Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Trinity Academy Grammar
Number of pupils in school	940
Proportion (%) of pupil premium eligible pupils	52% (485/940)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	AY2021-22 AY2022-23 AY2023-24
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Charlie Johnson
Pupil premium lead	Emma Cheetham
Governor / Trustee lead	Kate Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 440, 295
Recovery premium funding allocation this academic year	£ 127, 507
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 567, 802

Part A: Pupil premium strategy plan

Statement of intent

What is Pupil Premium funding for?
The Pupil Premium funding we receive is for raising the attainment of pupil premium students. Our PP strategies have been targeted at closing the attainment gap which opened as a result of time out of school during the pandemic. We aim to close the gap in attainment between PP and N-PP students during this academic year.

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

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

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

What is the duration of the strategies outlined in the following policy?
At Trinity Academy Grammar, we adopt long term pupil premium strategies to tackle the challenges that are entrenched in our local communities and will likely take a generation to overcome. The majority of strategies outlined are multi-year strategies but efficacy will be reviewed at the end of each academic year to ensure the strategies are refined, adapted or removed to best meet the needs of our cohort

Challenges

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

Challenge number	Detail of challenge
1	Star reading tests indicate that 67% of students in KS3 have a reading age below their chronological age, and 53% of this cohort are identified as PP.
	24% of students in Y7 to Y10 are working significantly below the norms of their age range e.g. Phonics blending in KS3 and KS4. 57% of this cohort are identified as PP. This contributes to underperformance at GCSE as students struggle to access the demands of GCSE examinations.
2	Student movement is an academic barrier because many have a significant gap due to relocation leading to time on a waiting list to start at a different school. Students then often return to TAG at a later stage within the school year or phase. During the 2021-22 academic year there were 101 school leavers and 72 school joiners. Of those that joined 49 were identified as PP. The lost learning time from students leaving one school and joining roll at another leads to underperformance at GCSE as students struggle to recall and understand the knowledge required at GCSE.
3	Reasonable adjustments are made for students whose primary need is SEMH. However, we still face challenges to help these students regulate and improve their challenging behaviour. We offer a comprehensive package of support for our SEMH cohort which is ever changing based on individual student need. For example, one-to-one interventions with wellbeing teams. 36 students currently have a primary need of SEMH and 25 students, 69%, are PP.
4	Attendance represents a barrier to progress: • TASB PP Absence (2018-19): 9.5% • TASB PP Absence (2019-20): 9.4% • TASB PP Absence (2020-21): 16.3% • TAG PP Absence (2021-22): 10.2% We know this is directly correlated to success at the end of Y11.
5	The behaviour of a minority of students, both pupil premium and non-pupil premium students, is a focus for pastoral and academic staff. Poor behaviour can lead to disengagement and ultimately less successful outcomes at GCSE. In AY2021-22 468 students received one or more days in inclusion (244, 52%, were PP) and 167 students received one or more suspensions (93 students, 56%, were PP). Inclusions are reflective of the percentage of PP students in school. PP students are over represented in the number of students suspended.
6	80% of PP students at TAG come from the most deprived areas in England (*Lowest 30% as per IDACI data*). Students have less resilience, and often lower academic aspirations, than their peers so require additional support in becoming independent learners.
7	Increasing opportunities and broadening pupils' experiences remains a priority for our pupil premium students who have not had the opportunity to take theatre trips, travel within the UK and to read extensively for pleasure.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Challenge	Intended outcome	Success criteria
1 and 2	To develop the next generation of teachers and leaders and improve the quality of T&L so students experience a greater frequency of outstanding teaching over time in all subject areas. This will ensure all students (including disadvantaged students) can meet or exceed their end of KS4 targets as they receive quality first teaching every day.	• At least 95% of staff to be consistently strong teachers. • All ECT to remain at TAG for AY2023/24 (unless there are external factors) • 95+ % positive staff voice about CPD.
1 and 2	Ensure pupils are effective oral communicators.	• At least 95% of staff regularly model good oracy. • At least 80% of students can articulate their learning journey using Learning Links.
1	Increased engagement with reading and improvement in reading ages, including for those with very low reading ages.	• No in school gap between PP and N-PP Reading Ages and these are improving over time.
3	Bespoke Social and Emotional Learning interventions for students identified as SEMH on the SEND register to enable them to self-regulate their behaviour.	• The trend in behaviour shows there are fewer additional needs students repeatedly in inclusion.
4	Improved attendance for Disadvantaged/EAL students.	• No in-school gap between PP and N-PP attendance. • Attendance is at or above NA.
5	Improved engagement in education for students whose behaviour can be a barrier.	• No in school gap in behaviour incidents between PP and N-PP students. • Suspension in line or below NA. • PEx in line or below NA.
6	Equal curriculum opportunities for all students through a comprehensive information, advice and guidance (IAG) process.	• At least 95% of students are happy with their option choices.
6	Disadvantaged students do not fall behind their peers.	• At least 95% homework completion rates for PP students. • No in school gap in attainment between PP and N-PP students.
6	A high quality, smooth transition process.	• All information needed to support SEND and vulnerable students is acquired prior to summer holidays.

