

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 | Trinity Academy Newcastle |
| Number of pupils in school | 165 |
| Proportion (%) of pupil premium eligible pupils | 86% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | Year 2 |
| Date this statement was published | 18 th November 2021 |
| Date on which it will be reviewed | |
| Statement authorised by | Mark Flint |
| Pupil premium lead | Mark Kennedy |
| Governor / Trustee lead | Zoe Edmonds |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £136,940 |
| Recovery premium funding allocation this academic year | £39,730 |
| 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 | £176,670 |

Part A: Pupil premium strategy plan

Statement of intent

Trinity Academy Newcastle is determined to strive for excellence in everything we do. In doing this, we know that we change lives daily. In an environment where kindness, honesty and calm are revered, we are 'preparing the parents of the future.'

Our Pupil Premium Plan aims to address the barriers and challenges our children face by allowing PP students the opportunity to be able to access opportunities in which they can be successful. Trinity Academy Newcastle's objectives for disadvantaged pupils are:

- To close the gap in English and Maths
- To improve KS4 achievement
- To improve the reading performance of PP students
- To increase the attendance of PP students
- To strengthen the mental wellbeing of PP students

Our current pupil premium strategy plan works towards achieving these objectives by:

- Investing in teacher development and CPD (Continuous Professional Development) at all levels
- Reviewing and developing the curriculum offer
- Providing an additional 5% PPA for all teachers to support personal growth, learning and observing others
- Target underperforming disadvantaged students to participate in English/Maths intervention
- Developing new middle leaders in English and Maths
- Targeting attendance through the attendance development team
- Following a mental health strategy which incorporates work with the psychotherapist.

The key principles of the Trinity Academy Strategy plan are:

- To overcome the barriers to learning for all students, giving every individual the best possible chance for success.
- To develop reading across Trinity Academy Newcastle so all students can access the curriculum
- We are an inclusive provision and understand that not all our pupil premium students will be disadvantaged and at risk of underachievement. Likewise, some students would be considered vulnerable and will not be in receipt of pupil premium funding, not receiving the additional funding.
- High quality teaching and learning is recognised as the major factor to improving student attainment. We ensure that all our students receive good teaching. Key elements of teaching and learning such as planning, marking and assessment are consistent across the academy.
- We will concentrate on achieving the highest possible progress in English and Maths through direct teaching or intervention.
- We aim to increase attendance as this indirectly can improve our students progress and success.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Turbulent school history (frequent school changes/gaps in education) lead to below age expectation on entry. |
| 2 | Social Deprivation – limited life and cultural experience for some students restricts understanding in some curriculum areas. |
| 3 | Poor attendance. |
| 4 | Below age-expected performance in literacy and/or numeracy |
| 5 | SEMH (Social Emotional Mental Health) difficulties and additional needs including ADHD (attention deficit hyperactivity disorder), low cognitive ability, attachment disorders |

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 |
|--|--|
| Pupils close the gap with age expectation in English and Maths. | Increase proportion of PP making progress. |
| Improve achievement at the end of KS4. | 75% of PP pupils to achieve an English and Maths qualification |
| Improve reading performance of PP pupils | Close the gap between reading age and chronological age. Improve progress score at KS2. |
| Improve attendance of pupils attracting PP. | Overall attendance of students eligible for PP to improve to 75% |
| To support and strengthen the mental well-being of PP pupils and their families through Psychotherapy. | Pupils feel safe, happy, and well cared for in school. Support is given to enable students to reduce behavioural incidents. |

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: £47,622

Additional PPA

Trauma-Based Approach

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Embed the Trauma-Informed approach in school, we have dedicated 12 CPD sessions across the year. This will ensure teachers are well supported through professional development both internally and through external providers.</p> <p>This will be evaluated through the MAT's CPD evaluation cycle.</p> | <p>In a document written by the EEF titled Effective Professional Development it states 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.' EEF 2021</p> | <p>1,2,3,4,5</p> |
| <p>Provide additional 5% PPA for all teachers to support personal growth, learning and observing of others</p> | <p>Teacher workload reduction is evidenced through a wellbeing survey.</p> <p>To ensure the most effective personal development for teachers we 'Recognise the time constraints faced by teachers and adapt professional development accordingly.' EEF 2021. The extra 5% PPA will 'ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice'. EEF 2021</p> | <p>4</p> |

