

## Dixons Trinity Academy Pupil Premium Review 2018-21

### Allocation, Spend and Impact

#### Student numbers to be used in calculation of the Pupil Premium Grant (PPG)

Allocation	Expected funding								
	2018/19			2019/20			2020/21		
<b>Based on the School Census</b>									
Students in year groups 7 to 11 recorded as Ever 6 FSM	183	£935	£171,105	185	£935	£172,975			
Looked-after children (LAC)	12	£1,900	£22,800	13	£2,300	£29,900			
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	0	£1,900	£0	0	£2,300	£0			
Service Children	0	£300	£0	0	£300	£0			
<b>Total</b>	<b>195</b>		<b>£193,905</b>	<b>198</b>		<b>£202,875</b>			

#### Barriers to future attainment for students eligible for the PPG (including high ability)

##### Internal barriers

- In-school on entry attainment gaps in English and mathematics (APS / Scaled Score gaps: Y7 = -0.76, Y8 = +0.95, Y9 = -3.19, Y10 = +0.49, Y11 = -0.32).
- Disadvantaged students often start at Dixons Trinity Academy with less understanding of their aspirations and how to achieve them.
- Ensuring disadvantaged students develop and maintain strong learning habits.

##### External barriers

- Attendance and persistent absenteeism of disadvantaged students.
- Building strong relationships with families can be more complex.

## How are we spending the PPG?

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

### Quality first teaching and harnessing the power of feedback

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by investing in practice and coaching. We practise key techniques collectively as a staff twice every week during morning meetings. Further to this, we engineer tailored practice during weekly one-to-one coaching sessions with all teaching staff. The best way to ensure students make progress is to harness the power of feedback. Each day has feedback time built into it when the class teacher is able to work with children either one-to-one or in small groups with the aim that no child goes home with a misconception. There are student appraisals every cycle and every half term parents receive a personalised report, a face-to-face meeting or a telephone call home. At every morning meeting, after every lunch, at every line-up and afternoon meeting, we reflect back on how the day has gone and the key highlights in learning. Each week we recognise students who have displayed the value and worked exceptionally hard each week through staff appreciations. Further to this, we incorporate parent workshops on a regular basis to further enhance the quality of the feedback process and parents' knowledge and understanding of school and the curriculum.

### Highly tailored interventions and more time

We find out where the basic skills gaps exist among eligible students as soon as they arrive in Year 7, and deploy our best teachers to help close these gaps. We double-staff, at least, one class in each of the core subjects in each year group throughout the week: the second teacher usually works with the currently lower attaining students, but can also be deployed to support students to challenge the currently higher attaining students. In addition to our 32 55-minute lessons, we run five half hour morning meetings, five half hour reading sessions mid-morning, and two hours of electives in sport and the arts per year group over the course of the week. Year 11 students also have two dedicated Preparatory sessions which are used for highly tailored intervention and revision of key learning. A number of students are also expected to attend morning mastery from 7.30am.

### Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed mountain rescue mentors and co-teachers to provide well-targeted support to improve attendance, behaviour, social and emotional wellbeing or links with families where these are barriers to a student's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very professional and offers students elements of choice, but students are expected to wear it with pride and there is a strong attention to detail. During lessons, students are expected to track the speaker, teacher or student, and remain focused at all times.

### Keeping aspirations on track and broadening experiences

Over 50% of our students live in the five most deprived wards in Bradford, one of the UK's most significant areas of socio-economic challenge. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress on to higher education. The message at Trinity is that ALL students are going to university. We continuously expose students to university. Before they join, Year 6 students visit the University of Leeds so their first experience with Dixons Trinity is at a Russell Group university. In Year 8, every student visits Oxford University as part of a 4-day camp and then the University of York in Year 9. Like many independent schools, we devote a significant amount of time to all-round development, especially in the sports and the arts. As a result, we spend around £250 per student on bought-in curriculum.



