

# Trafalgar School - Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Trafalgar School
Number of pupils in school	895
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	Termly
Statement authorised by	A.Ghose
Pupil premium lead	A.Dudman
Governor / Trustee lead	J. Bennett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£307,501
Recovery premium funding allocation this academic year	£47,287
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£354,788

## Part A: Pupil premium strategy plan

### Statement of intent

***RRSA article 28: Every child has the right to an education. Secondary education must be available to every child.***

The Team Trafalgar ethos, fostered in every member of the community, inspires pupils to exceed expectations, regardless of whether they are disadvantaged or not. As a UNICEF Rights Respecting school, every child's individual needs are at the core of what we offer academically and beyond the curriculum. For disadvantaged students, this means ensuring equity of access so that everyone, irrespective of background, receives quality first teaching in order to reach their full potential in school and leave us as confident, well-rounded participants in society. As a part of our community ethos, all stakeholders are committed to the development of the whole child and, where necessary, bespoke programmes ensure that pupils receive what they need whether that be linked to curriculum; extra-curricular and cultural capital; well-being and SMSC; or SEND. Addressing disadvantaged students' needs on an individual basis ensures that all learners at Trafalgar School have access to the outstanding education they deserve and that, through exceptional academic progress, they can successfully transition to post 16 provision and beyond.

**Inclusion: Trafalgar School is ambitious and inclusive of all students with personalisation at the heart of our offer.** Marking policies prioritise feedback first for disadvantaged pupils so that regular, good quality feedback contributes towards closing the gap. CPD courses for staff explicitly link research and pedagogy to maximise outcomes for all disadvantaged pupils. The Chromebook scheme ensures that all pupils have access to technology, to enhance their learning and to create responsible, competent digital citizens.

**Respect: At Trafalgar school we have high expectations of all students, providing all with opportunities to learn how positive relationships are created and maintained.** Our restorative approach and house system provide opportunity for students to learn the behavioural skills required for living. Our vulnerable students will develop high expectations of themselves and embed our core values through our three school rules: Be ready. Be respectful. Be safe.

**Resilience: The development of student's literacy is at the forefront of our offer as we understand how high levels of reading and oracy can bridge cultural capital deficits and improve students' educational outcomes and life chances.** We ensure that disadvantaged pupils access challenging texts across subjects, high quality interventions and read for pleasure.

**Aspiration: all pupils are engaged in a range of extra-curricular opportunities including: trips, work experience, college and university visits and work with external agencies where necessary.** To ensure equity of access, disadvantaged students are supported and encouraged to take up opportunities outside their comfort zones, including personalised FE and HE pathways. Personal Development days include bespoke transition programmes which ensure that all disadvantaged pupils know what FE opportunities are available to them post 16. One third of the participants on all trips and extra-curricular activities should be disadvantaged pupils. This proportional representation ensures equity of access to all experiences beyond the classroom.

**Community: through our house system and vertical streaming, students experience a sense of belonging and see the important contributions they can make towards a community with shared values.** High challenge and responsibility is balanced with support to create a team ethos of ambition and success. The core rationale of our Community Circles is to build relationships, to create a sense of belonging and to safeguard our community.

