



Pupil Premium Statement: 25-26

(Plan 2025 - 2028)

Students First: raising standards, transforming lives.

At Outwood Acklam we are:

“Always the Best We Can Be”

Pupil premium strategy statement

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School overview

Detail	Data
School name	Outwood Academy Acklam
Number of pupils in school	1211
Proportion (%) of pupil premium eligible pupils	55% students
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	Graham Skidmore
Pupil premium lead	Emma Bone
Governor / Trustee lead	Stacy Coleman - White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Estimated)	£684,000
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">• Increase in students requiring literacy intervention on arrival in Y7• An increasing number of students in the Academy from disadvantaged backgrounds - 70 % of Y7 students• An improvement in attendance and basics outcomes for students overall, however, the gap between PP and non PP still exists.		
Ongoing strategies: BEHAVIOUR: <ul style="list-style-type: none">• PDC and Bridge support areas• Central Step Out area; Provision in Inclusion Spaces - Sensory Room, structured timetable of Interventions.• Widening support networks to support the most vulnerable (Barnados / Prince's Trust support.) LITERACY: <ul style="list-style-type: none">• Accelerated Reader; Miskin Program; STAR Reading assessments, Lexia, Reciprocal Reader, Rapid Reader, MyON• Intervention Teacher; ESOL trained TA; Deeps Role- with a focus upon EAL. & Specialist Literacy TA - to lead Miskin work in a more focussed manner• Outwood Reads ATTENDANCE: <ul style="list-style-type: none">• Targeting of FSM students as a priority.• LM Team support the Attendance Team with first day calls and home visits• SLT lead on Attendance• PDM to also provide Wave one Interventions using DFE banding documents and weekly data provided by AP.	Innovation: BEHAVIOUR: <ul style="list-style-type: none">• More focused CPD program, with an increasing focus upon pedagogy; more time in departments to develop practice and share best practice.• Fortnightly Coaching Sessions for all staff to focus on quality first teaching• Fundamental Foundations being embedded staff have a consistent 'tool-box' of strategies to ensure command over the classroom, to ensure a settled atmosphere. LITERACY: <ul style="list-style-type: none">• Reading Ages included on Praising Stars reports home, as of Praising Stars 2, each Praising Stars cycle.• STAR reading assessment windows, each term, to ensure stronger focus on reading age.• Half-termly Miskin progress assessments• Reading ages to be shared with all staff; on class charts and Praising Stars to support teachers to meet the needs of students with literacy concerns.• Regular Reading Training to support staff with their classroom delivery• Book Buzz - All Y7 students to receive a book of	Rationale: BEHAVIOUR: <ul style="list-style-type: none">• Consistent routines and more clarity of defined practice will support students' cognitive load to be reduced in order to focus on only learning.• The focus of PDC is to reduce the number of suspensions, specifically for Disadvantaged students, as they are a disproportionate % of the suspensions. LITERACY: <ul style="list-style-type: none">• All staff will have a clearer understanding of the reading ages in their classes, and as a result tailor the resources and support to ensure students can access the learning materials and lessons.• Continue to support those students with EAL, whilst widening the number of students being supported through the Miskin approach with clear leadership from the Specialist TA. ATTENDANCE: <ul style="list-style-type: none">• Size of the school dictates the attendance caseload is high; to fully target and support attendance this is required.

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<ul style="list-style-type: none">Learning Managers provided with key students PP/SEN to target for attendance calls and interventions.	<p>their choice</p> <ul style="list-style-type: none">Bespoke Language lessons for EAL students requiring interventionRegular Author Visits and workshopsRegular restocking of library books <p>ATTENDANCE:</p> <ul style="list-style-type: none">New AP role added to solely focus upon attendance.Refining of processes in PD&G to ensure slicker, streamlined processes to ensure students know their attendance and understand the importance.New rewards program, to raise the profile of attendance.More focused sticker approach in planners with attendance targets.	
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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 driven by the Academy Trust vision of “Students First: Raising Standards and Transforming Lives.” At Outwood Acklam, 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. With careful attention to support for students who English is an Additional Language or are new to the country.
- Students' attendance will 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	<i>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. There are visible gaps in Pupil Premium students' reading ages and access to learning.</i>
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.
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	The transient population of students, in particular, those that are arriving new to the country, means that the full curriculum carefully planned and selected is not covered. Resulting in foundations of learning being missing and in some cases, low levels of English hindering access to the curriculum.