## Statements of success / impact – YEAR 7

Use £202,875 to ensure:

		RAG		
		2018/19	2019/20	2020/21
A	The percentage of <b>low</b> prior attaining disadvantaged students who are <b>Green</b> for progress in <b>English</b> , at least, <b>matches or is improving towards</b> that for <b>other low prior attaining students within school</b>	<b>Dis</b>	42	
		<b>Oth</b>	50	
B	The percentage of <b>middle</b> prior attaining disadvantaged students who are <b>Green</b> for progress in <b>English</b> , at least, <b>matches or is improving towards</b> that for <b>other middle prior attaining students within school</b>	<b>Dis</b>	30	
		<b>Oth</b>	64	
C	The percentage of <b>high</b> attaining disadvantaged students who are <b>Green</b> for progress in <b>English</b> , at least, <b>matches or is improving towards</b> that for <b>other high prior attaining students within school</b>	<b>Dis</b>	75	
		<b>Oth</b>	75	
D	The percentage of <b>low</b> prior attaining disadvantaged students who are <b>Green</b> for progress in <b>mathematics</b> , at least, <b>matches or is improving towards</b> that for <b>other low prior attaining students within school</b>	<b>Dis</b>	50	
		<b>Oth</b>	50	
E	The percentage of <b>middle</b> prior attaining disadvantaged students who are <b>Green</b> for progress in <b>mathematics</b> , at least, <b>matches or is improving towards</b> that for <b>other middle prior attaining students within school</b>	<b>Dis</b>	45	
		<b>Oth</b>	79	
F	The percentage of <b>high</b> prior attaining disadvantaged students who are <b>Green</b> for progress in <b>mathematics</b> , at least, <b>matches or is improving towards</b> that for <b>other high prior attaining students within school</b>	<b>Dis</b>	83	
		<b>Oth</b>	92	
G	The <b>attendance</b> of disadvantaged students, at least, <b>matches</b> that for <b>other students nationally</b>	<b>Dis</b>	96.3	
		<b>Nat</b>	94.5	
H	The average number of <b>corrections</b> for disadvantaged students is no higher than 1 per student, per week	<b>Dis</b>	0.82	
		<b>Oth</b>	0.56	
I	All disadvantaged students participate in, at least, 1 <b>co-curricular</b> session each and every week	<b>Dis</b>	100	
		<b>Oth</b>	100	



## Statements of success / impact – YEAR 8

Use £202,875 to ensure:

		RAG		
		2018/19	2019/20	2020/21
A	The percentage of <b>low</b> prior attaining disadvantaged students who are <b>Green</b> for progress in <b>English</b> , at least, <b>matches or is improving towards</b> that for <b>other low prior attaining students within school</b>	<b>Dis</b>	17	
		<b>Oth</b>	33	
B	The percentage of <b>middle</b> prior attaining disadvantaged students who are <b>Green</b> for progress in <b>English</b> , at least, <b>matches or is improving towards</b> that for <b>other middle prior attaining students within school</b>	<b>Dis</b>	59	
		<b>Oth</b>	61	
C	The percentage of <b>high</b> attaining disadvantaged students who are <b>Green</b> for progress in <b>English</b> , at least, <b>matches or is improving towards</b> that for <b>other high prior attaining students within school</b>	<b>Dis</b>	85	
		<b>Oth</b>	84	
D	The percentage of <b>low</b> prior attaining disadvantaged students who are <b>Green</b> for progress in <b>mathematics</b> , at least, <b>matches or is improving towards</b> that for <b>other low prior attaining students within school</b>	<b>Dis</b>	67	
		<b>Oth</b>	50	
E	The percentage of <b>middle</b> prior attaining disadvantaged students who are <b>Green</b> for progress in <b>mathematics</b> , at least, <b>matches or is improving towards</b> that for <b>other middle prior attaining students within school</b>	<b>Dis</b>	64	
		<b>Oth</b>	83	
F	The percentage of <b>high</b> prior attaining disadvantaged students who are <b>Green</b> for progress in <b>mathematics</b> , at least, <b>matches or is improving towards</b> that for <b>other high prior attaining students within school</b>	<b>Dis</b>	46	
		<b>Oth</b>	61	
G	The <b>attendance</b> of disadvantaged students, at least, <b>matches</b> that for <b>other students nationally</b>	<b>Dis</b>	95.4	
		<b>Nat</b>	94.5	
H	The average number of <b>corrections</b> for disadvantaged students is no higher than 1 per student, per week	<b>Dis</b>	0.73	
		<b>Oth</b>	0.65	
I	All disadvantaged students participate in, at least, 1 <b>co-curricular</b> session each and every week	<b>Dis</b>	100	
		<b>Oth</b>	100	



