

Pupil Premium Strategy Statement – Trinity Academy Newcastle

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

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

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	202
Proportion (%) of pupil premium eligible pupils	83%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Finance, Audit & Resources Committee
Pupil premium lead	M Flint (HOS) S Hunter (AHT)
Governor / Trustee lead	M McHugh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,270
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£186,270

Part A: Pupil premium strategy plan

Statement of intent

Our primary goal is to create confident, competent and kind citizens of the future, who leave school with the knowledge, skills, and personal resilience necessary to succeed in their next steps, be it further education, training, or employment. This includes:

1. Improving academic outcomes – Ensure that disadvantaged learners make expected or better progress, achieving outcomes in line with their peers by the end of the academic year.
2. Closing the knowledge gap – Through targeted interventions and high-quality teaching, we aim to close the knowledge gaps exacerbated by socio-economic disadvantages.
3. Enhancing reading skills – Raise the reading ages of disadvantaged learners to at least match their chronological ages to enable them to succeed across all subjects.
4. Improving attendance and reducing persistent absence (PA) – Increase overall attendance and significantly reduce PA figures to pre-pandemic levels or better.
5. Promoting mental health and emotional well-being – Support learners in managing their mental health and developing positive relationships with staff and peers to create a safe, supportive learning environment.

Currently, we provide bespoke academic interventions in core subjects such as English and Mathematics, to close the attainment gap. We use diagnostic assessments to identify areas of underachievement early and provide tailored support. Regular, in-depth analysis of student performance helps identify trends, and intervention plans are adjusted accordingly to ensure rapid progress for disadvantaged learners.

We focus on consistent, high-quality teaching practices that plan deliberately to close the knowledge gap. Professional development for teachers includes training in evidence-based strategies such as explicit teaching, formative assessment, and differentiated instruction to ensure every lesson supports the learning needs of disadvantaged learners.

To address the issue of low reading ages, a targeted reading programme is delivered, using Read Write Inc. We regularly assess reading progress and tailor interventions to ensure students are moving toward their expected reading age. We invest in high-quality texts for our libraries and provide structured reading opportunities to promote a culture of reading in school.

A focused attendance strategy is in place to improve overall attendance and reduce PA figures, which this year includes drawing together expertise from across the Trust to work collaboratively through the Trust attendance core group. We have introduced early identification and intervention processes to engage with families where attendance is an issue. This includes working closely with attendance champions, pastoral teams, and external agencies to provide support and remove barriers to attendance. Regular communication with parents and caregivers, including attendance reward schemes, ensures that good attendance is celebrated, and the importance of being in school is reinforced.

We have embedded mental health and well-being support into the daily life of the school and aim to achieve the Trauma Informed School UK award this year. Trained staff provide interventions to learners who need emotional and mental health support. We aim to build strong relationships between staff and learners to foster a sense of belonging and security. Pastoral interventions provide learners with the tools and support they need to navigate challenges.

The key principles of our strategy focus on personalisation of support. Every disadvantaged learner is unique. Our approach is driven by personalised, data-informed strategies, ensuring that interventions are tailored to meet individual learning needs, addressing both academic and social-emotional challenges. We focus on identifying gaps and barriers to learning early on through rigorous diagnostic assessments, which lead to swift action and targeted interventions. This allows us to intervene before gaps widen, ensuring timely support for all disadvantaged learners.

The foundation of our strategy is the belief that the most effective way to support disadvantaged learners is through high-quality, evidence-based teaching. We invest heavily in teacher professional development and ensure that classroom teaching is inclusive, challenging, and responsive to learner needs. We recognise that external factors such as attendance, mental health, and family circumstances can affect learner performance. As such, our strategy includes interventions beyond the classroom, addressing attendance, well-being, and home-life challenges to remove barriers to learning. Trusting and supportive relationships between learners, staff, and parents are key to student success. We prioritise relationship-building to create a school culture where learners feel valued, supported, and safe. This helps to foster resilience and engagement in learning.

