

1. Summary information					
School	Trinity Academy Cathedral				
Academic Year	2022-23	Total PP budget	£386,120	Date of most recent PP Review	
Total number of pupils	998	Number of pupils eligible for PP	329 (39.3%)	Date for next internal review of this strategy	TBC

2. Current attainment		
	Pupils eligible for PP (TAC)	Pupils not eligible for PP (National Average)
Average Progress 8 2021-22	+0.46 (PP) and +0.64 (whole cohort)	+0.12
Average Progress 8 2020-21	+0.91 (PP) and +1.21 (whole cohort)	
Average Progress 8 2019-20	+0.6 (PP) and +0.86 (whole cohort)	
Average Progress 8 2018-19	+0.29 (PP) and +0.78 (whole cohort)	
Average Progress 8 2017-18	+0.33 (PP) and +0.73 (whole cohort)	
Average Attainment 8 2021-22	44.7 (PP) and 48.0 (whole cohort)	52
Average Attainment 8 2020-21	42.51 (PP) and 52.19 (whole cohort)	
Average Attainment 8 2019-20	41.14 (PP) and 50.38 (whole cohort)	
Average Attainment 8 2018-19	42.01 (PP) and 50.75 (whole cohort)	
Average Attainment 8 2017-18	37.90 (PP) and 47.18 (whole cohort)	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	21.5% of all students are more than two years below the chronological age for reading (GL 2022); this figure is 28.9% for PP students 13.3% of students are below 9.06 which is the threshold for functional illiteracy; this figure is 17.5% for PP students
B.	In 2022/23 academic year: Of the 193 students in Y7 with KS2 data, 54 students (27.97%) are working <u>below</u> expected level Out of the 54 students working below expected level, 34 students are PP (62.96%)

External barriers (issues which also require action outside school, such as low attendance rates)

C.	Attendance, although much improved, still represents a barrier to progress: <ul style="list-style-type: none"> • 2018-19: PP Attendance 93.3%, Non-PP Attendance 95.6%, whole school attendance 94.34% • 2019-20: PP Attendance 92.8%, Non-PP Attendance 94.5%, whole school attendance 94.0% • 2020-21: PP Attendance 88.54%, Non-PP Attendance 93.98%, whole school attendance 91.46% • 2020-21: PP Attendance 85.97%, Non-PP Attendance 93.98%, whole school attendance 89.25% We know that school attendance is directly correlated to success at the end of Y11.
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D.	The behaviour of a minority of students, both pupil premium and non-pupil premium students, is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE.
E.	In 2022-23 69% students at Trinity Academy Cathedral come from the most deprived areas in England and the majority of these are PP students (<i>Lowest 30% as per IDACI data</i>). This can lead to a lack of resilience in students due to a lack of academic aspirations at home and/or challenges they face at home which affects their motivation in school.
F.	Increasing opportunities and broadening pupils' experiences remains a priority for our pupil premium students who may have limited opportunity to take theatre trips, travel within the UK and to read extensively for pleasure. This strategy is the Cathedral Character Journey & Experiences for All.

4. Aims

What is Pupil Premium funding for?

The Pupil Premium funding we receive is for raising the attainment of pupil premium students. Our PP strategies have been effective over the past few years as our Pupil Premium attainment 8 figure has risen from 35.2 to 41.1 (in 2020). We endeavour to improve this figure even more and the strategies in this statement will enable us to do this.

What is our Academy approach to the use of the Pupil Premium?

No one intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for our students to improve.

The Ofsted report entitled 'The pupil premium: what Ofsted looks at', states that 'successful schools do not treat pupils eligible for the pupil premium as one homogeneous group'. Each of our pupil premium students faces varying degrees of academic and pastoral challenge. Our aim is to understand these potential barriers to learning and to enable students from less advantaged backgrounds to achieve as well as all students, by benefitting from:

- a broad and rich curriculum that develops personal and social skills, confidence in learning and cultural capital,
- pedagogy that effectively promotes motivation, high aspiration and accelerated learning for all,
- regular whole school data entry points that allow progress to be tracked over time,
- a 'team around the child' approach to pastoral and academic tracking and care for our pupil premium students which expects high levels of parental engagement which we pursue relentlessly,
- Explicit support for more able disadvantaged pupils, particularly during years 7 and 8 as 'this is an area that many schools tend to forget' (Effective pupil premium reviews. A guide developed by the Teaching Schools Council),
- integration and supported involvement in activities with their peers,
- interventions to close the gap in achievement and address barriers to learning and progress,
- access to funding for those suffering hardship to meet costs for access to enrichment opportunities

