

## Pupil Premium 2016/17

### Allocation, Spend and Impact



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

Where a new school is not fully established, and at the start of the autumn term 2016, the school has been open for fewer years than the number of year groups in the school, then the school's allocation will be revised in March 2017. The revised allocation will apply the rates set out in section 2 to the increase in eligible pupils between the January 2016 school census and the October 2016 school census. The increase will be prorated by 7/12ths to reflect that the additional year groups have been in place for 7 months of the financial year.

*Extract from: Pupil premium 2016 to 2017: conditions of grant (DfE 26 August 2016)*

| Allocation   | 2016/17 Expected Funding |                 |                   | Funding Received<br><i>Apr to Sep (6 months)</i> |
|--|--------------------------|-----------------|-------------------|--|
| <b>Based on the January 2016 School Census</b>   |                          |                 |                   |  |
| Pupils in year groups 7 to 11 recorded as Ever 6 FSM   | 171                      | @ £935          | = £159,885        | £79,942.5  |
| Looked-after children (LAC)  | 6                        | @ £1,900        | = £0              | £0 ( <i>managed by VSH</i> )                     |
| 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 | 3                        | @ £1,900        | = £0              | £0 ( <i>managed by VSH</i> )                     |
| Service Children   | 0                        | @ £300          | = £0              | £0   |
| <b>Total</b>   |                          |                 | <b>= £159,885</b> | <b>£79,942.5</b>                                 |
| <b>Increase in eligible pupils based on the October 2016 School Census</b>   |                          |                 |                   |  |
| Pupils in year groups 7 to 11 recorded as Ever 6 FSM   | 27                       | @ £935 x 7/12   | = £14,726         | £0   |
| Looked After Children (LAC)  | 1                        | @ £1,900 x 7/12 | = £0              | £0 ( <i>managed by VSH</i> )                     |
| 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 x 7/12 | = £0              | £0 ( <i>managed by VSH</i> )                     |
| Service Children   | 0                        | @ £300 x 7/12   | = £0              | £0   |
| <b>Total</b>   |                          |                 | <b>= £14,726</b>  | £0   |
| <b>Grand Total</b>   |                          |                 | <b>= £174,611</b> | <b>£79,942.5</b>                                 |

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

### **Internal barriers**

- In-school attainment gaps on entry in English and mathematics (APS gaps: Y7 = +0.02; Y8 = -2.28; Y9 = -1.24; Y10 = -0.08; Y11 = -1.90).
- Disadvantaged students often start at Trinity with relatively lower aspirations than other students in the school.
- Ensuring disadvantaged students have strong learning habits.

### **External barriers**

- Attendance of disadvantaged students (95.4% in 2015/16) does not match that of other students in the school (96.7% in 2015/16).
- Building strong relationships with families can be more complex.

## **How are we spending the PGP?**

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 and engineer more tailored practice during one-to-one coaching sessions. The best way to ensure students make progress is to harness the power of feedback. Each day has feedback time built into it where the class teacher works 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 nine weeks after school and every half term parents receive a highly personalised report, a face-to-face meeting or a telephone call home. At every morning meeting, after every lunch and at every line-up we reflect back on how the day has gone and the key highlights in learning.

### **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-set in each of the core subjects in each year group throughout the week: the second teacher usually works with the lower sets, but can also be deployed to support students in higher sets. In addition to our 27 55-minute lessons, we run five half hour morning meetings, five half hour reading sessions mid-morning, and four hours of electives in sport and the arts over the course of the week. A significant 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 a mountain rescue mentors to provide well-targeted support to improve attendance, behaviour 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 practical 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 focussed at all times.

### **Raising aspirations 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 onto 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 (University of York in Year 9). Like many independent schools, we devote a significant amount of time to the development of holistic all-round development, especially in the sports and the arts.

