16.8%
Pupil premium allocation this academic year	£148,995
Academic year covered by statement	2020/21
Publish date	October 2020
Review date	July 2021
Statement authorised by	Mike Whittingham
Pupil Premium Lead	Catherine Hazel
Chair of Governors	Ian Hookway

Disadvantaged pupil performance overview for last academic year (2020)

Progress 8	-0.39
Attainment 8	34.11
Average Attainment 8 Grade	3.41
% Grade 4+ in English and Maths	32% (8/25)
% Grade 5+ in English and Maths	28% (7/25)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve national average for progress for disadvantaged pupils in similar schools.	August 2021
Attainment 8	Achieve national average for progress for disadvantaged pupils in similar schools.	August 2021
% Grade 4+ in English and maths	Achieve average English and Maths 4+ grades in similar schools.	August 2021
% Grade 5+ in English and maths	Achieve average English and Maths 5+ grades in similar schools.	August 2021
Other	Improve attendance in line with national average.	August 2021

Barriers to future attainment and progress

Academic barriers
Lower levels of literacy and numeracy on entry for Pupil Premium students.
Disadvantaged students nationally are making less progress than their more affluent peers across KS3 and KS4.
Nationally disadvantaged students are at a higher risk of internal and fixed term exclusion and withdrawal from lessons.

Additional barriers
Attendance rates of Pupil Premium entitled students are lower than non-Pupil Premium students.
Lack of student aspiration and lower resilience.
Less parental support and engagement particularly at events such as parents' evenings.
Inconsistent systems for identifying barriers to learning such as the social and emotional challenges that students and families face outside of school, which will have a negative impact on their ability to access an education to the fullest extent.
Students lack some of the self-reflective/self-regulatory skills that they need (skills linked to meta-cognition).
The Mindset of some students and some parents which leads to a lack of parental engagement. There is a lack of community curriculum/enrichment experiences which would encourage parental engagement. These factors also contribute to a lack of resilience, low aspiration for future employment and negative choices regarding lifestyle and health.
Some students come from homes where parental engagement with the school is not present, which is needed to support the student with the application of their learning and to support them with key characteristics that lead to successful employment in the future.

Quality of Education priorities for current academic year

Measure	Activity
Priority 1	Ensuring the development of teaching staff to ensure Quality First Teaching.
Priority 2	Use digital technology and feedback as a means to develop and improve learning and progress.
Priority 3	Develop subject specific schemes of work to allow opportunities for Mastery and to address gaps.
Priority 4	Focused literacy and numeracy intervention (linked with Catch-up Curriculum).
Projected spending	£118,000

Behaviour and attitude priorities for current academic year

Measure	Activity
Priority 1	Aspirational targets for disadvantaged students from entry in Year 7.
Priority 2	Increased intervention, both inside and outside the classroom for the students from Year 7.
Priority 3	Attendance in line with Non-PP students.
Projected spending	£24,500

Personal Development priorities for current academic year

Measure	Activity
Priority 1	Increasing participation at enrichment clubs amongst disadvantaged pupils.
Priority 2	Support disadvantaged students with academic and enrichment support and opportunities.
Priority 3	Provide opportunities for learners to share successes.
Priority 4	To evaluate and improve home liaison communication pathways to ensure further engagement of PP families.
Projected spending	£6,495