5. Multi-year and in-year strategic plan

From September 2018 schools are encouraged to consider a multi-year strategy. This is not compulsory. At Trinity Academy Cathedral, we adopt long term pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome. They are challenges that we will face each year. However, our pupil premium cohort needs change each year and therefore we believe it essential to set bespoke in year pupil premium targets, which we realise may become multi-year targets.

6. Planned expenditure					
Academic year		2022/23			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality first teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Improve the quality of T&L so students consistently experience outstanding teaching over time. This will ensure all students (inc. pupil premium students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.</p>	<ul style="list-style-type: none"> • Quality time, and money, set aside for responsive CPD for all staff. • Rigorous but supportive QA processes which are not graded. • Weekly subject passion or whole school CPD sessions which are supported by LT team. • Collaboration across the MAT for CPD and resources in all curriculum areas. • CPD on offer for identified staff: <ul style="list-style-type: none"> -Weekly ECT sessions -New starters induction program 	<p>EEF (Education Endowment Foundation) – High impact, strong evidence base.</p> <p>‘Improving teaching quality generally leads to greater improvements’ EEF (Education Endowment Foundation). ‘There is particularly good evidence around the potential impact of teacher professional development’ (EEF).</p> <p>‘Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference – whatever the context, or degree of challenge facing a school’. (Effective pupil premium reviews. A guide developed by the Teaching Schools Council).</p>	<ul style="list-style-type: none"> • Implementation of QA processes at all levels of leadership. • Conducting staff feedback on the CPD programme. • Development of LT roles so they can effectively coach identified staff • Staff reflective journals 	<ul style="list-style-type: none"> • AGR (SVP) • Lead teacher team 	<ul style="list-style-type: none"> • Termly in-school monitoring through QA processes. • Regular internal faculty reviews & deep dives • Termly reports to the GB.

		Using the pupil premium effectively: an evidence-based approach to closing the gap (2014) Dunford - National Pupil Premium Champion & chair of Whole Education and the Chartered Institute of Educational Assessors. Impact of CPD to date is demonstrable with improved results over 4 years.			
The quality of Teaching & Learning is consistent across all subject areas.	<ul style="list-style-type: none"> • Increased focus on subject specific CPD. • Sharing best practice with the MAT to include collaborative planning, assessment writing and moderation. 	Data indicates that students are not performing equally well across as national data in all areas.	<ul style="list-style-type: none"> • Collaborative planning of curriculum CPD with CLs and SLG links. • QA of CPD by the LT team • Lesson spotlights, learning walks 	<ul style="list-style-type: none"> • AGR • Lead teachers • All CLs 	<ul style="list-style-type: none"> • QA of subject CPD – lesson visits. • Subject reviews & Deep Dives. • Termly tracking of data. • Termly reports to the GB.
Improve literacy of all students	<ul style="list-style-type: none"> • Member of SLT with literacy focus • All teachers share the ethos that they are all teachers of literacy • Use of Tier 2 and Tier 3 vocabulary for all students with a view to expanding their lexicon. • WOTL within Quick 6 of every lesson • Staff CPD on 4 strand reading strategies • Blue highlighter pen marking 	‘Crucially, many of these good schools are concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum’ (Ofsted: ‘The pupil premium. How schools are spending the funding successfully to maximise achievement’)	<ul style="list-style-type: none"> • Whole-school QA processes <ul style="list-style-type: none"> ○ Termly work scrutiny ○ Lesson spotlights ○ Follow-ups ○ LWs by LT team to inform CPD • Staff Voice • Student Voice 	• AGR & JWB	Termly

