

1. Summary information					
School	Trinity Academy Newcastle			Type of SEN (eg.PMLD/SLD/MLD etc.)	SEMH
Academic Year	2020/21	Total PP budget	£131,465	Date of most recent PP Review	July 2020
Total number of pupils	180	Number of pupils eligible for PP	140	Date for next internal review of this strategy	Dec 2020
2. Current attainment					
			Pupils eligible for PP	Pupils not eligible for PP	
% achieving targets in communication			45%	50%	
% achieving targets in maths			49%	45%	
% progress specific to school setting			75% Eng/75% Maths	73% Eng/75% Maths	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Social deprivation – limited life and cultural experiences for some students restricts understanding in some curriculum areas				
B.	Below age-expected performance in literacy and/or numeracy				
C.	SEMH difficulties and additional needs including ADHD, low cognitive ability, attachment disorders				
External barriers					
A.	Turbulent school history (frequent changes of school, gaps in education etc.)				
B.	Poor attendance				
C.	Offending behaviour including substance misuse				
D.	Emotional trauma, safeguarding concerns				

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
A.	Improve academic outcomes. <ul style="list-style-type: none"> ○ Increase the proportion of pupil premium students to make age related and rapid progress. 	Pupils eligible for PP in all year groups make rapid progress to meet or exceed age related

	<ul style="list-style-type: none"> ○ Improve GCSE and Qualification outcomes 	expectations.
B.	Increase attendance rates for pupils eligible for PP	Improve Pupil Premium attendance from 70.3%.
C.	Trinity students are motivated to succeed through a reward system that celebrates engagement and rewards positive choices.	<p>Improve engagement in lessons (attitude to learning measure)</p> <p>Improve attendance</p>
D.	To support and strengthen the mental well-being of PP pupils	<p>PP feel safe, happy and cared for in school.</p> <p>Support is given to enable students to reduce incidents and improve behaviour.</p>

5. Planned expenditure					
Academic year	2019/20				
The headings enable you to show how you are using pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
iv. Quality of teaching for all					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Fund colleagues through teacher training programmes as part of a well established 'grow our own' strategy.	3 existing staff to achieved QTS. All core subjects to be taught by teachers to all students.	EEF "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school"	<ul style="list-style-type: none"> Support given to trainee teachers through mentorship and additional time off timetable for training requirements. Termly reports to SLT of progress of trainees. 	DH	Termly
Further embed School IP	Teachers are evaluative and proactive on their professional development and have a clear understanding of whole school themes and priorities.	SchooliP is a well established online programme which enable all school staff to clearly see how they are professionally developing, making a difference and supporting the school to improve.	<ul style="list-style-type: none"> Regular KIT meetings with all staff Linking all staff targets to impact driven outcomes. 	MF	Bi-Yearly
Invest in teacher development and CPD at all levels <ul style="list-style-type: none"> Early career framework NPQML, NPQSL, NPQH Teacher Development trust 	Teachers are well supported through professional development both internally and through external providers. Positive feedback to CPD, tracked using School IP	EEF "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium."	<ul style="list-style-type: none"> Agenda item at SLT and T&L meetings Additional support/mentorship for participants of external courses School IP will support monitoring the impact of CPD. 	MF	End of each term
Provide additional 5% PPA for all teachers to support personal growth, learning, observing others	Teacher workload reduction evidenced through wellbeing survey	Using 'School workload reduction kit' (DfE) and supporting guidance TAN has made numerous small changes to impact teacher workload including marking, communication, meeting time, CPD, data management. A guaranteed 15% PPA per week for all teachers further supports this strategy.	<ul style="list-style-type: none"> 15% PPA built into TAN timetable STLSP employed to provide first point of cover. 	MF	Annually
Total budgeted cost					£48,246