Pupil Premium Spending Allocation 2020/21

Priorities	Actions	Cost (£)
Quality of Education priorities	Subject specific capitation for resources focusing on curriculum Mastery	£10,000
	Teacher of Maths to facilitate increasing number of FSM/PP	£15,000
	Teacher of Maths to facilitate increasing number of FSM/PP	£15,000
	Academic Mentor programme with Teach First	£12,000
	Access to digital learning packages (Firefly, Century Tech, GCSEPod, Educake, MathsWatch)	£20,000
	Contribution towards iPads for Learning scheme	£10,000
	<i>Fresh Start for Y7 PP learners</i>	£3000
	Literacy Co-ordinator (TLR)	£1500
	Appoint Senior Leader to lead on Pupil Premium strategy & tracking (0.5fte)	£28,000
	PP Champion (Academic) to lead on PP interventions (UPS)	£2,000
	Data analysis package to ensure robust and timely data for intervention	£1,500
Total for Quality of Education priorities	£118,000	
Behaviour & Attitudes Priorities	Attendance Officer (50%)	£6,500
	PP Champion (Inclusion) to lead on pastoral support (50%)	£10,000
	Inclusion Team – Home-School Liaison (20%)	£8,000
	Total for Behaviour and Attitudes priorities	£24,500
Personal Development priorities	Allocated funding to support curriculum/enrichment visits	£2,500
	CEIAG advice and support (20%)	£1,995
	Equipment and subject specific resources (i.e. ingredients/materials)	£500
	Building resilience visits/trips	£1100
	Uniform support	£200
	Rewards and recognition opportunities	£200
	Total for Personal Development priorities	£6,495

Pupil Premium Planned Expenditure 2020/21

Quality of Education Priorities			
Actions	How funding will be spent	Rationale	How we will ensure it is implemented/monitored
To ensure that our English, Maths and Science curriculum is personalised to individual needs so that progress improves for all learners but in particular, for PP learners.	<p>Capitation allocated for specific resources in subject DDP. SLs & PP Champions within each subject area lead on developing and purchasing resources to support Mastery.</p> <p>Intervention sessions are targeted in Ma, En and Sc for all PP learners.</p> <p>Increase staffing in Maths and English to facilitate increasing student numbers of FSM & PP.</p> <p>Employ Academic Mentors to focus on reducing the attainment gap in Ma and En.</p> <p>Quality First Teaching including feedback and live marking in lessons.</p> <p>Curriculum Review completed and actions in place to reflect a modified sequence of learning alongside opportunities for teaching missed topics.</p> <p>Seating Plans reviewed and in place to support student-teacher dialogue.</p> <p>Dedicated planning time for subjects as part of CPD allocated time</p>	<p>The EEF suggests that Mastery learning appears to be a promising strategy for narrowing the gap. In areas like mathematics, it can enable disadvantaged learners to catch up with their peers with an average of 5 months' improvement.</p> <p>EEF suggests small group tuition has an increase of 4 months on progress.</p> <p>EEF and Sutton Trust state that this is the most effective strategy for diminishing the difference. Excellent teachers are especially important for pupils from disadvantaged backgrounds.</p>	<p>Teaching and Learning quality assurance cycles.</p> <p>Data driven RAP meeting for Maths and English.</p> <p>Fortnightly Line Management review meetings and department meetings specifically focusing on PP attainment and progress.</p> <p>Attendance at intervention sessions.</p> <p>Staffing in place for September 2020 and evaluated in Curriculum Review.</p> <p>Registration in place with Teach First to facilitate Academic Mentors in Maths and English.</p> <p>Data Tracking analysis following AU points with a focus on DLG outcomes.</p>
To ensure that all students are able to access support, help and learning packages software to support their learning and progress.	<p>Annual subscription for Firefly – to support student and parental access to homework.</p> <p>Annual subscription for subject specific resources in</p>	<p>The EEF suggests the digital technology can have a marked impact on outcomes when used to consolidate learning (retrieval) alongside the impact of feedback.</p>	<p>Analysis of usage figures of Firefly for DLGs.</p> <p>Analysis of usage figures of Century Tech for DLGs.</p> <p>Analysis of usage figures of</p>

