

Transform Trust – Pupil Premium Statement 2022-23

Attainment gaps between pupils from deprived backgrounds and their more affluent peers persist through all stages of education, including entry into higher education. The highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by age seven. The gap widens further during secondary education and persists into higher education. The likelihood of a pupil eligible for FSM achieving five or more GCSEs at A*-C including English and mathematics is less than one third of a non-FSM pupil. A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peer.

Transform Trust believe:

- Quality first teaching is our top strategy for closing the gap
- That children are individuals with a unique set of gifts and talents
- Schools and relevant Champions should focus on overcoming barriers and exploring motivations of the children, growing their learning, skills and aspirations

Transform Disadvantaged Principles:

- An excellent education and the highest expectations for all, regardless of background or barriers to learning
- Disadvantaged Premium should support improved attainment, raised expectations and readiness for life and learning
- High quality teaching and learning should be prioritised over intervention. An intervention culture can lead to disadvantaged children being “someone else’s” responsibility
- Disadvantaged premium should be used to ensure children access excellent teaching and learning every day
- Disadvantaged premium should address the needs of children as early as possible. It should focus on gaps in learning. End of key stage outcomes are a by-product of this approach.

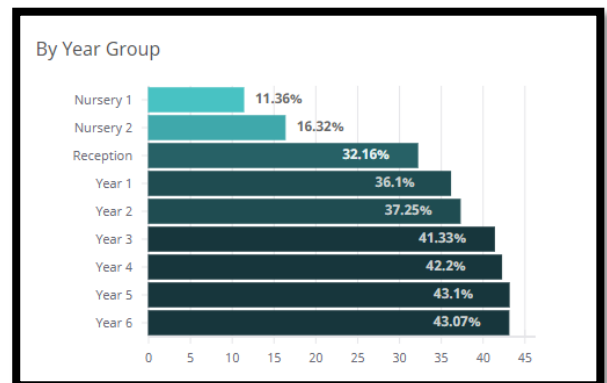
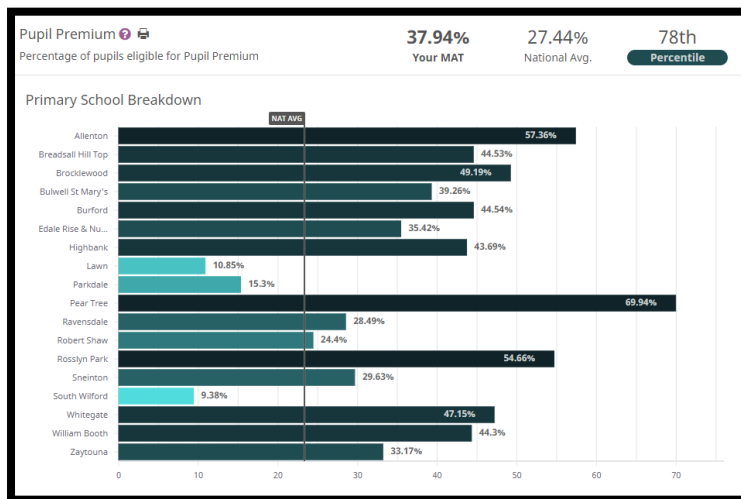
Disadvantaged Priorities across Transform trust 2021-2022

- Close the gap between disadvantaged pupils and national other achieving the expected standard in reading
- Close the gap between disadvantaged pupils and national other achieving the expected standard in reading, writing and math combined
- Close the gap between disadvantaged pupils and national other achieving Greater depth in writing.

Transform Trusts schools strive to achieve John Dunsford’s 12 common characteristics of pupil premium practice in successful Schools

- Excellent collection, analysis and use of data relating to individual pupils and groups.
- Unerring focus on the quality of teaching.
- Identification of the main barriers to learning for Pupil Premium-eligible pupils.
- Frequent monitoring of the progress of every Pupil Premium-eligible pupil.
- When a pupil’s progress slows, interventions are put in place rapidly.
- Every effort is made to engage parents and carers in the education and progress of their child.
- If poor attendance is an issue, this is addressed as a priority.
- Evidence (especially the Education Endowment Foundation Teaching and Learning Toolkit) is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning.
- Staff (teachers and support staff) are trained in-depth on the chosen strategies.
- Complete buy-in from all staff to the importance of the Pupil Premium agenda is essential, with all staff conveying positive and aspirational messages to Pupil Premium-eligible pupils. Performance management is used to reinforce the importance of Pupil Premium effectiveness.
- Effectiveness of teaching assistants is evaluated and, if necessary, increased through training and improved deployment.
- Governors are trained on Pupil Premium


Transform Trust Eligibility Overview



Trust Funding Overview

- Percentage of pupils entitled to Pupil Premium Grant 2018/2019 **38.17%**
- Percentage of pupils entitled to Pupil Premium Grant 2019/2020 **35.66%**
- Percentage of pupils entitled to Pupil Premium Grant 2020/2021 **37.66%**
- Percentage of pupils entitled to Pupil Premium Grant 2021/2022 **37.94%**