6 and 7	Raise the aspirations of students so more go on to study at an appropriate level.	• At least 65% of students go on to study L3 courses post-16, of which 35% are A Level courses. • At least 85% of students show respect through use of 'track'.
7	Broaden the experiences of students through extra-curricular programs and trips.	• At least 75% of parents engage in PCE. • At least 52% of students invited on trips, involved in sports day are identified as PP. • PP students have at least 85% attendance to involve.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 163, 280

Activity	Evidence that supports this approach	Challenge number(s) addressed

Quality opportunities for CPD and QA of all staff. To include:
• Quality time, and money, set aside for CPD for all staff. The focus of CPD throughout the year will be:
  o Reading
  o Modelling
  o Positive Behaviour Support
  o Resilience
  o Response to data collection
• Curriculum CPD time built into the timetable. The focus for this CPD is:
  o Subject pedagogy
  o Subject knowledge
  o Marking and moderation
  o Response to QA
• Rigorous but supportive QA processes which are not graded.
• Bespoke CPD for identified groups e.g. MLs, SLT, ECT, TF, New Academy Staff
	"Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development. Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes." – ***EEF Effective Professional Development Guidance Report***	1, 2, 3, 5 and 6

Equip staff with the skills they need to identify and support students at risk of falling behind their peers through: • Development of data entry processes • Paired Data Entry to ensure practical changes in classrooms to address emerging needs throughout the year. • Development of Curriculum review processes	"Feedback should be a 'recipe for future action'. It is crucial that pupils are given the time and opportunity to use the feedback given to move learning forward." "Using feedback to inform future teaching and learning may not only be confined to a teacher's current class. Indeed, all teachers interviewed in the review of practice explained that they use the feedback they provide to inform how they teach the topic next year. By identifying the feedback they regularly need to give, this informs them of he learning gaps and misconceptions that often arise." – ***EEF Teacher Feedback to Improve Pupil Learning – Guidance Report***	1, 2, 3, 5, 6 and 7

Ensure pupils understand and display the social norms during oral communication through: • All year 7's are trained on 'track me' • Effective staff training for new and current staff to relaunch 'track me'.	"There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives." – *EEF Teaching and Learning Toolkit – Oral Language interventions*	1, 6 and 7

Ensure all pupils are provided with frequent opportunities to develop their lexicon and reading ability through:
• All staff trained on how to deliver high-quality literacy support so that everybody is a literacy role model. This includes training selected staff in:
  o Phonics
  o Comprehension
  o Inference
• Daily repetition of Tier 2 and Tier 3 vocabulary for all students with a view to expanding their lexicon.
• Use of full sentences during oral responses which are audible to all in the room
• Staff regularly challenge the use of fillers in student responses
	"Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils." – *EEF Teaching and Learning Toolkit – Reading Comprehension Strategies*
	
	"Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.
	
	Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning." - *EEF Improving Literacy in Secondary Schools*
		1 and 2

To increase engagement with reading and improve reading ages by: • Library to be open break times and lunch times • Selected staff to conduct small group (a maximum of 1:5) reading interventions. • Showing an active engagement with reading is required as part of graduation (year 7 and year 8). • Compulsory extended reading project for KS3 students with high reading ages to promote the love of reading in all	"Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils. Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own	1, 6 and 7

curriculum areas. This is opt-in for all other KS3 students. • Rich Reading weeks are mapped across the year with rigorous QA of implementation planned. • A holistic overview of reading development through a multitude of curriculum areas rather than solely in English.	a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts." – *EEF Teaching and Learning Toolkit – Reading Comprehension Strategies*	
Equal curriculum opportunities for all students through a comprehensive information, advice and guidance (IAG) process. • 1:1 interview with all Y9 students following a PCE to ensure appropriate options subjects are selected. • 2 workplace visits linked to options subjects for all Y10 students (this may be a virtual tour). • Priority careers interviews for students identified as 'at-risk' in Y11. • Implantation of the Gatsby Benchmarks within the curriculum.	"While the experimental literature on careers education is weak, it can be seen in the context of stronger related literature. Longitudinal studies suggest that the way in which teenagers think about their futures in education and employment has a significant impact on what becomes of them as working adults. Teenagers who have effectively underestimated the education required for their desired profession, for example, are statistically more likely to end up NEET. In addition, young people from poorer backgrounds are more likely to have career aspirations that are misaligned with their educational ambitions." – *EEF Careers Education - Internal Literature Review July 2016*	2, 6 and 7
Ensure that all students make good academic progress to en-sure that they have as many op-tions as possible for their post-16 education by: • Daily after school 'P6' sessions to provide students with an addi-tional hour with a subject special-ist for all students in Y11 • Homework folders are created for all students with work relevant to their KS.	"The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. The impact is also slightly lower when school time is extended in secondary school." – *EEF Teaching and Learning Toolkit – Extending the School Day* "The average impact of homework in secondary school is an additional 5 months over the course of a year. Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on… Pupils eligible for free school meals typically receive additional benefits from homework." – *EEF Teaching and Learning Toolkit - Homework*	6 and 7

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

Budgeted cost: £ 116,119 (+£ 127, 507 for NTP and tutoring)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support students with a very low reading age to make progress towards their chronological age by: • SEND Specialist Support teacher has been employed to work with the students in KS3 who have the lowest reading ages. • A consistent TA to support in class and provide small group reading interventions through-out the week.	"The progress of PP students at KS3 as a barrier to achievement later in school." - *Key Stage 3: the wasted years? Ofsted (2015)* "Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver." – *EEF Teaching and Learning Toolkit - Teaching Assistant Interventions*	1, 2 and 6
Ensuring disadvantaged students do not fall behind their peers through: • Student tracking and monitoring of progress through all weekly cobra meetings. • After school 'Achieve' sessions to target under achievement. • Employment of Curriculum Tutors to allow for small group intervention/more targeted classroom support. • Use of NTP tuition to offer bespoke support for students identified as at risk of falling behind their peers	"Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum." - *EEF Teaching and Learning Toolkit – Small Group Interventions*	2 and 6
To improve the engagement with education for students who have attendance or behaviour as a barrier through: • Bespoke mentoring by YL, DYL and the attendance team for PA students. • Alternative provision is offered to teengage students with education where appropriate e.g. Focus Training and College Placements. Where this is external to the Academy SLT will visit to ensure students are receiving a good education.	Attainment data for TAG in AY2018-19 and AY2021-22 data shows a clear link between attendance and the progress students make. "The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome." – *DfE - The link between absence and attainment at KS2 and KS4 March 2016*	3, 4, 5 and 6

• Alternative provision placements are selected carefully to ensure next steps for education are clear in a bid to prevent students becoming NEET.		
Development of bespoke EAL provision for band A, B and C students which aims to accelerate language acquisition through: • Bespoke provision with a focus on phonics for band A • Bespoke provision for band B which gets students 'mainstream ready' • Wrap around pastoral support to help students learn school routines • CPD for staff to provide support for band C students when they return to mainstream lessons	"Attainment is affected by English language proficiency. Children with EAL have widely varying levels of English proficiency; some have no English and some are fluent multilingual English-speakers; some may have lived in English-speaking countries or have been educated in English throughout their childhood. Attainment is affected by first language. There are marked differences between, for example, Tamil and Chinese speakers who perform better than Pashto and Turkish speakers irrespective of when they arrive in the system. Prior education and where they live in England all impact on attainment." – ***The Bell Foundation - Educational Outcomes of Children with English an Additional Language***	1, 2, 4 and 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 164, 611