Quality of Education Priorities

Actions	How funding will be spent	Rationale	How we will ensure it is implemented/monitored
	<p>En/Ma/Sc – to support students in all subjects inside and outside of school</p> <p>iPads are provided for all PP students to support their learning in all subject areas Allocation contributed to iPads for Learning scheme.</p> <p>Investigate the use of Fresh Start to address the lower on entry attainment gaps of PP students in year 7.</p> <p>To use literacy support strategies to encourage ‘reading for pleasure’ and thus develop a ‘language rich’ environment.</p>	<p>The EEF suggests there is a 5 month progress gain once students are given the opportunity to access and complete home learning and development.</p> <p>The EEF suggests that reading comprehension support can have a 6 month gain on progress when delivered effectively,</p>	<p>GCSE Pod for DLGs.</p> <p>Analysis of usage figures of Educake for DLGs.</p> <p>Analysis of usage figures of Maths Watch for DLGs.</p> <p>iPads issued to PP students Oct 2020.</p> <p>iPads for Learning scheme in place for Oct 2020.</p> <p>Baseline reading and spelling ages collated and distributed for all teaching staff in Sep 2020.</p> <p>Reading age data is used to identify students and provide targeted intervention sessions</p>
<p>To ensure high levels of progress within Numeracy and Literacy.</p>	<p>Develop the ‘Thinking Skills’ strategy through staff CPD.</p> <p>Use literacy assessment data as a means of targeting intervention.</p> <p>Literacy co-ordinator to collect and analyse data and then liaise with relevant staff on actions required.</p> <p>Whole school approach to literacy – particularly highlighting key words in lessons.</p> <p>Additional Maths classes/Master classes/intervention classes target PP learners.</p>	<p>EEF suggests that reading comprehension support can have a 6 month progress gain on learners.</p> <p>The EEF suggests that Mastery learning appears to be a promising strategy for narrowing the gap. In areas like mathematics, it can enable disadvantaged learners to catch up with</p>	<p>Teaching and Learning quality assurance cycles.</p> <p>Literacy Development Plan.</p> <p>Baseline reading and spelling ages are being used to target specific levels of reading in lessons.</p> <p>Reading ages used in deciding texts to use with students in English lessons.</p> <p>Literacy Coordinator analyses the data and holds review meetings driven by analysis of impact data. This data is then used to identify students for bespoke and targeted intervention.</p> <p>Fortnightly Line</p>

Quality of Education Priorities

Actions	How funding will be spent	Rationale	How we will ensure it is implemented/monitored
		their peers with an average of 5 months' improvement.	Management review meetings.
To create and maintain a programme of extended, out of hours learning in Year 11 ensuring 100% attendance of PP learners.	After school timetable in place prior to Half-term.	In providing small group and focused learning opportunities, the EEF suggests that this can make 5 months progress with learners.	Attendance is recorded and follow-up actions in place for non-attendance. Regular feedback and impact reports discussed and shared with SLT through Line Management.
To maintain and review staffing to facilitate increased opportunities for mentoring, intervention and support both academic and pastoral to improve the progress of Pupil Premium students.	<p>Appoint Senior Leader to lead on Pupil Premium strategy & tracking (0.5).</p> <p>Leadership time for assessment, tracking and quality assurance.</p> <p>Ensure PPG is spent in line with planned expenditure.</p> <p>Lead on CPD for staff to ensure PPG interventions are effective and impact on outcomes.</p> <p>To use Pupil Premium Champions within subjects to target and enhance support for PP students.</p>	<p>To monitor and track the data of PPG students.</p> <p>Hold leaders to account for the progress and attainment in respective subject areas.</p>	<p>SLT Line Management and recorded in line management minutes.</p> <p>Monthly budget reports used to check spending allocation.</p> <p>CPD schedule includes PP specific sessions.</p> <p>Departmental minutes have a specific agenda item for PP.</p>
To ensure early identification of student concern groups through regular systematic tracking and monitoring.	Subscription to SISRA that is used to hold SLs and PLs to account following AU.	To ensure that following all AU points, a detailed analysis is facilitated to identify PP learners that require academic or pastoral mentoring/intervention.	<p>Fortnightly Line Management review meetings and department meetings specifically focusing on PP attainment and progress.</p> <p>Attainment and progress reports to the LGC.</p> <p>Fortnightly Line Management meetings with Progress Leaders</p> <p>Inclusion Team minutes</p>

