

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	209
Proportion (%) of pupil premium eligible pupils	83% (174)
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)	2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Finance, Audit & Resources Committee
Pupil premium lead	S Hunter M Grummett
Governor / Trustee lead	M McHugh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£202,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£202,555

Part A: Pupil premium strategy plan

Statement of intent

Our vision is to ensure all disadvantaged learners become confident, competent, and kind citizens of the future, equipped with the knowledge, skills, and resilience needed to succeed in further education, training, and employment.

Our strategy aims to:

1. Promote high expectations so that disadvantaged learners make expected or better progress and achieve outcomes in line with their peers.
2. Close knowledge and skills gaps through targeted interventions and consistently high-quality teaching.
3. Raise reading attainment, ensuring learners' reading ages meet or exceed their chronological ages.
4. Improve attendance and significantly reduce severe and persistent absence.
5. Support mental health and wellbeing, fostering positive relationships and emotional resilience.

To achieve these aims, we combine personalised academic support, evidence-based teaching, and comprehensive pastoral care. Early identification of underachievement enables swift, data-informed interventions, particularly in English and Mathematics. Professional development ensures all teachers deliver inclusive, high-impact lessons that close learning gaps.

Our targeted reading programme (Read Write Inc.), investment in high-quality texts, and reading enrichment opportunities promote a strong reading culture. Attendance improvement is driven by proactive monitoring, early family engagement, and cross-Trust collaboration. Mental health and well-being are embedded across school life, supported by our Trauma Informed School UK award and trained staff.

Our approach is rooted in ensuring every disadvantaged learner is known, supported, and empowered to achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
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1	High Expectations and Aspiration While staff share a collective commitment to raising standards, maintaining consistently high expectations for all disadvantaged learners remains a challenge.
2	Outcomes and Progress Despite improvements, there is still a gap in attainment and progress between disadvantaged learners and their peers, particularly in core subjects.
3	Attendance Attendance rates remain low, with a notable proportion of disadvantaged learners identified as severely or persistently absent.
4	Parental Engagement Engagement with some parents and carers of disadvantaged learners is inconsistent. Limited communication and involvement can hinder the shared understanding and support needed to improve attendance, behaviour, and academic outcomes.
5.	Mental Health and Emotional Well-being A number of learners continue to experience difficulties with emotional regulation, anxiety, and low self-esteem. This can affect readiness to learn and relationships within 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
Disadvantaged pupils consistently meet high expectations for effort, engagement, and achievement. Staff maintain a culture of ambition and belief that all pupils can succeed.	All staff demonstrate consistently high expectations through lesson delivery and feedback. Pupil voice and attitude surveys show improved aspiration. Progress of disadvantaged learners matches or exceeds peers across year groups.
The attainment and progress of disadvantaged pupils improve across all key stages, particularly in English and Mathematics, closing the gap with non-disadvantaged peers.	By the end of the academic year, disadvantaged pupils achieve outcomes in line with their peers. Internal assessment data shows termly improvements in progress for targeted cohorts. Gap between disadvantaged and non-disadvantaged pupils narrows in key performance indicators.
Attendance for disadvantaged pupils improves to be in line with, or above,	Overall attendance for disadvantaged pupils is in line with their peers.

national averages, with a significant reduction in severe and persistent absence.	Persistent and severe absence reduces Early intervention systems and family engagement logs show increased impact. Positive trends sustained across the academic year.
Parents and carers of disadvantaged pupils are more engaged in their child's education, supporting learning, attendance, and behaviour.	Increased attendance at parent meetings and academy events. Improved communication between academy staff and families, measured through communication logs and parent feedback. Parent surveys show higher levels of trust, engagement, and satisfaction. Evidence of home and academy collaboration positively influencing attendance and outcomes.
Disadvantaged pupils are emotionally supported and equipped with strategies to manage their well-being, enabling greater focus and resilience in learning.	Reduced behaviour incidents and improved classroom engagement. Increased pupil wellbeing scores from pastoral and mentoring assessments. Timely access to targeted interventions • Progress of disadvantaged learners on SEMH tracker matches or exceeds peers across year groups.

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: £72,178.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use assessment and data analysis to inform teaching and identify gaps early. GL Assessment £2884.14	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. EEF Evidence	1, 2
Renew key curriculum services to ensure learners and staff have the best resources, tools and equipment needed to make the best possible progress	As we have developed our curriculum, we have become reliant on some key resources including: <ul style="list-style-type: none"> • Arbor • Votes for Schools 	1, 2

Arbor £4158 Votes for Schools £578.44 Total £4736.44	These are essential for helping us continue to raise standards across the school.	
Review the curriculum to ensure it is engaging and exciting, encouraging learners to attend. Forest School £2630 Employer Engagement and Alternative Provision Teacher £61,928 Total £64,558	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. <i>O'Brien and Murray (2007) Forest School and its impacts on young children: Case studies in Britain, Urban Forestry & Urban Greening, Volume 6, Issue 4, Pages 249-26</i>	2, 3, 5

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

Budgeted cost: £119,809

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Therapeutic boxing £5850 Pastoral Officer £39,386 Pastoral Lead £42,925 Driver £31,500 Total £119,661	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. The interventions themselves can be split into three broad categories: 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. EEF Evidence	1, 2, 5

