

Pupil Premium Plan and Strategy

Rationale and Aims

Hull Trinity House Academy has been allocated **£202,428** for the academic year 2018/19. This money is allocated in quarterly instalments and are funds that are received in addition to the main Academy budget, referred to as the General Annual Grant (GAG).

The aim at **Hull Trinity House Academy** is to provide both personalised and collective Pupil Premium interventions and strategies which are designed to support disadvantaged students in overcoming any barriers to learning they may face and thereby have a greater chance of achieving their full potential. This in turn will enhance their life choices and chances of future prosperity. We see it as our duty to create and sustain a 'Can Do Culture' in which all our students are able to thrive and flourish. Our primary objective is to 'narrow the gap' and diminish the differences between cohorts of students in terms of their prior ability and attainment. This is why we have made reducing the gap between disadvantaged students and non-disadvantaged students a key part of our appraisal process for all teaching staff, middle and senior leaders, ensuring that our robust accountability measures underpin the Academy's targets and objectives for school improvement. The Academy is committed to enhancing students' experiences whilst in secondary education, not only providing them with opportunities to develop their skills, knowledge and understanding, but also to widen their horizons by providing access to enrichment and SMSC opportunities.

Below is a breakdown of the Pupil Premium funding received, followed by a list of strategies that are used within the Academy to support students in achieving good progress and attainment.

Each year, the total cost of our interventions exceeds the amount of funding received which is used to supplement our commitment to support disadvantaged students.

Pupil Premium Grant Expenditure:

Number of students and Pupil Premium grant (PPG) received:

- Total number of students on roll: 617 (October 18 census)
- Total number of students eligible for PPG: 217
- Total amount of PPG received: £202,428

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year 2018/19 Pupil Premium is an additional grant given to students who:

- Who have been entitled to free school meals (FSM) at any time in the last six years (£935)
- have been in Local Authority care for more than six months (£1900)
- have parents/carers in the armed services, who face particular challenges (£300)

Barriers to Learning

Students in receipt of Pupil Premium funding have a clear and identified gap in academic performance nationally and the funding is intended to help eliminate that disadvantage. Whilst this is a generalisation and certainly does not apply to every student in receipt of funding, there is well researched and incontrovertible evidence that Pupil Premium students are at a disadvantage compared to other students. The students may encounter the following barriers to academic success:

1. **Attendance:** Students cannot learn if they are not at school and low attendance is a major barrier to achievement. Our analysis shows that our Pupil Premium students are less likely to have good attendance.
2. **Attitudes to learning:** Students in receipt of Pupil Premium funding are more likely to become passive or reluctant learners. They are less likely to take risks with their learning and less likely to be resilient when responding to improvement targets. Students in receipt of disadvantaged funding are more likely to engage in off-task behaviours in lessons.
3. **Aspiration and Ambition:** Some Pupil Premium students are less likely to have focused and ambitious career targets to work towards. They are less likely to have plans for post-16 study and often do not value education as a key to a more fulfilling life after school.
4. **Resources:** Pupil Premium students are less likely to purchase optional revision materials such as study guides, have a variety of reading books at home or buy specialist equipment such as sports equipment. As a result, they are also less likely to take part in optional enrichment opportunities.
5. **Difficulties of studying at home:** Some Pupil Premium students have reported that home does not always provide the right learning environment for them either because of a lack of family engagement in education, not having a space to learn or because there are too many distractions at home.
6. **Academic confidence and resilience:** Teachers report that many of our pupil premium students lack resilience when things did not go well and do not have the self-belief that is more common in other pupils. They are less likely to have family role models who have high academic achievement through hard work and determination.
7. **Conduct:** Behaviour analysis shows that pupil premium are more likely to engage in both low level and more serious behaviour incidents. They are more likely to receive both fixed term and permanent exclusions. Teacher observations suggest that Pupil Premium students are more likely to be negatively influenced by other students with poor behaviour; bad behaviour by a few key students can lead to worse behaviour by other around them. The impact of this has been lower attendance via Fixed Term Exclusions (FTEs) and a failure to reach their academic potential.
8. **Prior academic success:** Pupil Premium students have, on average, lower reading and spelling ages than other students. KS2 levels on entry are also likely to be lower. This means that Pupil Premium students are starting their time in secondary school with a measurable disadvantage when compared to other students.

