

TRINITY ACADEMY NEWCASTLE TRUST

Pupil Premium Policy

**Reviewed by the Committee – March 2021
On Behalf of the Board**

Next Review Date – March 2022

In addition to the standard learner unit funding, Trusts also receive additional funding “help schools narrow the attainment gap that still exists between learners from disadvantaged and more affluent backgrounds”. Pupil Premium is paid for any learners who have been eligible for Free School Meals (FSM) at any point in the last six years. Pupil Premium Plus (£1900) is allocated to Looked After Children (LAC) and children adopted from care. It is ring-fenced to ensure that funding to tackle disadvantage reaches the learners who are in most need of it.

At Trinity Academy Newcastle Trust (the Trust), we have relentlessly continued to close the gap between learners and national expectations for attainment. Our strategy for Pupil Premium spend is to ensure each individual is prepared and motivated to learn and resources are targeted to maximise success.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the learners
- We ensure that appropriate provision is made for each individual, this includes ensuring that the needs of socially disadvantaged learners are adequately assessed and addressed
- In making provision for socially disadvantaged learners, we recognise that not all learners who receive free school meals will be socially disadvantaged. We also recognise that not all learners who are socially disadvantaged are registered or qualify for free school meals. All learners are given opportunities tailored for their individual need.

Aims

All pupil premium work is aimed at accelerating progress and supporting learners to meet their potential.

Pupil premium resources may also be used to target able children to achieve higher levels.

Provision

- Educational - Small class grouping and targeted intervention, homework resources, outreach and community teaching and expanding digital technology.
- Enrichment – Resources to improve attendance, outdoor education provision, subsidised trips developing an educational farm resource.
- Wellbeing – Mental Health resources, behaviour support programme, parental engagement and additional support programmes.

Looked after students

The additional Pupil Premium funding allocated to LAC students will be kept in a separate budget and allocated to resources/support identified in their Personal Education Plan (PEP).

Roles and Responsibilities

Directors

- The Directors will approve the overall strategy for deploying pupil premium funding.
- The Directors will hold senior and middle leaders to account for implementing the Academy's strategy and for evaluating its impact on the achievement of targeted pupils.
- The Pupil Premium Co-ordinator will report regularly to the Finance, Resources and Audit Committee.

Headteacher and SLT

- The Executive Head teacher retains overall responsibility for leading the pupil premium strategy.
- Each Academy's Pupil Premium Co-ordinator will have overall responsibility for evaluating the impact of the support programme.
- The Pupil Premium Co-ordinator will identify monitor and track the PP cohort across the Academy.
- Meet regularly with SLT / Pastoral Leaders and Directors to report on progress of PP students and impact of initiatives.
- Discuss the progress and attainment of PP students. Identify PP students who may require additional support and put in place strategies to support them.

Individual Teachers

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.
- Class and subject teachers are responsible for the progress made by all pupils.
- All staff will give pupils clear feedback that helps them to improve their work.

Reporting

It will be the responsibility of the Pupil Premium lead to produce termly reports for the Directors regarding:

- the progress made towards narrowing the gap for socially disadvantaged learners
- an outline of the provision in place to support these learners
- an evaluation of the cost effectiveness

The Directors of the Trust will ensure that there is an annual statement on how the Pupil Premium funding was allocated and the impact of strategies. This task will be carried out within the requirements published by the Department for Education and will appear on our Trust website.

Poverty Proofing the Trust Day

The Trust is an SEMH Trust in an area of high deprivation; approximately 80% of learners receive the Pupil Premium Grant.

At The Trust we work to identify and remove barriers to learning, reducing the stigma and discrimination faced by learners of low income background. We do this by:

- Ensuring all activity and planned activity in the Trust do not identify, exclude, treat differently or make assumptions about those children whose household income or resources are lower than others
- Exploring policy and practice to make sure it doesn't inadvertently discriminate or stigmatise learners whose families have less financial resources
- Using evidence to help you decide the best way to spend pupil premium allocations <http://educationendowmentfoundation.org.uk/toolkit>
- Gathering evidence to monitor the impact pupil premium makes to the lives of your learners
- Ensuring Directors are aware of the OFSTED requirements in relation to Pupil Premium accountability and reducing the attainment gap
- Appointing a Director with specific responsibility for Pupil Premium
- We are a living wage employer

Signed on behalf of the Board:

A handwritten signature in black ink, appearing to read "P. J. Carter". The signature is written in a cursive style with a long, sweeping horizontal stroke at the end.

Peter Carter (Chairperson of the Board)

Date: March 2021