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance for Disadvantaged/EAL students by: • CPD for Tutors for improved student level challenge of absence through Attendance Support Plans (ASP) • Termly QA of ASPs by YL and SLT • Daily SLT and LAO QA of sessions absence information to ensure that attendance remains a priority, in particular for PP/EAL students. • Home visits (by Attendance and EAL engagement officers) to bring students in where possible, even if they access lessons through the attendance base	Attainment data for TAG in AY2018-19 and AY2021-22 data shows a clear link between attendance and the progress students make. "The analysis of the link between overall absence (and individual reasons for absence) and attainment when taking prior attainment and pupil characteristics into account showed that, for each KS2 and KS4 measure, overall absence had a statistically significant negative link to attainment – i.e. every extra day missed was associated with a lower attainment outcome." – *DfE - The link between absence and attainment at KS2 and KS4 March 2016*	2 and 4

Improving engagement in education for students whose behaviour can be a barrier by:
• Monitoring of students' times in inclusion to allow for early intervention where appropriate e.g. the use of the Arc, Bridge and CONNECT to reduce the risk of PEx.
• Additional needs meetings between APs, Wellbeing Team, Alternative Provision Coordinators and SENDCO. Examples of interventions considered are:
  o Internal wellbeing
  o Noah's Ark referral
  o CAMHS referral
  o Invictus referral
  o Human Kind referral
  o Equine therapy
  o EP instruction
  o SEND Cluster support
	"The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes." – *EEF Teaching and Learning Toolkit – Behaviour interventions*
	
	"Supportive relationships are a key motivation for teachers joining the profession, and happily, both teacher and pupil surveys show that teachers usually have positive relationships with students. Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour. In settings where multiple adults frequently work with individual pupils, effective communication between those key adults is important" – *EEF Improving Behaviour in Schools Guidance Report*
		2, 3 and 5

Bespoke support for students identified as SEMH through:
• Review of the SEND provision through SEND parental consultation evenings three times per year.
• Small group/1:1 intervention with the PM/PWMs/Wellbeing Team so students feel well supported and can thrive socially and academically.
• Developing links with external providers to allow the internal wellbeing and YL teams to offer more early interventions.
  o Open Minds
  o Noah's Ark
  o Invictus
  o Human Kind
	"The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school." - *EEF Teaching and Learning Toolkit – Social and Emotional Learning*
	
	"A UK study published by the Department for Education (DfE) found that pupil wellbeing predicted their later academic progression and engagement in school. For example, pupils with better emotional wellbeing at age seven had a value-added key stage 2 score 2.46 points higher (equivalent to more than one term's progress) than pupils with poorer emotional wellbeing." – *PHE - The link between pupil health and wellbeing and attainment Nov 2014*
		3, 4 and 5

Broaden the experiences of students through extra-curricular programs and trips by: • Relaunch of the 'Involve' extra curricular program. • Trips are mapped across all subjects to ensure all students have yearly opportunities for trips. • If funding for trips is problematic for a PP family this is further subsidised or the cost is covered. • PP students are not disadvantaged from accessing experiences which open up the social hinterland as they are further subsidised or paid for.	Student level data would suggest that PP students at TAG are not gaining as much access to these experiences as Non-PP students nationally.	6 and 7

A high quality, smooth transition process is facilitated through:
  o Primary support in Y6 by the SEND team for students who may have complex needs.
  o 1:1 meetings or tours by the SEND team.
	"SEN support should include planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information should be shared by the current setting with the receiving setting or school. The current setting should agree with parents the information to be shared as part of this planning process" - *Special educational needs and disability code of practice: 0 to 25 years Jan 2015*	3, 4 and 5