| Statements of Success / Impact – YEAR 7<br><i>To use £174,611 to ensure:</i> |   |            | 2016/17<br>Cycle RAG |             |             |
|--|---|------------|----------------------|-------------|-------------|
|  |   |            | 1                    | 2           | 3           |
| A  | The DUP Progress 8 score / DUP Attainment 8 score for low prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other students in the academy</b>            | <i>Dis</i> | 12.8 / 47.4          | 13.1 / 51.3 | 12.8 / 54.4 |
|  |   | <i>Oth</i> | 11.2 / 44.6          | 11.9 / 49.6 | 13.0 / 54.5 |
| B  | The DUP Progress 8 score / DUP Attainment 8 score for middle prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other students in the academy</b>         | <i>Dis</i> | 6.05 / 54.0          | 8.1 / 60.0  | 12.9 / 68.0 |
|  |   | <i>Oth</i> | 6.78 / 53.4          | 11.0 / 61.0 | 12.9 / 66.4 |
| C  | The DUP Progress 8 score / DUP Attainment 8 score for high prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other students in the academy</b>           | <i>Dis</i> | 3.41 / 64.3          | 7.1 / 68.7  | 9.8 / 76.2  |
|  |   | <i>Oth</i> | 5.57 / 65.8          | 10.4 / 72.4 | 11.8 / 78.6 |
| D  | The percentage of disadvantaged students on track to achieve a grade 5 or better in both English and mathematics, at least, matches or is improving towards that for <b>other students nationally</b> | <i>Dis</i> | 70.3                 | 62.2        | 70.3        |
|  |   | <i>Nat</i> | 69.0                 | 69.0        | 69.0        |
| E  | The percentage of disadvantaged students on track to achieve the English Baccalaureate, at least, matches or is improving towards that for <b>other students nationally</b>                           | <i>Dis</i> | 62.1                 | 54.1        | 54.1        |
|  |   | <i>Nat</i> | 29.0                 | 29.0        | 29.0        |
| F  | The attendance of disadvantaged students, at least, matches that for <b>other students nationally</b>   | <i>Dis</i> | 97.1                 | 96.4        | 96.8        |
|  |   | <i>Nat</i> | 95.9                 | 95.9        | 95.9        |
| G  | The average number of corrections for disadvantaged students is no higher than 1 per student, per week  | <i>Dis</i> | 0.18                 | 0.49        | 0.45        |
|  |   | <i>Oth</i> | 0.23                 | 0.46        | 0.37        |
| H  | All disadvantaged students participate in, at least, 1 co-curricular session each and every week  | <i>Dis</i> | 100                  | 100         | 100         |
|  |   | <i>Oth</i> | 100                  | 100         | 100         |

**DUP = Dixons Uniform Percentage**

**Dis = figure for disadvantaged students in the academy**

**Oth = figure for other students in the academy**

**Nat = figure for other students nationally**

| Statements of Success / Impact – YEAR 8<br><i>To use £174,611 to ensure:</i> |   | 2016/17<br>Cycle RAG |             |             |             |
|--|---|----------------------|-------------|-------------|-------------|
|  |   | 1                    | 2           | 3           |             |
| A  | The DUP Progress 8 score / DUP Attainment 8 score for low prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other students in the academy</b>            | <i>Dis</i>           | 12.5 / 43.0 | 10.3 / 41.2 | 14.4 / 47.5 |
|  |   | <i>Oth</i>           | 16.2 / 45.1 | 12.8 / 44.5 | 10.9 / 46.1 |
| B  | The DUP Progress 8 score / DUP Attainment 8 score for middle prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other students in the academy</b>         | <i>Dis</i>           | 11.2 / 52.6 | 13.0 / 57.9 | 15.8 / 64.2 |
|  |   | <i>Oth</i>           | 7.38 / 49.8 | 9.8 / 55.1  | 12.2 / 61.0 |
| C  | The DUP Progress 8 score / DUP Attainment 8 score for high prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other students in the academy</b>           | <i>Dis</i>           | 7.85 / 64.3 | 10.2 / 68.7 | 13.8 / 76.3 |
|  |   | <i>Oth</i>           | 10.8 / 65.3 | 15.5 / 73.4 | 18.6 / 79.9 |
| D  | The percentage of disadvantaged students on track to achieve a grade 5 or better in both English and mathematics, at least, matches or is improving towards that for <b>other students nationally</b> | <i>Dis</i>           | 61.1        | 55.3        | 65.7        |
|  |   | <i>Nat</i>           | 69.0        | 69.0        | 69.0        |
| E  | The percentage of disadvantaged students on track to achieve the English Baccalaureate, at least, matches or is improving towards that for <b>other students nationally</b>                           | <i>Dis</i>           | 50.0        | 36.8        | 31.4        |
|  |   | <i>Nat</i>           | 29.0        | 29.0        | 29.0        |
| F  | The attendance of disadvantaged students, at least, matches that for <b>other students nationally</b>   | <i>Dis</i>           | 94.8        | 94.9        | 95.7        |
|  |   | <i>Nat</i>           | 95.9        | 95.9        | 95.9        |
| G  | The average number of corrections for disadvantaged students is no higher than 1 per student, per week  | <i>Dis</i>           | 0.36        | 0.59        | 0.33        |
|  |   | <i>Oth</i>           | 0.53        | 0.61        | 0.35        |
| H  | All disadvantaged students participate in, at least, 1 co-curricular session each and every week  | <i>Dis</i>           | 100         | 100         | 100         |
|  |   | <i>Oth</i>           | 100         | 100         | 100         |