v. Targeted support					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Provide targeted English and Math intervention for underperforming disadvantaged pupils. Dedicated TSLP time to provide small group and one to one tuition. Further support for 1:1 support workers to provide high quality T&L intervention.	Increase the proportion of pupil premium students to make age related and rapid progress.	Extensive evidence from EEF measures moderate impact of one-to-one tuition (+5months) and small group tuition (+4months).	<ul style="list-style-type: none"> • Termly data analysis to monitor impact • Recent position created to oversee 1:1 staff to ensure they are well prepared for supporting students • Weekly timetables for TLSP to outline small group and 1:1 work. 	SN/SH	Termly
Total budgeted cost					£68,398
vi. Other approaches (including links to personal, social and emotional wellbeing)					
Action	Intended outcome	What is the evidence & rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
“Power of Choice” rewards system to incentivise and reward engagement and progress within the learning environment	<ul style="list-style-type: none"> • Improved attendance to and engagement in lessons • Improve the progress made by disadvantaged pupils 	Many of our more disadvantaged students have a history of poor engagement and lack of success in learning. Evidence from last years strategy has demonstrated a positive impact on in-class behavior. Students are motivated to achieve in lessons through a well funded rewards system.	This will be overseen and quality assured by our Pastoral Manager	MO	Half-termly
Mental Health strategy	Equip staff with training opportunities to better support the varied mental health needs of our students	The majority of PP pupils have not attended the school site since March 2020, compounding high levels of anxiety and complex needs.	Appointed mental health/parenting trust lead	KE	Annually
Total budgeted cost					£17,425

6. Review of expenditure				
Previous Academic Year		2018-19		
vii. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provide targeted English and Math intervention for underperforming disadvantaged pupils	Increase the proportion of pupil premium students to make age related and rapid progress.	<p>In 2019/20 (to HT3 due to CV19) the proportion of students making age expected and rapid progress increased for all students in English and Maths. The proportion of Pupil Premium students meeting these standards increased from 55% to 68% in English and from 63% to 67% in Maths. Pupil Premium students outperformed their peers.</p> <p>GCSE/qualification outcomes improved for all students. The average number of qualifications students left Trinity with increased from 4 in 18/19 to 5 in 19/20 (5.7 average for Pupil Premium). The proportion of students leaving with both English and Maths qualifications increased to 88% (PP).</p>	<p>Effective data tracking and early intervention has led to an increased proportion of students making age-expected progress and improved outcomes. This will be included in the strategy for 2020/21 through TLSP dedicated time.</p>	£48,905
viii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Employ a 2 Pastoral Officers to provide support for disadvantaged students when needed and help them to develop resilience, skills and strategies to engage more successfully in school life	Improvement in attendance Support and strengthen wellbeing	<p>Attendance improved (see below)</p> <p>79% of students think that Trinity is a happy and caring school.</p> <p>82% of students say they feel safe in school</p> <p>93% of parents are confident that we will listen if they have concerns.</p>	Continued drive to improve attendance and pastoral intervention.	£67,083

Attendance outreach officer	Improved attendance Engaging hard to reach students in programmes	Our focus is to continue attendance we've seen some small gains. Attendance increased from by from 70.3% to 71.1% for Pupil Premium students Decrease in PNAs by 3%.		£21,254
ix. Other approaches (including links to personal, social and emotional wellbeing)				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
"Power of Choice" rewards system to incentivise and reward engagement and progress within the learning environment	Improved attendance to and engagement in lessons Improve the progress made by disadvantaged pupils	Trinity was able to provide a range of experiences to young people who live in the most deprived wards. Students are motivated by positive rewards and attitude to learning in lessons has improved.	Students are motivated by high profile exciting rewards. Behaviour in lessons has improved as a result. Overall this was a very successful approach and will continue as part of the PP strategy for 19/20	£8,800
Mental Health strategy	Equip staff with training opportunities to better support the varied mental health needs of our students	ACE, FASD and CPV training with all trust staff	Training was informative and well received – it has increased knowledge and informed practice	£16,390

7. Additional detail: In this section you can annex or refer to **additional** information which you have used to inform the statement above