Raise the aspirations of students so more go on to study at an appropriate level by: • Visits or talks given by post-16 providers • Visits to HE institutes for Y11 students • Regular discussions of careers linked to the curriculum (week 5 of each term)	Destinations data for 2019-20 showed that a number of students who obtained L2 qualifications went on to start a course that was also L2 showing a need for increased careers guidance. "Some emerging findings about the features of particularly effective careers education practice have been identified. Given the relative weakness of the evidence and the variability of the interventions identified, these findings should not be treated as definitive. However, we believe that features of effective practice include: • career exploration—giving shape to one's own career path by exploring the options for study or work; • career dialogue—young people having meaningful conversations with teachers, parents or carers, employers and employees, alumni, and trained and qualified career development professionals; • career conversations in the workplace—giving students exposure to, and experience of work in real-life situations." - *EEF Careers Education - Internal Literature Review July 2016*	2, 6 and 7

Total budgeted cost: £ 571, 517

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

No in school gap between PP and N-PP attainment

The data below provides a summary of our students' 2022 GCSE results. Please note these results are not comparable to previous years and do not reflect the true performance of students in the cohort due to changes in the DfE methodology in calculating the summary of measures meaning that any grades achieved in 2021 have been excluded from the summary.

At TAG every decision which is made regarding academic progress is made with the best interest of our students at the forefront; as such, at the end of year 10 in 2021 students achieved excellent results in subjects which fill the open basket. This allowed more curriculum time in year 11 to be given to English, French and Humanities. The grades achieved in the exams they sat in 2021 are not shown in the summary below which has led to the 'Open Basket' having a negative progress 8 as opposed to a positive one.

The published measures show students who are disadvantaged have an average P8 of -0.51 in the AY2021-22. Students have a gap of -0.62 to non-disadvantaged students at TAG. Disadvantaged students were more severely impacted by the Covid pandemic and this is what has led to the significant gap despite all interventions which were put in place to disproportionally support our disadvantaged students who had struggled during, and after, the pandemic.

Name	Count	KS2	Eng P8	Mat P8	Ebacc P8	Open P8	P8
All	148	100	0.60	-0.05	0.06	-1.22	-0.22
PP	78	98	0.24	-0.22	-0.33	-1.47	-0.50
N-PP	70	102	1.00	0.13	0.50	-0.95	0.10
Gap	-	-	-0.76	-0.35	-0.83	-0.52	-0.60

The support put in place to give students more curriculum time in English, French and Humanities helped students to make positive progress in these areas. P6 and access to NTP supported disadvantaged students (NTP maths analysis shows that those without a tutor made 5.4% progress between trial exams and GCSE where as those with made 7.4% progress). These interventions will therefore continue into AY2022-23.

Masters of Recall data is shown in the table below for T1 and T6. The data shows that disadvantaged students were on average 13.9% higher in T6 than T1. This shows that students are acquiring more intended disciplinary knowledge over time.

Group	T1 (%)	T6 (%)
All	49.0	63.1
N-PP	52.6	66.8
PP	45.5	59.4
Gap	-7.1	-7.4

Whilst disadvantaged students are benefitting from the regular homework, with a set structure, so are their non-disadvantaged peers. In a bid to further support disadvantaged students a homework club has been launched as part of the Involve programme at KS3 in September 22 and students are encouraged to join through conversations with parents and students.

At least 95% of staff to be consistently strong teachers
During the T2 curriculum review data 92% of teaching staff were consistently strong. Following feedback and CPD by T6 96% of teaching staff were consistently strong. 89% of teaching support staff were identified as consistently strong. This ensures students are being given high quality lessons which aim to close the attainment gap by providing the correct support for all students.

The same mechanisms which were in place in AY2021-22 for new starters will be implemented in AY2022-23 as the impact was evident in teaching strength. CPD will continue for support staff to ensure the strength in the team reflects that evident in teaching staff.

All ECT to remain at TAG for AY2022/23 (unless there are external factors)
All staff who had a contract to complete the entire ECT process remained with us. We did have 3 staff leave after ECT year 1. One member of staff was on a temporary contract for maternity cover and the other two members of staff were TF and were only contracted for their initial training and ECT year 1. Retention of staff who have been highly trained, with bespoke CPD to ensure they understand the challenges our students face and how to support, gives students the best opportunities to improve their attainment as they are receiving an excellent education.