**DUP = Dixons Uniform Percentage**

**Dis = figure for disadvantaged students in the academy**

**Oth = figure for other students in the academy**

**Nat = figure for other students nationally**

| Statements of Success / Impact – YEAR 9<br><i>To use £174,611 to ensure:</i> |   |            | 2016/17<br>Cycle RAG |              |              |
|--|---|------------|----------------------|--------------|--------------|
|  |   |            | 1                    | 2            | 3            |
| A  | The Progress 8 score / Attainment 8 score for low prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other low students nationally</b>  | <i>Dis</i> | -1.30 / 20.5         | -0.99 / 23.4 | 0.17 / 28.0  |
|  |   | <i>Nat</i> | 0.19 / 31.2          | 0.19 / 31.2  | 0.19 / 31.2  |
| B  | The Progress 8 score / Attainment 8 score for middle prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other middle students nationally</b>                                    | <i>Dis</i> | -1.73 / 32.7         | -0.81 / 41.8 | 0.34 / 45.0  |
|  |   | <i>Nat</i> | 0.14 / 50.6          | 0.14 / 50.6  | 0.14 / 50.6  |
| C  | The Progress 8 score / Attainment 8 score for high prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other high students nationally</b>  | <i>Dis</i> | -2.72 / 40.7         | -1.51 / 53.3 | -0.82 / 53.4 |
|  |   | <i>Nat</i> | 0.07 / 65.0          | 0.07 / 65.0  | 0.07 / 65.0  |
| D  | 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> | 18.0                 | 24.0         | 22.0         |
|  |   | <i>Nat</i> | 49.0                 | 49.0         | 49.0         |
| E  | The percentage of disadvantaged students achieving the English Baccalaureate 4+, at least, matches or is improving towards that for <b>other students nationally</b>  | <i>Dis</i> | 8.0                  | 10.0         | 29.0         |
|  |   | <i>Nat</i> | 28.0                 | 28.0         | 28.0         |
| F  | The attendance of disadvantaged students, at least, matches that for <b>other students nationally</b>   | <i>Dis</i> | 96.1                 | 95.4         | 95.9         |
|  |   | <i>Nat</i> | 95.9                 | 95.9         | 95.9         |
| G  | The average number of corrections for disadvantaged students is no higher than 1 per student, per week  | <i>Dis</i> | 0.51                 | 0.75         | 0.55         |
|  |   | <i>Oth</i> | 0.21                 | 0.40         | 0.35         |
| H  | All disadvantaged students participate in, at least, 1 co-curricular session each and every week  | <i>Dis</i> | 100                  | 100          | 100          |
|  |   | <i>Oth</i> | 100                  | 100          | 100          |

***Dis = figure for disadvantaged students in the academy***

***Oth = figure for other students in the academy***

***Nat = figure for other students nationally***

| Statements of Success / Impact – YEAR 10<br><i>To use £174,611 to ensure:</i> |   |            | 2016/17<br>Cycle RAG |              |             |
|---|---|------------|----------------------|--------------|-------------|
|   |   |            | 1                    | 2            | 3           |
| A   | The Progress 8 score / Attainment 8 score for low prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other low students nationally</b>  | <i>Dis</i> | -2.54 / 5.5          | 0.45 / 27.0  | -1.66 / 3.0 |
|   |   | <i>Nat</i> | 0.19 / 31.2          | 0.19 / 31.2  | 0.19 / 31.2 |
| B   | The Progress 8 score / Attainment 8 score for middle prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other middle students nationally</b>                                    | <i>Dis</i> | -1.18 / 37.4         | -0.43 / 45.1 | 0.27 / 43.5 |
|   |   | <i>Nat</i> | 0.14 / 50.6          | 0.14 / 50.6  | 0.14 / 50.6 |
| C   | The Progress 8 score / Attainment 8 score for high prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other high students nationally</b>  | <i>Dis</i> | -1.19 / 55.5         | -0.64 / 61.1 | 0.22 / 63.4 |
|   |   | <i>Nat</i> | 0.07 / 65.0          | 0.07 / 65.0  | 0.07 / 65.0 |
| D   | 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> | 36.0                 | 45.0         | 47.0        |
|   |   | <i>Nat</i> | 49.0                 | 49.0         | 49.0        |
| E   | The percentage of disadvantaged students achieving the English Baccalaureate 5+, at least, matches or is improving towards that for <b>other students nationally</b>  | <i>Dis</i> | 21.0                 | 27.0         | 29.0        |
|   |   | <i>Nat</i> | 25.0                 | 25.0         | 25.0        |
| F   | The attendance of disadvantaged students, at least, matches that for <b>other students nationally</b>   | <i>Dis</i> | 91.3                 | 92.7         | 93.2        |
|   |   | <i>Nat</i> | 95.9                 | 95.9         | 95.9        |
| G   | The average number of corrections for disadvantaged students is no higher than 1 per student, per week  | <i>Dis</i> | 0.39                 | 0.84         | 0.49        |
|   |   | <i>Oth</i> | 0.23                 | 0.46         | 0.26        |
| H   | All disadvantaged students participate in, at least, 1 co-curricular session each and every week  | <i>Dis</i> | 100                  | 100          | 100         |
|   |   | <i>Oth</i> | 100                  | 100          | 100         |