# Challenges

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

Challenge number	Detail of challenge															
1	<p><b>Literacy</b></p> <p>Year 9-11:</p> <p>Our prior attainment indicators show many students as leaving primary school with significantly below average scaled scores against national data, such as Year 10 and 11 cohorts which range from - 8 to -16% below national average for reading, writing and mathematics, alongside our Year 9 year group which is classified as ‘well below national average’ in these measures.</p> <p>Year 7-8:</p> <p>GL Assessment figures show that on entry to Year 7, less than 50% of our cohort (for the last two years) have reading scores in line with their chronological age.</p> <p>The chart below shows the average GL assessment scores for disadvantaged students (with 100 being the average standardised score) and the percentage of disadvantaged students in each cohort who were below age-related expectations when they joined the school:</p> <table><tr><th>GL Exact</th><th>Year 7</th><th>Year 8*</th></tr><tr><td>Word Recognition</td><td>92.3 average (67% Below)</td><td>93.4 (68% Below)</td></tr><tr><td>Reading Comprehension</td><td>86.8 average (84% Below)</td><td>94.8 (76% Below)</td></tr><tr><td>Reading Speed</td><td>84.0 average (90% Below)</td><td>92.8 (72% Below)</td></tr><tr><td>Spelling</td><td>94.10 average (69% Below)</td><td>94.7 (54% Below)</td></tr></table> <p><i>*Year 7 data on entry for direct comparison to 2021 intake.</i></p> <p>It is also evident that the reading gap has widened as a result of Covid and the lack of opportunity/ engagement of these cohorts during lockdown.</p>	GL Exact	Year 7	Year 8*	Word Recognition	92.3 average (67% Below)	93.4 (68% Below)	Reading Comprehension	86.8 average (84% Below)	94.8 (76% Below)	Reading Speed	84.0 average (90% Below)	92.8 (72% Below)	Spelling	94.10 average (69% Below)	94.7 (54% Below)
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2	<p><b>Oracy and Vocabulary</b></p> <p>Assessments, learning walks, lesson observations and student voice activities have highlighted that oracy and vocabulary are key priority areas for development for students, in particular for those that are disadvantaged. The EEF reports that those with oracy and literacy deficits will make considerably less progress (5 months and 6 months for those that are disadvantaged) than their peers.</p>															
3	<p><b>Cultural Capital</b></p> <p>Many of our students, particularly those that are disadvantaged, lack the opportunities and access to enrichment opportunities outside of school. Within school, Activities Week and</p>															

	club figures show that, on average, a much smaller percentage of disadvantaged students access these opportunities in comparison to their peers. As a result, the cultural capital deficit impacts the progress of key groups, especially disadvantaged students.
4	<p><b>Attendance</b></p> <p>Figures show that for the three years prior to the pandemic, attendance among our disadvantaged students was between 2.9 - 3.54% lower than for non-disadvantaged students. This gap has now widened to between 5.77% and 6.95% following the pandemic.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting the progress of disadvantaged students.</p> <p><i>Note - during lockdown periods, student attendance to online lessons was significantly lower amongst disadvantaged students (30% of our school community), which has caused significant knowledge gaps.</i></p>

## 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.

Intended outcome	Success criteria		
	21/22	22/23	23/24
<b>To improve attainment</b> for all students and among disadvantaged pupils across the curriculum, with a particular focus on <b>core subjects</b>	Year 11 FFT50-20: 9-4 Eng and Maths:57-65% 9-5 Eng and Maths:27-45% <ul style="list-style-type: none"> <li>Year 7-10 FFT20 (70% O/A)</li> <li>Disadvantaged gap reduced to 5% or less</li> </ul>	Year 11 FFT20: 9-4 Eng and Maths: 74% 9-5 Eng and Maths: 43% <ul style="list-style-type: none"> <li>Year 7-10 FFT20 (70% O/A)</li> <li>Disadvantaged gap reduced to 4% or less</li> </ul>	Year 11 FFT20: 9-4 Eng and Maths:70% 9-5 Eng and Maths:34% <ul style="list-style-type: none"> <li>Year 7-10 FFT20 (70% O/A)</li> <li>Disadvantaged gap reduced to 3% or less</li> </ul>
<b>To improve literacy skills</b> for all students and among disadvantaged students	GL Exact data demonstrates significant annual improvements in the following areas: <ul style="list-style-type: none"> <li>Word recognition</li> <li>Reading comprehension</li> <li>Reading speed</li> <li>Spelling</li> </ul> School Voice 21 certification		
<b>To improve attendance</b> for all students, particularly those that are disadvantaged, and <b>reduce the percentage of PAs</b>	Attendance target: 95.5-96% <ul style="list-style-type: none"> <li>Disadvantaged gap reduced to 5% or less</li> <li>PA target: less than 11%</li> </ul>	Attendance target: 97% <ul style="list-style-type: none"> <li>Disadvantaged gap reduced to 4% or less</li> <li>PA target: less than 10.5%</li> </ul>	Attendance target: 97% <ul style="list-style-type: none"> <li>Disadvantaged gap reduced to 3% or less</li> <li>PA target: less than 10.5%</li> </ul>
<b>Improved engagement in extra-curricular activities and trips</b>	The percentage of disadvantaged students accessing extra curricula clubs and trips is strategically mapped and encouraged by all Middle Leaders – min 20%	Disadvantaged students make up 20-25% of extra curricular clubs / trips to represent the school community.	Disadvantaged students make up 25-30% of extra curricular clubs / trips to represent the school community.