Curriculum Support

Revision sessions for students who are examined are to be held at regular intervals throughout the year. Sessions are provided within the school day, evenings, weekends and during holiday time.

- All students have access to an online Maths resource 'Hegarty Maths' used to set homework and complement their mathematical studies.
- Revision guides are provided for students in Maths, English and Science (and other departments as necessary)
- Directors of English, Maths, Science, Humanities and MFL have been deployed from Delta Academies Trust to support students in making good or outstanding progress and enhance their chances of attaining good GCSE grades.
- Extra English and Maths intervention sessions are delivered by specialist English and maths HLTAs to accelerate improvements in KS4 and address deficits in knowledge that may be holding students back
- Specialist literacy and numeracy support in KS3, including the Accelerated Reader programme along with curriculum time allocated for students in Y7 who have been identified with reading ages significantly below chronological age.
- One to One catch up interventions in Maths and English to improve student performance and life chances.
- Students who qualify for Pupil Premium are also supported with heavily subsidised music lessons and tuition at Hull's prestigious Albemarle Music Centre; this may also involve contributions towards equipment and trips to enhance their learning experience whilst at the Academy
- Bridge provision to provide more tailored curriculum pathways for students to improve student outcomes and performance.
- Students who are disaffected, disengaged or who are perhaps struggling with the traditional school curriculum or environment (or who have a particular wish to explore a more vocational route) are able to access offsite provision.
- We have a service level agreement with GCSE Pod to support students' GCSE revision after school in our Learning Resource Centre and at home
- Mentoring support for identified Y10 and Y11 students from experienced Associate Assistant Principals.

Pastoral Care and Inclusion

The Inclusion Manager, Academy Social Worker, Learning Managers, Teaching Assistants and SENDCo make up a highly skilled and experienced team whose focus is the achievement of all students, especially those facing barriers to learning. Weekly meetings ensure that vulnerable students are making the progress they should and any form of intervention that is needed is in place.

Our Inclusion Team in the Academy's Pastoral Support Unit, comprising of safeguarding, SEND, attendance and pastoral support, works tirelessly to support our students, maintaining strong links with external agency support services. They are an extremely valuable resource and greatly appreciated by the students.

The Bridge

The Bridge is the Academy's SEND base that is led by the SENDCo. Within the Bridge, support is given to students with more complex social, emotional, behavioural and medical issues. It is a safe and supportive space for students who are deemed vulnerable for differing reasons. Tailored, waded interventions are delivered based on students' specific needs.

The Bridge offers a varied and wide-ranging programme of workshops and courses throughout the year including: support with anger management, developing self-esteem and a social skills programme designed to support the most difficult to reach and disengaged students and prepare them for life beyond the school gates.

HeadStart Programme

Students who are vulnerable in terms of low self esteem and who lack confidence and resilience are eligible to participate in the HeadStart Programme. Ultimately the programme is designed to address vulnerable students who may be having mental health or well being issues. A number of students from disadvantaged backgrounds have found the programme has helped them develop valuable interpersonal skills. This has included building and maintaining positive relationships with staff and peers and helped in developing positive attitudes to learning and enabling students to become more resilient.

Peer Mentors

Peer mentoring is a successful and student-oriented strategy which will be running again this academic year. The training and guidance for student volunteers is paid for from Pupil Premium funding. Peer mentors are Year 9, 10 & 11 students who are specifically trained and are positive role models working closely with Y7 and Y8 students, supporting them in a variety of ways. They are trained to listen, support wherever possible and provide advice in a non-judgmental fashion. They are also trained and encouraged to signpost any concerns to specialist support both internally and externally, under the supervision and guidance of the Academy's Safeguarding Lead and Student Services Manager.