***Dis = figure for disadvantaged students in the academy***

***Oth = figure for other students in the academy***

***Nat = figure for other students nationally***

| Statements of Success / Impact – YEAR 11<br><i>To use £174,611 to ensure:</i> |   | 2016/17<br>Cycle RAG |              |              |             |
|---|---|----------------------|--------------|--------------|-------------|
|   |   | 1                    | 2            | 3            |             |
| A   | The Progress 8 score / Attainment 8 score for low prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other low students nationally</b>  | <i>Dis</i>           | -0.54 / 28.0 | -0.27 / 30.0 | 0.83 / 35.1 |
|   |   | <i>Nat</i>           | 0.19 / 31.2  | 0.19 / 31.2  | 0.19 / 31.2 |
| B   | The Progress 8 score / Attainment 8 score for middle prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other middle students nationally</b>                                    | <i>Dis</i>           | -0.15 / 49.0 | 0.09 / 51.5  | 1.65 / 58.3 |
|   |   | <i>Nat</i>           | 0.14 / 50.6  | 0.14 / 50.6  | 0.14 / 50.6 |
| C   | The Progress 8 score / Attainment 8 score for high prior attainment disadvantaged students, at least, matches or is improving towards that for <b>other high students nationally</b>  | <i>Dis</i>           | -0.57 / 60.1 | -0.65 / 59.4 | 0.76 / 68.7 |
|   |   | <i>Nat</i>           | 0.07 / 65.0  | 0.07 / 65.0  | 0.07 / 65.0 |
| D   | 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>           | 20.0         | 20.0         | 66.0        |
|   |   | <i>Nat</i>           | 49.0         | 49.0         | 49.0        |
| E   | The percentage of disadvantaged students achieving the English Baccalaureate 5+, at least, matches or is improving towards that for <b>other students nationally</b>  | <i>Dis</i>           | 15.0         | 10.0         | 44.0        |
|   |   | <i>Nat</i>           | 25.0         | 25.0         | 25.0        |
| F   | The attendance of disadvantaged students, at least, matches that for <b>other students nationally</b>   | <i>Dis</i>           | 96.1         | 95.6         | 95.9        |
|   |   | <i>Nat</i>           | 95.9         | 95.9         | 95.9        |
| G   | The average number of corrections for disadvantaged students is no higher than 1 per student, per week  | <i>Dis</i>           | 0.54         | 1.09         | 0.24        |
|   |   | <i>Oth</i>           | 0.31         | 0.60         | 0.12        |
| H   | All disadvantaged students participate in, at least, 1 co-curricular session each and every week  | <i>Dis</i>           | 100          | 100          | 100         |
|   |   | <i>Oth</i>           | 100          | 100          | 100         |
| I   | 100% of disadvantaged students stay in education or employment after key stage 4  | <i>Dis</i>           |              |              |             |
|   |   | <i>Nat</i>           |              |              |             |