<p>Increased engagement with reading and improvement in reading ages.</p>	<ul style="list-style-type: none"> • Increased focus on disciplinary reading & high quality texts. “Read like a.....” posters • Thinking Reading program • Morning prep literacy • Y7-9 1hour of class reading per week • Showing an active engagement with reading is required as part of KS3 graduation & Odyssey • “Be informed” – news articles are available in the DR over break & lunch • Reading ages identified on seating plans 	<p>As above</p>	<ul style="list-style-type: none"> • Library engagement/lending records • Student voice on VT short story programme • AR weekly quiz data • Author visits/workshops. • Votes for schools results 	<p>JWB DAN ANA</p> <p>English teachers</p>	<p>Termly reviews</p>
<p>Best practise in the explicit use of BromCom to ensure the rapid progress of all students with a particular focus on PP and SEND.</p>	<ul style="list-style-type: none"> • CPD provided – on a whole-school and faculty level. • Blue files available for any lesson spotlights/learning walks • PP students are clearly identified 	<p>Staff need to be able to identify PP students quickly and efficiently so they can provide targeted support within lessons. And PP need to be identified so they can be offered appropriate remote support, if necessary.</p>	<ul style="list-style-type: none"> • Part of the lesson observation process. • Baseline data collection and any actions following. • Blue folders with annotated seating plans 	<p>CL’s</p>	<ul style="list-style-type: none"> • Termly checks by CLs Regular faculty reviews
<p>Equal curriculum opportunities for all students through a comprehensive careers education, information, advice and guidance (CEIAG) program</p>	<ul style="list-style-type: none"> • University visit (Year 9) and workplace visits (Year 10) • Priority careers interviews for students identified as ‘at-risk’ of NEET in Y11. • Implementation of the Gatsby Benchmarks within the curriculum. • Increased careers team – Careers Leader, Careers Advisor & Careers Officer 	<p>Student level data would suggest that students at TAC are less likely to gain access to careers experiences as Non-PP students nationally.</p>	<ul style="list-style-type: none"> • Careers strategy and calendar of events • Student voice on careers activities 	<p>RLN</p>	<p>Termly reviews Careers Deep Dive</p>
<p>*Total Cost of ‘Quality of teaching for all’</p>					<p>£69,501 (18%)</p>

	Funding goes to contribution to: <ul style="list-style-type: none"> - LT team salaries - BromCom software package - External QA visits/CPD - Careers visit costs - Contribution to salaries of careers staff
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ii. Targeted Support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students in receipt of PP make progress to close the attainment gap & ensure that literacy & numeracy are no longer barriers to success	<ul style="list-style-type: none"> • Thinking reading interventions are in place to support students with low levels of literacy & maths mentors support with numeracy. 	Intervention programs have proven to have an impact across all schools in the MAT & have been refined for the CA cohort.	<ul style="list-style-type: none"> • Led by SLT for KS3, Literacy and English CL • Student progress tracked and monitored and groups changed accordingly 	<ul style="list-style-type: none"> • RPG • JWB • ROS 	Termly review of students. Annual review of programme.
Improved literacy and reading ages of the weakest students so that their progress in all subjects is not impacted by their literacy.	<ul style="list-style-type: none"> • Nurture pathway 	Increasing cohorts of Year 7 student are with reading ages significantly below their chronological age (53% <CRA). This is especially difficult because of the time out of education during Lockdown.	<ul style="list-style-type: none"> • Led by SLT • Lesson spotlights & LWs 	<ul style="list-style-type: none"> • AGR • JWB 	Part of the annual literacy review
PP students get additional 1 to 1 or small group tuition.	<ul style="list-style-type: none"> • Employment of learning mentors in English & Maths who provide additional support to students 	Four years of successful results with PP students where these roles have featured significantly.	<ul style="list-style-type: none"> • Line management by AL for Year 11, regular COBRA meetings • Review of mentor trackers 	<ul style="list-style-type: none"> • ABE 	Annual review