## Statements of success / impact – YEAR 9

Use £202,875 to ensure:

		RAG			
		2018/19	2019/20	2020/21	
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other low prior attaining students nationally</b>	Dis	-0.07 / 35.40		
		Nat	0.04 / 25.11		
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other middle prior attaining students nationally</b>	Dis	0.28 / 44.69		
		Nat	-0.38 / 38.18		
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other high prior attaining students nationally</b>	Dis	-1.29 / 51.33		
		Nat	0.12 / 62.45		
D	The percentage of disadvantaged students achieving a grade 4, or better, in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other students nationally</b>	Dis	37		
		Nat	71		
E	The percentage of disadvantaged students achieving a grade 5, or better, in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other students nationally</b>	Dis	11		
		Nat	50		
F	The percentage of disadvantaged students achieving the English Baccalaureate, at least, matches or is improving towards that for <b>other students nationally</b>	Dis	5		
		Nat	20		
G	The <b>attendance</b> of disadvantaged students, at least, <b>matches</b> that for <b>other students nationally</b>	Dis	94.3		
		Nat	94.5		
H	The average number of <b>corrections</b> for disadvantaged students is no higher than 1 per student, per week	Dis	0.38		
		Oth	0.55		
I	All disadvantaged students participate in, at least, 1 <b>co-curricular</b> session each and every week	Dis	100		
		Oth	100		



## Statements of success / impact – YEAR 10

Use £202,875 to ensure:

		RAG		
		2018/19	2019/20	2020/21
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other low prior attaining students nationally</b>	<i>Dis</i>	-0.39 / 25.75	
		<i>Nat</i>	0.04 / 25.11	
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other middle prior attaining students nationally</b>	<i>Dis</i>	-0.11 / 40.78	
		<i>Nat</i>	-0.38 / 38.18	
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other high prior attaining students nationally</b>	<i>Dis</i>	-1.17 / 52.67	
		<i>Nat</i>	0.12 / 62.45	
D	The percentage of disadvantaged students achieving a grade 4, or better, in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other students nationally</b>	<i>Dis</i>	39	
		<i>Nat</i>	71	
E	The percentage of disadvantaged students achieving a grade 5, or better, in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other students nationally</b>	<i>Dis</i>	14	
		<i>Nat</i>	50	
F	The percentage of disadvantaged students achieving the English Baccalaureate, at least, matches or is improving towards that for <b>other students nationally</b>	<i>Dis</i>	3	
		<i>Nat</i>	20	
G	The <b>attendance</b> of disadvantaged students, at least, <b>matches</b> that for <b>other students nationally</b>	<i>Dis</i>	93.1	
		<i>Nat</i>	94.5	
H	The average number of <b>corrections</b> for disadvantaged students is no higher than 1 per student, per week	<i>Dis</i>	0.65	
		<i>Oth</i>	0.67	
I	All disadvantaged students participate in, at least, 1 <b>co-curricular</b> session each and every week	<i>Dis</i>	100	
		<i>Nat</i>	100	



## Statements of success / impact – YEAR 11

Use £202,875 to ensure:

		RAG			
		2018/19	2019/20	2020/21	
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other low prior attaining students nationally</b>	Dis	1.42 / 40.3		
		Nat	0.04 / 25.11		
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other middle prior attaining students nationally</b>	Dis	0.92 / 53.18		
		Nat	-0.38 / 38.18		
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least, matches or is improving towards that for <b>other high prior attaining students nationally</b>	Dis	1.14 / 70.88		
		Nat	0.12 / 62.45		
D	The percentage of disadvantaged students achieving a grade 4, or better, in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other students nationally</b>	Dis	72		
		Nat	71		
E	The percentage of disadvantaged students achieving a grade 5, or better, in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for <b>other students nationally</b>	Dis	60		
		Nat	50		
F	The percentage of disadvantaged students achieving the English Baccalaureate, at least, matches or is improving towards that for <b>other students nationally</b>	Dis	45		
		Nat	20		
G	The <b>attendance</b> of disadvantaged students, at least, <b>matches</b> that for <b>other students nationally</b>	Dis	93.5		
		Nat	94.5		
H	The average number of <b>corrections</b> for disadvantaged students is no higher than 1 per student, per week	Dis	0.53		
		Nat	0.38		
I	All disadvantaged students participate in, at least, 1 <b>co-curricular</b> session each and every week	Dis			
		Nat			



## Plan / Spend

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline									Cost (£)	Lead	RAG		
				Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21	2018/19			2019/20	2020/21	
<b>Quality first teaching and harnessing the power of feedback</b>												<b>£30,705</b>					
1	Identify additional feedback opportunities in schemes of work for Red students	1.2	9	PI	Co Im	→	Rv	→		Rv	→	-	SKa				
2	Design and implement a bespoke CPD programme underpinned by development of a practice culture	1.2	9 16	PI	Co Im	→	Rv	→		Rv	→	-	SKa				
3	Further embed intervention and prevention strategies aimed at supporting disadvantaged students	1.2	13			PI	Co Im	→		Rv	→	-	RMo				
4	Embed and respond to retrieval practice through MM, Do Now and Review Now	1.2	9			PI	Co Im	→		Rv	→	-	SKa				
<b>Highly tailored interventions and more time</b>												<b>£138,385</b>					
5	Maximise the effectiveness of Lexia reading scheme for students reading below chronology in Y7	1.1	18 30	PI	Co Im	→				Rv	→	-	SHo				
6	Employ additional staffing to work with under achieving disadvantaged students in English	1.1	17 30	PI	Co Im	→	Rv	→		Rv	→	-	SHo				
7	Employ additional staffing to work with under achieving disadvantaged students in mathematics	1.1	17 30	PI	Co Im	→	Rv	→		Rv	→	-	SKa				
8	Employ additional staffing to work with under achieving disadvantaged students in science	1.1	17 30	PI	Co Im	→	Rv	→		Rv	→	-	Slq				
9	Employ additional staffing to work with under achieving disadvantaged students in Spanish	1.1	17 30	PI	Co Im	→	Rv	→		Rv	→	-	MCr				
10	Employ additional staffing to work with under achieving disadvantaged students in humanities	1.1	17 30	PI	Co Im	→	Rv	→		Rv	→	-	RHa				
11	Embed effective Morning Mastery in the EBacc to support underachieving disadvantaged students	1.1 1.2	17 30		PI Co	Im →				Rv	→ →	-	RMo				





Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline									Cost (£)	Lead	RAG		
				Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21	2018/19			2019/20	2020/21	
					PI Co	Im	→		Rv	→	→						
12	Firmly embed Prep in the EBacc to support underachieving disadvantaged students	1.1 1.2	17 30		PI Co	Im	→			Rv	→	→	-	RMo			
13	Embed McGraw Hill for students with weak literacy in Year 7 and Year 8	1.1	18 30		PI Co	Im	→			Rv	→	→	-	SHo			
<b>Minimising barriers to achievement</b>												<b>£20,985</b>					
14	Provide breakfast every morning so all students are ready to learn	2.1	3	PI	Im	→				Rv	→		-	ESt			
15	Maximise the effectiveness of DEAR through advisory system so students read widely / often	1.1	18	PI	Co Im	Rv	→			Rv	→		-	SHo			
16	Firmly embed Dream Team feedback and Belay Partnerships to develop student confidence	3.1	20	PI	Co Im	Rv	→		Im	Rv			-	FHi			
17	Strategically deploy a Behaviour and Attendance Officer to target key disadvantaged students	2.1	3	PI Im	→		Rv	→		Rv	→		-	GHe			
18	Targeted use of the MR Mentors to develop disadvantaged students' personal skills	2.2	3 15	PI Co	Im	→	Rv	Im	→				-	NDe			
19	Provide a homework club for disadvantaged students to support learning outside the classroom	2.2	15 31	PI Co	Im	→	Rv	Im	→				-	NDe			
20	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y8 disadvantaged students	2.2	2	PI	PI Co	→			Im	Rv			-	ROa			
21	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y9 disadvantaged students	2.2	2	PI	Co Im	→	→		Rv	Im	→		-	ROa			
22	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y10 disadvantaged students	2.2	2	PI	PI Co	→			Im	Rv			-	ROa			
23	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y11 disadvantaged students	2.2	2	PI	PI Co	→			Im	Rv			-	ROa			



Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	RAG			
				Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21			2018/19	2019/20	2020/21	
24	Provide a range of revision resources and timetables for students to independently learn outside of the class	3.1	20		Co	→					Rv		-	RMo			
25	Provide additional after school and Saturday morning intervention packages for students	3.1	2 3 20		PI Co	Im	→	Rv	Im	→	Rv		-	RMo			
<b>Keeping aspirations on track and broadening experiences</b>											<b>£12,800</b>						
26	Raise aspirations through a visit to the University of Leeds on transition day	2.2	2	PI Im		Rv			PI	Im			-	JLa			
27	Raise aspirations through a visit to the University of York during Y9 induction (transport costs)	2.2	2	PI	Im		Rv			PI	Im		-	JLa			
28	Provide a wide range of <i>free</i> co-curricular electives to raise self-esteem and foster good relationships	2.2	1 32	PI Co	Im	→	Rv	Im	→				-	JLa			
29	Subsidise a Y7 expedition to the Lake District in order to reinforce our core values and drivers	2.2	2 19	PI	PI Co	Im	Rv				PI Co		-	JLa			
30	Subsidise a Y8 expedition to Oxford University to reinforce our mission – ‘climbing the mountain’	2.2	2 19				PI	PI Co	→	Im	Rv		-	JLa			
31	Subsidise a Y9 Duke of Edinburgh expedition to reinforce our core values and drivers	2.2	19		PI	PI Co	→		Im	Rv			-	JLa			
32	Subsidise compelling recognition expeditions designed to motivate students to develop good learning habits	2.2	1		Co	→				Rv			-	JLa			
33	Offer subsidies for general subject trips throughout the year	2.2	18		Co	→				Rv			-	JLa			

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	RAG		
				Jul 18	Sep 18	Jan 19	Jul 19	Sep 19	Jan 20	Jul 20	Sep 21			2018/19	2019/20	2020/21
34	All disadvantaged students to have the opportunity to participate in, at least, one Shakespeare production	2.2	1		Im	→	Rv	Im	→			-	SHo			
35	Disadvantaged students to participate in Showcase	1.1	1		Im	→	Rv	Im	→			-	CWa			
36	Provide most able workshops throughout the year linked to STEM	1.1	2			PI Co	Im	Rv	→	Im	→	-	Slq			
37	Provide SLT advice and guidance on Post 16 pathways and applications	2.2	15	PI Co	Im	→	→	Rv	Im	→	→	-	RMo			
38	Deliver the Duke of Edinburgh award to all Year 9 students	1.1	2		Im	→	Rv	Im	→	Rv	Im	-	JLa			
												<b>£202,875</b>				

\*AIP Link = Academy Improvement Plan Link (see Appendix 1 for more details)

\*\*EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details)

#### Key

Co	Communicate	PI	Plan	Pt	Pilot	Rv	Review	Im	Implement
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## Review of expenditure

### Quality first teaching and harnessing the power of feedback

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>Students are provided with excellent wave one teaching and high quality feedback. Progress of disadvantaged in En, Ma, Sc, Hi, Ge and Sp is strong and above that of 'other'. On average, disadvantaged students make progress in line with / stronger than that of other students.</li> <li>100% of teachers / co-teachers performing at least in-line with professional stage due to CPD and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to ensure disadvantaged students are a focus for intervention and prevention documents particularly in History and the BTEC Arts to ensure accelerated progress to close any gaps.</li> </ul>