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

Budgeted cost: £72,354

Tutoring strategy, Maths & English TLRs

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Tutoring for targeted English and Maths intervention for underperforming disadvantaged students. Dedicated time to provide small group and 1:1 tuition</p> <p>Our additional tutoring program will have a Maths & English focus. Coordinated through SLT (Senior Leadership Team) & subject leads.</p> <p>Increase the proportion of students eligible for pupil premium making age-related and rapid progress.</p> <p>Weekly monitoring of both the session attendance and progress.</p> | <p>Evidence indicates that one-to-one tuition can be effective, providing five additional months' progress on average (EEF, 2021). This would be implemented in Trinity Academy Newcastle by way of short, regular sessions (about 30 minutes, three to five times a week) over a set period (up to ten weeks) appear to result in optimum impact when used in addition to the regular lessons. We have used this approach successfully in the past with marked improvements in learners receiving this type of intervention.</p> <p>Source – EEF, 2021 – Teaching and Learning Toolkit, One to one tuition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> | <p>3,4</p> |
| <p>Develop English and Maths Leadership across the academy</p> <p>Develop and enhance the subject knowledge for all English and Math's teachers.</p> <p>Review and enhance the curriculum content, sequencing, pedagogical approaches, and resources.</p> <p>Improved outcomes and progress scores in English and Maths</p> | <p>Inspiring Leaders state that 'effective middle leaders innovate and lead change, set direction, plan and, most importantly, influence and motivate others to follow them. Through their subject or specialism, they lead learning across the whole school.'</p> | <p>3,4</p> |

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

Budgeted cost: £ 56,694

Attendance officers, SENCO (Special Educational Needs Coordinators) TLR x1, POC

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Attendance improvement team's focus on improving attendance for PP students</p> <p>Outreach sessions with PP students</p> <p>Pastoral attendance intervention with targeted students</p> | <p>From our recent Attendance Review we found from research that there was not a one-size-fits-all approach, and we need to use elements which make up a successful comprehensive approach unique to Trinity Academy.</p> | <p>3</p> |
| <p>Mental Health and Wellbeing support – Psychotherapy</p> <p>This is to ensure students feel safe, secure and their needs understood. This activity will be evaluated by</p> <ul style="list-style-type: none"> • seeing a decline in incidents of poor behaviour, • Student voice • Parent/Carer voice | <p>There is evidence that effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance (EEF 2021). This approach was used during our recovery phase with students feeling safe and settling back into school life</p> | <p>1,2,5</p> |
| <p>“Power of Choice” rewards system to incentivize and reward engagement and progress within the learning. This will be evaluated through</p> <ul style="list-style-type: none"> • Improved attendance and engagement in lessons • Improved progress made by disadvantaged students | <p>Over the past 5 years, we have successfully used rewards to motivate students as they returned to school in the recovery phase. We quickly saw a reduction in behavioural incidents leading to more engagement in lessons.</p> <p>Further support can be found in that rewards can encourage sustained behaviour change: one review describes them as a ‘principal component’ of habit formation (Wood and Neal, 2016, p.73). This is how we use our rewards by having a specific time for our rewards to take place each week and students are aware of what they require to achieve them. This routine has been successful in most students accessing rewards each week and those who do not still have an opportunity to redeem themselves through an ‘Honest ad Reflection’ discussion.</p> | <p>2,3</p> |

Total budgeted cost: £176,670

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.

| Aim | Outcome |
|--|--|
| <p>Improve academic outcomes.</p> <ul style="list-style-type: none"> • Increase the proportion of pupil premium students to make age related and rapid progress. • Improve GCSE and Qualification outcomes | <p>Our last validated data in English and Maths was in 2019 when there were only 11 entries in both subjects. In 2021 we increased the entries to 21 in English and 16 in Maths. The overall pass rates also increased in 2021, with 20% more attaining in English and 5% more achieving in Maths.</p> <p>There was a 20% reduction across TAN (Trinity Academy Newcastle) in students being on target in both English and Maths.</p> |
| <p>Increase attendance rates for pupils eligible for PP</p> | <p>Our overall attendance has been significantly affected with the pandemic. When analysing attendance over the terms there are green shoots emerging, summer term had an overall increase in attendance of 4.1%</p> <p>Pupil Premium attendance decreased to 56.5% from 70.3% in 2019/20</p> |
| <p>Trinity students are motivated to succeed through a reward system that celebrates engagement and rewards positive choices.</p> | <p>Initially behaviour was very unsettled due to lack of routine caused by lockdown, however we quickly saw a reduction in the last two terms in both the overall incidents reducing by 35% and the and more serious incidents by 40%. Further impact can be evidenced by out of class numbers reducing at the upper school and remaining comparable to the period before the lockdowns.</p> <p>More students were able to access our rewards system across TAN.</p> |
| <p>To support and strengthen the mental well-being of PP pupils</p> | <p>From our learner survey it was found that 95% felt safe in school, 56% enjoyed school and 83% felt the school encouraged positive mental health</p> <p>The parents we surveyed, results showed that 92% felt their children were happy at school, 95% said their child was safe at school and 91% thought the school considered the wider development of their child.</p> <p>From the parent/carer voice for TAN it indicated their child was discussing the new activities undertaken as part of the recovery process, with the majority of these stating their child's behaviour had remained stable or improved since returning to</p> |

| Aim | Outcome |
|-----|---------|
| | school. |

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 |
|---|------------|
| Team Teach Positive Behaviour Management training to help transform relationships, manage distressed behaviours and conflicts safely and respectfully | Team Teach |

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.