We view this strategy as a whole-school responsibility. All staff, from senior leaders to classroom teachers, are committed to improving outcomes for disadvantaged learners. We maintain a collaborative approach, where leaders rigorously monitor progress and provide continuous support to ensure swift and meaningful improvements.

This comprehensive strategy is designed to meet the needs of our disadvantaged learners and ensure they leave school prepared for the next steps in their educational journey.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes – Our main challenge is improving the outcomes of learners, to ensure that all learners leave well with the knowledge necessary for their next steps.
2	Understanding disadvantage –in depth diagnostic analysis and action is being implemented for class teachers, supported rigorously by leaders, so that findings are acted upon swiftly on a more personalised and regular basis.
3	Reading – Many learners are assessed as having a reading age below their chronological age. This affects their performance in all subjects.
4	Attendance - post covid our attendance and PA figures have been affected for a variety of reasons. Overall attendance figures need to improve and there needs to be a significant reduction in the % of learners PA.
5	Building relationships - There has been a noticeable rise in learners struggling to manage their mental health, which has left some students feeling unsafe or insecure in school.

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
From varied starting points, ensure more learners reach and maintain expected age expectations by the end of the academic year.	Improved progress measure scores Raised attainment % for all year groups
High quality teaching and learning which demonstrates teachers consistently planning to close the knowledge gap	Differentiation, high expectations and challenge demonstrated in increased amount of learning walks Improved progress measure scores Raised attainment % for all year groups
Achieve an increase in the number of learners working at their reading age	Improved progress measure scores Raised reading age score % for all year groups
Achieve an increase in attendance and a significant reduction in % of PA	% of PA's reduced from previous year Evidence shows that the school takes robust and swift action to ensure every learner attends everyday Overall attendance figures demonstrate good improvement
Achieve a reduction of behaviour incidents	Data demonstrates a reduction in behaviour incidents at all levels Analysis of pastoral interventions demonstrate effectiveness in preventing behaviours from escalating Student survey demonstrates an improvement in behaviour in class and around school

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £89,824.38

Activity	Evidence that supports this approach	Challenge number (s)

		address ed
<p>Continue to provide coaching and specific training to all staff teaching RWI/ phonics interventions across the school.</p> <p>RWI £3,440</p>	<p>After a successful trial in one Academy last year, we extend our phonics intervention programme with further CPD and improved resources.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>RWI</p> <p>1,3</p>
<p>Review and improve the use of assessment tools, to identify then act swiftly to address gaps in knowledge, especially in English, maths and science.</p> <p>GL Assessment £3,644.55</p>	<p>Standardised tests can provide reliable insights into the specific strengths and areas for development of each learner to help ensure they receive the correct support and interventions.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1?utm_source=/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1&utm_medium=search&utm_campaign=site_search&search_term=assessing</p>	<p>GL</p> <p>1, 2</p>
<p>Renew key curriculum services to ensure learners and staff have the best resources, tools and equipment needed to make the best possible progress</p> <p>Arbor £4,158 TT Rock Stars £116.82 Twinkl £2,474.90 Votes for Schools £548.11 Total £7,297.83</p>	<p>As we have developed our curriculum we have become reliant on some key resources including:</p> <ul style="list-style-type: none"> • Arbor • TT Rock Stars • Twinkl • Votes for Schools <p>These are essential for helping us continue to raise standards across the school.</p>	<p>Arbor TT Rock stars Twinkl Votes for schools</p> <p>ALL</p>
<p>Review the curriculum to ensure it is engaging and exciting, encouraging learners to attend.</p> <p>PE activities and trips £13,680 Forest School £4,104 Employer Engagement and Alternative Provision Teacher £57,658 Total £75,442</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity?utm_source=/education-evidence/teaching-learning-toolkit/physical-activity&utm_medium=search&utm_campaign=site_search&search_term=physical</p> <p>Research into Forest School and its impacts on young children found positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding.</p> <p><i>O'Brien and Murray (2007) Forest School and its impacts on young children: Case studies in Britain,</i></p>	<p>PE activities</p> <p>Forest school</p> <p>4, 5</p>