Access Arrangements

A member of our staff is trained to assess students for examination access arrangements following JCQ guidelines. This ensures that Pupil Premium students who have individual needs to receive tailored support, allowing them to reach their potential or perform above national expectations. This encompasses Normal Ways of Working and provides students, and their teachers, with the specific support required to enable access to the curriculum.

Uniform and Off-site Visits

- If required, items of uniform, such as berets, caps, trousers and footwear, can be provided to students who are eligible for Pupil Premium and whose families are facing financial difficulty.
- Hull Trinity House Academy provides financial assistance for families and students wishing to attend school trips and excursions in the UK and overseas. Such subsidies ensure that disadvantaged students can benefit from experiences designed to enhance life chances, helping families cope with the financial burden.

Attendance and Student Engagement, Rewards and Recognition

The Academy has a relentless approach in ensuring levels of attendance remain high and conducive to good progress and attainment – the creating of good habits and life enhancing practices play an important part in student development. Improving attendance for all students, particularly for those eligible for Pupil Premium funding, is seen as crucial to maintaining educational standards. Robust and effective tracking, monitoring and intervention systems are in place to support all students in meeting the Academy's ambitious target of 97%.

A full time Attendance Manager is employed to ensure that parents/carers take responsibility for their child's attendance. The Attendance Officer's work is supported by a Local Authority Education Welfare Officer who works with a particular caseload, including Pupil Premium eligible students who become designated as persistently absent. Our inclusive pastoral team, including Learning Managers and a dedicated Social Worker, support students who have low attendance. A financial allocation is available to assist students who may struggle to attend school due to transport or uniform issues.

Pupil Premium funding is used to incentivise students to attend regularly through rewards and student recognition. 'Invisible Good' rewards trips that identify and celebrate positive attitudes to learning and 97%+ attendance are hugely popular and actively motivate students to attend.

Resilience building outdoor pursuits trips, provided by PGL, offer weekend residentials to students eligible for the Pupil Premium. These weekends combine academic study with confidence and team building activities.

Careers Advice and Guidance

The services of careers advisors, **Careers Inc.** have been procured under a service level agreement, working with students from years 9-11. Our Y11 students are provided with 'trial interviews' and receive 'hands on' support with their Post 16 applications. They receive bespoke support and guidance from the Careers Inc service. The Academy enjoys a close collaborative relationship with local KS5 providers, Wyke, Wilberforce, Bishop Burton, Hull College and East Riding College with whom the Academy has an agreement to broaden the curriculum offer for students eligible for Pupil Premium funding.

NCOP funding is effectively utilised in tandem with the Pupil Premium budget to help the raising of aspirations of all students but especially those who may encounter barriers to learning and in doing so creates a sense of deferred gain. Regular careers events such as 'Careers Cafes' and workshops have a positive impact on students.

Reading Programmes

The Accelerated Reader Programme is delivered to all Y7 and Y8 students to improve reading fluency, address nonchronological reading ages, enable access to the curriculum and, ultimately, cultivate an interest in reading for pleasure and love of the written word.

Lexia Reading is used by schools both in the UK and around the world to provide focused and intensive literacy intervention enabling students to improve their reading and literacy. Lexia

Reading's interactive, educational software helps identified students learn to read and thereby more effectively access the wider curriculum. The package will initially be used with KS3 students to develop word attack skills which provide the building blocks for greater reading fluency. The programme is widely acknowledged to support the first steps in developing lifelong literacy.

Specialist Dyslexia Interventions

Identified students will receive specialised dyslexia teaching, intervention and support from specialist qualified staff, with strategies shared with all staff and parents. This will ensure that staff will have greater understanding of the individual needs of students and parents therefore can be confident that their child's needs are being met.

2018 Outcomes for Students including those eligible for the Pupil Premium

