Pupil Premium Statement: 25-26
(Plan 2024 - 2027)

Students First: Raising Standards, Transforming Lives.

At Outwood Redcar we are:
"Always the Best We Can Be"

Pupil Premium - 3 year overview:

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school. This statement reflects the second year of our 2024-2027 strategy.

2024-2025 (Year One)

Context:
- Increase in students requiring literacy intervention
- Increase in mental health concerns; more issues have come to light this academic year than previous.
- Behaviour concerns due to a lack of regulation for an extended period of time.

Ongoing strategies:	Innovation:	Rationale:
SEMH & Wellbeing - Establishing a Personalised Learning Centre and Bridge provisions to provide extra interventions for pupils finding it challenging accessing mainstream lessons regularly - Improve attendance through trained staff and home contact. **Literacy** Improve literacy rates through evidence based programs: - Lexia Program - Miskin Program - AR Reading Program - Elevate Program **Personal Development** Develop student's cultural experience to broaden their horizons through: - Social time and after school enrichment - Trips and Visits	**SEMH & Wellbeing** Expansion of the attendance team to allow for more visits and more personalised support for low attenders. **Literacy** Capitalising on earlier gains made with literacy, we have further trained and increased in the team to deliver Miskin by creating HLTA posts. **Personal Development** The Duke of Edinburgh ran for the first time to allow students access to programs that promote confidence and aspiration	**SEMH & Wellbeing** Following the pandemic, it became evident that all students struggled to return to full time education. There was an increase in suspensions and dysregulation amongst students. **Literacy** Our PP funding was partly used to tackle gaps in learning through literacy programs as well as improving the SEMH and wellbeing provision by providing an offsite centre to provide an alternative to suspensions. **Personal Development** We also recognised that the pandemic deprived students of experiences and they therefore experienced a deficit in their cultural capital. As such, we aimed to improve the experiences that children have through enrichments, visits and structured programs

2025-2026 (Year Two)

Context:
- Increase in students requiring literacy intervention continues to be evident from Year 6 into Year 7.
- Increase in difficulties amongst students with self-regulation
- Decline in wider cultural and social experiences due to the Cost of Living Crisis and enduring effects of the pandemic

Ongoing strategies:	Innovation:	Rationale:
SEMH & Wellbeing - Establishing a Personalised Learning Centre and Bridge provisions to provide extra interventions for pupils finding it challenging accessing mainstream lessons regularly - Improve attendance through trained staff and home contact **Literacy** Improve literacy rates through evidence based programs: - Lexia Program - Miskin Program - AR Reading Program - Elevate Program **Personal Development** Develop student's cultural experience to broaden their horizons through: - Improved PD&G offer - Social time and after school enrichment - Trips and Visits	**SEMH & Wellbeing** - Strengthen the in-school SEMH and well-being provisions by giving specific interventions to students with the most need **Literacy** - Strengthening staff knowledge and understanding of phonics and morphology through targeted professional development - Developing the Inclusive Classroom T&L strategy with a key focus on active monitoring as a starting point for teaching staff in the classroom for our most disadvantaged students **Personal Development** Further enrich student's experiences through: - Further structured programs for enrichment and cultural capital. - Additional hours of Personal Development and Growth sessions across all year groups teaching to focus on well-being and aspiration and post-16.	**SEMH & Wellbeing** A wide range of social, behaviour and academic issues have become evident as we attempted to close the gaps caused by the pandemic and ever-growing cost of living crisis. As such, we continue to find ways to innovate to ensure all students can be successful **Literacy** Staff CPD allows us to target more students and support more learners with their phonics **Personal Development** In addition, we recognise that some students are continuing to experience a deficit in their social awareness and cultural experiences. As such, we have created further opportunities to experience life in Modern Britain for all students

School overview

Detail	Data
Number of pupils in school	674
Proportion (%) of pupil premium eligible pupils	49.85% (358 students)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2025 2025 - 2026 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Lee Johnson Principal
Pupil premium lead	Sam Oakford Vice Principal
Governor / Trustee lead	Carol Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£385,513
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years *(enter £0 if not applicable)*	£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*	£385,513

Part A: 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 Redcar, 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 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.

