

Pupil premium strategy statement – Outwood Academy Ripon.

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	616
Proportion (%) of pupil premium eligible pupils	34.7% (214)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 – 2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ms.R.A. Donohue
Pupil Premium lead	Mr. D.O'Brien
Governor / Trustee lead	Mrs. A. Beckwith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221,930
Recovery premium funding allocation this academic year	£0
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.	£221,930

Part A: Pupil premium strategy plan

Statement of intent

Our goal is to ensure that every student, regardless of their background or the obstacles they may face, makes significant progress and excels in all aspects of the curriculum. The central focus of our pupil premium strategy is to empower disadvantaged students to reach this objective, including those who are already high-achievers.

We are committed to addressing the challenges experienced by vulnerable students, including those under the care of a social worker and young carers. The initiatives outlined in this statement aim to cater to their needs, irrespective of their disadvantaged status.

At the core of our strategy lies the delivery of high-quality teaching, with a particular emphasis on areas where disadvantaged students require the most support. This approach has been proven to have a substantial impact in narrowing the attainment gap caused by disadvantages while simultaneously benefiting all students in our school, regardless of their socio-economic status. It is our implicit intention that non-disadvantaged students will maintain and improve their academic performance alongside their disadvantaged peers, in line with the desired outcomes detailed below.

Our approach is designed to be responsive to common challenges and individual needs, grounded in thorough diagnostic assessments, rather than relying on assumptions about the impact of disadvantage. The various approaches we have implemented complement each other to help students thrive. To ensure their effectiveness, we are guided by the following key principles:

- Ensuring that every student receives high-quality teaching in every lesson.
- Narrowing the attainment gap between disadvantaged students and their peers.
- Providing targeted academic support for students who are not making the expected progress.
- Addressing non-academic barriers to attainment, such as attendance, behaviour, and well-being.
- Ensuring that Pupil Premium funding is directed towards the students who need it most.
- Weekly review at RAG meetings, allowing for an in depth review of impact during the Praising Stars cycle.
- Child reviews through the weekly Inclusion meeting and Attendance meetings.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in basic Literacy and Numeracy Skills.
2	Impact of COVID and subsequent missed learning and development issues.
3	Staffing - recruitment and retainment.
4	High number of staff illness and so ensuring staff absence does not impact on the education of students.
5	Disadvantaged pupils tend to make less progress and attain lower than their non-disadvantaged peers.

6	Low attendance – high number of Persistently Absent (PA) students.
7	Well being and mental health issues.
8	Attitudes to learning, aspiration, ambition, confidence and resilience.
9	Access to resources including IT.
10	Movement of service students to different schools throughout their education.

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
Improved outcomes for disadvantaged students.	Year 11 students facing socio-economic disadvantages exhibit notable academic progress, effectively narrowing the achievement disparity that separates them from their more privileged peers. Please consult the Academy Improvement Plan for precise benchmarks and objectives related to the advancement of disadvantaged students.
Improved attendance and a reduction in persistent absence (PA).	The number of students with persistent absenteeism decreases among disadvantaged students, aligning their attendance rates more closely with the national average. For detailed targets pertaining to the enhancement of attendance among disadvantaged students, please refer to the Academy Improvement Plan.
Ensuring Comprehensive Support and Safety: Students benefit from a nurturing and secure environment that empowers them to actively participate in the curriculum. They are equipped with the knowledge of how to seek assistance when facing challenges. Our dedicated support network, including year group tutors, Heads of Department, Teaching staff, Learning Managers, access to wellbeing support staff, and weekly monitoring of vulnerable students, underlines our commitment to fostering a motivated and thriving student community.	Student voice focus groups and surveys have provided feedback that underscores the strong support system in place, a sense of safety, and clear guidance for seeking assistance when needed.