## 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: £107,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High Quality Teaching and Learning</b></p> <p>Comprehensive CPD programme in place for all staff, focussing on newly developed T&amp;L Trust Principles based on Rosenshine's principles of instruction</p> <ul style="list-style-type: none"> <li>• Challenge for all</li> <li>• Feedback for learning</li> <li>• Literacy for life</li> <li>• Stickability</li> <li>• Responsive teaching</li> <li>• Modelling</li> <li>• Fostering a love of learning</li> </ul>	<p><i>"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them... Mechanisms are the core building blocks of professional development. They are observable, can be replicated, and could not be removed without making PD less effective. Crucially, they are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice."</i></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Other examples include:</p> <ul style="list-style-type: none"> <li>• The Teacher Toolkit (EEF)</li> <li>• The Power of feedback (University of Reading)</li> <li>• Flash Feedback – Matthew Johnson</li> <li>• UCL Centre for Longitudinal Studies – evidence that silent, independent reading contributes towards vocabulary and de-coding skills. "The link between reading for pleasure and better vocabularies suggests that if young people are encouraged to discover a love for books, it could alter the course of their lives, regardless of their background."</li> <li>• Diagnostic assessments (GL Exact and Lexia)</li> <li>• HISP research article on the impact of KO - <a href="https://researchschool.org.uk/hisp/news/ko-how-did-we-get-here">https://researchschool.org.uk/hisp/news/ko-how-did-we-get-here</a></li> </ul>	1, 2, 3, 4
<p><b>Comprehensive professional development programme for staff at all levels</b></p>	<p><i>"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap... 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."</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1, 2
<p><b>Voice 21</b></p> <p>Comprehensive CPD programme in place for all staff, focussing</p>	<p><i>"On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school. Widening from just a few months aged six, to five years' difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties..."</i></p>	1, 2

<p>on developing children's spoken language and their ability to express their thoughts.</p> <ul style="list-style-type: none"> <li>Physical</li> <li>Linguistic</li> <li>Cognitive</li> <li>Social and Emotional</li> </ul>	<p><i>For Voice 21, oracy is at the intersection of curriculum and pedagogy; it is both learning to and through talk. It is a set of teachable skills essential for life (learning to talk) and a teaching methodology in which talk is used as a tool for learning (learning through talk)."</i></p> <p><a href="https://voice21.org/">https://voice21.org/</a> .</p> <ul style="list-style-type: none"> <li>Research article 'State of Speaking in our Schools' mirrors findings at Trafalgar.</li> <li>All party Group on Oracy "Speak for Change" report - oracy improves children and young people's cognitive development and academic attainment, their wellbeing, and life chances by enabling them to develop the spoken language skills necessary to thrive in further education, training and employment.</li> <li>EEF oral language interventions - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></li> <li>EEF recommendation in relation to structured talk - <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></li> </ul>	
<p><b>Literacy Strategies</b></p> <ul style="list-style-type: none"> <li>Let's Think</li> <li>DEAR Time</li> <li>Whole school Big Read</li> <li>Football Stars Reading Programme</li> </ul>	<p><i>"Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing, to employment and finance. In secondary schools, the challenge of improving literacy is fundamental... literacy is key to academic success across the curriculum, and is more important than ever as curriculum reforms place new demands on students and teachers.</i></p> <p><i>EEF recommendations:</i></p> <ol style="list-style-type: none"> <li>1. Disciplinary literacy</li> <li>2. Targeted vocabulary instruction</li> <li>3. Read complex academic texts</li> <li>4. Break down complex tasks</li> <li>5. Combine writing instruction with reading</li> <li>6. Opportunities for structured talk</li> <li>7. High quality literacy interventions</li> </ol> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <ul style="list-style-type: none"> <li>Let's Think - King's College University Research led approach.</li> </ul>	1, 2
<p><b>Standardised Diagnostic Assessments</b></p> <ul style="list-style-type: none"> <li>GL Assessment</li> <li>CAT4</li> </ul>	<p><i>"Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning... When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups."</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf</a></p>	1, 2
<p><b>Timetabling and Teaching Groupings</b></p> <ul style="list-style-type: none"> <li>Additional staffing and HLTAs in English, Maths</li> </ul>	<p><i>"Reducing class size has a small positive impact of +2 month, on average... Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption... The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive."</i></p>	1, 2



and Science enabling more regular, personalised and incisive feedback	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	
<b>Supporting Remote Learning and Enhancing the Digital Curriculum</b>	<p><i>"Though necessitated by Covid-19 disruption, focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning."</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf</a></p> <ul style="list-style-type: none"> <li>• EEF Rapid Evidence Assessment 2020</li> </ul>	1, 2, 4