Behaviour and Attitudes Priorities

Actions	How funding will be spent	Rationale	How we will ensure it is implemented/monitored
To ensure attendance and punctuality is line with National Average.	<p>Attendance Officer ensures that daily attendance and punctuality of Pupil Premium students is high profile and reported to LM.</p> <p>Attendance Officer ensures that the daily priority student list is updated and daily contacts are maintained.</p>	Nationally the absence figure is increasing. Early intervention is crucial in identifying barriers and in supporting families to ensure all students attend the Academy.	<p>Attendance & exclusions data analysis and scrutiny.</p> <p>Progress Leader Line Management minutes.</p> <p>Termly attendance and safeguarding report to LGC.</p> <p>Inclusion meeting minutes.</p>
To reduce Fixed Term Exclusions for PP students	<p>Inclusion Manager to act as Pupil Premium Champion (0.5). Pupil Premium Pupil Passports are created and disseminated to staff to ensure barriers to learning are planned for.</p> <p>Inclusion Managers continue to support students and their families and provide additional guidance and support required</p>	Monitoring shows that Pupil Premium students are more likely to be internally excluded from lessons than their more affluent peers.	<p>Inclusion and monitoring figures for LGC.</p> <p>Fortnightly Line Management minutes.</p> <p>Attendance & exclusions data analysis and scrutiny.</p> <p>Progress Leader Line Management minutes.</p> <p>Pupil Premium Champion student minutes.</p> <p>Inclusion meeting minutes.</p> <p>Attendance meetings and minutes.</p> <p>Referral monitoring.</p> <p>Resolution Room data analysis.</p>
To improve resilience in line with Academy values.	<p>Pastoral/support team develop targeted intervention strategies to remove barriers to learning</p> <p>Inclusion Managers to improve home-school liaison to engage PP students and their families.</p>	<p>The EEF suggests that behaviour interventions have 3 month progress on a young person.</p> <p>The EEF suggests that students who engage in SEL (social and emotional learning) to change attitudes to learning and</p>	<p>Inclusion team meeting minutes.</p> <p>Pastoral briefings to all staff.</p> <p>Record of students engaging in intervention programmes with Inclusion team.</p>

		relationships has a potential 4 month impact on progress.	
To instil a culture of Aspire-Endeavour-Achieve.	To ensure aspirational targets are set for PP students from the outset and are used consistently to raise attainment.	The EEF suggests that although there is not a measured impact on progress, raising self-esteem and motivation leads to a rise in self aspiration.	<p>Application of trust-wide target setting policy.</p> <p>PSE is adjusted to reflect student aspirations following every AU.</p> <p>Targets are monitored through departmental minutes and strategies to ensure students achieve them are recorded.</p>

Personal Development strategies

Actions	How funding will be spent	Rationale	How we will ensure it is implemented/monitored
<p>To provide opportunities of real life contexts and opportunities to explore, experience and discuss aspirations and appropriate progression routes.</p>	<p>Provide funding to ensure all students can attend aspirational/ curriculum related trips and visits including FE/post 16 college visits and essential GCSE/BTEC trips.</p> <p>Students have received impartial CEIAG and Post-16 provision is in place.</p> <p>Careers Fair Event for years 9, 10 and 11.</p> <p>Invitations to parents to attend Careers events.</p> <p>Invite local businesses representatives/FE providers to SPARK days.</p>	<p>EEF suggests that this no impact in terms of progress but research suggests that student achievement is better when real-life contexts are used in learning.</p> <p>The DfE Nov 2015 briefing to school leaders states that, 'Schools can respond to the complexity of disadvantaged pupils' needs by ...(adopting) 'a wholeschool approach promoting learning which sets high aspirations for all pupils'. Disadvantaged students could miss out on enrichment visits, if funds prohibit, restrict or limit their potential to participate.</p> <p>To ensure disadvantaged students have access to high quality, impartial careers guidance and advice and are supported with application processes.</p> <p>Address the issue that nationally access to FE and HE rates are lower for disadvantaged students.</p>	<p>Line Management minutes with Progress Leaders.</p> <p>Departmental meeting minutes.</p> <p>Attendance lists from School Comms.</p> <p>Pupil Premium students invited for careers interviews first and subsequent in house follow-up interviews scheduled.</p> <p>Pupil Premium parents invited to attend all events.</p> <p>Monitor and track progress from Line Management fortnightly meeting minutes.</p> <p>Monitor and track through planned SPARK day experiences.</p> <p>Documentation from CEIAG advisors.</p> <p>Attendance/register lists from interviews and parents evenings.</p>