Holistic Student Support: Our students benefit from comprehensive support, including expert guidance to ensure they are well-prepared for life beyond our academy. This encompasses guidance from external careers advisors and the school's achievement of the GATSBY benchmark, illustrating our commitment to their future success.	Successful Transition: Our commitment to ensuring that students are well-prepared for their post-academy life is evident in the remarkably low number of NEETs, with just two students recorded as NEET for the 2022/23 academic year and three for the 2023/24 academic year. Data for 2024/25 shows that two students were NEET. Feedback from student focus groups and surveys reinforces our dedication to providing effective support in this vital aspect of their education journey.												
Ensure students receiving pupil premium have the same access to enrichment opportunities.	Elevate Pupil Premium Participation in Enrichment Activities: Aim to raise the proportion of pupil premium recipients actively participating in enrichment opportunities.												
Reduce the number of temporary suspensions for pupil premium students.	Disadvantaged Comparison <table><tr><th>Year</th><th>Total Incidents</th><th>Reduction</th><th>% Reduction</th></tr><tr><td>2024/25</td><td>483</td><td>–</td><td>–</td></tr><tr><td>2025/26</td><td>183</td><td>300</td><td>62.1%</td></tr></table> - Disadvantaged pupils’ behaviour incidents have reduced by 62.1%, from 483 to 183. - Improvements are evident across all year groups, with Year 9 and Year 10 showing the largest reductions. There have been significant reductions across all behaviour categories this year, particularly in the more serious incidents classified as C5 and C6. No suspensions or permanent exclusions have been recorded, demonstrating a positive shift towards restorative and preventative approaches. Disadvantaged pupils have shown over a 60% reduction in behaviour incidents compared to the previous year, highlighting the effectiveness of targeted interventions and tailored support strategies. The data also indicates that behavioural expectations are now well embedded across all year groups, with particularly strong and sustained improvements evident in Years 10 and 11.	Year	Total Incidents	Reduction	% Reduction	2024/25	483	–	–	2025/26	183	300	62.1%
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2024/25	483	–	–										
2025/26	183	300	62.1%										

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that first wave teaching is of a high standard: bolstered by a professional development program that centres around the Outwood 5 pillars of teaching and learning approach. Launch StepLab - a coaching programme to accelerate best practice and embed consistency.	This approach is designed to augment the effectiveness of teaching while fostering students' learning and self-regulation. It hinges on several critical components, including transparent communication of shared learning objectives (comprising the subject's learning journeys), routine recapitulation and retrieval, delivery of new information, opportunities for practical application of newly acquired knowledge and skills, and prompt feedback. A focus of CPD encourages innovation and creativity, ultimately resulting in enhanced teaching quality, which, in turn, positively influences students' progress and outcomes.	1,2
Ensure that we are able to recruit the best teachers, and that staff involved in recruitment have all completed safer recruiting training.	Ensuring that we are fully staffed and have high quality teachers in front of our children means that students learn well but also impacts positively on behaviour, attendance and wellbeing.	3,4
Provide high quality support to key subject areas through the deployment of Trust Directors, hence improving the quality of teaching.	Our Directors not only raise the bar by introducing an additional layer of challenge within their respective subject domains but also play a pivotal role in nurturing teachers, facilitating their growth, and enhancing their teaching skills. This, in turn, contributes to a more robust teaching and learning environment across the academy.	2,8