95+ % positive staff voice about CPD
In staff voice in June 2022 100% of staff say that their curriculum CPD sessions are having a direct impact on their practice and 100% of staff say that whole-school CPD is well-researched and focused on the right areas of academy life. This indicates that CPD is helping staff to understand the challenges our students face and equipping them with the relevant skills to support students to improve attainment.

At least 51% of students targeted through Focus 3 will be disadvantaged in a bid to close the attainment gap

Review of Focus 3 students at the end of the academic year showed that 65% of students selected were identified as disadvantaged. The purpose of Focus 3 was to bring extra focus to the students so they were prioritised for increasing engagement in lesson. With no difference in the attainment gap between PP and N-PP for MoR data and a gap at KS4 this would show that the strategy had limited impact and will not continue in AY 2022-23.

At least 95% of staff regularly model good oracy

Data collection in T2 showed that 37% of pupils spoke with good audibility and clarity – when pupils failed to do this they were encouraged by their teachers to correct this 87% of the time.

By improving the social skills of students we provide them with the skills they need to move on to appropriate, and ambitious, education providers post 16 and beyond. As data collection shows good oracy is not yet embedded with the whole cohort it will remain a focus for AY2022-23.

At least 80% of students can articulate their learning journey using Learning Links

T3 data collection shows 77% of students can use the learning links to articulate their learning journey – a 7% improvement on T1. This strategy will continue into the academic year 2022-23 to further secure the knowledge and understanding of students in order to help students make links between existing schema. This will ultimately help close the attainment gap once embedded.

No in school gap between PP and N-PP Reading Ages and these are improving over time

Reading ages at the start of AY2021-22 showed that 75% of students were reading below their reading ages. By the end of the academic year these statistics had improved to 67% of students reading below their reading age. During the year the approach to daily reading interventions, Role Model Reading, was redesigned to ensure a more targeted and consistent delivery as the same teacher would deliver the daily intervention. Students are now placed into one of three interventions for a 20 minute daily session. Students who are identified as strong readers have an inference class, those just below their reading ages are in comprehension classes and those with reading ages well outside of their age-related norm are in phonics intervention. This strategy will continue into AY2022-23 as emerging impact is positive and more students are beginning to meet age related expectations in reading which will help them to access GCSE examinations, post-16 education and beyond.

At least 95% of students are happy with their option choices

Awaiting student voice.

Student voice in the use of Microsoft Teams is at least 85% positive

In T4 90% of students agreed or strongly agreed that they feel confident in accessing MSCT. In T4 81% of students agreed or strongly agreed they felt confident in accessing work in the classroom materials folder. In T4 90% of students said that they agreed or strongly agreed they were confident in sending an email to a teacher to ask for support at home if required.

We will continue to use MSCT as a mechanism to encourage students to work independently and to offer a provision for KS4 students in inclusion and any student in the first 5 days of a suspension. Work will continue to be regularly QA'd by CLs throughout the year.

No in-school gap between PP and N-PP attendance and Attendance is at or above NA

Although COVID impacted significantly on attendance this year, with significant interventions we have been able to raise attendance to 90.4% which is expected to be at or above national figures as is the case for all significant cohorts throughout the full academic year. For all students, with Covid, their average attendance was 88.31%, this adjusted to minus the Covid absence would have been 88.85%. The average attendance for disadvantaged students, with Covid, was 84.33%, minus covid absence would have been 87.94%. Attendance of students with English as an additional language, with Covid, was 82.76%, compared to 86.16% without.

210 students had more than 5 days off with Covid, 106 students had more than 10 days off with Covid.

Attendance will continue to be a focus in AY2022-23 as the more time students spend in school engaged with learning the more likely they are to attain at GCSE and have better life chances after education.