***Dis = figure for disadvantaged students in the academy***

***Oth = figure for other students in the academy***

***Nat = figure for other students nationally***

| Plan / Spend   |  | AIP Link*  | EEF Toolkit** | Implementation Timeline |          |        |        |        |        |        |               | Cost (£) | Lead     | 2016/17 Cycle RAG |   |   |
|--|--|------------|---------------|-------------------------|----------|--------|--------|--------|--------|--------|---------------|----------|----------|-------------------|---|---|
|  |  |            |               | Jul 16                  | Sep 16   | Nov 16 | Jan 17 | Mar 17 | May 17 | Jul 17 | Sep 17        |          |          | 1                 | 2 | 3 |
| <b>Quality First Teaching and Harnessing the Power of Feedback</b> |  |            |               |                         |          |        |        |        |        |        | <b>16,907</b> |          |          |                   |   |   |
| 1  | Embed marking sticker to ensure staff provide feedback that is specific, accurate and clear      | 1.2        | 9             | PI                      | Col m    | →      | Rv     | →      |        | Rv     | →             | -        | NBr      |                   |   |   |
| 2  | Design and implement a bespoke CPD programme underpinned by development of a practice culture    | 1.2        | 9 16          | PI                      | Co lm    | →      | Rv     | →      |        | Rv     | →             | -        | NBr      |                   |   |   |
| 3  | Design and embed metacognitive reflection in student feedback responses                          | 1.2        | 9             |                         |          |        | PI     | Co lm  | →      |        | Rv            | →        | NBr/E St |                   |   |   |
| 4  | Further embed personalisation strategies aimed at supporting disadvantaged students              | 1.2        | 13            |                         |          |        | PI     | Co lm  | →      |        | Rv            | →        | NBr      |                   |   |   |
| <b>Highly Tailored Interventions and More Time</b>                 |  |            |               |                         |          |        |        |        |        |        | <b>87,629</b> |          |          |                   |   |   |
| 5  | Embed and extend Lexia reading scheme for students reading below chronology in Year 7 and Year 8 | 1.1        | 18 30         | PI                      | Co lm    | →      |        |        |        | Rv     | →             | -        | SHo      |                   |   |   |
| 7  | Employ additional staffing to work with under achieving disadvantaged students in English        | 1.1        | 17 30         | PI                      | Co lm    | →      | Rv     | →      |        | Rv     | →             | -        | SHo      |                   |   |   |
| 8  | Employ additional staffing to work with under achieving disadvantaged students in mathematics    | 1.1        | 17 30         | PI                      | Co lm    | →      | Rv     | →      |        | Rv     | →             | -        | AAr      |                   |   |   |
| 9  | Employ additional staffing to work with under achieving disadvantaged students in science        | 1.1        | 17 30         | PI                      | Co lm    | →      | Rv     | →      |        | Rv     | →             | -        | RMo      |                   |   |   |
| 10   | Employ additional staffing to work with under achieving disadvantaged students in Spanish        | 1.1        | 17 30         | PI                      | Co lm    | →      | Rv     | →      |        | Rv     | →             | -        | MCr      |                   |   |   |
| 11   | Employ additional staffing to work with under achieving disadvantaged students in humanities     | 1.1        | 17 30         | PI                      | Co lm    | →      | Rv     | →      |        | Rv     | →             | -        | LBr      |                   |   |   |
| 12   | Embed effective Morning Mastery in the EBacc to support underachieving disadvantaged students.   | 1.1<br>1.2 | 17<br>30      |                         | PI<br>Co | Im     | →      |        |        | Rv     | →             | -        | JPa      |                   |   |   |