Challenges

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

Challenge number	Detail of challenge
1	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.
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	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.
4	The Cost of Living Crisis, along with a number of other regional factors have seen a decline in the cultural capital our PP students have access to in comparison to our non-PP students. Securing broad and enriching experiences for all learners so that they can develop their confidence and cultural capital meaning they are able to understand the wider world and life in Modern Britain is a key target for ourselves

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
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	- 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 - 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
To improve and support attendance figures for all Pupil Premium students	- 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.
Students improve their reading and literacy skills, specifically during Year 7 to Year 9 to support improved progress and achievement in all subjects	- 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.

Students access a wide range of enrichments and events which expand their knowledge and understanding of life if Modern Britain	75%+ PP students attend at least one after school enrichment - Number of racist, homophobic and bullying incidents reduce over the strategy as students become more aware of the world and the pro-social behaviours expected 100% of students engaged in a structured program report a positive impact on their experience of school

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

Budgeted cost: £123,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extended Writing in Examinations: Strategy throughout the school to be implemented, focused upon increasing the completion rate in assessments and examinations. Data highlights that the number of students in English GCSE missing one or more extended answer question is too high and a focus upon resilience in extended answer questions, initially in	The Writing Framework: DFE outlines the importance of: ● establishing a positive writing culture ● developing a well-sequenced curriculum ● ensuring that all teachers are trained to teach writing **Schools should:** ● **Identify pupils who need additional suppor**t; 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. ● **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. OFSTED's 2022 'Research Review Series: English'' outlines:	3

English and lately throughout the curriculum is required. 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.	• **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	
Recruitment of quality teaching staff Staffing at full capacity to reduce the attainment gap	High quality, QF teaching that breaks down barriers for PP students through an inclusive classroom experience - https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=high%20quality%20teaching	1, 2
Staff Training during Learning and Performance (L&P) sessions Staff need to be given high quality CPD so that they can support all students to make good progress. Our CPD time is divided between high quality, bespoke departmental CPD delivered by a team	All teachers deserve high quality CPD to enable them to support students. Our expert director team deliver bespoke training to departments which enables high quality subject knowledge and our whole school CPD enables a focus on delivering the Academy's improvement plan. Evidence from the Education Policy Institute suggests that high-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). Evidence	1, 2, 3

of subject directors and whole-school CPD delivered by senior leaders,	suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider,	
Specific adaptive teaching and meeting the needs of all students, through CPD. Package of CPD in place to develop staff's knowledge and practice in regard to supporting all students to achieve their best, for example on active monitoring as part of the Inclusive Classroom Strategy	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. **EEF Research: Adaptive teaching:** https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you **NASEN - teacher's Handbook:** https://asset.nasen.org.uk/Teacher%20SEND%20handbook%2030th%20January%202024.pdf **EEF - SEND Report:** https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 2, 3

Director/ Trust Strategic Lead support for teaching staff Access to leadership expertise to improve teacher performance, review the feedback and ensure it is high quality for all students and support with extended learning opportunities	Feedback, when done correctly, can improve student progress by **+6 months**. As such, the progress leaders are focusing on improving this area at key stage three in core subjects. As part of the work, support with the Miskin Fresh Start program and the Literacy RAG which specifically targets students for increased interventions for reading, writing and spelling. The EEF guidance has shown that this has a **+6 months** impact for students.	1, 3, 4
Access to online study platforms, such as: ● Sparx Maths ● TimesTable Rockstars	Technology for online learning continues to be used for posting lesson resources, home learning and other key revision resources (Google Classroom, Seneca etc): https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flipped-learning	1
Specific training for all staff on ACEs, Trauma Informed Practice and SEND	Increased awareness and implementation of strategies to aid our students, including with our "Inclusive Classroom" initiative https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next	1, 2, 3

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

Budgeted cost: £ 36078

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One Provision Mirrors Whole School Approach: Disadvantaged achievement is not on par with non-disadvantaged. One to One provision will be utilised to target gaps in disadvantaged student's learning. 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. 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.	EEF Teaching and Learning Toolkit: Feedback highlights: ● Feedback can be effective during, immediately after and some time after learning ● Feedback studies tend to show high effects on learning EEF Teaching and Learning Toolkit: One to One learning suggests: ● 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 EEF: Metacognition research highlights the importance of: ● 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 ● Teachers should also support pupils' motivation to undertake the learning tasks	2, 3