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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	<i>Students improve their reading and literacy skills, specifically during Year 7 to Year 9 to support improved progress and achievement in all subjects</i>	<p>Students eligible for Pupil Premium in Years 7 - 9 improve the progress made towards their target grades.</p> <p>Miskin Students improve their phonics abilities.</p> <p>Lexia, Rapid Reader, Reciprocal Reading, MyON and Accelerated Reading</p> <p>Students improve their comprehension abilities</p> <p>Students arriving with low levels of literacy show improvements in accelerated reader assessments (through reading age improvement) and Praising Stars data to close the gap between Pupil Premium and non Pupil Premium</p>
2	To improve and support attendance figures for all Pupil Premium students	<p>Reduced number of persistent absentees (PA) among students eligible for Pupil Premium</p> <p>Overall attendance among Students eligible for Pupil Premium improves and the current gap of difference compared to non Pupil Premium students reduces further.</p>
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.	<p>Reduction in suspensions - as a % of roll.</p> <p>Reduction in the number of students with suspensions.</p> <p>Reduction in the number of students who are SEND or disadvantaged, who are suspended.</p>

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		<p>Personal Development Centre and 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.</p>
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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: £403293

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Extended Writing in Examinations: 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. 27% of our Pupil Premium students missed out at least one question in Language and 33 % missed out a question in Literature or attempted the wrong</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.	1, 2

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<p>text and A focus upon resilience in extended answer questions, initially in English and lately throughout the curriculum is required.</p> <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>Miskin Fresh Start training - for key staff.</p> <p>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 support lower attaining learners or those who are falling behind</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 4
<p>KS3 Literacy and Numeracy interventions</p> <p>Numeracy Training for all staff</p>	<p>Support for literacy and numeracy interventions in the younger years to support long term progress</p> <p>Accelerated Reader and Lexia</p>	1, 4

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	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p> <p><i>Catch-up literacy</i></p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy</p> <p><i>Catch-up numeracy</i></p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy</p>	
Ongoing CPD and educational literature to support both ECTs and established teachers. Support from the Academy Trust Director team - both in supporting teacher development and intervention with students.	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 https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	I, 3, 4
Training for colleagues upon ACEs, Trauma Informed Approach and SEND students, implemented across the school to all staff.	Widening the awareness of staff, of the wider context of our students, to ensure that we understand the backgrounds of our students, and amend our practices accordingly. Trauma Informed Approach: https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school	I, 3, 4

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	<p>ACEs - Early Intervention Foundation:</p> <p>https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next</p>	
<p>Access to online study platforms, such as:</p> <ul style="list-style-type: none">• Educake• Sparx Maths• Language Nut• TimesTable Rockstars	<p>Technology for online learning for some of our students. Continued use of online learning tools for posting lesson resources and further practice as well as opportunities for flipped learning</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flip-ped-learning</p>	I, 2, 3
<p>Adaptive teaching, meeting the needs of all students and checking for understanding 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:</p> <p>https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p> <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-what-does-adaptive-teaching-mean-to-you</p>	I, 3, 4

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	<p>NASEN - teacher's Handbook:</p> <p><u>https://asset.nasen.org.uk/Teacher%20SEND%20handbook%2030th%20January%2024.pdf</u></p> <p>EEF - SEND Report:</p> <p><u>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</u></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £96256

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	

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	<ul style="list-style-type: none"> Teachers should also support pupils' motivation to undertake the learning tasks 	
I21 Tuition for students in key subjects: <ul style="list-style-type: none">MathsEnglishGeography	<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>	I, 2, 3, 4
Larger SEND team.	<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 delivery from all colleagues.</p> <p>Evidence to support:</p> <p>https://d2tic4wvoliusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.pdf</p>	I, 2, 3
Specialist Literacy Intervention Teachers and Teaching Assistants - focusing upon students with low levels of literacy or joining the country with little or no English. Deep Role for EAL Adapted timetables and curriculum for EAL students.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Smaller group ratios in key groups to provide targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	I, 2, 3, 4

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	<p>EAL Support: Evidence informed practice</p> <p>https://www.amazon.co.uk/researchED-Guide-English-Additional-Language/dp/1915261341/ref=sr_1_3?crid=3QMCW3S8F8P5T&keywords=eal+tom+bennett&qid=1667575407&s=books&sprefix=eal+tom+bennet%2Cstripbooks%2C79&sr=1-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</p>	
<i>Revision guides, resources and development.</i> <i>Enrichment rewards to drive attendance at additional sessions. Including trips, experiences, Prom incentives alongside food and drink.</i>	Revision guides and materials purchased for disadvantaged students to provide necessary revision material that they would not have access to	1, 3, 4

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Wider strategies

Budgeted cost: £793220

Attendance, behaviour and wellbeing:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Improving attendance further and reducing the number of students who are Persistent Absentees. Use of dedicated attendance staff, AP Lead, rewards</i>	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
<i>Emotional and Wellbeing support - ensuring students have access to appropriate levels of support. Recruitment of dedicated safeguarding officer. Training for mental health leads.</i>	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	2, 3, 4
<i>The Welcome Hub - Uniform support - to ensure removing barriers caused by the</i>	Removing barriers caused by the cost of school uniform to improve attendance and engagement with school for disadvantaged families and students	2, 3