| Plan / Spend                              |  | AIP Link*  | EEF Toolkit** | Implementation Timeline |          |        |        |        |        |        |               | Cost (£) | Lead | 2016/17 Cycle RAG |   |   |  |
|---|--|------------|---------------|-------------------------|----------|--------|--------|--------|--------|--------|---------------|----------|------|-------------------|---|---|--|
|   |  |            |               | Jul 16                  | Sep 16   | Nov 16 | Jan 17 | Mar 17 | May 17 | Jul 17 | Sep 17        |          |      | 1                 | 2 | 3 |  |
| 13  | Embed Prep in the EBacc and other subjects to support underachieving disadvantaged students.             | 1.1<br>1.2 | 17<br>30      |                         | PI<br>Co | Im     | →      |        |        | Rv     | →             | →        | -    | JPa               |   |   |  |
| 14  | Embed Fresh Start for students with weak literacy in Year 7 and Year 8.                                  | 1.1        | 18<br>30      |                         | PI<br>Co | Im     | →      |        |        | Rv     | →             | →        | -    | SHo               |   |   |  |
| <b>Minimising Barriers to Achievement</b> |  |            |               |                         |          |        |        |        |        |        | <b>37,693</b> |          |      |                   |   |   |  |
| 15  | Provide breakfast every morning so all students are ready to learn                                       | 2.1        | 3             | PI                      | Im       | →      |        |        |        | Rv     | →             | -        | LSp  |                   |   |   |  |
| 16  | Embed DEAR time through advisory system (4 sessions each week) so students read widely / often           | 1.1        | 18            | PI                      | Col<br>m | Rv     | →      |        |        | Rv     | →             | -        | NBr  |                   |   |   |  |
| 17  | Embed Dream Team feedback and Belay Partnerships to develop student confidence                           | 3.1        | 20            | PI                      | Co<br>Im | Rv     | →      |        | Im     | Rv     |               | -        | ESt  |                   |   |   |  |
| 18  | Strategically deploy a Behaviour & Attendance Officer to target key disadvantaged students               | 2.1        | 3             | PI<br>Im                | →        |        | Rv     | →      |        | Rv     | →             | -        | JTh  |                   |   |   |  |
| 19  | Targeted use of the Learning Mentor to develop disadvantaged students' personal skills                   | 2.2        | 3<br>15       | PI<br>Co                | Im       | →      | Rv     | Im     | →      |        |               | -        | NDe  |                   |   |   |  |
| 20  | Hold parent events in EBacc subjects to enable parents to support disadvantaged students at home         | 3.1        | 20            |                         | PI<br>Co | Im     | →      |        |        | Rv     | →             | →        | -    | JPa               |   |   |  |
| 21  | Engage with the A+ Family Advocacy programme to target students who face challenges at home              | 3.1        | 20            | PI<br>Co                |          | Im     | →      | Rv     | Im     | →      |               | -        | NDe  |                   |   |   |  |
| 22  | Provide a homework club for Disadvantaged students to support learning outside the classroom             | 2.2        | 15<br>31      | PI<br>Co                | Im       | →      | Rv     | Im     | →      |        |               | -        | NDe  |                   |   |   |  |
| 23  | Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y8 disadvantaged students | 2.2        | 2             | PI                      | Co<br>Im | →      |        |        |        | Rv     | →             | -        | JPa  |                   |   |   |  |
| 24  | Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y9 disadvantaged students | 2.2        | 2             | PI                      | Co<br>Im | →      |        |        |        | Rv     | →             | -        | JPa  |                   |   |   |  |

| Plan / Spend  |  | AIP Link* | EEF Toolkit** | Implementation Timeline |        |        |        |        |        |        |               | Cost (£) | Lead | 2016/17 Cycle RAG |   |   |
|---|--|-----------|---------------|-------------------------|--------|--------|--------|--------|--------|--------|---------------|----------|------|-------------------|---|---|
|   |  |           |               | Jul 16                  | Sep 16 | Nov 16 | Jan 17 | Mar 17 | May 17 | Jul 17 | Sep 17        |          |      | 1                 | 2 | 3 |
| 25  | Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y10 disadvantaged students      | 2.2       | 2             | PI                      | Co Im  | →      |        |        |        | Rv     | →             | -        | JPa  |                   |   |   |
| 26  | Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y11 disadvantaged students      | 2.2       | 2             | PI                      | Co Im  | →      |        |        |        | Rv     | →             | -        | JPa  |                   |   |   |
| 27  | Provide a range or revision resources and timetables for students to independently learn outside of the class. | 2.2       | 15            |                         | PI     | PI Co  | →      |        | Im     | Rv     |               | -        | SLT  |                   |   |   |
| 28  | Provide additional after school and Saturday morning intervention packages for students                        | 2.2       | 30            |                         |        | PI Co  | →      |        | Im     | Rv     |               | -        | SLT  |                   |   |   |
| 29  | Deliver revision best workshops for students to embed consistent revision practice.                            | 2.2       | 11<br>12      |                         |        |        | PI im  | →      |        | Rv     |               | -        | JPa  |                   |   |   |
| <b>Raising Aspirations and Broadening Experiences</b> |  |           |               |                         |        |        |        |        |        |        | <b>32,382</b> |          |      |                   |   |   |
| 30  | Raise aspirations through a visit to the University of Leeds on transition day (transport costs)               | 2.2       | 2             | PI Im                   |        |        | Rv     |        |        | PI Im  |               | -        | ESt  |                   |   |   |
| 31  | Raise aspirations through a visit to the University of York during Y9 induction (transport costs)              | 2.2       | 2             | PI                      | Im     |        | Rv     |        |        | PI Im  |               | -        | ESt  |                   |   |   |
| 32  | Provide a wide range of <i>free</i> co-curricular electives to raise self esteem and foster good relationships | 2.2       | 2 32          | PI Co                   | Im     | →      | Rv     | Im     | →      |        |               | -        | JPa  |                   |   |   |
| 33  | Subsidise a Y7 expedition to the Lake District in order to reinforce our core values and drivers               | 2.2       | 19            | PI                      | PI Co  | Im     | Rv     |        |        |        | PI Co         | -        | ESt  |                   |   |   |
| 34  | Subsidise a Y8 expedition to Oxford University to reinforce our mission – ‘climbing the mountain’              | 2.2       | 2 19          |                         |        |        | PI     | PI Co  | →      | Im     | Rv            | -        | ESt  |                   |   |   |
| 35  | Subsidise a Y9 expedition to Loch Eil to reinforce our core values and drivers                                 | 2.2       | 19            |                         | PI     | PI Co  | →      |        | Im     | Rv     |               | -        | ESt  |                   |   |   |