	<p><i>Urban Forestry & Urban Greening, Volume 6, Issue 4, Pages 249-265</i></p> <p>Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks. Experiences of the workplace can create social capital for young people with more limited networks. Experiences of the workplace give students the opportunity to develop essential skills.</p> <p>https://www.gatsby.org.uk/uploads/education/reports/pdf/gatsby-sir-john-holman-good-career-guidance-2014.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £78,241

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver a range of bespoke behaviour interventions to help improve attainment, by making children feel safe and able to learn in the classroom and seek help and support if not.</p> <p>Therapeutic boxing £5550</p> <p>Pastoral Officer £37,966</p> <p>Driver £29,425</p> <p>ELSA training x3 £3,500</p> <p>Mental Health First Aid £800</p> <p>Total £77,241</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. The interventions themselves can be split into three broad categories:</p> <ol style="list-style-type: none"> 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning 2. Universal programmes which seek to improve behaviour and generally take place in the classroom; and 3. More specialised programmes which are targeted at students with specific behavioural issues. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>Boxing</p> <p>1, 4, 5</p>

<p>Develop outdoor areas to support learner’s mental health to help improve attainment, by providing sensory outdoor spaces to support regulation of behaviour.</p> <p>Outdoor spaces £1000</p>	<p>Learning in the natural environment can aid pastoral work in all educational settings. The physical and mental health benefits of time spent in nature can form part of targeted support to improve engagement and attainment, including as part of wider packages of support for learners with SEND.</p> <p>https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/9317e6ed-6c80-4eb9-be6d-3fcb1f232f3a#action-area-1-climate-education</p>	<p><i>Sensory outdoor spaces</i></p> <p>1, 4, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,204.62

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to cover 100% of costs for trips to ensure all learners have the opportunity to a range of experiences.</p> <p>Trips £18,204.62</p>	<p>For many years, we have been deeply committed to identifying and removing the barriers that children living in poverty face in participating fully in school life. We are dedicated to poverty-proofing and will continue to cover all costs to ensure that all learners can attend trips and enjoy a broad range of childhood experiences.</p>	<p>Trips Residential' s</p> <p>1, 4, 5</p>

Total budgeted cost: £186,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Review
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	21% of KS4 achieved an English and Maths qualification.
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>KS2</p> <p>80% have made progress within phonics.</p> <p>40% of those learners have improved attendance as non-attenders by 40-60%</p> <p>60% have progressed onto other modules in the last 2 months of summer term.</p> <p>KS3</p> <p>34.78% of learners made progress in reading</p> <p>14.49% of learner's chronological age matched reading age</p> <p>KS4</p> <p>30.61% of learner made progress in reading</p> <p>6.12% of learner's chronological age matched reading age</p>
Improve attendance of pupils attracting PP.	Overall attendance of students eligible for PP to improve to 75%	The attendance of students eligible for PP was 59%.

<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 learners to reduce behavioural incidents.</p>	<p>The data shows an improvement in the number of the most serious incidents with a reduction of 2%</p> <p>Anti-Bullying approach - This academic year we have seen a reduction in the number of recorded anti bullying incidents by 12%</p> <p>Analysis of 23/24 - A very unsettled start to the academic year, with an unprecedented number of negative incidents, through proactive work, trauma informed approaches and relationship building, and the Academy has made significant improvements.</p> <p>73% of the years recorded level 4 incidents and 47% of the years recorded level 5 incidents were all reported in the Autumn term.</p> <p>Spring term - Significant reductions made.</p> <p>64% reduction, level 4 incidents from Autumn term (321)</p> <p>37% reduction , level 5 incidents from Autumn term (227)</p> <p>Summer Term:</p> <p>Level 4 incidents - 268 (2% decrease)</p> <p>Level 5 incidents - 74 (3% decrease)</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.