

Pupil Premium Strategy Statement – Trinity Academy Newcastle – Academic Year 2022 to 2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	186 (Autumn Census)
Proportion (%) of pupil premium eligible pupils	82% (Autumn Census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 2 of 3
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Finance, Audit & Resources Committee
Pupil premium lead	M. Kennedy
Governor / Trustee lead	P. Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,065.00
Recovery premium funding allocation this academic year	£82,874.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£217,939.00

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 learners
- To increase the attendance of PP learners
- To strengthen the mental wellbeing of PP learners

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

- Investing in teacher development and CPD (Continuous Professional Development) at all levels
- Developing opportunities for new and aspiring middle leaders
- Target underperforming disadvantaged learners to participate in English/Maths intervention
- Improving reading across the academy for all learners
- Investing in enrichment activities to help build character
- Improving parental engagement
- Developing 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 Newcastle Strategy plan are:

- To overcome the barriers to learning for all learners, 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 learners 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 learners 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 learner's 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 learners 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.

40% to be found from Pupil Premium for tutoring top up - £18,240.00 (60% from National Tutoring Programme).

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ (Recovery Premium - £2,145.34) (Pupil Premium - £4,200.00)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</i></p> <p><i>GL Assessment - £3,600.00</i></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1,4
<p><i>Provide staff with further detailed CPD into trauma informed practices</i></p> <p><i>Mental Health Teacher CPD Budget - £600.00</i></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.' (Education Endowment Foundation, 2021)</p>	1,2,3,4,5
<p><i>CPD for teaching staff on Retrieval, Modelling and Questioning</i></p> <p><i>Books x 15 - £75.20</i></p>	<p>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. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development. Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes. (Education Endowment Foundation, 2021)</p>	1,4

<p><i>Purchase of a DfE validated Phonics programme (Read Write Inc) to secure stronger phonics teaching for all pupils.</i></p> <p><i>Read Write Inc - £1,600.00</i></p> <p><i>Phonics Prepayment – Ruth Miskin Training - £470.14</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>There have been significant studies into the effectiveness of delivering phonics especially using Read Write Inc. EEF found that there tends to be an improvement of up to 5 months progress with successful Phonics delivery.</p>	<p>1,2,4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ (Recovery Premium - £66,728.66) (Pupil Premium - £70,786.00)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Engage with the tutoring programme to close gaps in the students most impacted by the pandemic. Underperforming students will have dedicated time either in small or groups or as 1 to 1 – 40% of this cost will be subsidised from the PP funding.</i></p> <p><i>(TLSP £22800 x 2 - £45600 for the year)</i></p> <p><i>40% to be found from PP for tutoring top up - £18,240.00 (60% from NTP - £27360)</i></p>	<p>Research has shown that pupils' learning has been affected by school closures (EEF, 2021), which is supported by a larger body of evidence suggesting that the attainment gap tends to grow over periods such as summer holidays when schools are shut.</p> <p>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils. (Education Endowment Foundation, 2021)</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,3,4</p>
<p><i>Employment of 1 TLSP to support Phonics/reading. The</i></p>	<p>The average impact of reading comprehension strategies is an additional six months' progress in primary and up to</p>	<p>1,3,4</p>

<p><i>students will learn letter-sound relationships and how a change in the order of letters changes a word's meaning. These skills will help students how to read confidently. The TLSPs will also work with a target group of students to practice reading comprehension strategies and develop reading fluency.</i></p> <p><i>1 TLSP employed by Trust – NS - £25,666.00</i></p>	<p>seven months in secondary over the course of a year. This evidence can be seen in the study from the EEF in 2021.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p><i>Develop English and Maths Leadership across the academy</i></p> <p><i>TLR 3 – Maths – AB - £2,975.00.</i></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>	3,4
<p><i>Employment of an Attendance Support Assistance to target and support students (especially those who are persistently absent) to improve attendance to school.</i></p> <p><i>Attendance Support Worker - £23,905.00.</i></p>	<p>From the DfE guidance August 22, Improving School Attendance: support for schools and local authorities, they state that work in this area must be resourced appropriately to create, build and maintain systems and performance. This role would follow another key point raised in the guidance which is to work with families and the community to identify which methods of communication work best, recognising potential barriers in hard-to-reach families and find the methods that work and are understood to overcome such difficulties.</p> <p>In the DFE consultation paper 2022, School Attendance: improving consistency and support it is written that schools must consider specific strategies to address persistent absence</p>	3
<p><i>Employment of support staff to follow a strategy of preventing and responding to misbehaviour in lessons.</i></p> <p><i>TLSPs employed - £66,728.66</i></p>	<p>The EEF report ‘Improving Behaviour in Schools’ reviews the best available evidence to offer schools six recommendations for improving behaviour, suggesting that universal systems are unlikely to work for all students and for those pupils who need more</p>	3,4,5

	intensive support with their behaviour, a personalised approach is likely to be better.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ (Recovery Premium - £14,000) (Pupil Premium - £60,079.00)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including autism. Provide a sensory room at the lower and upper schools. The libraries will also provide sensory stimulation. We will also fund staff training.</i></p> <p><i>Equipment - £7,000.00.</i></p>	<p>We have observed that sensory equipment and resources such as lighting, bubble tubes weighted blankets and additional proprioception equipment can be effective at providing support for our pupils with sensory needs.</p>	5
<p><i>Development of a sensory library within the secondary site.</i></p> <p><i>Equipment - £5,000.00.</i></p>	<p>There are many research papers that show that school libraries have a positive impact upon attitude, well-being, academic outcomes and improved literacy. For students with autism and sensory processing disorders to access this setting effectively research shows that the students need to be able to touch and explore to regulate their bodies through calming sensory experiences.</p>	4,5
<p><i>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and time to develop and implement new procedures</i></p> <p><i>CPD Budget – Teachers £4,997.65</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	3