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<p>cost of school uniform to improve attendance and ensure our disadvantaged families are supported to equip their children with Academy uniforms.</p> <p>Providing all Y7 students with a free uniform bundle, support for families who are struggling through hardship fund</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://d2tic4wv0liusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_ImprovingBehaviour_in_Schools_Summary.pdf?v=1700460878</p>	
<p><i>Utilise the EWO - 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</i></p> <p><i>Implement a range of interventions to support students who are identified as PA. Phased reintegration and personalised support packages</i></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>	1, 2, 3, 4
<p><i>Inclusion team and pastoral support staff. Interventions through the PDC, Bridge and TA team to support with literacy, numeracy, social and emotional intervention and behaviour intervention.</i></p>	<p>SEN Support: https://d2tic4wv0liusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</p> <p>TA utilisation:</p>	1, 2, 3, 4

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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
Year 8 History Trip to Beamish	<p>Y8 students were taken for a day out at the Beamish Open Air Museum as they had been studying the Industrial Revolution during the Victorian Era. The students enjoyed the experience of gaining an insight of what it was like to live during this period. The students were fascinated by what school life and work was like in the 19th and early 20th century. It brought their classroom learning to life.</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%2Desteem.</p>	
French Crepe Visit Y7-10	<p>Students from Year 7 to Year 10 will have the opportunity to attend an event where Julien and his Petite Creperie will make crepes for students to enjoy a taste of Brittany.</p> <p>Julien will speak to 5 groups of students about his pathway and what makes a good crepe.</p> <p>Exploring the impact of guest speakers in school</p> <p>https://www.educationandemployers.org/research/insights-and-inspiration/#:~:text=A%20programme%20of%20talks%20can.in%20schools%20with%20higher%20disadvantage.</p>	
Y10 Spanish Restaurant Visit	<p>The Year 10 Spanish class will have the opportunity to visit a Spanish restaurant and try famous Spanish dishes that they will learn about during lessons such as <i>tortilla española</i> and <i>paella</i>.</p> <p>Students will interact with the restaurant staff in Spanish too.</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%2Desteem.</p>	
Y8 Whitby Visit	<p>Year 8 students had the opportunity to go on a fieldwork visit to look at the impacts of tourism in Whitby. They carried out fieldwork data collection, including pedestrian counts,</p>	

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	questionnaire and field sketches. School trips help schools succeed <u>https://educationbusinessuk.net/features/school-trips-help-schools-succeed#:~:text=Improved%20personal%20and%20emotional%20well,their%20confidence%20and%20self%20Esteem.</u>	
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TOTAL BUDGETED AMOUNT: £1292769

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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 Success:

The comparison below highlights instances where attainment by Pupil Premium (PP) students (Disadvantaged Student Results) exceeded the attainment of Non-Pupil Premium (NPP) students (Non-Disadvantaged Student Results) across Average Grade Points, 4+ Pass Rate, 5+ Pass Rate, and 7+ Pass Rate measures.

Subject and Attainment Measure	Pupil Premium Attainment	Non-Pupil Premium Attainment	Difference (PP - NPP)
Art and Design: Fine Art (5+ Pass Rate)	60.00%	56.30%	3.70%
Art and Design: Fine Art (7+ Pass Rate)	26.70%	6.30%	20.40%
Business (Average Grade Points)	3.89	3.28	0.61
Business (4+ Pass Rate)	47.40%	28.10%	19.30%
Business (5+ Pass Rate)	36.80%	15.60%	21.20%

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Chemistry (Average Grade Points)	7.4	6.95	0.45
Chemistry (7+ Pass Rate)	80.00%	65.00%	15.00%
Enterprise and Marketing (Average Grade Points)	2.97	2.23	0.74
Enterprise and Marketing (4+ Pass Rate)	31.30%	25.00%	6.30%
Enterprise and Marketing (5+ Pass Rate)	31.30%	25.00%	6.30%
Enterprise and Marketing (7+ Pass Rate)	18.80%	8.30%	10.50%
Physics (7+ Pass Rate)	50.00%	45.00%	5.00%
Sport Studies (7+ Pass Rate)	30.00%	27.60%	2.40%

Summary of Performance

- Pupil premium students demonstrated better attainment than non-pupil premium students in the following measures:
- Average Grade Points: PP students achieved a higher average grade in Business (3.89 vs 3.28), Chemistry (7.4 vs 6.95), and Enterprise and Marketing (2.97 vs 2.23).
- 4+ Pass Rate: PP students had a higher percentage achieving grade 4 or above in Business (47.40% vs 28.10%) and Enterprise and Marketing (31.30% vs 25.00%).
- 5+ Pass Rate: PP students achieved a higher percentage of grade 5 or above in Art and Design: Fine Art (60.00% vs 56.30%), Business (36.80% vs 15.60%), and Enterprise and Marketing (31.30% vs 25.00%).

