

TRINITY ACADEMY NEWCASTLE TRUST

Pupil Premium Policy

**Reviewed by the Committee – July 2024
On Behalf of the Board**

Next Review Date – July 2025

1 - Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2 - Legislation and guidance

This policy is based on the [pupil premium allocations and conditions of grant guidance 2024 to 2025](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

3 - Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers. We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve *all* pupils' progress and attainment so that they can reach their full potential.

Pupil premium funding is allocated to the Trust based on the following eligibility criteria...

Disadvantaged pupils	PP grant per pupil rate
Pupils in year groups reception to year 6 recorded as FSM Ever 6	£1,480
Pupils in years 7 to 11 recorded as FSM Ever 6	£1,050
Looked-after children (LAC)	£2,570
Previously looked-after children (PLAC)	£2,570
Service children	SPP per pupil rate
Eligible service children in year groups reception to year 11	£340

It is ring-fenced to ensure that funding to tackle disadvantage reaches the learners who are in most need of it.

4 - Use of the grant

At Trinity Academy Newcastle Trust (the Trust), we have relentlessly continued to close the gap between learners and national expectations for attainment. Our strategy for Pupil Premium spend is to ensure each individual is prepared and motivated to learn and resources are targeted to maximise success.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Use Principles

Our spending strategy is informed by research evidence, referring to a range of sources, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)

Our use of the pupil premium and activities align with the [DfE's 'menu of approaches'](#), based on the EEF's 3-tiered approach as outlined in the [EEF's Pupil Premium Guide](#). The DfE and EEF say our Pupil Premium spend activities must...

- developing high-quality teaching, for example through professional development and recruitment and retention
- providing targeted academic support, such as one-to-one or small group tuition
- tackling non-academic barriers to academic success, such as difficulties with attendance, behaviour and social and emotional wellbeing

We ensure that teaching and learning opportunities meet the needs of all of the learners. We ensure that appropriate provision is made for each individual, this includes ensuring that the needs of socially disadvantaged learners are adequately assessed and addressed. In making provision for socially disadvantaged learners, we recognise that not all learners who receive free school meals will be socially disadvantaged. We also recognise that not all learners who are socially disadvantaged are registered or qualify for free school meals. All learners are given opportunities tailored for their individual need. All pupil premium work is aimed at accelerating progress and supporting learners to meet their potential. Pupil premium resources may also be used to target able children to achieve higher levels.

Examples of Use

- Educational - Providing extra 1-to-1 or small-group support and targeted intervention, homework resources, outreach and community teaching and expanding digital technology.
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Enrichment – Resources to improve attendance, outdoor education provision, educational trips and visits, developing an educational farm resource.
- Wellbeing – Mental Health resources, behaviour support programme, parental engagement and additional support programmes.

Looked after students

The additional Pupil Premium funding allocated to LAC students will be kept in a separate budget and allocated to resources/support identified in their Personal Education Plan (PEP).

5 - Roles and Responsibilities

5.1 - Directors or Local Governors

- The Directors will approve the overall strategy for deploying pupil premium funding.
- The Directors or Local Governors will hold senior and middle leaders to account for implementing the Academy's strategy and for evaluating its impact on the achievement of targeted pupils.

5.2 – Head of School and SLT

- The Head of School retains overall responsibility for leading the pupil premium strategy and publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Each Academy's Head of School will have overall responsibility for evaluating the impact of the support programme.

- The Head of School will identify monitor and track the PP cohort across the Academy.
- Meet regularly with Trust leaders and Directors or Local Governors to report on progress of PP students and impact of initiatives.
- Discuss the progress and attainment of PP students. Identify PP students who may require additional support and put in place strategies to support them.

5.3 - Individual Teachers

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.
- Class and subject teachers are responsible for the progress made by all pupils.
- All staff will give pupils clear feedback that helps them to improve their work.

Reporting

The Directors of the Trust will ensure that there is an annual statement on how the Pupil Premium funding was allocated and the impact of strategies. This task will be carried out within the requirements published by the Department for Education and will appear on our Trust website.

Poverty Proofing the Trust Day

The Trust is an SEMH Trust in an area of high deprivation; approximately 80% of learners receive the Pupil Premium Grant.

At The Trust we work to identify and remove barriers to learning, reducing the stigma and discrimination faced by learners of low income background. We do this by:

- Ensuring all activity and planned activity in the Trust do not identify, exclude, treat differently or make assumptions about those children whose household income or resources are lower than others
- Exploring policy and practice to make sure it doesn't inadvertently discriminate or stigmatise learners whose families have less financial resources
- Using evidence to help you decide the best way to spend pupil premium allocations <http://educationendowmentfoundation.org.uk/toolkit>
- Gathering evidence to monitor the impact pupil premium makes to the lives of your learners
- Ensuring Directors and local Governors are aware of the OFSTED requirements in relation to Pupil Premium accountability and reducing the attainment gap
- We are a living wage employer

Signed on behalf of the Board:



Peter Carter (Chairperson of the Board)

Date: July 2024