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

Budgeted cost: £133,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>SEND - Strategic and Targetted Academic Intervention:</b> across a multitude of internal and external units / departments</p> <p>Training, resourcing and specialist staffing for educational and inclusive provision:</p> <ul style="list-style-type: none"> <li>• SEND</li> </ul>	<p><i>"The best provision for pupils with SEND requires coordination across multiple organisations and individuals... Across all schools, the number of pupils with SEND has risen for the third consecutive year. Pupils with SEND are more likely to be eligible for free school meals (28% compared to 13% of pupils without SEND),<sup>7</sup> and may have lower levels of wellbeing... An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils."</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf</a></p> <p>Internal basic characteristics place Trafalgar School as above average for many key indicators both nationally and locally, in particular: FSM6, those needing SEND support or those students with a statement or EHC plan. Specific inclusion units (ARC, Compass and SEND) address the individual needs of our disadvantaged students.</p>	1, 2, 4
<b>Inclusive Provision</b> – allowing for targeted and structured interventions at all levels	<i>"Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully."</i>	1, 2, 4

<p>Training, resourcing and specialist staffing for inclusive provision:</p> <ul style="list-style-type: none"> <li>• Compass</li> <li>• ARC</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	
<p><b>Positively MAD</b> – external intervention company utilised to support students embarking on exams through explicit teaching of revision techniques and metacognition.</p> <ul style="list-style-type: none"> <li>• Revision intervention</li> <li>• Exam technique</li> <li>• Revision materials</li> </ul>	<p><i>“Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.”</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	<p>1, 2</p>



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

Budgeted cost: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Relational Practice</b>  Bespoke whole school CPD to enable staff to drive a school based on the fundamental principles of relational practice. <ul style="list-style-type: none"> <li>Expert training</li> <li>Specialist staff</li> <li>Resourcing</li> <li>Circle time: check in / out</li> <li>Restorative meetings</li> </ul>	Restorative Practice research and findings shows that disadvantaged and vulnerable students learn more from this approach than other punitive methods. <ul style="list-style-type: none"> <li>Mark Finnis <i>Restorative Practice</i></li> <li>EEF - Improving Behaviour in Schools.</li> </ul> <p><i>"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."</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	1, 2, 3, 4
<b>Girls' Network</b>  Mentoring programme linking disadvantaged girls with strong, female role models in local business / industry.	<p><i>"Mentors typically build relationships with young people by meeting with them one to one for about an hour a week over a sustained period, either during school, at the end of the school day, or at weekends... On average, mentoring appears to have a small positive impact on academic outcomes... Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour."</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1, 2, 3, 4
<b>Attendance Strategies</b> <ul style="list-style-type: none"> <li>Increase staffing capacity</li> <li>Training and specialist roles</li> <li>Increasing attendance at breakfast club for all disadvantaged students.</li> <li>Reward schemes</li> </ul>	<p><i>"Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall... and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes."</i></p> <p>EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/attendance-protocol-21092021.pdf">Attendance-REA-protocol-21092021.pdf</a> (<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>)</p>	4
Extra Curricular - opportunity and engagement <ul style="list-style-type: none"> <li>Activities week</li> </ul>	<p><i>"Children from the wealthiest backgrounds are 3 times more likely to take up music classes out of school hours than children from the poorest backgrounds. There is also a 20% participation gap in sport... Children from the poorest families are 3 times more likely to not participate in any extra-curricular activities"</i></p>	3, 4