Transform Pupil Premium Strategy Whole Trust and Partnership Overview 2021/2022



School	%PP	Authorised by	PP Lead	Governor	£PP grant	£Recovery grant	Total	Website compliance
Allenton	55%	Jon Fordham	Jacqui Trowsdale	Rebecca Meredith	£277,070	£29,725	£306,795	
Ashbrook Juniors	29.9%	Mell Julian	Lauren Richards	Glynn Stenson	£49,093	£10,264	£59,357	
Breadsall Hilltop	49%	Matt Lawrence	Vikki Flowers	Sarah Heesom	£211,165	£22,765	£233,930	
Brocklewood	47.5%	Governors Heather Tarrant	Sally Overton	Aaron Bird	£325,490	£35,090	£360,580	
Bulwell	37%	Claire Godfrey	Aimee Perkinson	Karen Slack	£114,325	£12,325	£126,650	
Burford	48%	Governing Body	Shaun Farrington	Rob Denzel	£131,180	£14,210	£145,390	
Edale Rise	31%	Sharon O Connor	Sharon O Connor	Jackie Colley	£86,076	£8,323	£94,399	
Highbank	47%	Lisa Lister Lee Noble	Stephanie Karlons	Kevin Pallister	£138,535	£12,586	£151,121	
Lawn	11%	Governors	Donna Hallam	Mr Cooper	£49,093	£5,516	£54,609	
Parkdale	15%	Peter Hillier	Alex Taylor		£83,390	£10,440	£93,830	
Pear Tree	63%	Governors	Forid Miah	Jill Wilkinson	£269,000	£29,000	£298,000	
Ravensdale	29%	Zoe Cannon	Sarah Hayford	Claire Kinder	£140,350	£13,500	£153,850	
Robert Shaw	24%	Governors	Karen Coker	Bukia Shaffi and Jill Wilkinson	£124,524	£13,485	£138,009	
Rosslyn	60%	Governors	Corinne Thewlis		£469,405	£50,605	£520,055	
Sneinton	31%	Kelly Lee Mark Lowe	Kellie Griffiths	Matt Jones	£94,140 + £960 EYFS	£10,005	£105,105	
South Wilford	9%	Sharon O Connor Natalie Aldridge Governors	Cat Lazenby	Emily Pope	£41,695	£3,857	£45,552	
Whitegate	43.2%	Andrew Forshaw	Sophie Wan	Laura Rooney	£240,755.04	£24,650	£265,405.04	
William Booth	50%	Governors	Claire Capozzi	Ily-Oowu Nosakhare	£138,000	14,700	152,700	
Zaytouna	31%	Amy Storer	Richard Jones PP Team		£141,225	£12,383	£153,608	
Trust total	47%						£3,458,945.04	

Partnership Overview					
	North	South	Faith	Derby	Juniors
Average % PP	45%	37%	27%	38%	40.6%
Total PP Spend	£1,164,034	£757,455.04	£430,915	£595,334	£511,207

Trust Pupil Premium Funding

- 5% of the entire Trust Pupil Premium Allocation is **£172,947.252**

Transform Trust School Identified Challenges

Areas of Challenge across the Trust for Disadvantaged Pupils		Allenton	Ashbrook	Breadsall	Brocklewood	Bulwell	Burford	Edale Rise	Highbank	Lawn	Parkdale	Pear Tree	Ravensdale	Robert Shaw	Rosslyn	Sneinton	South Willford	Whitegate	William Booth	Zayrouna	total	
Attitudes to school	Attendance																					18
Wellbeing and social development	Social and emotional																					17
	Mental Health and wellbeing																					
	High levels of SEMH needs																					
	Lack of resilience and aspiration																					
Wider world and enrichment	Limited enrichment opportunities																					15
	Limited life experiences																					
Attainment on entry	Communication, language and literacy on entry																					12
	Low attainment on entry																					
Reading	Reading and phonics																					2
Attainment and progress	Low prior attainment																					14
	Literacy levels of parents																					
	Lower % attain Greater depth																					
Communication and Language EAL	Low oracy skills																					7
	High % of new to English																					
	Higher % EAL																					
Deprivation	Food bank reliant families																					3
	Lack of access to devices																					
Relationships	Parental Engagement																					4
Multiple disadvantaged	High % PP children with SEN																					3

Trust PP Challenge Commentary:

18 schools have put attendance as a challenge for Pupil Premium

17 schools have identified a challenge within the category of wellbeing and social development

15 schools state in their strategy that experience of the wider world and enrichment is limited for pupil premium children

14 schools have put that attainment and progress is not in line with their non-disadvantaged peers – in particular low prior attainment.