Literacy interventions at KS3 Specialist TAs to focus on pupils with low levels of literacy (Miskin, Lexia, Accelerated Reader)	Small group tuition is shown by the EEF to support students by up to **+4 months** progress. For others, where more bespoke support is needed 1:1 intervention can provide up to **+5 months** progress for students.	1, 2
Targeted 121 support and tuition in English and Maths	Tuition targeted in core subjects and at specific students/needs/gaps based on assessment data https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2
Recruitment and retention of SEND team, including specifically our SENDCO, Inclusion Co-ordinator and Inclusion Admin	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. Evidence to support: https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf	1, 2, 3
Revision guides, resources and development.	Revision guides and materials purchased for disadvantaged students to provide necessary revision material that they would not have access to	1

Targeted support with academic resilience in examinations	Help support all students in being able to overcome barriers linked to examinations	1
Enrichment The extended school day provides students with academic and enriching opportunities. These include sporting fixtures, arts participation and other cultural events	Engagement in arts participation can support students to make **+3** months progress. In enrichment, students are given the opportunities to engage in art, music and drama. The extended school day also provides **+3 months** progress for students who are engaging in the enrichment program. The program of enrichment supports students to develop supportive friendships that have positive well-being impacts for all students who engage in the programs.	1, 4

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

Budgeted cost: £269291

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance & Safeguarding Teams Increasing the number of staff in our attendance team to four in an effort to meet the unprecedented challenge of attendance after the pandemic. We are further supported by a regional director of attendance and a regional EWO.	The attendance team supports by engaging proactively with parents (**+4 months)** and determining what further support students need to overcome barriers to learning. This includes further referrals for support from the right professional, along with praise and rewards initiatives to develop a positive attendance culture. Research by Thrive has found the simple truth that "Children can't learn properly unless they feel safe, secure and calm" as such, our attendance team and safeguarding team work to ensure all children feel safe and the culture of safeguarding permeates the Academy.	1, 2
Learning Manager & Pastoral staffing Five learning managers, a new Assistant Principal of Deep Support and a number of TAs and HLTAs help	The EEF toolkit shows that behaviour intervention can support young people to be successful in school and can increase progress by **+4 months**, in addition to this pastoral staff engage and work proactively with parents and carers. Parental engagement has an impact of **+4 months**.	1, 2

deliver high-quality pastoral care and SEND support to our students		
Development of the Bridge, PLC, Welcome Hub and library provisions Bespoke in-school support for students facing difficulties accessing regular mainstream environments, for either a short or longer amount of time, providing an opportunity to deliver meaningful interventions and academic catch-up Interventions include Accelerated Reader, Social Skills and Anger Management	The PLC/ Bridge offers small group learning/ nurturing environment (**+4 months**) led by the Bridge and PLC co-ordinators who are able to differentiate work and devise meaningful intervention strategies for behaviour and SEMH development (**+4 months)** **SEN Support:** https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf **ELSA support; Articulate** https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2 3, 4
Emotional and Wellbeing support Ensuring students have access to appropriate levels of intervention, for example counselling services, EMAT	Increased need for emotional wellbeing support in school for students. Many external services are now struggling with the demand https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=emotional%20wellbeing%20su	1, 2, 4

and Achieve teams, the school nurse and future careers advice

Also ensuring students have access to appropriate levels of support. Recruitment of dedicated safeguarding officer. Training for mental health leads. | **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 | |
| **Uniform and equipment support**

To ensure disadvantaged families are supported to equip their children with Academy uniforms. Providing all Y7 students with a free uniform bundle, and support for families who are struggling through hardship funding. All students provided with a complete pencil case in September as well | Removing barriers caused by the cost of school uniform to improve attendance and engagement with school for disadvantaged families and students

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.

