

Treviglas Academy Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Treviglas Academy
Pupils in school	984
Proportion of disadvantaged pupils	24.2%
Pupil premium allocation this academic year 2021-22	£198640
Pupil premium allocation this academic year 2022-23	*to be updated at the beginning of October 2022
Academic year or years covered by statement	2021-23
Publish date	September 2021
Review date	February 2022 (complete) May 2022 (complete) September 2022 (complete) October 2022 February 2023 May 2023
Statement authorised by	Michelle Dunleavy
Pupil premium lead	Rebecca Drake

Disadvantaged pupil performance overview for last academic year (results for 2018/19 cohort)

Progress 8	-0.51
Ebacc entry	6%
Attainment 8	33.7
Percentage of Grade 5+ in English and maths	12%

Disadvantaged pupil performance overview for last academic year 2021/22 (provisional)

Progress 8	-0.34
Ebacc entry	19%
Attainment 8	39.48
Percentage of Grade 5+ in English and maths	32%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 23
Attainment 8	Achieve national average for attainment for all pupils	Sept 23
Percentage of Grade 5+ in English and maths	Achieve national average English and maths 5+ scores	Sept 23
Other	Improve Persistent Absence to below the national average	Sept 23

Teaching priorities for current academic year

Measure	Activity
Priority 1	Develop teacher feedback, alongside embedding the Treviglas lesson structure, to improve student learning across the curriculum (reference EEF: Teacher Feedback to Improve Pupil Learning; Rosenshine's Principles of Instruction)
Priority 2	Buy-in and embed Accelerated Reader across KS3, together with staff CPD with a focus upon literacy, to increase reading for pleasure and support the development of extended reading and writing across the curriculum (reference EEF: Improving Literacy in Secondary Schools)
Barriers to learning these priorities address	Literacy levels and reading ages
Projected spending	£70,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy interventions across KS3 for low attaining disadvantaged pupils. This will include the appointment of an English Teaching Practitioner to support the delivery of this intervention (reference EEF: Improving Literacy in Secondary Schools)
Priority 2	Targeted intervention, including academic tutoring, for students who have gaps in knowledge, particularly as a consequence to school closure. Focus to begin with core subjects but also consider gaps across the curriculum (reference EEF: The EEF guide to supporting school planning)
Barriers to learning these priorities address	Low literacy outcomes. Low parental support and access to technology
Projected spending	£85,640

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop a Personal Development intent, with consequent staff CPD upon implementation, to support all students, but particularly the disadvantaged, in being able to access opportunities to support the development of their character and culture to include a particular focus upon careers education (reference: EEF character and essential life skills; character education framework)
Priority 2	Further develop the role of the tutor, Head of Year and systems around attendance to support the early identification and consequent support for disadvantaged

	students (reference: EEF putting evidence to work – A School’s Guide to Implementation)
Barriers to learning these priorities address	Gaps in learning due to school closure and/or absence. Access to opportunities due to financial cost and low parental support
Projected spending	£43,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development Considerations of staff workload in the giving of certain types of feedback	INSET and meetings calendar allowing professional development to be embedded throughout the year CPD to be based upon strategies evidenced by the EEF, which include an emphasis upon time-efficient feedback
Targeted support	Some students may not be able to access after school support sessions Some students may not be able to access technology	Use of the National Tutoring Programme to support students who require additional intervention and who are unable to access this within school Audit of students’ access to technology to be completed to identify where students need support to access devices. Devices to be loaned from the school
Wider strategies	Ensuring enough time is given to develop the role of the tutor and therefore to continue to build upon the home school partnerships	Clear systems and processes in place to ensure that communication is consistent and prompt

Review: last year’s aims and outcomes

Aim	Outcome
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	In the last published data, the progress of disadvantaged students was in the top 28 th centile. Teacher assessed grades in 2020 and 2021 showed further improved progress of disadvantaged students, consequently suggesting that progress for disadvantaged students was likely to be in the top quartile nationally
Achieve national average for attainment for all pupils	In 2019, the A8 score was 2.4 points below the national average for all students and 12.8 points below for disadvantaged students. Over the last two years, the A8 has continued to improve (all – 50.4,

	disadvantaged – 39.68), demonstrating the impact of the strategy, although this will not be able to be measured against national until 2022.
Achieve average English and maths 5+ scores for similar schools	In the last published data, 36% of all students in 2019 achieved English and maths 5+ and 12% of disadvantaged students. This has been an area of focus, as reflected in the PP Strategy for 2020-21. Teacher assessed grades for 2021 show improvement in this area, with 49.3% of all students and 35.7% of disadvantaged students achieving this. However, whilst significantly improved, the disadvantaged figure points to continued focus in this area.
Improve Persistent Absence to below the national average	Not achieved – the persistent absence for disadvantaged students is significantly above the national average. Consequently, this remains a priority for 2021-22 following the evaluation of the impact of current strategies.