

Outwood Academy Ormesby
Pupil Premium Statement: 25-26
(Plan 2025 - 2028)

Students First: raising standards, transforming lives.



Pupil premium strategy statement

2025-26

School overview

Detail	Data
School name	Outwood Academy Ormesby
Number of pupils in school	730
Proportion (%) of pupil premium eligible pupils	473 students (64.8%)
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	October 25
Date on which it will be reviewed	September 26
Statement authorised by	James Bridge
Pupil premium lead	Craig Wright
Governor / Trustee lead	Carole Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Estimated)	£483,529.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

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Strategy Development: Rolling Three Year Overview

2025-2026		
Context: <ul style="list-style-type: none">• We have made significant gains in our work to improve behaviour. Our suspension rate is lower now than in the last three years. However, we recognise this is still higher than the national average and more needs to be done to improve attitudes of students to learning.• Our work to improve literacy has seen improvements in student's reading ages but this remains an ongoing challenge in our school community.• In the last year, we have improved attendance by 4% (placing us in the top 10 schools nationally for improved attendance). However, we are determined to raise our attendance even further so that all children benefit from our quality first teaching.		
Ongoing strategies: BEHAVIOUR: <ul style="list-style-type: none">• PDC• Temenos• PLC• Bridge• Provisions to support behaviour, social skills and Equality, Diversity and Inclusion. LITERACY: <ul style="list-style-type: none">• Lexia Program• Miskin Program• AR Reading Program• Elevate Program ATTENDANCE: <ul style="list-style-type: none">• EWO• Family Support Worker• Learning Manager Team	Innovation: BEHAVIOUR: <ul style="list-style-type: none">• We will engage with Project Connect to develop our community strategy and allow us to engage with even more of our community in a positive way.• We will utilise alternative provision to support our most challenging learners and seek ways to engage them in education.• We will expand our offer of provisions and tie in greater speech and language support to ensure that learners are supported. LITERACY: <ul style="list-style-type: none">• We will expand our Miskin team to allow for more students to benefit from this approach.• We will expand Elevate into Year 9 and	Rationale: Behaviour <p>We will engage with Project Connect to strengthen relationships within our school community and improve parental engagement. The EEF highlights that positive family-school partnerships can have a “moderate impact for very low cost,” particularly when communication is focused and supportive. By building a more inclusive community approach, we aim to reduce behaviour incidents and increase engagement among disadvantaged students.</p> <p>Additionally, the use of alternative provision and enhanced speech and language support will ensure that our most challenging learners receive targeted interventions. The EEF's Behaviour in Schools guidance report recommends proactive, relational approaches and tailored support to meet individual</p>

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	<p>carefully track progress in literacy for this cohort.</p> <ul style="list-style-type: none">• We will implement a PD&G reading program called 'Outwood Reads' so that all students enjoy and engage in an ambitious reading program. <p>ATTENDANCE:</p> <ul style="list-style-type: none">• We will engage with Project Connect to develop our community strategy and allow us to engage with even more of our community in a positive way.• We will engage in a review of our attendance procedures to ensure that we are doing everything we can to improve attendance.• We will ensure our SLT lead is trained and able to deliver effective strategic leadership of attendance.	<p>needs. Speech and language development, in particular, has been shown to underpin self-regulation and classroom engagement, providing a foundation for improved behaviour and learning outcomes.</p> <p>Literacy</p> <p>Improving literacy remains central to improving life chances. We will expand our Miskin team to ensure more students benefit from structured phonics and reading intervention. The EEF's Improving Literacy in Secondary Schools report evidences that systematic, phonics-based instruction can have a high impact, especially for struggling readers.</p> <p>The Elevate programme, extended into Year 9, will ensure ongoing support for literacy development during the critical transition into GCSE study. Tracking progress closely aligns with the EEF's recommendation to use diagnostic assessment to target interventions effectively.</p> <p>We will also launch 'Outwood Reads', a Personal Development & Growth (PD&G) reading initiative designed to promote reading for pleasure. According to the EEF, encouraging reading enjoyment and engagement can lead to an average of +4 months' progress in reading attainment,</p>
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		<p>supporting both literacy and wider academic success.</p> <p>Attendance</p> <p>Improving attendance is essential to narrowing disadvantage. Through Project Connect, we aim to deepen community relationships and tackle barriers to attendance collaboratively. The EEF's Attendance Interventions evidence review highlights that multi-agency, relationship-based strategies can improve attendance, particularly when underpinned by consistent communication and clear expectations.</p> <p>A comprehensive review of attendance procedures and SLT training will ensure that attendance is led strategically, systematically monitored, and supported through early intervention—ensuring every pupil can access high-quality teaching consistently.</p>
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Part A: Pupil premium strategy plan

Statement of intent

This strategy sets out how the Academy plans to support our Pupil Premium students. This is drive by the Academy Trust vision of “Students First: Raising Standards and Transforming Lives.” At Outwood Academy Ormesby, we strive for all students to always be the best that they can be, and this statement intends to support this aim by removing any barriers to success.

