

Pupil premium strategy statement

Before completing this template, you should read the using pupil premium guide and the appropriate example statement available [on the pupil premium page](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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 3 of 3
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Finance, Audit & Resources Committee
Pupil premium lead	M. Flint – M. Kennedy
Governor / Trustee lead	P. Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,605.00
Recovery premium funding allocation this academic year	£91,350.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£251,955

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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.

50% to be found from Pupil Premium for tutoring top up - £26,560 (50% from National Tutoring Programme).

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ (Recovery Premium - £9,970.40) (Pupil Premium - £4,200.00)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</i> <i>GL Assessment - £3,600.00</i>	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	1,4
<i>Provide staff with further detailed CPD into trauma informed practices</i> <i>Mental Health Teacher CPD Budget - £600.00</i>	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)	1,2,3,4,5
<i>CPD for teaching staff on Retrieval, Modelling and Questioning</i> <i>Books x 15 - £75.00</i>	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)	1,4

<p><i>Purchase of a DfE validated Phonics programme (Read Write Inc) to secure stronger phonics teaching for all pupils. Enhancing library & supporting and promoting the importance of reading to support 'access' as the gateway to the curriculum</i></p> <p><i>Read Write Inc. - £1,050.00</i></p> <p><i>Reading development - Library resources, books, reading materials, sensory. (upper school) £5800.40</i></p> <p><i>Reading development - Library resources & phonics resources (lower school) £1120</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>Enhancing our library provision, accessible literature,</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>	1,2,4
<p>Preparation 4 Adulthood – Purchase of resources to support the delivery of a new curriculum area - resourcing</p> <p><i>£2,000.00</i></p>	<p>The Academy specialist curriculum, is based around preparing learners for the next stages. September 23, has seen a new subject introduced as one area to support KS3/4 Academy learners with required skills, experience and knowledge to support their transition into adulthood.</p>	

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

Budgeted cost: £ (Recovery Premium - £10,000) (Pupil Premium - £53,440.00)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Engage with the tutoring programme to close gaps in the students most impacted by the pandemic.</i>	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	1,3,4

<p><i>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 x 2 - £53,120.00 for the year)</i></p> <p>50% to be found from PP for tutoring top up - £26,560.00 (50% from NTP - £26,560.00)</p>	<p>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><i>Develop English and Maths Leadership across the academy</i></p> <p>TLR 3 – Maths – AB - £2,975.00.</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>Attendance Support Worker - £23,905.00. (to be updated)</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>Attendance/transition incentives (rewards, celebrations, activities)</i></p> <p><i>Attendance incentives (residential)</i></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. Targeted incentives/activities which are based around</p>	

£10,000.00	participation, relationship and confidence building	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ (Recovery Premium - £44,869.84) (Pupil Premium - £60,081.35)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>KALMER – (supporting the Trust Trauma – informed practice)</i></p> <p><i>Package of support to include – Mental health/therapeutic Counselling</i></p> <p><i>Along with a Targeted Behaviour support programme a holistic approach, including group work. (4 day's per wk. Jan-July term time)</i></p> <p>£(£23,333 (term time January – July)</p>	<p>EEF – evidence of Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>A program of therapeutic support, to support learners to grow holistically, supporting learners, families, and teachers.</p>	5
<p><i>School Dog – Insurance.</i></p> <p>£600 (Annual renewal December 23)</p>	<p>There is lots of research around animal therapy, our school dog is very popular with learners. Lower school survey (June 23) where 50 learners participated – 100% of learners enjoyed Ellie being the school dog. 90% of learners stated Ellie was a support, and that they enjoyed spending time with her, 90% of learners reported Ellie supporting their mental health needs. A smaller cohort of Upper school learners participated in a group discussion (10 learners) This group was selected from the behaviour data as learners presenting with the most challenging and persistent behaviours, all of the learners want to see the school dog in more often, all of the learners feel that Ellie will help them, 5 out of the 10 reported how Ellie does help and has supported them to remain calm. All of the learners presented as calm & caring</p>	4,5

	and interested during the discussion meeting (1 hour), All were concerned that she had been unwell, but delighted she had recovered and was now fit to come into school.	
<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>CPD Budget – Teachers £5,000</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3
<p><i>Support students to all have uniform so they can be in school ready to learn each day</i></p> <p>Uniform - £500.00.(changed to PP)</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.	1,3
<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>AP - £28,870.00 Sanctuary AP - £19,956.00 Attendance/ Pastoral/ POC - £5,554.00 Cultural - £701.35</p> <p>Total - £55,081.35</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.	2,3
<p>Bolster AP opportunities, supporting bespoke education offers, leading to increased engagement & attendance</p> <p>£16,611.85</p>	<p>This approach 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).</p> <p>Alternative programs & bespoke curriculum offers are used to support identified</p>	