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised Support in Mathematics and English: Our dedicated One-to-One tutors specialise in providing tailored assistance, both through small group sessions and individualised interventions, designed to address the specific needs of students who may be underperforming or facing challenges in particular areas.	Highly Effective One-to-One Tuition or Small Group: Evidence indicates the remarkable effectiveness of one-to-one tuition in enhancing pupil outcomes. Impactful Literacy Support Programmes: Literacy support programmes have a profound influence on students' capacity to engage with the curriculum, a factor closely tied to their behaviour, participation, and motivation. On average, one-to-one tuition leads to approximately five additional months of progress. In Mathematics, this approach has been shown to increase students' GCSE outcomes by an average of 60.4 marks, equivalent to an improvement of 1.54 grades. In reading, one-to-one support has contributed to closing the attainment gap between disadvantaged and non-disadvantaged pupils. On entry, Year 7 PP pupils achieved an average NRSS of 95, compared with 102 for all students. By Year 9, this gap had significantly narrowed, with PP pupils achieving an average NRSS of 101 compared with 102 for all students. This shows significant progress in the reading from One-to-One support and the Ruth Miskin Programme.	1
Inclusive Support Spaces for Students: We provide dedicated inclusion areas to accommodate students who may face challenges in accessing mainstream lessons. Targeted intervention and support are overseen by our Bridge Co-Ordinator, ensuring that every student's unique needs are met.	International research evidence suggests that reducing class sizes to meet the needs of the most vulnerable children can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations.	5,7,8,9,10

Subject staff from across the curriculum provide additional academic support and intervention after school and during holidays.	Trust data shows that students that access additional out of hours intervention achieve better outcomes than their peers who do not. Specialist small group intervention helps students make progress in areas of weakness or extends progress areas of strength.	8,9,10
Staff appointment: Introduction of Ruth Miskin Programme to support the design of a literacy support Programme.	Impactful Literacy Support Programmes: Literacy support programmes have a profound influence on students' capacity to engage with the curriculum, a factor closely tied to their behaviour, participation, and motivation. According to Ofsted (2022), it is noteworthy that merely 10% of underprivileged children who exit primary school with reading skills below the expected standard manage to achieve passes in English and Math at GCSE level, underscoring the importance of effective literacy support initiatives.	1
Identify students for Speech and language therapy and assessment.	Strategies provided to support students with learning barriers caused by underdeveloped speech and language. Research suggests that children with poor speech, language and communication get fewer GCSE grades than their peers.	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Wellbeing Team: Our dedicated wellbeing staff take a holistic approach, ensuring the well-being of the entire school community. They equip both staff and students with the necessary knowledge and confidence to identify and comprehend signs of poor mental health in pupils, as well as guiding them on the appropriate steps to take when concerns arise.	By offering support in this area, students are better positioned to increase their school engagement, attendance, and overall learning outcomes. Our in-school support team offers a comprehensive range of assistance, including pastoral support, behaviour guidance, safeguarding, and wellbeing services. Well-supported students are more effectively equipped to engage in their learning journey.	7,8,10
School wellbeing support worker (iSpace).	Trained therapists attend the academy twice a week, supporting emotional and well being needs of students building resilience and relationships within school to encourage attendance and improve wellbeing.	7,8,6,10
An in school support team provides a wealth of support, guidance and advice across a wide range of areas such	Students who are well supported are better able to learn.	7,8,5,6,10

as pastoral support, behaviour support, safeguarding and wellbeing.		
An extensive Careers Programme over 5 years, complemented by independent CIAG from Careers Inc, ensures that students are well informed and supported. School works towards achieving the GATSBY benchmark.	Students who have clear goals and aspirations from a younger age tend to be more motivated and engaged. Destination data demonstrates successful outcomes for students receiving pupil premium.	8,10
The Educational Welfare Officer (EWO) and the Attendance Team implemented the A-Star Attendance Programme to develop a comprehensive plan for improving student attendance, ensuring that the strategy is effectively executed and continuously monitored.	Comprehensive Support Framework with Parental Engagement: We have established a transparent programme of support, interventions, and rewards, bolstered by active parental involvement. Extensive research underscores the undeniable correlation between school attendance and academic achievement.	8,5,6,10
Ensure that disadvantaged students have full access to the curriculum and that they are not restricted due to financial constraints.	Supporting Students and Parents: To assist students and their families, we provide Year 7 students with a complimentary uniform bundle, establish a hardship fund to cover expenses related to uniforms, trips, and other necessities, and ensure access to free school meals for eligible students.	5,6,9
Guaranteeing External Alternative Support: We are committed to offering additional external alternative provision to students who require it, either due to difficulties in accessing the traditional school environment or as a supplementary measure to enhance their educational experience.	Alternative provision provides a more bespoke and appropriate curriculum for some children, with smaller class sizes and access to some courses and facilities that are unavailable in schools. This often has the effect of improving engagement, attendance and behaviour.	7,8

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have conducted a comprehensive analysis of the academic performance of our disadvantaged students during the 2024/25 academic year, utilising both key stage 4 performance data and our internal assessments.