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- 7+ Pass Rate: PP students outperformed NPP students at the highest level (grade 7 or above) in Art and Design: Fine Art (26.70% vs 6.30%), Chemistry (80.00% vs 65.00%), Enterprise and Marketing (18.80% vs 8.30%), Physics (50.00% vs 45.00%), and Sport Studies (30.00% vs 27.60%).
- It is notable that PP students outperformed NPP students across all four measures (Average Grade Points, 4+, 5+, and 7+ Pass Rates) in Enterprise and Marketing. PP students also achieved a 100% pass rate at 4+ and 5+ in Chemistry, matching the NPP attainment in those specific metrics.

Pupil Premium Destinations Data:

- For the cohort who left in 2025, at time of writing the report, there are 2 students, who are pupil premium, that are NEET.

Year	Pupil Roll (Y11)	PP Total (Percentage)	Cohort NEET (Percentage)	PP NEET (Percentage)	% Difference PP vs Cohort
2021-22	264	123 (50%)	3 (1%)	3 (2%)	+1%
2022-23	212	90 (42%)	4 (2%)	4 (4%)	+2%
2023-24	205	94 (46%)	2 (1%)	0 (0%)	-1%
2024-25	208	101 (49%)	2 (1%)	2 (2%)	+2%

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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: The gap narrowed by 1.21 points, moving from 14.00 points in 2023 (NPP 42.38 vs PP 28.38) to 12.79 points in 2025 (NPP 48.70 vs PP 35.91)
- Attainment 8 scores saw their largest annual increase, improving by 5.51 points (from 30.40 in 2024 to 35.91 in 2025).
- Overall Change (2023 to 2025): Over the entire three-year period, the Attainment 8 score for Pupil Premium students improved by a total of 7.53 points (from 28.38 in 2023 to 35.91 in 2025)
- The most significant annual improvements for PP students occurred between 2024 and 2025, where scores in several key measures increased by double-digit percentages:
 - English and Maths Grade 4+ saw the largest percentage jump, increasing by 12.9 pp (from 37.6% in 2024 to 50.5% in 2025).
 - Maths Grade 4+ increased by 11.0 pp (from 42.4% in 2024 to 53.4% in 2025).
 - Maths Grade 5+ increased by 10.3 pp (from 24.7% in 2024 to 35.0% in 2025).
- The gap closed most dramatically in the core subjects at the Grade 4+ level and in overall Attainment 8 scores
- High Attainment: Despite the narrowing trend, achieving Grade 5 or above needs to be a key area of focus for 2026, as these measures contain the largest absolute gaps. The gap for English Grade 5+ was the largest in 2025 at 30.3 pp (NPP 76.9% vs PP 46.6%).

Pupil premium strategy statement

2025-26

- Maths Grade 5+: Intervention needs to be prioritised in Maths Grade 5+, where the gap stood at 26.5 pp in 2025 (NPP 61.5% vs PP 35.0%). Although the gap narrowed significantly between 2024 and 2025 (by 5.4 pp), this measure showed the greatest overall widening (11.3 pp) between 2023 and 2025, highlighting long-term structural difficulty in achieving high grades in Maths for PP students.

Area		Pupil Premium	All Students	Non Pupil Premium
English	Grade 4+	62.1%	73.9%	85.6%
	Grade 5+	46.6%	61.8%	76.9%
Maths	Grade 4+	53.4%	65.7%	77.9%
	Grade 5+	35.0%	48.3%	61.5%
English and Maths	Grade 4+	50.5%	64.3%	77.9%
	Grade 5+	32.0%	46.4%	60.6%
Attainment 8		35.91	42.33	48.70

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.

Pupil premium strategy statement

2025-26

- 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.
- There needs to be a much bigger focus on PP students at grade 5 and above as this gap is larger than at grade 4, and in Maths, although narrowed last year, has widened since 2023.

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 Borough Council
EMAT	Middlesbrough Borough Council
Occupational Therapy	Middlesbrough Borough Council
Fresh Start - Ruth Miskin	Phonics support package
Lexia	Literacy Support package
Sparx Maths	Online Maths package
Third Space	Online Maths tuition

Pupil premium strategy statement

2025-26

Accelerated Reader / MyOn	Reading package - for intervention and pleasure - focusing upon ZPD.
MFC Foundation	Middlesbrough Football Club Foundation