

## Pupil premium strategy statement

This statement details our Academy'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	Trentham Academy
Number of pupils in school	724
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	M Whittingham
Pupil premium lead	C Hazel
Governor / Trustee lead	P Archer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,130
Recovery premium funding allocation this academic year	£17,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£163,385</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Trentham Academy is to enable our disadvantaged students to achieve in all aspects of their academy and personal lives. Our core values of Respect, Integrity, Optimism and Responsibility fully underpin this intention along with fully underpinning our personal development strategy.

Our focus is academic attainment and progress, attendance and engagement in wider academy life, as well as their personal sense of wellbeing. This includes levelling up their opportunities and aspirations and continuing to narrow any existing differences between their progress and attainment and that of their non-disadvantaged peers, both on a national level and with our academy.

We intend to achieve this by careful consideration of how to spend the allocated funding, largely using evidence of effective strategies produced nationally. This includes the Education Endowment Foundation. We also evaluate the impact of our own work using internal data and analysis.

There are aspects of our previous pupil premium strategy that needs to continue, particularly our drive on high quality teaching, a fundamental part of our Aspire, Endeavour, Achieve curriculum.

## Challenges

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

Challenge number	Detail of challenge
1	Inconsistent attainment on arrival from KS2
2	Increased progress/attainment gap following extended periods of lockdown
3	Historic attendance figures (as per IDSR)
4	Ensuring full engagement between home and school
5	Wider effects of prolonged periods of lockdown/self-isolation

## 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
Progress 8	Progress 8 for disadvantaged students is in line with starting points/national average moving to be in-line with non-disadvantaged students.
Attainment 8	Attainment 8 for disadvantaged students is in line with starting points/national average moving to be in-line with non-disadvantaged students.
% Grade 4+ in English and Maths	% Grade 4+ EM for disadvantaged students is in line with starting points/national average moving to be in-line with non-disadvantaged students.
% Grade 5+ in English and Maths	% Grade 4+ EM for disadvantaged students is in line with starting points/national average moving to be in-line with non-disadvantaged students.
Ebacc entry	% of disadvantaged students entered for E-Bacc is in line with national average moving to be in line with non-disadvantaged students.
Attendance	% attendance for disadvantaged students is in line with national/LA and moving to be in line with non-disadvantaged students.
Behaviour	%PA, %FTE for disadvantaged students in line with national/LA and moving to be in line with non-disadvantaged students.

## 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: £76,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole academy focus on quality first teaching has the biggest influence on achievement of disadvantaged students.	Using Pupil Premium funding effectively (EEF) The EEF guide to supporting school planning: A tiered approach EEF Teaching & Learning Toolkit Investing in high-quality teaching is the most effective way to improve the attainment of pupils. Sutton Trust	1, 2, 5
Develop curriculum planning linked to data analysis and prior learning	Using Pupil Premium funding effectively (EEF) The EEF guide to supporting school planning: A tiered approach EEF Teaching & Learning Toolkit	1, 2, 5
Curriculum focus on disadvantaged linked to 'Guide to supporting school planning'	Using Pupil Premium funding effectively (EEF) The EEF guide to supporting school planning: A tiered approach EEF Teaching & Learning Toolkit	1, 2, 5
CPD model and dynamic personalised foci allow for enhanced T&L	Using Pupil Premium funding effectively (EEF) The EEF guide to supporting school planning: A tiered approach EEF Teaching & Learning Toolkit	1, 2, 5
Include 'WOW' curriculum based activities to raise aspirations.	Using Pupil Premium funding effectively (EEF) The EEF guide to supporting school planning: A tiered approach EEF Teaching & Learning Toolkit	1, 2, 5
Embedding literacy and reading strategies to improve reading ages.	EEF – Reading comprehension strategies (Impact +6 months) It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.	1, 2, 5

Bespoke CPD programme to support and develop T&L strategies for TST, ECT and RQT	EEF – Metacognition & Self-regulation (Impact +7months) Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies	1, 2, 5
Building Talent programme available for all staff to develop T&L strategies	Using Pupil Premium funding effectively (EEF) The EEF guide to supporting school planning: A tiered approach EEF Teaching & Learning Toolkit	1, 2, 5

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

Budgeted cost: £39,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and embed programme for Period 6 intervention	EEF – Extending school time (Impact +3months) Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.	1, 2, 5
Remote learning opportunities developed via Firefly to develop remote learning	Using Digital Technology to improve learning EEF Teaching & Learning Toolkit	1, 2, 5
Embed existing targeted support in core subjects	EEF – 1:1 Tuition (impact +5 months) 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	1, 2, 5
Develop use of Academy software to improve achievement	Using Digital Technology to improve learning EEF Teaching & Learning Toolkit	1, 2, 5
Monitor and evaluate any interventions using robust data to re-focus where necessary	EEF – 1:1 Tuition (impact +5 months) 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	1, 2, 5

