

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 New Bridge
Number of pupils in school	133
Proportion (%) of pupil premium eligible pupils	76%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 2
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Mark Flint
Pupil premium lead	Patrick Tully
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£61,597.50
Recovery premium funding allocation this academic year	£18,705.00
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	£80,302.50

Part A: Pupil premium (PP) strategy plan

Statement of intent

Trinity Academy New Bridge is determined to strive for excellence in everything we do. In doing this, we know that we change lives on a daily basis. 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 that our children face by targeting support and intervention that meet their learning, social and mental health needs. We aim to use these funds to achieve good progress and outcomes for our students. Trinity Academy New Bridge'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 students
- To increase the attendance of PP students
- To strengthen the mental wellbeing of PP students

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

- Targeting underperforming disadvantaged students to participate in English/Maths intervention
- Delivering bespoke support packages such as anger management
- Targeting attendance through the attendance development team
- Providing rewards that encourage engagement and attendance and enrich our students' life experiences.

The key principles of the Trinity Academy Strategy plan are:

- To overcome the barriers to learning for all students, giving every individual the best possible chance for success.
- To develop and promote reading to support all students accessing the full curriculum
- To support strategies that meet the needs of all of our students. As a specialist SEMH academy all of our students face barriers that disadvantage them.
- High quality teaching and learning is recognised as the major factor to improving student attainment. We ensure that all our students 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 students' progress and success.
- We aim to develop and enhance our students' sense of well-being, self-esteem and resilience by enabling them to access experiences that enrich their lives.

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, early childhood trauma, 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 expectations in English and Maths.	Increase proportion of PP learners making progress in English and Maths.
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 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 targeted pastoral intervention work. Support is given to enable students to reduce incidents that result in harm to self or others.	Pupils feel safe, happy, and well cared for in school. Reduction in the number of serious incidents.
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

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: £9,890.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD and professional development Further embed School IP	<p>Our evidence tells us that CPD focused on differentiation within lessons would be of particular benefit to our more disadvantaged pupils. This will be beneficial to teachers new to the profession, to the academy, or to SEMH specialist provisions.</p> <p>The Sutton Trust and Durham University concluded in 2011 that the average student makes 40% more progress with highly effective teaching than they do with poor teaching and disadvantaged student can make 50 per cent less progress than the average student with poor teaching, yet this progress could be tripled to 150 per cent of the average progress if the teaching is highly effective.</p>	1,2,3,4,5
Provide additional 5% PPA for all teachers to support personal growth, learning and observing of others	<p>Teacher workload reduction evidenced through last two years' wellbeing surveys.</p> <p>Additional PPA provides teachers with more time to plan teaching and intervention that will meet the needs outlined in the students' Education, Health and Care Plans.</p>	4, 5

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

Budgeted cost: £35,331

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring for targeted English and Maths intervention for underperforming disadvantaged students. Dedicated time to provide small group and 1:1 tuition	<p>We aim to increase the proportion of pupil premium students to make age related and rapid progress.</p> <p>Evidence indicates that One to one tuition can be effective, providing approximately five additional months' progress on average (EEF, 2021). This would be implemented in Trinity Academy Newcastle by way of short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact when used in addition to the regular lessons. We have used this approach successfully in the past with marked improvements in learners receiving this type of intervention.</p> <p>Source – EEF, 2021 – Teaching and Learning Toolkit, One to one tuition. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	3,4

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

Budgeted cost: £35,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a programme of actions designed to improve attendance: employing a driver, attendance casework, targeting persistent absentees, specific rewards linked to attendance	<p>The use of these approaches in the academic year 20/21 contributed to a 4% increase in attendance at times of the year where lockdown was not in place.</p>	1,3

Activity	Evidence that supports this approach	Challenge number(s) addressed
To increase the outcomes of pastoral intervention by delivering bespoke packages built on trauma informed practice	These approaches were initially developed and implemented in 20/21 and contributed to a 32% reduction in the most serious incidents, a 38% reduction in incidents of disruptive behaviour and a 22% reduction in the incidents of students leaving class without permission	1,2,5
<p>“Power of Choice” rewards system to incentivise and reward engagement and progress within the learning</p> <p>Development of “enrichment lesson” at the end of each day to incentivise engagement in learning and develop students’ confidence, well-being and self-esteem</p>	<p>Improved attendance to, and engagement in, lessons</p> <p>Improve the progress made by disadvantaged students</p> <p>Students report being motivated to attend, engage and make progress by the current reward system. Its effectiveness is supported by the improvements in behaviour and attendance outlined above. This approach is based on Oakbank Academy’s daily enrichment lessons, which had a positive impact on behaviour and engagement.</p>	2,3
Develop a programme of after school clubs that focus on enhancing the essential life skills of our students (confidence, motivation, resilience and communication); as well as their health (mental and physical) and wellbeing	A Sutton Trust report by Carl Cullinane and Rebecca Mondacute in Oct 2017 concluded that: “Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace, and there is an increasing emphasis on their value, given labour market trends towards automation.”	1,2,3,5

Total budgeted cost: £80,302.50

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.

Aim	Outcome
Provide targeted English and Maths interventions for underperforming disadvantaged pupils	KS4 Outcomes 30% achieved a qualification in Maths and English. Learners achieved 3 qualifications on average. 96% of leavers have progressed into education, training or employment Pupil Premium – The average number of qualifications gained by learners eligible for Pupil Premium (Avg. 3) is equivalent that of their counterparts not eligible (Avg. 3).
To increase the outcomes of pastoral intervention by delivering bespoke packages, such as anger management, recovery passport and therapeutic music lessons.	These approaches contributed to a 32% reduction in the most serious incidents, a 38% reduction in incidents of disruptive behaviour and a 22% reduction in the incidents of students leaving class without permission 32% of PP students increased their attendance from the previous school year
To employ a driver to provide support for disadvantage pupils, especially those with low attendance or hard to reach.	Contributed to a 4% increase in attendance at times of the year where lockdown was not in place.
“Power of Choice” rewards system to incentivise and reward engagement and progress within the learning environment	See behaviour and attendance improvements above.

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
Positive Behaviour Management training to help transform relationships, manage distressed behaviours and conflicts safely and respectfully	Team Teach

Programme	Provider
Sound discovery phonics training package and resources	Synthetic Phonics Ltd.
School-led tutor training	National Tutoring Programme

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.