

Outwood Academy Riverside

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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.

School overview

Detail	Data
School name	Outwood Academy Riverside
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	53.04% (366 students)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Melissa Brant Smith (Principal)
Pupil premium lead	Helen Ashton-Braithwaite (Associate Vice Principal)
Trustee lead	Ralph Pickles
Chair of Governors	Ralph Pickles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£611,974.35
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£611,974.35

Part A: Pupil premium strategy plan

Statement of intent

Our ethos is that all pupils, irrespective of their background or the challenges they face, make at least good progress across the curriculum, particularly in EBacc subjects.

Our aim is to use pupil premium funding to help us rapidly improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

Outwood Academy Riverside serves a significantly deprived area, with 53.04% of our cohort coming from an impoverished background, which in turn, can lead to social disadvantage in regards to both life chances and outcomes within education. As such, disadvantaged students experience additional barriers to learning; we are focused on ensuring that these barriers are removed and have embedded a range of strategies to support our curriculum and pastoral system to target key issues such as: low literacy, numeracy, behavioural concerns, mental well-being concerns as well as poor attendance.

We appreciate that good or better teaching makes a disproportionately positive impact on our disadvantaged cohort, therefore our application of the pupil premium funding is to enhance teaching in the first instance and tailor support to quickly eradicate barriers that students may face. We do not offer a blanket Intervention approach- different students require different forms of additional support, hence the bespoke approach is rooted in diagnostic assessment to achieve the best outcomes.

No student's learning will be capped due to barriers to learning they might have, such as a vocabulary deficit or reading comprehension (link to Whole School Reading/Literacy Strategy).

All students will develop a greater awareness of their learning and their personal strengths and weaknesses. They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning, to the point where it is habitual.

This plan will work to achieve these aims by:

- Improve disadvantaged student progress in all groups, in all years by improving the quality of teaching and learning;
- Embedding and quality assuring the academy 'Feedback Policy' to ensure all staff are consistent and compliant with the policy expectations;
- Ensuring appropriate, individual targeted 4i are identified and actioned across all subjects;
- Improve disadvantaged student attendance;
- Improve disadvantaged students' aspirations.

The key principles for the strategy plan involve:

- Robust monitoring of lessons, review of the use of the 5 pillars;
- Robust monitoring of TAs in lessons and analysis of the impact;
- Literacy focus in all classrooms – monitor the impact of the progress of students;
- Weekly review at RAG meetings and analysing the impact at every PS cycle;
- Weekly review at the Inclusion meeting;
- Robust monitoring of attendance procedures;
- Analysis of enrichment data;
- Speech and Language tuition available to all students.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Literacy</i></p> <p>Literacy skills of Year 7 and 8 students (and students new to the academy in older year groups) are lower for students who are eligible for PP than for other students, which prevents them from making good progress, in line with their peers. Reading ages are also lower than chronological age, many PP for students.</p>
2	<p><i>Numeracy</i></p> <p>Numeracy skills within our Year 7 cohorts (upon transition from primary school) are lower for students who are eligible for PP than for other students, which prevents them from making good progress, in line with their peers.</p>
3	<p><i>Limited aspiration and Cultural Capital</i></p> <p>Our discussions with students have identified that some disadvantaged pupils lack background knowledge, understanding and experience of the world around them and as a result have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited due to their life experience to date.</p>
4	<p><i>Resilience</i></p> <p>Poor learning habits including resilience and study skills can hamper the progress of our PP students, they often give up easily when they find learning challenging.</p>
5	<p><i>Challenges with self-regulation</i></p> <p>A proportion of pupils in the Pupil Premium cohort demonstrate a lack of emotional resilience, self-regulation and poor self-efficacy. As a result, behaviour can be poor. Disadvantaged students are over-represented in sanctions data and under-represented in some rewards data, meaning a less positive school experience. Poor resilience in social situations and / or the ability to adapt to incidents is currently limited.</p>
6	<p><i>Wellbeing/emotional and self-confidence issues</i></p> <p>Our assessments, discussions and observations have identified social and emotional mental health and self-confidence issues for more of our disadvantaged pupils than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.</p>
7	<p><i>Attendance</i></p> <p>Attendance rates for students who are PP are below the 95% benchmark, which reduces their number of school hours and as such impedes their progress. Levels of attendance have maintained overtime but further work is needed.</p>
10	<p><i>Extra-curricular activity</i></p> <p>PP students' engagement in extracurricular activities is lower than other students.</p>
11	<p><i>Internal truancy</i></p>