In the context of the 2024/25 academic year, the average Attainment 8 score for Pupil Premium students was 39.33. In English, 54% of Pupil Premium students achieved a grade 9–5, while 72% achieved a grade 9–4. In Maths, 48% reached a grade 9–5, and 66% achieved a grade 9–4.

To assess the performance of our disadvantaged students, we reviewed their results against key benchmarks. Notable achievements include In Mathematics, 71.4% of disadvantaged students achieved a Grade 9–4, while 54.3% secured a Grade 9–5, and 11.4% attained the highest Grades 9–7. The average Attainment 8 score for disadvantaged students in Maths was 4.4. In History, 63.6% of disadvantaged students achieved a Grade 9–4, with the same proportion, 63.6%, also achieving a Grade 9–5. A further 22.7% of disadvantaged students achieved Grades 9–7. The average Attainment 8 score for disadvantaged students in History was 4.59. In Health and Social Care, 75% of disadvantaged students achieved at least a Level 2 Pass (L2P+), 50% achieved Level 2 Merit or above (L2M+), and 50% achieved Level 2 Distinction or above (L2D+). The average Attainment 8 score for disadvantaged students in this subject was 5.19.

Attendance for pupil premium students has shown a positive upward trend. In the 2023/24 academic year, attendance was 85.4%, rising to 88.1% in 2024/25. When compared with schools of a similar context, where the median attendance was 83.7%, our pupil premium attendance not only reflects a significant improvement from the previous year, but also sits notably above the national benchmark for comparable schools.

Our assessments have revealed that our Year 7 disadvantaged students enter with an average reading age 1.44 years below the cohort average (11 years). By Year 8, this deficit has reduced to 0.71 years, demonstrating positive progress.

To address this gap, we have implemented a comprehensive literacy support programme, including access to the Ruth Miskin programme, Lexia, and Reciprocal Reading interventions, alongside whole-school literacy strategies. These targeted interventions ensure disadvantaged pupils receive tailored support to accelerate their reading development and close the attainment gap.

Notably, our efforts last year yielded positive results, with Year 7 students experiencing a notable improvement of 1 year and 4 months in their reading age, while Year 8 students saw a continued impressive gain of 1 year and 7 months. We are committed to building upon this success to further enhance the reading skills and abilities of our disadvantaged students.