| Plan / Spend |  | AIP Link* | EEF Toolkit** | Implementation Timeline |        |        |        |        |        |        |                 | Cost (£) | Lead | 2016/17 Cycle RAG |             |   |  |  |
|--------------|--|-----------|---------------|-------------------------|--------|--------|--------|--------|--------|--------|-----------------|----------|------|-------------------|-------------|---|--|--|
|              |  |           |               | Jul 16                  | Sep 16 | Nov 16 | Jan 17 | Mar 17 | May 17 | Jul 17 | Sep 17          |          |      | 1                 | 2           | 3 |  |  |
| 36           | Subsidise 3 compelling recognition events designed to motivate students to develop good learning habits    | 2.1       | 3             | Co                      | PI     | Im     | Rv     |        |        | Im     | →               |          |      | -                 | ES          |   |  |  |
| 37           | Offer subsidies for general subject trips throughout the year  | 2.2       | 31            |                         | Co     | →      |        |        |        |        |                 | Rv       |      | -                 | JPa         |   |  |  |
| 38           | All disadvantaged students to have the opportunity to participate in, at least, one Shakespeare production | 2.2       | 1             | PI                      | Co     | Im     | →      | Rv     |        |        |                 |          |      | -                 | SHo         |   |  |  |
| 39           | Disadvantaged students to participate in author / poet workshops throughout the year                       | 1.1       | 1             | PI                      | Co     | Im     | →      |        |        |        |                 | Rv       |      | -                 | SHo         |   |  |  |
| 40           | Provide most able workshops throughout the year linked to STEM   | 1.1       | 2             |                         | PI     | Co     | Im     | →      |        |        |                 | Rv       | →    | -                 | RMo/<br>JPa |   |  |  |
| 41           | Disadvantaged students to receive English and Math's intervention at Jamies' Farm                          | 1.1       | 17<br>19      |                         | PI     | Co     | Im     | →      |        |        |                 | Rv       | →    | -                 | JPa         |   |  |  |
| 42           | Participate in the University of York SHINE Project and Leeds University 'studentsintoschools' programme   | 1.1       | 1<br>2        |                         | PI     | PI     | Co     | →      |        | Im     |                 | Rv       |      | -                 | JPa         |   |  |  |
| 43           | Provide SLT advice and guidance on Post 16 pathways and applications                                       | 2.2       | 15            |                         | PI     | PI     | Co     | →      |        | Im     |                 | Rv       |      | -                 | JPa         |   |  |  |
| 44           | Deliver the Duke of Edinburgh award to all Year 9 students   | 1.1       | 2             |                         | PI     | PI     | Co     | →      |        | Im     |                 | Rv       |      | -                 | JPa         |   |  |  |
|              |  |           |               |                         |        |        |        |        |        |        | <b>£174,611</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

|           |             |           |           |           |       |
|-----------|-------------|-----------|-----------|-----------|-------|
| <b>Co</b> | Communicate | <b>PI</b> | Plan      | <b>Pt</b> | Pilot |
| <b>Rv</b> | Review      | <b>Im</b> | Implement |           |       |

