

Pupil premium strategy statement – Trinity Academy New Bridge

This statement details our school's use of pupil premium (and recovery 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 effects that last year's spending had within our school.

School overview

Detail	Data
School Name	Trinity Academy New Bridge
Number of pupils in school	134
Proportion (%) of pupil premium eligible pupils	75%
Academic year/years that our current pupil premium strategy plan covers.	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Finance, Audit and Resources Committee
Pupil premium lead	pp. Dorothy Boyle (Sarah Armstrong)
Governor / Trustee lead	P. Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 100, 395
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 73, 416
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
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>	£ 173, 811

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Preparation for Adulthood (Employability and progression to Further Education)
- Becoming active and responsible citizens

At the heart of our approach to provision is high-quality teaching, targeted support based on assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the School Tutoring Programme for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the strengths of each young person, based on formal and informal assessments, and their individual needs. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Trinity Academy New Bridge's objectives for disadvantaged pupils are:

- To close the gap between PP pupils and their peers in English and Maths
- To improve KS4 achievement for PP pupils
- To improve the reading performance of PP pupils
- To increase the attendance of PP pupils
- To strengthen the mental wellbeing of PP pupils

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. This trend is most recognisable in Maths and English.
2	Data trends indicate that there is a gap in performance between disadvantaged pupils and their peers, in terms of KS4 outcomes.
3	Our assessments show that disadvantaged pupils generally make less progress in reading and are less likely to make age-expected progress in literacy and numeracy.
4	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have irregular attendance due to changing or challenging home circumstances.
5	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
6	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills and that disadvantaged pupils are generally more likely to experience difficulties as a result of 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
Narrow the gap in performance between disadvantaged pupils and their peers, particularly in relation to English and Maths.	Through achievement of improved performance, as demonstrated by our end of year assessments.
Disadvantaged pupils in KS4 make expected levels of progress in GCSE subjects including English and Maths.	Increase in the percentage of KS4 disadvantaged learners that gain recognised English and Maths qualifications.

Improve reading and language comprehension for disadvantaged pupils, so that they can independently comprehend subject-specific texts with challenging terminology, relative to their starting points as identified through baseline assessments.	Through achievement of improved performance, as demonstrated by our end of year assessments.
Improve the attendance of disadvantaged pupils.	Through improved attendance of disadvantaged pupils.
Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	Through observations and discussions with pupils and their families.

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: **£30,600.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. GL Assessment - £2,800.00.	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	1,2,3
Provide staff with further detailed CPD into trauma informed practices.	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	5

Mental Health CPD = £2,000.	quality teaching can narrow the disadvantage gap.' (Education Endowment Foundation, 2021)	
Investment in Accelerated Reader platform. AR = £2000.	Renaissance Reader is an evidence-based adaptive reading intervention and improvement program with a large research portfolio that demonstrates statistically significant effects on improving student outcomes. The program has been extensively validated in a wide range of districts and populations. www.renaissance.com/products	1, 2, 3
Investment in a phonics lead to deliver the intervention programme. Phonics Lead = £23,800	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 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.	1, 2, 3

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

Budgeted cost: **£104,350.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TLSP (x2) to further support classroom engagement TLSP = £25,800.00. (x2) = £51,600	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources. The EEF report 'Improving Behaviour in Schools reviews the best available evidence to offer schools six	1,2,3,4,5, 6

	recommendations for improving behaviour, suggesting that universal systems are unlikely to work for all students and for those pupils who need more intensive support with their behaviour, a personalised approach is likely to be better.	
Purchase of an additional One to One Tuition HLTA time = £52,750.00	One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/one-to-one-tuition	1,2,3,4,6

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

Budgeted cost: **£38,861.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. AP – 25,000.00 POC - £9000 Enrichment - £4,861	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.	4,5,6

Total budgeted cost: £173, 811.00 (Pupil Premium - £100, 395.00, Recovery Funding - £73 416,00)

Part B: Review of 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.	<p>We have not yet closed the gap on students making age expected progress in English and Maths.</p> <p>In English 34.2% of students working at or above their age related expectations. In KS4 English, 5% of students are working at or above target.</p> <p>In KS3 maths 18.4% of students working at or above their age related expectations. In KS4 maths, 11% of students are working at or above target.</p>		
Improve achievement at the end of KS4.	75% of PP pupils to achieve an English and Maths qualification	<p>There were 26 PP students in Year 11.</p> <p>11 PP students were entered for Maths with 91% (10/11) achieving a grade. 9% (1/11) of the cohort achieved a grade 4.</p> <p>In English 11 students were entered, 73% (8/11) achieved a grade. 9% (1/11) achieved a grade 4 or above.</p> <p>89% (8/9) of those entered achieved both an English and Maths qualification.</p>		
Improve reading performance of PP pupils	Close the gap between reading age and chronological age.	<p>For KS3 PP students, 14.7% have made progress with their reading against age related expectations in 22-23</p>		
Improve attendance of pupils attracting PP.	Overall attendance of students eligible for PP to improve to 75%	Attendance 22 – 23	58.6%	
		PP Attendance 22 - 23	58%	
		Attendance 21-22	63.9%	
		PP Attendance 21 - 22	62.6%	
		Attendance 20 -21	56.5%	
		PP Attendance 20 - 21	54.4%	
To support students in their transition into our academy and maximise their potential to engage and succeed by consistently applying trauma informed practice	At least 75% of students to improve their attendance (from their previous school) after joining Trinity Academy New Bridge	<p>The cohort of students who transitioned into New Bridge in 22-23 did not meet the target of 75% of students to improve their attendance.</p> <p>In 23/24, Trinity Academy New Bridge will change the formatting of reporting to include this measure.</p>		

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?	