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1700460878 | 1, 2 |
| **Utilise the EWO**

Along with additional trust colleagues to target students who are eligible for Pupil Premium funding and are in danger of becoming PA or are already | **DFE Attendance Case Studies:**
https://www.gov.uk/government/case-studies/improving-attendance-good-practice-for-schools-and-multi-academy-trusts

Ofsted Best Practice:
https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence | 1, 2 |

PA. Weekly Inclusion and Attendance meetings Implement a range of interventions to support students who are identified as PA. Phased reintegration and personalised support packages	**EEF - Attendance Interventions:** https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	
Wider Cultural Provision including trips and rewards Students' cultural capital is important to allow them to explore and understand the world around them. As an Academy, we aim to give all students cultural experiences which includes access to arts, music and drama. This will mean students are able to see and experience new things which will prepare them for life in Modern Britain.	Engagement and participation in arts can improve progress by **3+ months**, in addition to this more research is needed on the impact of cultural capital on student achievement. Anecdotal evidence demonstrates that the more experiences students have, the more they can access a broad curriculum. **School trips help schools succeed** https://educationbusinessuk.net/features/school-trips-help-schools-succeed#:~:text=Improved%20personal%20and%20emotional%20well,their%20confidence%20and%20self%2Desteem. Trips/ experience examples that have taken place/ are scheduled for 2025-2026: ● Geography fieldwork trips to Redcar Beach ● Achieve Group visit to Stockton Arts Centre ● Erlingklinger Manufacturing day ● Year 10 visit to Darlington Hippodrome to watch An Inspector Calls	1, 4

| | • Year 10 theatre trip to watch Blood Brothers
• Visit to watch Middlesbrough FC take on Hull City
• Year 8 Science trip to the Life Centre in Newcastle
• Visit from author JS Newson for all KS3 students
• Year 8 trip to watch the Pantomime at Darlington Hippodrome
• Year 10 Art visit to the Sealife Centre in Scarborough
• A number of sporting experiences, including Sports Leaders and Cross Country
• STEM visit to the National Space Centre
• Rewards trips/ experiences including Y11 Driving Lessons and Year 9 Graduation | |

Total budgeted cost: £ 355,355

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National			Outwood Redcar Outcomes (KS4)		Outwood Redcar Disadvantaged	
4+	5+		Basics 4+	Basics 5+	Basics 4+	Basics 5+
64.5%	45.2%		52.6%	32.9%	35%	20%

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.
- 2023/24 PP cohort was an anomaly in terms of the strength of the cohort (APS of 105 reading, 105 maths) which links to the increase in PP A8 for that year group. While the A8 for 24/25 was lower, we closed the gap on our 3 year average (32.08) last year (30.09) vs 22/23 (29.76).
- We saw specific improvements in certain subject areas: Computer Science (+4.0 PP P8 score) and Spanish (80% 4+ for PP students within the cohort).
- Whilst Outwood Redcar saw a decline in A8 between 2024 and 2025 results, the DFE comparison of 20 similar schools was favourable as the school moved from rank 13th in 2024 to 11th in 2025.
- In the DFE comparison of 20 similar schools Outwood Redcar ranked 8th for both 2024 and 2025 outcomes in basics.
- Students with 95% or more achieved outcomes in line with national averages, demonstrating that those pupils who attended well achieved well, a significant barrier to student achievement is attendance.
- There were some department highlights in 2025 outcomes;
    - English overall grade 4+ 64% 'in line with NA' of 70% (FFT)
    - DA English 4+ 46% 'in line with NA' of 53% (FFT)

- Science overall 4+ 61% 'in line with NA' of 63% (FFT)
- DA Science 4+ 46% 'in line with NA' of 48% (FFT)

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.
- It is clear that those pupils who attend well (95%+) achieve in line with national averages, therefore attendance, particularly of the disadvantaged pupils, needs to be a high priority.

Externally provided programmes

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

Programme	Provider
Fresh Start	Ruth Miskin Training
Accelerated Reader	Renaissance Learning
Third Space	Online maths tuition

Sparx	Online maths package
MIND	Therapeutic Support
Inside Out	Therapeutic Support
Tree Tops	Occupational Therapy
EMAT	Middlesbrough LA
Educational Psychologist	Middlesbrough LA
ELSA	Therapeutic Literacy Support
Learning and Language Assessments	Sarah Jane Monsarratt
Times Tables Rockstars	Online maths platform

Service Pupil Premium Funding

Number of qualifying children	5

Total Service Premium	£1750

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.
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.