<ul style="list-style-type: none"> <li>• Clubs</li> <li>• Duke of Edinburgh</li> <li>• Subject specific trips</li> <li>• Prom</li> <li>• PD days</li> </ul>	<p><i>compared to those from wealthier families... Extra-curricular activity is so important for young people, and can be especially advantageous in helping to improve the life-chances of those from disadvantaged backgrounds."</i></p> <p><a href="https://www.gov.uk/government/news/extra-curricular-activities-soft-skills-and-social-mobility">Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)</a></p> <ul style="list-style-type: none"> <li>• The Sutton Trust 'Subject to Background' report.</li> </ul> <p>Families sending their children to Trafalgar School are characterised by relatively low levels of income, home ownership and history of post 16 education. Currently, just over 33% of students receive free school meals, whilst around a third of our intake come from homes in the poorest 25% nationally.</p>	
<p>Chromebook Scheme – providing equity of access to technology, resources and all lessons.</p> <ul style="list-style-type: none"> <li>• Chromebooks subsidies</li> <li>• Internet access</li> <li>• Digital curriculum expansion</li> </ul>	<p><i>"Though necessitated by Covid-19 disruption, focusing on high-quality remote learning will always be valuable for pupils. Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning."</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/The%20EEF%20guide%20to%20supporting%20school%20planning%20-%20A%20tiered%20approach%20to%202021.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf</a></p> <ul style="list-style-type: none"> <li>• EEF Rapid Evidence Assessment 2020</li> <li>• Pre-covid - Bridging the Digital Divide: evidence and advice on remote learning and digital equality.</li> <li>• Education Development Trust.</li> </ul>	4
<p>Careers/NEET support</p> <p>Year 11 Careers Hub:  <a href="https://sites.google.com/trafalgarconnected.com/trafalgarcareershub/home?authuser=0">https://sites.google.com/trafalgarconnected.com/trafalgarcareershub/home?authuser=0</a></p>	<p><i>"Careers education can be crucial in developing the knowledge, confidence and skills young people need to make wellinformed, relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work."</i></p> <p><a href="https://www.cloudfront.net/d2tic4wvo1iusb/SYM873648_Careers-Education-Infographic.pdf">SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>CEIAG policy linked to the Gatsby Benchmarks ensures careers provision.</p>	3, 4

**Total budgeted cost: £355,000**

## 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 2020 to 2021 academic year.

#### Progress and Outcomes

For Year 11 TAGs, a rigorous and robust system for TAG grades was implemented, with GCSE style assessments and standardised marking, leading to the following improvements in outcomes:

- Disadvantaged students either met or were within 5% of FFT50 targets for all English and Maths headline figures,
- Disadvantaged students met FFT20 target for Grade 7-9 English
- All grades were higher than historical results
- Positive results for disadvantaged students accessing Compass provision, including 75% L2 Pass for Hairdressing and Beauty and 100% L1 Pass for Home Cooking

Standardised landmark assessments showed the following positive trends in other year groups, despite the periods of lockdown:

- Year 10: increase of 5% of students On/Above target, with a significant gap improvement from -2% to +2%
- Year 9: increase of 8% of students On/Above target, with a significant gap improvement from -10% to -4%
- Year 8: increase of 6% of students On/Above target, with a gap improvement from -11% to -7%
- Year 7: smaller increase of 3% of students On/Above target, with a smaller gap improvement from -10% to -9%

Core subjects in KS3 are showing significant improvements in the percentage of students On/Above target (SIP aim is 70%)

- Year 7: Maths: 81% O/A, English and Science 65%
- Year 8: English 72%, Maths 73%, Science 78% (positive gap of +9%)

#### Assessment and Intervention

Strong assessment practices are in place for all students, allowing effective curriculum and or teaching and learning interventions to be put in place:

- GL Exact assessments utilised once/twice per year (depending on year group) to track student literacy across all five years – showing improved reading comprehension
- Lexia software used to deliver personalised literacy intervention and showing improvement in word recognition scores
- Speech and language programme showing successful interventions, to be expanded

### Wider Strategies

- Digital Learning: the provision of the loaned chromebook scheme and dongles allowed equity of access for disadvantaged students.
- Attendance: during the pandemic, overall absence rates at Trafalgar School were broadly in line with local secondary schools in 2020-21 and lower than the national figures released during the pandemic – showing more students were accessing learning at Trafalgar School, than the national average. Trafalgar had one of the top two attendance rates to school during lockdown for vulnerable students (looked after / social care involvement), with over 60% accessing face to face provision.

## 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
Revision and Exam Technique Seminar	Positively Making a Difference
Oracy Training and Education	Voice 21

## 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?	