No in school gap in behaviour incidents between PP and N-PP students

In AY2021-22, in terms of inclusions, there was a 59% to 41% split between PP and N-PP students respectively. This shows a slight over representation of PP students in in-clusion as 51% of the AY2021-22 cohort were identified as PP. Suspensions had a split of 74-26 for events and 75-25 for days (PP - N-PP). This shows that PP students are over represented in suspensions. In order to further develop our offer to address be-haviour in our PP cohort we will be commencing:

- Headway mentoring to have a focus on PP students who have demonstrated historical repeated behaviours resulting in inclusion/suspensions.
- BSP (Behaviour Support Plans) will be targeted to PP students to try and reduce the gap between inclusion events.
- Rewards are better advertised in the academy and are achievable for all students to encourage improved behaviour.

Reducing the number of students repeatedly in inclusion will continue to be a focus in AY2022-23 as the more time students have in lessons the higher their attainment is

likely to be. Correcting behaviour will also mean that students meet the social norms expected opening up more opportunities post-16 and in later life.

Suspension in line or below NA
Suspensions across Calderdale were up by 275% during the academic year. Suspensions at TAG were up by 149% in AY2021-22. Whilst this is a significant increase in the number of suspensions at TAG the local data shows that the increase is below the local picture.

Work will continue with the pastoral team, wellbeing team and external services in order to reduce the number of suspensions. The more time students have in lessons the higher their attainment is likely to be. Correcting behaviour will also mean that students meet the social norms expected opening up more opportunities post-16 and in later life.

PEx in line or below NA
TAG's rate of PEx in AY2021-22 was 1.68 we won't get NA figures for comparison until July 2023, however we were below NA in 18-19 and 19-20, but 9x greater in 20-21. In order to reduce the number of PEx in AY2022-23 we will use St Giles' Trust mentoring to build understanding in students around the consequences of PEx. For students whose behaviour is not changing a new offsite Trinity owned provision, Trinity Academy Carlton Mill (TACM) will be opened in AY2022-23. This aims to re-engage students with education, and explicitly teach behaviour alongside a reduced curriculum. The aim is to help students to feel success in school with the long-term aim of re-integration into mainstream education. Finally, we will re-launch the T2X programme to support students who could become at risk of PEx through regular meetings between YL, SLT, student and parents to identify barriers and take steps to overcome them.

The trend in behaviour shows there are fewer additional needs students repeatedly in Inclusion
Inclusion figures indicate strongly that our systems and process have a significant impact on behaviour as students move up the school. Inclusion rates have dropped 15% over the academic year. This work will continue as the more time students spend in lessons, and displaying behavioural norms, the more likely students are to be successful in later life.

At least 95% homework completion rates for PP students
The homework completion rates for KS4 students are shown in the table below:

Year	T1	T2	T3	T4	T5
10	81%	86%	90%	86%	86%
11	95%	93%	93%	88%	93%

More work is to be done on the launch of homework with Y10 and addressing issues with non-completion earlier as the rates are much lower.

Homework systems at KS3 have also been amended to bring them in line with the expectations of homework at KS4. All students must provide evidence of their independent revision (rather than relying on 70% pass mark). This is to be implemented following a successful trial with Y9 in T4 to T6 in AY2021-22.

Homework will continue to be a focus in AY2022-23 as it is a mechanism which supports students in developing resilience and independent study skills. These skills will be essential to facilitate students in moving on to post-16 education, employment or training.

At least 51% of students invited on trips, involved in sports day are identified as PP
Experiences that are linked to the curriculum are planned across all year groups. This includes work-place visits for Year 10 students and various post-16 destinations for Year 11 students.

All students have benefitted from the offer of external trips and visits linked to a variety of curriculum foci. This has ensured that the proportion of students offered trips is equitable and those that are identified as PP have benefitted in line with their non-PP peers. Where PP students have been unable to pay for trips these have been heavily subsidised, of fully funded, by school to ensure students do not miss out. This is a strategy which will continue in AY2022-23 as trips not only provide access to education outside of the classroom, they also open opportunities for students to access the social hinterland which is important for them to feel comfortable and be successful in later life.

At least 65% of students go on to study L3 courses post-16, of which 35% are A Level courses
Awaiting data to be published.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

The statement above is a working document and may be updated at any time.