The intent of this strategy is specifically outlined below. As a result of this strategy we aim for:

- Students improve their reading and literacy skills, specifically during KS3, in order to bridge any gaps in their reading age, to enable students to fully access their curriculum and improve progress and outcomes at GCSE.
- Students’ attendance will continue to improve significantly, and the number of students with Persistent Absence issues reduces.
- Students’ ability to regulate their own behaviours and emotions, will improve, due to improved packages of intervention and support; as a result of this the number of suspensions will reduce.
- Ameliorate the gap between the achievement of those who are disadvantaged vs their peers who are not; with particular attention paid to other vulnerable groups such as those who are not working at the expected standard on entry as well as those with additional SEND needs.

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Challenges

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

Challenge number	Detail of challenge
1	Literacy skills entering Year 7 are lower for students who are eligible for Pupil Premium than for other students, which prevents them from making good progress. Post pandemic there are visible gaps in Pupil Premium students reading ages and access to learning.
2	Attendance rates for students who are Pupil Premium are lower than for other students, which reduces their number of school learning hours and as such impedes their progress. Persistent absence figures for Pupil Premium students have increased. The gap is currently around 7% between PP and non-PP students.
3	Suspensions, although reducing, are higher than the Academy would like. The amount of learning time lost for some students then has a further detrimental impact on their education. This is particularly evident in disadvantaged and SEND cohorts.
4	Outcomes have improved at Outwood Academy Ormesby in 24/25 but the gap between PP and non-PP in both 5+ and 4+ measures remains at around 20%. This reflects the impact of attendance, literacy and behaviour on overall outcomes for PP students.

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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.

Challenge number	Intended outcome	Success criteria
1	Students improve their reading and literacy skills, specifically during Year 7 to Year 9 to support improved progress and achievement in all subjects	<ul style="list-style-type: none">• Students eligible for Pupil Premium in Years 7 - 9 improve the progress made towards their target grades.• Miskin Students improve their phonics abilities.• Students arriving with low levels of literacy show improvements in accelerated reader assessments (through reading age improvement) and Praising Stars data.• Literacy RAG is held regularly and supports improvements in outcomes for students.• AR scores show an overall improving picture in reading ages.
2	To improve and support attendance figures for all Pupil Premium students	<ul style="list-style-type: none">• Reduced number of persistent absentees (PA) among students eligible for Pupil Premium• Overall attendance among Students eligible for Pupil Premium improves and the current gap of difference compared to non Pupil Premium students reduces further.
3	Students lose less learning time, due to a reduction in suspensions. Students' needs are better met in school through a wide package of behavioural and academic support.	<ul style="list-style-type: none">• Reduction in suspensions - as a % of roll.• Reduction in number of students with suspensions.• Reduction in number of students who are SEND or disadvantaged, who are suspended.

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		<ul style="list-style-type: none">• Personal Development Centre and Personalised Learning Centre packages of intervention are impactful, and allow students to better manage their emotions/behaviours.• Earlier intervention reduces the number of students who become behavioural recidivists.
4	Outcomes at 4+ and 5+ improve for PP students so that the gap between Pupil Premium and non-Pupil Premium students closes.	<ul style="list-style-type: none">• 4+ English and Maths improves.• 5+ English and Maths improves.• The gap between PP and Non-PP narrows and is almost closed.

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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: £456,071.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extended Writing in Examinations:</p> <p>Strategy throughout the school to be implemented, focused upon increasing the completion rate in assessments and examinations.</p> <p>Data highlights that the number of students in English GCSE missing one or more extended answer questions is too high (15%) and a focus upon resilience in extended answer questions, initially in English and lately throughout the curriculum is required.</p>	<p>The Writing Framework: DFE outlines the importance of:</p> <ul style="list-style-type: none">• establishing a positive writing culture• developing a well-sequenced curriculum• ensuring that all teachers are trained to teach writing <p>Schools should:</p> <ul style="list-style-type: none">• Identify pupils who need additional support; teachers can then adapt their teaching and make it accessible. This includes giving pupils more time and practice so that they can make good progress.• Quality is more important than length; pupils need to master the foundations of writing – handwriting, spelling and sentence construction. They should not be expected to write at length before they are ready.	<p>1, 4</p>