Target Trentham XL programme for disadvantaged students	EEF – Small group tuition (impact +4 months) Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1, 2, 5
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
Launch Trentham Doctorate and encourage engagement of disadvantaged students	EEF – Social and emotional learning (Impact +4 months) School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning	2, 4, 5
Provide a Summer programme and target disadvantaged students to attend as priority	EEF - Summer schools (Impact +3 months) Summer schools can also provide additional experiences and activities, such as arts or sporting activities. This might be valuable in and of themselves or be used to increase engagement alongside academic support.	2, 4, 5
Develop Challenger Trust pilot and provide wider opportunities to develop social skills for disadvantaged students	EEF – Arts participation (Impact +3months) Arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.	4, 5
Develop and embed Hubb Foundation holidays schools focused entirely on disadvantaged students	EEF - Summer schools (Impact +3 months) Summer schools can also provide additional experiences and activities, such as arts or sporting activities. This might be valuable in and of themselves or be used to increase engagement alongside academic support.	4, 5
Targeted awards evenings to celebrate successes	EEF – Social and emotional learning (Impact +3 months) The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.	4, 5

Improve behaviour measures to be more in line with non-disadvantaged students	<p>EEF – Behaviour interventions (Impact + 3months)</p> <p>Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning;</p> <p>Universal programmes which seek to improve behaviour and generally take place in the classroom; and</p> <p>More specialised programmes which are targeted at students with specific behavioural issues.</p>	1, 4, 5
Increase attendance at school to be more in line with non-disadvantaged students	<p>Using Pupil Premium funding effectively (EEF)</p> <p>The EEF guide to supporting school planning: A tiered approach</p> <p>EEF Teaching &amp; Learning Toolkit</p> <p>DfE guidance on improving school attendance</p>	3
Develop Aspire 4 Life programme to include mental health and wellbeing	<p>EEF – Social and emotional learning (Impact +4 months)</p> <p>More specialised programmes which use elements of SEL and are targeted at students.</p>	5
Increase counselling support with recovery premium	<p>EEF – Social and emotional learning (Impact +4 months)</p> <p>More specialised programmes which use elements of SEL and are targeted at students.</p>	5
Pastoral support via the PP Champion and PP Passports are available to staff	<p>EEF _ Collaborative learning approaches (Impact +5 months)</p> <p>Pupils need support and practice to work together; it does not happen automatically. Professional development can support the effective management of collaborative learning activities.</p>	4, 5
Priority given in supporting CEIAG (1:1 interviews, support for work experience, visits, visitors)	<p>Using Pupil Premium funding effectively (EEF)</p> <p>The EEF guide to supporting school planning: A tiered approach</p> <p>EEF Teaching &amp; Learning Toolkit</p>	4, 5
Target key families to encourage engagement in in-school activities	<p>EEF – Parents engagement (Impact +4 months)</p> <p>General approaches which encourage parents to support their children with.</p>	4

(parents evenings, awards, celebrations)	Involvement of parents in their children's learning activities. More intense programmes for families in crisis.	
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**Total budgeted cost: £163,385**

## 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.

Aim	Target	Target date	Outcome
Progress 8	Achieve at least national average (2019 -0.45) for progress for disadvantaged pupils in similar schools.	August 2021	Achieved. No national data published but based on 2019 methodology P8 for disadvantaged is -0.05.
Attainment 8	Achieve national average (2019 36.7) for attainment for disadvantaged pupils in similar schools.	August 2021	Achieved. No national data published but based on 2019 A8 38.97.
% Grade 4+ in English and Maths	Achieve average English and Maths 4+ grades in similar schools.	August 2021	47.1% achieved 9-4 in En and Ma whereas non-disadvantaged achieved 81%.
% Grade 5+ in English and Maths	Achieve average English and Maths 5+ (2019 27.5%) grades in similar schools.	August 2021	23.5% achieved 9-5 in En and Ma whereas non-disadvantaged achieved 58.7%.
Other	Improve attendance in line with national average.	August 2021	National average (based on 2019) 90.8%. 2018/19 89.29% - 9% 2021 PP Attendance - 80.1%

Actions to support outcomes:

English and Maths outcomes at both 9-4 and 9-5 have continued to improve over time both prior to COVID pandemic and continuing in 2020 and 2021. Along with all other subjects, re-structuring the curriculum and adjusting the sequence of learning to ensure this maximises on the students making the most progress has contributed to this. This continues to be a development area for the strategy for this cycle as curriculum is reviewed and developed (in particular the mixed ability teaching in English and re-developed stages of learning in Maths).

To facilitate this, the CPD will continue to be driven by our teaching and learning agenda as well as practitioners directing their own CPD to hone their subject expertise. This in turn, has a direct impact in all classrooms. Reading and literacy have begun to have gravitas amongst subject teams and this is contributing to the improvements in reading ages of all students.

Subject Leaders are using SISRA for a forensic look and to track the attainment of student progress so that intervention strategies are bespoke and targeted for both disadvantaged and below target students.

The clear systems and support for promoting good attendance are contributing to the year on year reduction. It is still an area requiring consistent work and support for families and students.

## 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*

<b>Programme</b>	<b>Provider</b>
English, Maths, Science – AI Learning	Century Tech
All subjects - podcasts	GCSE Pod
Remote video parents evening	School Cloud