Outcome	Impact																																																	
Improved progression of Literacy skills for students	In 2024/2025 pupils in this category received additional Reciprocal Reading interventions that showed an average ratio gain of 2 years and 1 month with some students progressing in excess of this (the national average for ratio gain is 0.8). Pupils receiving the Ruth Miskin intervention showed an average progression of 1 year and 1 month which again is above national average. As a result of the improved outcomes, we have employed 2 full time Specialist Literacy Teaching Assistants to ensure that no child is 2 years below their chronological reading age (2026/2027).																																																	
Improve attendance and reduce the number of PA students.	Disadvantaged PA has seen a significant reduction from 50.10% in 21/22 to 39.44% at the end of 2022/23. 2023/24 academic year showed an increase to 34.31%. In 2024/25, there was a significant decrease to 28.57%.																																																	
Improved attitudes towards learning.	2024/25 Data <table><tr><th>Year Group</th><th>FTE Episodes</th><th>FTE Half Days</th><th>C6 Episodes</th><th>C6 Half Days</th><th>Total Episodes</th><th>Total Half Days</th></tr><tr><td>7</td><td>5</td><td>8</td><td>0</td><td>0</td><td>5</td><td>8</td></tr><tr><td>8</td><td>6</td><td>15</td><td>1</td><td>2</td><td>7</td><td>17</td></tr><tr><td>9</td><td>10</td><td>25</td><td>2</td><td>4</td><td>12</td><td>29</td></tr><tr><td>10</td><td>17</td><td>40</td><td>1</td><td>2</td><td>18</td><td>42</td></tr><tr><td>11</td><td>8</td><td>9</td><td>0</td><td>0</td><td>8</td><td>9</td></tr><tr><td>Total</td><td>46</td><td>97</td><td>4</td><td>8</td><td>50</td><td>105</td></tr></table> Disadvantaged pupils have achieved a zero-suspension outcome for 2025/26, highlighting the success of whole-school strategies aimed at promoting inclusion, emotional regulation, and positive behaviour reinforcement. This represents a sustained culture shift towards preventative and supportive approaches rather than punitive measures.	Year Group	FTE Episodes	FTE Half Days	C6 Episodes	C6 Half Days	Total Episodes	Total Half Days	7	5	8	0	0	5	8	8	6	15	1	2	7	17	9	10	25	2	4	12	29	10	17	40	1	2	18	42	11	8	9	0	0	8	9	Total	46	97	4	8	50	105
Year Group	FTE Episodes	FTE Half Days	C6 Episodes	C6 Half Days	Total Episodes	Total Half Days																																												
7	5	8	0	0	5	8																																												
8	6	15	1	2	7	17																																												
9	10	25	2	4	12	29																																												
10	17	40	1	2	18	42																																												
11	8	9	0	0	8	9																																												
Total	46	97	4	8	50	105																																												
Increased learning opportunities through specialist tuition.	The Academy has been able to support the addition of a second Specialist Literacy Teaching Assistant and continues to offer One-to-One Tuition in Maths and English. These timetables consist of 30% pupil premium students. In addition to the increased capacity, the 'Raising Achievement Strategy' has been enhanced with targeted interventions, tutor time support, and enrichment activities, further increasing learning opportunities.																																																	

Externally provided Programmes

Please include the names of any non-DfE Programs that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Program	Provider
SPARX	SPARX

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year Designated Staff for Targeted Support: We have assigned dedicated staff members to offer specialised support to our students. Additionally, students have access to well-being and support groups, along with the opportunity to participate in service-linked activities, such: Fortnightly Welfare Drop-In Sessions: Open to all service pupils, offering refreshments, wellbeing support and a range of activities including team-building tasks, reflection exercises and self-evaluation opportunities. Enhanced Partnership with the Armed Forces Welfare Team: Regular sessions delivered by Maggie Newman, focusing on team building, resilience and mental health support. Increased Staff Awareness: Whole-staff engagement to raise the profile of service pupils, including tutor-group activities designed to build understanding and promote support. Armed Forces Day Activities: Tutor-time tasks delivered across school to highlight the experiences and contributions of service pupils. Community Engagement Trip: Participation in the Catterick Garrison Armed Forces Day for Children with 60 students (30 service pupils and 30 civilian peers) to strengthen awareness, empathy and understanding of military life. Student Voice & Media: Dedicated section in the school newspaper featuring interviews with service pupils, celebrating their experiences and increasing awareness of military life across the school community. We offer a diverse range of high-quality extracurricular activities designed to enhance wellbeing, behaviour, attendance, and aspiration. Programmes such as The Duke of Edinburgh's Award focus on developing essential life skills including confidence, resilience, and teamwork. Disadvantaged pupils are actively encouraged and supported to take part, ensuring equal access and opportunity for all. The impact of that spending on service pupil premium eligible pupils Students in the focus group had a year 11 outcomes of: • A8 39.33 • English 9-5: 54% • English 9-4: 72% • Maths 9-5: 48.0% • Maths 9-4: 66.