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<p>A holistic approach, throughout the curriculum, peaking in students writing at length and sustaining this to be shaped, to support GCSE success, improving life chances.</p>	<ul style="list-style-type: none"> • Spoken language is as important for writing as for reading; pupils should compose orally while they are developing their transcription skills. This can still be valuable even when they can transcribe fluently. <p>OFSTED's 2022 'Research Review Series: English' outlines:</p> <ul style="list-style-type: none"> • Integrate Reading and Writing: Combining reading and writing instruction, such as by having students summarize texts or use annotations, can support writing development. • Motivation is Key: The EEF's 2022 research review found that pupil motivation strongly correlates with their writing skills and attitudes toward writing • Break Down Complex Tasks: For complex tasks, such as essays, teachers can provide scaffolding, such as sentence starters or checklists for high-quality answers, to help students manage the demands of writing 	
<p>Phonics Program</p> <p>Miskin Fresh Start training - for key staff.</p> <p>Appointment of Specialist TA to lead Miskin work</p>	<p>Phonics based approach, supports learners who have low or weak reading skills.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start</p> <p>Smaller group ratios in key groups to accelerate Covid recovery Recruitment of high quality teachers</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>I, 4</p>
<p>KS3 Literacy and Numeracy interventions</p> <p>The extension of Elevate into Year 9</p>	<p>Support for literacy and numeracy interventions in the younger years to support long term progress</p> <p><i>Accelerated Reader</i></p>	<p>I, 4</p>

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<p>The use of AR</p> <p>Numeracy STA supporting the sub-90 group in Year 7.</p>	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p>Catch-up literacy https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</p> <p>Catch-up numeracy https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</p>	
<p>CPD</p> <p>Ongoing CPD and educational literature to support both ECTs and established teachers.</p> <p>Support from the Strategic School Improvement team - both in supporting teacher development and intervention with students.</p>	<p>Continued investment in teaching and teachers to provide a high quality education addressing the needs of the students. Continued CPD opportunities through OIE and external providers, weekly staff CPD. Focused CPD for ECTs and providing educational literature</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1, 3, 4</p>
<p>Adaptive teaching and meeting the needs of all students, through CPD.</p> <p>Package of CPD in place to develop staff's knowledge and practice in regard to supporting all students to achieve their best.</p>	<p>Teachers need to move away from a differentiation based approach to one of adapting to meet the needs of the students in front of them. Research from the EEF/NASEN has supported this drive for staff CPD, to identify and share best practice whilst upskilling staff further.</p> <p>EEF Research: Adaptive teaching: https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p>	<p>1, 2, 3, 4</p>

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	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</p> <p>NASEN - teacher's Handbook: https://asset.nasen.org.uk/Teacher%20SEND%20handbook%2030th%20January%202024.pdf</p> <p>EEF - SEND Report: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £109,751.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to One Provision Mirrors Whole School Approach:</p> <p>Disadvantaged achievement is not on par with non-disadvantaged. One to One provision will be utilised to target gaps in disadvantaged student's learning.</p> <p>One to one provision is in place , however, does not follow the same teaching and learning structure as the whole school teaching and learning approach.</p> <p>121 sessions will align with the '5 Pillars' learning model, with an initial focus upon 'recap and recall' as more often students who are receiving additional 121 support are doing so due to gaps in their learning.</p>	<p>EEF Teaching and Learning Toolkit: Feedback highlights:</p> <ul style="list-style-type: none"> • Feedback can be effective during, immediately after and some time after learning • Feedback studies tend to show high effects on learning <p>EEF Teaching and Learning Toolkit: One to One learning suggests:</p> <ul style="list-style-type: none"> • Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons • One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas <p>EEF: Metacognition research highlights the importance of:</p> <ul style="list-style-type: none"> • Teachers should explicitly support pupils to develop independent learning skills • Carefully designed guided practice, with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in independent practice 	4