	<p>learners, who are struggling to engage even with the Academies 'specialised curriculum'. Programs including falconry, motor vehicle repair, bespoke tutoring, bespoke sporting opportunities, barbering and hairdressing are only an example of a range of programs available throughout thoughtfully planned and comprehensive bespoke approach.</p>	
<p><i>Additional break time & after school Resources - £3000.00.</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>	2,3
<p><i>Anti-Bullying Quality Mark Silver reaccreditation & Gold program</i></p> <p><i>£1,275.00</i></p>	<p>The Academy has a drive to improve all learners rounded experience. EEF – evidence of Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>A program of Anti bullying awareness including therapeutic support, to support learners to grow holistically, supporting learners, families, and teachers, through Anti-bullying promotion awareness, AB-coordinators, AB mentors (learners)</p>	

Total budgeted cost: Recovery Premium - £64,840.24 Pupil Premium - £135,067.35

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 2022 to 2023 academic year.

Intended outcome	Success criteria	Outcomes												
Pupils close the gap with age expectation in English and Maths.	Increase proportion of PP making progress.	We have not closed the gap on students making age expected progress in KS 3 English and Maths. In English 15% of PP students are working at or above their age related target. In maths 25% of PP students are working at or above their age related target.												
Improve achievement at the end of KS4.	75% of PP pupils to achieve an English and Maths qualification	There are 26 PP students in Year 11. 11 PP students were entered for Maths with 73% (8/11) achieving a grade. None of the cohort achieved a grade 4. In English 13 students were entered, 62% (8/13) achieved a grade. 8% (1/13) achieved a grade 4 or above. 54% (7/13) of those entered achieved both 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.	21% (3/14) learners completed the KS2 reading assessment. 14% (2/14) learners who completed the assessment were PP. 7% (1/14) of learners achieved the standard and was also PP. The average scaled score was 93, which was reduction of 5 from 2022 (98) and 7 from 2019 (100). The average progress score for reading in 2023 was -13.7. In 2022 it was 2.7 and in 2019 it was 1.9.												
Improve attendance of pupils attracting PP.	Overall attendance of students eligible for PP to improve to 75%	<table><tr><td>Attendance 22 – 23</td><td>66.1%</td></tr><tr><td>PP Attendance 22 - 23</td><td>65.6%</td></tr><tr><td>Attendance 21-22</td><td>65.8%</td></tr><tr><td>PP Attendance 21 - 22</td><td>65.1%</td></tr><tr><td>Attendance 20 -21</td><td>55.6%</td></tr><tr><td>PP Attendance 20 - 21</td><td>54.5%</td></tr></table>	Attendance 22 – 23	66.1%	PP Attendance 22 - 23	65.6%	Attendance 21-22	65.8%	PP Attendance 21 - 22	65.1%	Attendance 20 -21	55.6%	PP Attendance 20 - 21	54.5%
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Attendance 20 -21	55.6%													
PP Attendance 20 - 21	54.5%													

		<table><tr><td>Attendance Pre-pandemic</td><td>71.5%</td></tr></table> <ul style="list-style-type: none">• Attendance has risen 0.5% from 21-22• Attendance is still -5.9% below pre-pandemic attendance.	Attendance Pre-pandemic	71.5%
Attendance Pre-pandemic	71.5%			
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.	19 PP learners accessed psychotherapy. The impact measures used have shown both a collective qualitative and quantitative impact. 47% (9/19) of students improved in their individual psychometric testing, over this past academic year. (Psychometric testing includes GAD Anxiety, PHQ depression and a variety of emotion thermometers.)		

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

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.