<p><i>Support students to all have uniform so they can be in school ready to learn each day</i></p> <p><i>Uniform - £500.00.</i></p>	<p>“Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms” (Education Endowment Foundation, 2021). Ensuring school uniform is available for all pupils will enable pupils to be in school, ready to learn and equipped for the school day.</p>	<p>1,3</p>
<p><i>Use Enrichment/Power of Choice/Cultural Capital to engage students in building wider skills outside the classroom. These activities will support student engagement and well-being.</i></p> <p><i>AP - £28,870.00</i></p> <p><i>Sanctuary AP - £19,956.00</i></p> <p><i>Attendance/ Pastoral/ POC - £5,554.00</i></p> <p><i>Cultural - £701.35</i></p> <p><i>Total - £55,081.35</i></p>	<p>This activity is supported by the theory 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 ‘Honesty and Reflection’ discussion.</p>	<p>2,3</p>
<p><i>After school club, Teaching at Tea time. Students enjoy a meal after school as a reward for spending extra time learning when the school day ends.</i></p> <p><i>Additional After School Resources - £1,500.00.</i></p>	<p>In a document considering Life skills and enrichment we find that ‘at the EEF, we think enriching education has intrinsic benefits (sometimes referred to as “<u>arts for arts’ sake</u>”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.’ There is so much belief in this that the EEF are currently conducting further research.</p>	<p>2,3</p>

Total budgeted cost: Recovery Premium - £82,874.00 Pupil Premium - £135,065.00

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.

Intended outcome	Success criteria	Outcomes				
Pupils close the gap with age expectation in English and Maths.	Increase proportion of PP making progress.	<p>We have not closed the gap on students making age expected progress in English and Maths, the 2 years of interruptions have caused significant gaps in learning.</p> <p>In English 21% of students are making age expected progress which is 30% below pre-pandemic.</p> <p>In maths 30% of learners across the academy are making age expected progress, which is still 20% below pre-pandemic data.</p> <p>In English 63% of PP students are making some progress which is a decrease of 6% compared to last year, and 7% less than pre pandemic</p> <p>79% of PP students in Maths are making progress which is comparable to last year, but 10% less than pre-pandemic.</p>				
Improve achievement at the end of KS4.	75% of PP pupils to achieve an English and Maths qualification	<p>There are 27 PP students in Year 11, 10 students stopped engaging with school.</p> <p>18 PP students were entered for Maths with 79% achieving a grade. 20% of the cohort achieved a grade 4, with 28% exceeding their FFT target.</p> <p>In English 15 students were entered, 75% achieved a grade. 64% exceeded their FFT target. 33% achieved a grade 4 or above, which is more than pre-pandemic.</p> <p>75% of those entered achieved both an English and Maths qualification.</p>				
Improve reading performance of PP pupils	<p>Close the gap between reading age and chronological age.</p> <p>Improve progress score at KS2.</p>	<p>Nearly all KS2 learners completed phonics screening tests at start and end of the academic year.</p> <p>Overall - 3% new to school. 14% not screened. 14% no progress. 69% progress</p> <p>For KS2 PP students, 72% have made progress with their reading age.</p>				
Improve attendance of pupils attracting PP.	Overall attendance of students eligible for PP to improve to 75%	<p>Overall attendance has been significantly affected through the pandemic.</p> <table border="1"> <tbody> <tr> <td>Attendance 21-22</td> <td>65.4%</td> </tr> <tr> <td>Attendance 20 -21</td> <td>63.4%</td> </tr> </tbody> </table>	Attendance 21-22	65.4%	Attendance 20 -21	63.4%
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		<table border="1" data-bbox="863 152 1315 226"> <tr> <td data-bbox="863 152 1185 226">Attendance Pre-pandemic</td> <td data-bbox="1185 152 1315 226">71.5%</td> </tr> </table> <ul data-bbox="911 232 1401 555" style="list-style-type: none"> • When analysing overall attendance over the terms there are green shoots emerging, summer term had an overall increase in attendance of 2.5%, • Attendance is still -5.8% below pre-pandemic attendance. • Pupil Premium attendance increased to 58% from 55.7% in 2021/22. 17% below our PP target. • Pre pandemic PP attendance was 72% 	Attendance Pre-pandemic	71.5%
Attendance Pre-pandemic	71.5%			
<p>To support and strengthen the mental well-being of PP pupils and their families through Psychotherapy.</p>	<p>Pupils feel safe, happy, and well cared for in school. Support is given to enable students to reduce behavioural incidents.</p>	<p>The impact measures used have shown both a collective qualitative and quantitative impact. 100% of students have had improved 50% or more performance indicators in their individual psychometric testing, over this past academic year. (Psychometric testing includes GAD Anxiety, PHQ depression and a variety of emotion thermometers.)</p> <p>100% of students have reported partially meeting their therapeutic goals set out at the beginning of sessions. 80% have reported fully meeting their therapeutic goals.</p> <p>100% of students involved in the psychotherapy sessions have reduced the number of behavioural incidents across the academy</p>		