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	<ul style="list-style-type: none"> Teachers should also support pupils' motivation to undertake the learning tasks 	
<p>121 Tuition for students in key subjects:</p> <ul style="list-style-type: none"> Maths English 	<p>Tuition targeted in core subjects and at specific students/needs/gaps based on assessment data</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2, 3, 4
<p>Larger SEND team and introduction of a Lead SENDCo to the school structure. This is further supported by two assistant SENDCOs.</p>	<p>Greater focus upon Quality First Teaching and the strength of SEND Support Plans was required; additionality in the SEND leadership team will enable the capacity to both strengthen the quality of the plans as well as the quality of deliver from all colleagues.</p> <p>Evidence to support:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</p>	1, 2, 3
<p>Specialist Literacy Intervention Teachers and Teaching Assistants, focusing upon students with low levels of literacy or joining the country with little or no English.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Smaller group ratios in key groups to accelerate Covid recovery Recruitment of high quality teachers</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>EAL Support: Evidence informed practice</p>	1, 2, 3, 4

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	https://www.amazon.co.uk/researchED-Guide-English-Additional-Language/dp/1915261341/ref=sr_l_3?crid=3QMCW3S8F8P5T&keywords=eal+tom+bennett&qid=1667575407&s=books&sprefix=eal+tom+bennet%2Cstripbooks%2C79&sr=1-3 https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal	
<p><i>Revision guides, resources and development.</i></p> <p><i>Enrichment rewards to drive attendance at additional sessions. Including trips, experiences, Prom incentives alongside food and drink.</i></p>	<p>Revision guides and materials purchased for disadvantaged students to provide necessary revision material that they would not have access to. The Education Endowment Foundation (EEF) highlights that understanding the specific needs of disadvantaged pupils (e.g., access to resources, home environment, prior attainment) is a key starting point for a Pupil Premium strategy. We know many in our community can not afford the prohibitive costs of revision guides and materials.</p>	1, 3, 4

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Wider strategies

Budgeted cost: £1,077,947.00

Attendance, behaviour and wellbeing:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance further and reducing the number of students who are Persistent Absentees. Use of dedicated attendance staff, Assistant Principal as Strategic Lead and Trust staff.	Dedicated team focused on student attendance. Essential for student outcomes for attendance to be improved https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf	1, 2, 3, 4
Emotional and Wellbeing support - ensuring students have access to appropriate levels of support. Recruitment of dedicated safeguarding officer. Training for mental health leads.	Increased need for emotional wellbeing support in school for students due to the impact of Covid-19. Many external services are now struggling with the demand, so the net of support agencies and avenues utilised continues to grow, in line with guidance. Mental Health and Wellbeing Guidance: https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges Promoting mental health and wellbeing: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf	1, 2, 3, 4
Uniform support - to ensure Removing barriers caused by the cost of school	Removing barriers caused by the cost of school uniform to improve attendance and engagement with school for disadvantaged families and students	1, 2, 3

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<p>uniform to improve attendance 4 7 disadvantaged families are supported to equip their children with Academy uniforms. Providing all Y7 students with a free uniform bundle, support for families who are struggling through hardship fund. Further investment in the Welcome Hub removes the challenge of borrowing uniform.</p>	<p>By supporting in this way, we are adapting the behaviour approach - not utilising a one size fits all and supporting families and students to meet high expectations and standards, rather than uniform issues leading to further behaviour issues.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1700460878</p>	
<p>Utilise the EWO - and additional EWO colleague to target students who are eligible for Pupil Premium funding and are in danger of becoming PA or are already PA. Weekly Inclusion and Attendance meetings</p> <p>Implement a range of interventions to support students who are identified as PA. Phased reintegration and personalised support packages</p>	<p>DFE Attendance Case Studies: https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts</p> <p>Ofsted Best Practice: https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</p> <p>EEF - Attendance Interventions: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	<p>1, 2, 3, 4</p>
<p>Inclusion team and pastoral support staff. Interventions through the PLC, PDC, Bridge and TA team to support with literacy, numeracy, social and emotional intervention and behaviour intervention.</p>	<p>SEN Support: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</p> <p>TA utilisation:</p>	<p>1, 2, 3, 4</p>

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	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>ELSA support; Articulate</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EMAT team liaison</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</p> <p>MFC Foundation: Bespoke curriculum and interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
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Cultural Capital and Enriching Experiences:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular rewards trips based on enriching activities e.g. a visit to York.	<p>School trips help schools succeed https://educationbusinessuk.net/features/school-trips-help-schools-succeed#:~:text=Improved%20personal%20and%20emotional%20well,their%20confidence%20and%20self%20Desteem.</p> <p>Broadening Cultural Capital Trips give students a shared bank of experiences that help them understand classroom learning more deeply, participate confidently in discussions and build background knowledge for reading and writing</p> <p>Raising Aspirations Trips can show students new careers, higher education environments and different life possibilities.</p> <p>Building Social Confidence and Belonging Trips help students work in teams and practice communication. It can help them to grow independence and feel included.</p> <p>Supporting Wellbeing and Relationships Trips often allow more relaxed interactions with staff and peers. This helps build positive relationships with teachers (protective factor for progress), peer friendships and confidence to take risks in learning</p>	1, 2, 3, 4
Y10 Sheffield and Redcar Visit	<p>Year 10 students went on back to back fieldwork visits to Sheffield and Redcar.</p> <p>At Redcar they looked at the hard engineering along the coastline and examined how it works to stop</p>	