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

Budgeted cost: £10,567.47

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to cover 100% of costs for trips to ensure all learners can experience a range of activities.</p> <p>Trips £9369.47</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>	1, 3, 5
<p>Increase parental engagement through events and improved communication systems.</p> <p>Arbor Credits £378 Events £300 Total £888</p>	<p>Parents and carers of disadvantaged pupils who are more engaged in their child's education, supporting learning, attendance, and behaviour can support the Academy to break down barriers and close the gaps.</p> <p>EEF Evidence</p>	2, 3, 4
<p>Celebrate positive attendance, engagement, and behaviour through consistent reward and recognition systems.</p> <p>Incentives £310</p>	<p>We promote positive attendance, engagement, and behaviour through a consistent reward and recognition system, underpinned by research. Regular celebration of effort, improvement, and success reinforces positive habits and contributes to improved attendance and learner motivation.</p> <p>DfE Evidence</p>	1, 2, 3, 5

Total budgeted cost: £202,555

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Review
From varied starting points, ensure more learners reach and maintain expected age expectations by the end of the academic year.	<p>Improved progress measure scores</p> <p>Raised attainment % for all year groups</p>	<p>KS2</p> <p><u>Reading</u></p> <p>73% of learners made progress in Reading from their starting point.</p> <p>7 working at ARE</p> <p><u>Writing</u></p> <p>65% made progress in Writing</p> <p>5 working at ARE</p> <p><u>Maths</u></p> <p>69% made progress</p> <p>7 working at ARE</p> <p><u>Science</u></p> <p>44% made progress</p> <p>6 working ARE</p> <p>KS3</p> <p>English: 19.4% are meeting Age Related Expectations (ARE) Target: Increase the percentage of KS3 learners meeting expected standards from 19.4% → 40% by the end of the academic year.</p> <p>Maths: 12.5% are meeting Age Related Expectations (ARE)</p>

		<p>Target: Increase the percentage of KS3 learners meeting expected standards from 12.5% → 30–40% by the end of the academic year.</p> <p>Science: 22.2% are meeting Age Related Expectations</p> <p>Target: Increase the percentage of KS3 learners meeting expected standards from 22.2% → 40% by the end of the academic year.</p> <p>KS4</p> <p>English: 29% of Y11s Achieving an English Qualification (GCSE or FS).</p> <p>Target: Increase the percentage of KS4 learners achieving an English qualification from 29% → 50% by the end of the academic year.</p> <p>Maths: 50% of Y11s Achieved a Maths Qualification (GCSE or FS).</p> <p>Target: Increase the percentage of KS4 learners achieving a Maths qualification from 50% → 70% by the end of the academic year.</p> <p>Science: 27% of Y11s Achieved a Science Qualification (GCSE).</p> <p>Target: Increase the percentage of KS4 learners</p>
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		achieving a science qualification from 27% → 50% by the end of the academic year.
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	<p>Lower School learning walks show that:</p> <p>79% of lessons demonstrated stretch, challenge and differentiation.</p> <p>86% demonstrated embedding knowledge into lessons.</p> <p>93% showed a positive learning environment, conducive to learners making progress.</p> <p>Upper School learning walks show that:</p> <p>44% of teaching was judged to be <i>Good</i>.</p> <p>20% of lessons demonstrated effective <i>stretch, challenge, and adaptive teaching</i>.</p> <p>45% of lessons showed evidence of <i>scaffolding and support</i> to aid learner understanding.</p> <p>40% of lessons demonstrated a <i>positive learning environment</i> conducive to learners making sustained progress.</p>
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	<p>KS2</p> <p>73% of learners made progress in reading</p>

		<p>17% of learner's chronological age matched reading age</p> <p>KS3</p> <p>9% of learners made progress in reading</p> <p>9% of learners chronological age matched reading age</p> <p>KS4</p> <p>19% of learners made progress in reading</p> <p>3% of learners chronological age matched reading age</p>
Achieve an increase in attendance and a significant reduction in % of PA	<p>% of PA's reduced from previous year</p> <p>Evidence shows that the school takes robust and swift action to ensure every learner attends everyday</p> <p>Overall attendance figures demonstrate good improvement</p>	<p>Lower School</p> <p>Overall Attendance increased by 3%</p> <p>PNA decreased by 8%</p> <p>Upper School</p> <p>Overall Attendance decreased by 6%</p> <p>PNA decreased by 1%</p> <p>Whole School</p> <p>Overall attendance decreased by 3%</p> <p>PNA decreased by 3%</p>
Achieve a reduction of behaviour incidents	<p>Data demonstrates a reduction in behaviour incidents at all levels</p> <p>Analysis of pastoral interventions demonstrate effectiveness in preventing behaviours from escalating</p> <p>Student survey demonstrates an</p>	<p>The data shows an improvement in the number of the most serious incidents with a reduction of 9% overall.</p> <p>With more detailed analysis in the lower/upper schools, the trauma informed approach and pastoral</p>

	improvement in behaviour in class and around school	<p>interventions have been effective in reducing the most serious Level 5 incidents by 29% from Term 1 to Term 3.</p> <p>Student survey??</p> <p>Lower School Student Survey in the Summer Term showed that:</p> <ul style="list-style-type: none"> • Learners thought that incidents of bullying had reduced since the previous survey. • Learners think there has been an improvement in the behaviours of others in their lessons and around school.
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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:</i> How our service pupil premium allocation was spent last academic year
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.