## Review of Expenditure

| <b>Quality First Teaching and Harnessing the Power of Feedback</b>   |   |
|--|---|
| <b>Impact</b>  | <b>Lessons Learned</b>  |
| <ul style="list-style-type: none"> <li>Students are provided with excellent wave one teaching and high quality feedback. This resulted in a Progress 8 score of +1.37 for disadvantaged students in Y11. On average, disadvantaged students across the academy are projected to have a Progress 8 score significantly better than national other.</li> </ul>   |   |
| <b>Highly Tailored Interventions and More Time</b>   |   |
| <b>Impact</b>  | <b>Lessons Learned</b>  |
| <ul style="list-style-type: none"> <li>The academy has provided 100% of students with DEAR time. Each year group has made, on average, 2 months' reading age progress for every month at DTA.</li> <li>Morning Meeting and the extended school day has provided opportunities for additional intervention and support during prep. 100% of Y11 disadvantaged students received additional intervention after school or during the holidays in the EBacc</li> <li>Weekend support programmes with a particular focus on mathematics has resulted in a Progress 8 score for disadvantaged students in mathematics of +0.96.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to improve knowledge retention and facilitate additional learning opportunities for students through the delivery of quizzing during Do Now activities and Morning Meeting.</li> <li>Continue to provide students with tailored intervention timetables to support and structure their preparation for examinations.</li> </ul> |
| <b>Minimising Barriers to Achievement</b>  |   |
| <b>Impact</b>  | <b>Lessons Learned</b>  |
| <ul style="list-style-type: none"> <li>The academy attendance officer has monitored and tracked disadvantaged attendance to reduce the academy absence rate to 4.3% (7.2% national) and persistent absence to 9.2% (22.6% national).</li> <li>100% of Y11 students received CEIAG guidance resulting in 100% of students in the Class of 2019 finding a suitable pathway after DTA.</li> </ul>   | <ul style="list-style-type: none"> <li>Ensure that HoY/HoDs continue to identify disadvantaged students and support all staff to close gaps through the delivery of progress summits where HoDs have a focus on disadvantaged students.</li> </ul>  |
| <b>Raising Aspirations and Broadening Experiences</b>  |   |
| <b>Impact</b>  | <b>Lessons Learned</b>  |
| <ul style="list-style-type: none"> <li>100% of Y7 and Y8 disadvantaged students have had the opportunity to visit Russell group universities.</li> <li>All Y7, Y8 and Y9 students have taken part in external residentials including DofE Bronze award to further broaden their experiences beyond the curriculum.</li> <li>100% of Y7 and Y8 students have taken part in Stretch presentations to develop oracy alongside knowledge from the wider domain.</li> <li>100% of students in Y8 received SLT guidance and advice to choose appropriate GCSE options. This has resulted in fewer GCSE option changes.</li> </ul>          | <ul style="list-style-type: none"> <li>Whilst the Y11 Jamie's farm expedition had an impact on students' experiences beyond the curriculum, it could have had a greater impact if the programme delivered was targeted at a smaller cohort of students.</li> </ul>  |

## Appendix 1 Academy Improvement Plan

### Priorities for 2016-19

Our key drivers of mastery, autonomy and purpose<sup>1</sup> underpin our priorities for 2016-19:

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. Create a disciplined and joyful school culture
  - 2.2. Develop gritty, 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. Establish a 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. Establish a strong reputation for Dixons Trinity Academy

<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  | £ £ £ £ £     | ★★★★★             | + 4 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)      | £ £ £ £ £     | ★★★★★             | + 1 Month      | Low impact for very low cost, based on moderate evidence.                 |
| 11 Homework (Secondary)    | £ £ £ £ £     | ★★★★★             | + 5 Months     | High impact for very low cost, based on moderate evidence.                |
| 12 Individualised          | £ £ £ £ £     | ★★★★★             | + 2 Months     | Low impact for very low cost, based on                                    |

| Approach                              | Cost Estimate | Evidence Estimate | Average Impact | Summary  |
|---------------------------------------|---------------|-------------------|----------------|--|
| instruction                           |               |                   |                | moderate evidence.   |
| 13 Learning styles                    | £ £ £ £ £     | ★★★★★             | + 2 Months     | Low impact for very low cost, based on moderate evidence.                |
| 14 Mastery learning                   | £ £ £ £ £     | ★★★★★             | + 5 Months     | High impact for very low cost, based on moderate evidence.               |
| 15 Mentoring                          | £ £ £ £ £     | ★★★★★             | + 1 Month      | Low impact for moderate cost, based on moderate evidence.                |
| 16 Meta-cognition and self-regulation | £ £ £ £ £     | ★★★★★             | + 8 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         | £ £ £ £ £     | ★★★★★             | + 3 Months     | Moderate impact for moderate cost, based on limited 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                    | £ £ £ £ £     | ★★★★★             | 0 Months       | Low or no impact for moderate cost, based on very 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              | £ £ £ £ £     | ★★★★★             | + 5 Months     | High impact for very low cost, based on extensive evidence.              |
| 26 Reducing class size                | £ £ £ £ £     | ★★★★★             | + 3 Months     | Low impact for very high cost, based on moderate evidence.               |
| 27 Repeating a year                   | £ £ £ £ £     | ★★★★★             | - 4 Months     | Negative impact for very high cost based on extensive 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 moderate 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     | Moderate impact for moderate cost based on moderate evidence.            |
| 33 Summer schools                     | £ £ £ £ £     | ★★★★★             | + 2 Months     | Moderate impact for moderate cost based on extensive evidence.           |
| 34 Teaching assistants                | £ £ £ £ £     | ★★★★★             | +1 Months      | Very low or no impact for high cost, based on limited evidence.          |

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