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	<p>longshore drift. This will be examined in Paper 3 when students get to Year 11. Sheffield is one of our big case studies that students study as part of their urban unit. They looked at the regeneration of areas such as Park Hill Flats and Kelham Island.</p> <p>School trips help schools succeed</p> <p>https://educationbusinessuk.net/features/school-trips-help-schools-succeed#:~:text=Improved%20personal%20and%20emotional%20well,their%20confidence%20and%20self%20Desteem.</p>	
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TOTAL BUDGETED AMOUNT: £1,643,769.00

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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 2024-25 academic year.

Summary of outcomes results 2025

Pupil Premium - Basics and Attainment Outcomes:

Summary:

- There is still a gap between the outcomes of Pupil Premium students and their Non-Pupil Premium peers.
- Attainment 8 for PP students increased from 22/23.
- All outcomes, at Grade 4 and 5, have increased from 22/23.

Area		Pupil Premium	All Students	Non Pupil Premium
English	Grade 4+	56.6	62.8	75
	Grade 5+	43.4	47.3	56.3
Maths	Grade 4+	47	51.9	62.5
	Grade 5+	28.9	34.9	47.9

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<i>English and Maths</i>	<i>Grade 4+</i>	<i>43.4</i>	<i>49.6</i>	<i>60.9</i>
	<i>Grade 5+</i>	<i>22.9</i>	<i>29.5</i>	<i>41.3</i>
<i>Attainment 8</i>		<i>29.59</i>	<i>32.73</i>	<i>38.4</i>

Next Steps::

- Further robust measures have been put in place for the coming academic year to try to ameliorate the gap and further focus upon the achievement and outcomes for those students.
- It is clear that there needs to be a greater focus upon literacy, to ensure that all students - in particular those from a disadvantaged background - can access their education. In addition to the lack of resilience shown by a number of learners in this cohort. The Academy has widened its support package and the agencies/services it works with to ensure that appropriate support is in place moving forward.

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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
Therapeutic Support	Mind
Educational Psychologist	Middlesbrough Council
EMAT	Middlesbrough Council
Occupational Therapy	Middlesbrough Council
Fresh Start - Ruth Miskin	Phonics support package
Timetable Rockstars	Online Maths package
MyMaths	Online Maths tuition
Accelerated Reader / MyOn	Accelerated Reader for reading intervention and for pleasure.
MFC Foundation Provisions: <ul style="list-style-type: none">• Social Action• EDI• Mentoring	Middlesbrough Football Club Foundation

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Service Pupil Premium Funding

Number of qualifying children	6
Total Service Premium	£2,725

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Learning manager targeted support for those requiring additional support. TA support for those with additional needs. Access to interventions through the PLC and PDC
What was the impact of that spending on service pupil premium eligible pupils?	Learning Manager support ensured a regular access to an adult to build strong relationships with and provide additional support during difficult periods. The TA support also included additional outreach work where this was required. The PLC and PDC provided a wide range of interventions to support students with social, emotional and mental health support as well as other academic interventions.

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Further Information

In addition to the strategies, resources and training that will be implemented as part of this 3 year strategy, the academy's core provision will also benefit provision for disadvantaged pupils

School Improvement Partners

Our School Improvement Partners are supernumerary teachers to the academy and work directly to strengthen middle leadership as well as providing additional classroom support for all students. These teachers meet with the school on a regular basis (Achievement Meeting) to identify the learning needs of individuals; highlighting those at risk of underachievement and planning interventions accordingly. Subject Directors are experts in their discipline and support the work of all teachers in the academy through the delivery of regular training and development as well as moderating the teacher assessments within the school. They focus on ensuring the curriculum meets the needs of all children and the quality of teaching, learning and assessment is of a high standard throughout the academy.

Our Trust Strategic Improvement Partners are Mrs Cole (English), Mr Rees (English), Mr Hamilton (Maths), Mr Hands (Curriculum), Mrs Holmes (SEND), Mr Parker (History), Ms Ellis (Attendance), Mr Paleschi (Science), Mrs Petitievile (MFL), Mr Morgan (Arts).