### Highly tailored interventions and more time

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>Prep and morning mastery are firmly embedded as effective interventions that target and reduce gaps.</li> <li>Lexia and Fresh start have been well established and all children, identified on entry, as having gaps have been targeted resulting in strong progress.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure more staff are trained to deliver literacy strategies to further close gaps and to be able to provide literacy support to wider group of students.</li> </ul>

### Minimising barriers to achievement

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>Robust attendance procedures have been refined meaning our attendance figures remain above national (5.5% absence for disadvantaged students – other nationally is 4.1% and disadvantaged nationally is 34.1%).</li> <li>Mountain Rescue, homework club and Dream Team have all ensured barriers are minimised for students by providing timely interventions resulting in low corrections (less than 0.60 on average per week).</li> <li>100% of students have been involved in whole year group DEAR and the reading culture in the school is strong.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to work with families to help reduce barriers including holding more parental workshops, coffee mornings and information leaflets on key barriers to achievement including attendance; homework; use of technology across the whole academy.</li> </ul>

### Keeping aspirations on track and broadening experiences

Impact	Lessons Learned
<ul style="list-style-type: none"> <li>All students visited Leeds university at the beginning of the year in order to see the top of their mountain.</li> <li>30% of the disadvantaged students accessed hardship fund in order to attend the Ullswater expedition which was attended by 95% of students. No children missed the expedition for hardship reasons.</li> <li>80% of the student body accessed extra-curricular clubs including sports / games / music / public speaking this year. 100% of students took part in Co-Curricular Electives and 100% performed in Showcase or Stretch speeches.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide a broad offer for all students and expand extra-curricular clubs to provide an even more exciting offer for young people across the academy.</li> </ul>



## Appendix 1 Academy Improvement Plan

### Priorities for 2019-22

Our key drivers of mastery, autonomy and purpose<sup>1</sup> underpin our priorities for 2019-22:

1. **Mastery:** the urge to get better and better at something that matters
  - 1.1. Demonstrate outstanding progress and achievement
  - 1.2. Ensure learning is rigorous\*, engaging and underpinned by meaningful feedback
  - 1.3. Embed a rich and exciting curriculum that embodies the laws of mastery; flow, pain and growth
2. **Autonomy:** the desire to direct our own lives
  - 2.1. Propagate our disciplined and joyful school culture
  - 2.2. Develop confident and self-directed learners
  - 2.3. Cultivate effective, autonomous leaders at every level of the organisation
3. **Purpose:** the yearning to do what we do in the service of something larger than ourselves
  - 3.1. Sustain our genuine three-way partnership between families, students and staff
  - 3.2. Work with the Dixons Academies to replicate best practice and to contribute to continuous improvement
  - 3.3. Further enhance the strong reputation for Dixons Trinity Chapeltown

<sup>1</sup>Adopted from *Drive*, Daniel Pink 2009.

## Appendix 2 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
1	Arts participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2	Aspiration interventions	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3	Behaviour interventions	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on extensive evidence.
4	Block scheduling	£ £ £ £ £	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5	Collaborative learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6	Digital technology	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7	Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8	Extended school time	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9	Feedback	£ £ £ £ £	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10	Homework (Primary)	£ £ £ £ £	★★★★★	+ 2 Month	Low impact for very low cost, based on limited evidence.
11	Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on limited evidence.
12	Individualised instruction	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very low cost, based on moderate evidence.
13	Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on limited evidence.



Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
14	Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★★★★★	0 Month	Very low or no impact for moderate cost, based on extensive evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 7 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on moderate evidence.
20	Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★★★★★	+ 1 Months	Low impact for low cost, based on limited evidence.
23	Phonics	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★★★★★	+ 6 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★★★★★	- 4 Months	Negative impact for very high cost based on moderate evidence.
28	School uniform	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★★★★★	- 1 Months	Negative impact for very low cost, based on limited evidence.
30	Small group tuition	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on limited evidence.
33	Summer schools	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★★★★★	+1 Months	Low impact for high cost, based on limited evidence.
35	Within-class attainment grouping	£ £ £ £ £	★★★★★	+3 Months	Moderate impact for low cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>