<p>To build cultural capital – ensure that students are able to access enrichment opportunities, such as trips and visits and are not disadvantaged as a result of socio-economic circumstances.</p>	<p>Funding to support learners with specific equipment and resources to ensure equity in learning pathways.</p> <p>Provide funding for students to take part in ‘building resilience’ visits (Duke of Edinburgh, Curriculum visits and residential).</p> <p>To support learners with uniform and equipment needed.</p>	<p>The EEF suggests 2 months impacts for sports and arts participation.</p> <p>The EEF suggests a 4 month impact on progress when students engage with outdoor education and problem solving.</p> <p>To ensure all PP learners can attend the Academy in line with their peers.</p>	<p>PP Champion co-ordinates visits to events and Aim Higher opportunities. Monitored through Line Management minutes.</p> <p>Attendance lists from School Comms.</p> <p>Monthly budget reports used to check spending allocation.</p>
<p>To celebrate the success of PP learners in line with Academy Behaviour Policy (Autumn, Spring, Summer – 17% of costs).</p>	<p>Provide funding for PP students to take part in Autumn, Spring and Summer reward activities.</p>	<p>Using motivational strategies to recognise learning and progress will contribute to increased self-regulation.</p>	<p>Number of students receiving rewards increases in line with non-PP students.</p>

Review: of Intended Outcomes/Expenditure 2019/2020

Quality of teaching for all		
Intended Outcome	Actions/Approach	Impact of spending on Pupil Premium students
<p>High levels of progress within numeracy and literacy for Pupil Premium students across all year groups.</p> <p>Improved progress for all students and in particular Pupil Premium students across all year groups and subjects.</p>	<p>Quality First Teaching including feedback and live marking within lessons.</p> <p>High quality planning and sequencing of SOW.</p> <p>Performance Management targets</p> <p>Data Rich Seating Plans</p> <p>Relentless focus on raising outcomes for students' and discussed at every SLT meeting and departmental meeting.</p>	<p>Whole school outcomes have shown a year on year improvement in line with academy expectations.</p> <p>Quality assurance processes have demonstrated a consistent approach to learning and teaching in line with the Trust policy of Trio Perfectum. The number of lessons demonstrating consistent strengths has increased considerably. See evidence in T&L report for LGC.</p> <p>SLT and department minutes reflect a focus on outcomes in particular with P8 and 4+EnMa and 5+EnMa reflecting this.</p>
	<p>Whole school Literacy development; peer tutoring approaches; whole staff training on vocabulary acquisition and reading for inference techniques. Specific training for Learning Support Practitioners. Reading events and competitions. Literacy co-ordinator to focus on 'Closing the Vocabulary Gap' across all subject areas.</p>	<p>Literacy focused CPD has appeared very heavily in the CPD provision for the last academic year.</p> <p>Examples of learning and teaching strategies shared and used with staff being a priority.</p> <p>Literacy Co-ordinator in place and has lead on a variety of literacy initiatives. Further development work is needed in this area in light of the shortened academic time with the students.</p> <p>Reading programmes and intervention need to be in place for 2020/21 academic year.</p>
	<p>Maths Department and numeracy coordinator to track data, analyse and initiate interventions for numeracy in all year groups and report back to the Strategic Lead in Maths on outcomes.</p> <p>Y11 additional mathematics intervention during Form period each day – rotation of students.</p> <p>Extensive intervention held during lunchtimes and afterschool focusing on specific identified cohorts of students'.</p> <p>Maths Mastery approach in KS3 to further improve GCSE maths 9-4 / 9-5 results for future Y11 cohorts.</p>	<p>Maths department and Numeracy Co-ordinator have created and monitored a skills based numeracy programme that all pupils partake in. This tracked on a regular basis and students have progressed at pace in terms of numeric and arithmetic ability.</p> <p>Targeted intervention in place for certain DLGs of which PP students are a key part. The impact being it started to raise aspiration of learners. This needs to continue in the next academic year in light of shortened academic year.</p> <p>Maths Mastery strategies started to embed in Key Stage 3. Further development work needed in the next academic year.</p>