Improved attendance for PP/EAL students.	<ul style="list-style-type: none"> • Daily QA of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL students. • Appointment of EWO to ensure a large number of home visits take place over the course of a year. • Weekly attendance data email to all form tutors to share with students 	2017-18, 2018-19 and 2021-22 data shows a clear link between attendance and the progress students make. DfE: The Impact of Pupil Behaviour and Wellbeing on Educational Outcome.	• Pastoral COBRA meetings	<ul style="list-style-type: none"> • NPT • AL's • SLO's • EWO 	Termly
Improved engagement in education for students whose behaviour can be a barrier.	<ul style="list-style-type: none"> • Monitoring of students' times in Inclusion to allow for early intervention where appropriate e.g. the use of the inclusion & restorative practices to reduce the possibility of PEx • Alternative provision is offered to reengage students with education where appropriate e.g. Focus Training and College Placements. • Pastoral COBRA 	DfE: The Impact of Pupil Behaviour and Wellbeing on Education Outcome.	<ul style="list-style-type: none"> • Pastoral COBRA minutes and actions • Isolation log • Monitoring of students accessing the Arc provision • Regular check-ins for students accessing alternative provision 	<ul style="list-style-type: none"> • NPT • LMH • SLO team 	Termly
Pupil premium students do not fall behind their peers.	<ul style="list-style-type: none"> • Student tracking and monitoring of progress through regular COBRA meetings. • Paired data entry to ensure practical changes in classrooms to address emerging needs throughout the year. • THINK 50 strategy embedded across the academy 	Although PP progress and outcomes are much improved there is still an in-school gap.	<ul style="list-style-type: none"> • COBRA minutes • AW data • RAP documents 	<ul style="list-style-type: none"> • SLT • CLs 	Termly
*Total Cost of 'Targeted Support'					£216,227 (56%) Funding goes to contribution to: <ul style="list-style-type: none"> - Learning Mentor salaries - SLO salaries - Attendance team salaries

- Attendance initiatives and rewards
- Resources for Nurture pathway
- Resources for Lexia
- Refurbishment of Inclusion facility and resources to support provision
- Library refurbishment

iii. Other Approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Broaden the experiences of students through extra-curricular programs and trips (Cathedral Character Journey & Experiences for All)	<ul style="list-style-type: none"> • ‘Involve’ program of extra curricular activities** • Trips & activities are tracked across all areas to ensure all students have the opportunity to go on one trip every year. THINK 50 is applied to all scenarios to ensure PP uptake is strong. • Key events & activities for all year groups that all students participate in 	Student level data would suggest that PP students at TAC are not gaining as much access to these experiences as Non-PP students nationally.	<ul style="list-style-type: none"> • Involve attendance • Student voice • Trip tracker 	<ul style="list-style-type: none"> • MLS • RLN 	Termly
A high quality, smooth transition process**	<ul style="list-style-type: none"> • Transition Plan for Y5 & Y6 to ensure learners are well equipped, including SLT visit to all feeder primaries • Extended transition for SEND students to fully support transition to secondary. • Development of meetings between subject leaders and Primary leads 	SEND Code of Practice: 0 to 25 Years (Jan 2015)	<ul style="list-style-type: none"> • Meeting Minutes • Uptake of Transition days offered at Cathedral Academy • CPOMS data/information • Student voice • Parent voice 	<ul style="list-style-type: none"> • RPG & NMR • STT • CLs 	Yearly
Increased student motivation and improve perception of school particularly for Phase 2 students.	<ul style="list-style-type: none"> • Appointment of SLG with a focus on Phase 2 lead. • Regular rewards assemblies. • Use of student voice & student leadership group to become more responsive to student needs. 		<ul style="list-style-type: none"> • Student voice • Assembly Rota • Internal Data entry 	<ul style="list-style-type: none"> • NPT • MSD 	Termly
Increased uptake of free breakfast by students across all year groups	<ul style="list-style-type: none"> • Continuation of free breakfast provision, now part of the Magic Breakfast membership • Amazon parcels delivered 	Evidence from the Leeds Uni report: “Associations between habitual school-	<ul style="list-style-type: none"> • Analysis of data • Student voice 	<ul style="list-style-type: none"> • RLN 	Termly

	to students “most at risk of going hungry” during school holidays	day breakfast consumption frequency and academic performance in British adolescents”			
<p style="text-align: right;">*Total Cost of ‘Other Approaches’</p>					<p>£100,391 (26%)</p> <p>Funding goes to contribution to:</p> <ul style="list-style-type: none"> - Funding for extra-curricular clubs targeted at PP students - Cover costs for transition and SEN staff - Rewards for students - Salaries of staff responsible for transition - Transport costs - Magic Breakfast annual membership fee

<p>7. Additional detail</p>
<p>The statement above is a working document and may be updated at any time.</p>