12 schools have identified low levels and attainment on entry as a challenge for children in receipt of PP funding

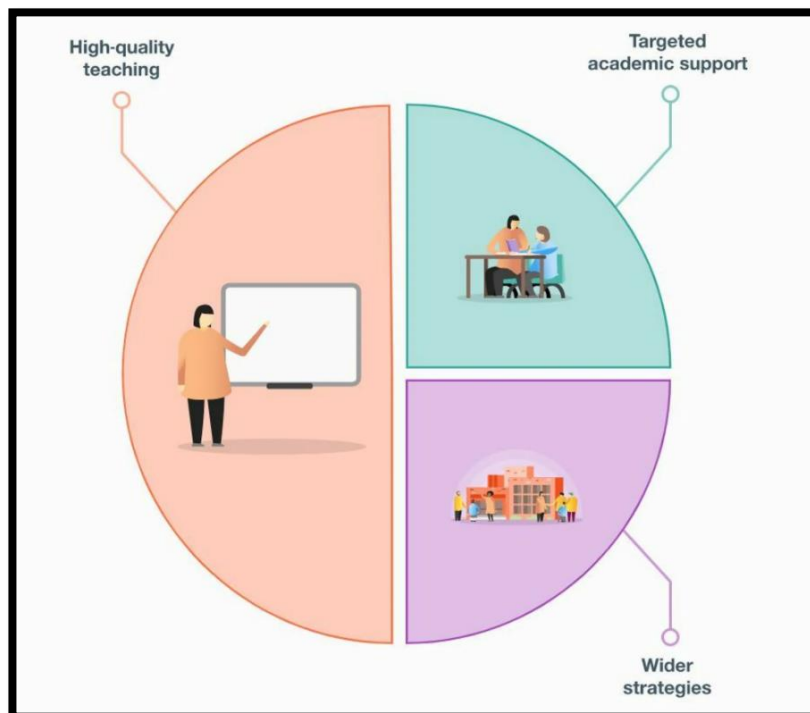
Disadvantaged children with either SEND or EAL as well as a challenge in **10** schools

Transform Trust Challenges

Challenge number	Detail of challenge
1	Attendance 18 out of 19 schools identify that attendance of children who are eligible for pupil premium is slightly below their non-pupil premium peers
2	Wellbeing, mental health and social and emotional 17 out of 19 schools have identified that children who are eligible for pupil premium are more likely to suffer with poor mental health and wellbeing in comparison to their non-pupil premium peers
3	Lack of knowledge of the wider world and enrichment 15 out of 19 schools state in their strategy that experience of the wider world and opportunities for enrichment is more limited for children in receipt of pupil premium
4	Low Prior attainment – attainment gap between PP and non PP 14 out of 19 schools have identified that attainment and progress of pupil premium children is not in line with their non-disadvantaged peers – in particular those with low prior attainment.
5	Attainment on entry 12 out of 19 schools have identified that children who are in receipt of pupil premium tend to have low levels and attainment on entry to school. School readiness is a particular issue with children entering school this year.
6	Communication and language, EAL Schools are identifying communication and language as a particular barrier which has become more of an issue since the start of the pandemic. Some of our schools are also seeing significant changes to their demographic in relation to numbers of EAL.

Activity in this Academic Year

This details how we are going to spend the 5% of the schools pupil premium grant allocation this year.



Teaching – Whole Trust (CPD, Recruitment and Retention)

Activity	Challenge number addressed
PLCs to include PP, EAL, SEND and DEI as a golden thread <ul style="list-style-type: none"> • Maths • Digital • English • Science • Year 6 • Assessment • Curriculum • Support Staff • EYFS 	2,3,4,5,6
DEI Strategy	1,2,3,4,5,6
Let's Talk Leadership Programme	2, 3, 6
Support for individual teachers	2,3,4,5,6
Associate Team Support	1,2,3,4,5,6
Transform Applied Programmes	2,4,6
Transform Leadership programmes	2,4,6
Voice 21 Oracy Project	4,5,6
Early Careers Teacher framework	1,2,3,4,5,6
SCITT	1,2,3,4,5,6
Partnership Reviews	1,2,3,4,5,6
Standards Meetings	1,2,3,4,5,6
School Pupil Progress Meetings	1,2,3,4,5,6
Pupil Premium Lead Network	1,2,3,4,5,6

Targeted Academic Support – Partnership and school level (Support and intervention)

Activity	Challenge number addressed
North Partnership subject leadership project with a focus on PP	3,4,6
South Partnership project on reading and disadvantaged	3,4,6
Bespoke associate support for schools e.g. support for data analysis, PP focus	2,3,4,5,6
Transform Applied Learning Expert Programme	2, 4, 5, 6
Access to Maths, Digital, English Hub	4, 5
School Wrap Around Support	4,5,6
Partnership Projects	4,5,6
Transform Writing competition	4,5,6
Spotlight Events supporting identified challenges	1,2,3,4,5,6

Wider Strategies - (attendance, behaviour, wellbeing)

Activity	Challenge number addressed
Enhanced Panel – supporting schools to meet the needs of children who are at risk of exclusion	1,2,4,6
Trust SEND Associate Support	1,2,3,5,6
DEI Strategy	2, 3, 6
School attendance officers	1
Performing Arts	3
Science Showcase	3,6
Transform Enrichment Diploma	1,2,3,6
Children’s Parliament	1,2,3,6
COO support	1,2
Trust DSL Support	1,2
Children’s celebration event	1,2,3,6
Calendar of sports events and sports leaders	1,2,3,6