Targeted support		
Intended Outcome	Actions/Approach	Impact of spending on Pupil Premium students
<p>High levels of progress within numeracy for Pupil Premium students across all year groups.</p> <p>Improved progress for all students and in particular Pupil Premium students across all year groups and subjects.</p>	<p>SEND team to continue to support students and develop their pupil profiles.</p> <p>Pupil profiles to be used by all teaching staff to support the planning for progress of all students in lessons.</p>	<p>Pupil profiles used by staff to identify strategies for learning and teaching. These are recorded in department tracking documents and highlight where and what support is needed for learners.</p> <p>Evidence seen in quality assurance processes.</p>
<p>Improved progress for all students and in particular Pupil Premium students across all year groups and subjects.</p> <p>Evidence of improved resilience and higher aspirations; improved social skills and emotional wellbeing and mental health.</p>	<p>Provide funding to ensure all students can attend aspirational/ curriculum related trips and visits including FE/post 16 college visits and essential GCSE/BTEC trips.</p>	<p>Actioned and complete. This has meant that all PP students have accessed visits/trips that are appropriate to their academic success.</p> <p>Funding provided for: Duke of Edinburgh Stoke 6th Form College FE day Stoke MEP for Maths Science Olympics Geography Field Trip GCSE English Residential to the Lake District PET-XI</p>
<p>Evidence of improved resilience and higher aspirations; improved social skills and emotional wellbeing and mental health.</p> <p>Improved dialogue between the Academy and parents. Increased</p>	<p>In-house impartial and fully qualified careers adviser and CEIAG co-ordinator.</p> <p>Informed students, making informed choices about their futures.</p> <p>Visits to universities, colleges and other providers to enrich students' knowledge of future options.</p> <p>Local colleges and Post 16 providers attend every Y10 and Y11 Parents evening.</p> <p>Local colleges and providers attend Y8</p>	<p>Impartial CEIAG provided for all learners and FE applications submitted for further study as appropriate.</p> <p>Some visits in place but this needs to be developed further next academic year so that it raises the aspiration levels of the appropriate learners.</p> <p>Requests for local colleges to attend Parents evenings and Preference evening particularly to speak to parents. This didn't occur particularly in light of DfE restrictions.. CEIAG advisors to co-ordinate this for 2020/21 to have a bigger impact</p>

<p>rates of attendance at parents' evenings, preference evenings and other whole academy events.</p>	<p>Preference Evening.</p> <p>SPARK days throughout the year invite local businesses' into the academy to meet with our students.</p> <p>Careers fair event once per year for Y9, Y10 and Y11.</p>	<p>on PP student parents/carers.</p> <p>SPARK days included this but also in Enterprise curriculum to raise business/apprenticeship profiles.</p> <p>To be developed for 2020/21.</p>
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Other approaches		
Intended Outcome	Actions/Approach	Impact of spending on Pupil Premium students
<p>Lower exclusion figures and internal exclusion figures for Pupil Premium students across all year groups.</p>	<p>Vulnerable students identified in weekly safeguarding team meetings and key worker assigned to individual students to provide emotional support and/or signpost outside agencies where appropriate with a view to overcoming barriers to learning.</p>	<p>Key worker had an exceptionally positive impact on vulnerable families and children both during school time and throughout the lockdown period. Resources and support offered for students and families which kept students engaged in their education.</p>
<p>Evidence of improved resilience and higher aspirations; improved social skills and emotional wellbeing and mental health.</p>	<p>Regular meetings between PP Champion JWA and Pupil Premium students.</p>	<p>Support for students and families offered which has ensures students have returned this year well prepared for the challenges ahead.</p> <p>Meetings occurred with PP students and appropriate emotional support and intervention implemented.</p>
	<p>Educational Psychologist to work with disaffected and disengaged Pupil Premium students in small groups or one-to-one to provide emotional support with a view to overcoming barriers to learning.</p>	<p>Partly completed as students responded better to Inclusion team with programmes of emotional coaching.</p>