	Internal truancy resulting in persistent disruption (caused by a minority) can be prevalent where students' experiences of school have been poor. This can be due to low attendance, the impact of COVID, lack of appropriate support (e.g. SEND support, SEMH support).
12	<i>Transient cohort</i> Student movement in Middlesbrough is high due to the transient nature of the community. Many of these students are PP students. This means support needs to be put in place to support these students when they arrive at the Academy to ensure they are able to access the curriculum and Academy expectations.
13	<i>Family and community engagement</i> Underpinning each of the above strands is family. Our observations have identified that a small number of families within our community have a limited understanding of the role and scope of school and that their perception of education in the wider sense is negative or tainted. These families would benefit from additional support to improve the network around their children. Parental engagement within Academy events, such as parents' evenings and telephone consultations is not as high as we would like it to be. (Some PP parents do not take an active role within their child's education)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
High levels of progress in literacy for Key Stage 3 students.	<ul style="list-style-type: none"> Accelerated Reader shows improvements in literacy rates; Literacy intervention highlight a tailored package, focusing upon gaps in literacy skills; Read Write Inc. programme is being used to identify and improve reading comprehension, fluency and understanding of PP students; At least 50% of PP students are identified as 'achieving' by the KS3 tracker.
Increased level of oracy and communication skills	<ul style="list-style-type: none"> Students will achieve well in the LAMDA communication exams: Speaking in Public.
High levels of progress in students reading	<ul style="list-style-type: none"> Improvement in reading ages across KS3 meaning higher starting points at KS4; Read Write Inc. programme will have identified the weakest readers and support via this programme will have lowered the gap between students reading age and their chronological age.
High levels of progress in numeracy for Key Stage 3 students.	<ul style="list-style-type: none"> Numicon interventions show an improvement in numeracy rates; Times-table Rockstars usage increases among PP students; Use of our online Maths support program will increase among PP students; Appointment of HLTA in maths will increase support for those PP students who have the largest gaps;

	<ul style="list-style-type: none"> • Numeracy intervention highlights a tailored package, focusing upon gaps in literacy skills; • At least 50% of PP students are identified as 'achieving' by the KS3 trackers in core subjects.
Learning habits improve	<ul style="list-style-type: none"> • Values programme will be launched every year with students, this will focus on developing students' moral compass and being resilient learners; • ACE (Academy Conduct and Expectations) program will be delivered so that students have a deeper understanding of the process of learning and learning skills ; • ACE concepts are embedded in classroom practice with positive impact on attitudes and resilience; • Students demonstrate increased independence, resilience and self direction in their learning leading to higher challenge; • Define Everything focuses on teaching our students how to follow routine and develop positive learning habits;. • Consequences will be lower and students will take ownership of these consequences meaning that attendance to detentions is decreased.
Students with mental health needs are directed to the appropriate resources either in the Academy or externally	<ul style="list-style-type: none"> • Internal support structures, for example self esteem workshops, will be in place and well used to increase classroom engagement, improve attendance and reduce truancy; • Mind, Junction and The Bungalow will be used to support students with ranging needs around emotional resilience and control. CAMHS utilised for students who require more intensive support; • Links with outside services who work with referred students in school; • Access to the Bridge and PLC for those students who need additional support. This support is clearly logged and the impact measured over time.
Increased attendance rates for pupils eligible for PP	<ul style="list-style-type: none"> • Reduction of persistent absentees (below national average for PP students 45.3%); • Increasing attendance of all students compared to previous years; • Reduction in suspensions, in particular for PP students;
Increased engagement with parents of PP students.	<ul style="list-style-type: none"> • Increased number of PP parents attending parents' evenings and Academy events (such as Pathways Evenings, open evenings and revision events); • Increased number of PP parents, of children with SEND needs, attending school for termly reviews and EHCP meetings (where appropriate).
Lower internal truancy rates for PP students	<ul style="list-style-type: none"> • Open a central step out room; • Increased support in Bridge / PLC / Discovery for those students who are struggling with accessing lessons; • Introduction of "safe adults" who offer additional support when students are struggling to access lessons; • Increased presence by SLT / staff on corridors which leads to students getting support at the earliest opportunity.

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 £ 214,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement of students in lessons and ensuring more rapid progress is made.	<p>CPD on quality first teaching based on the strategies that work with PP students.</p> <p>Director support provides subject specific CPD opportunities.</p> <p>Increased CPD on strategies to support SEND students and reasonable adjustments</p>	1 2 3 4 5 7 9
Students have poor literacy and reading levels which are a barrier to learning.	<p>Read Write Inc. reading programme to target those with a reading age of below 9 years, designed to identify and improve reading comprehension, fluency and understanding of PP students. 20 mins everyday of intense intervention should show rapid progress.</p> <p>Accelerated Reader will be offered to all students in Y7 -Y9. Students access the package through their AR lessons and depending on need, further support is given during curriculum adjustment time. The program identifies suitable reading books to best support progress and the STAR reading assessment measures components of reading, fluency, accuracy and comprehension.</p> <p>1-2-1 support (HLTAs, 1-2-1 teacher) to help close identified gaps in learning.</p> <p>Increased library provisions and resources to help develop a "love of reading".</p> <p>Appointment of Literacy lead to ensure there is a whole school approach to literacy and reading.</p> <p>Fortnightly literacy RAG to monitor and identify progress, interventions and strategies.</p>	1 4 10 11
Students have poor numeracy levels which are a barrier to learning	<p>Maths Mastery is part of the metacognition process, which is known to accelerate learning by +8 months. Small numeracy tutor groups allow high quality collaborative learning, which is known to accelerate learning by +5 months.</p>	2 4 10 11

	<p>Century Maths will be used by all year groups to support engagement in home learning. Teachers get important feedback to allow them to reshape learning and identify areas that require reteaching. Numeracy is a weekly feature in tutor time incorporating some multiplication and division, four operations and problem solving work tasks. Students access the tests in class once a week and then common misconceptions can be addressed. Over the last academic year this was a positive embedded routine for students in Y7 and Y8 .</p> <p>1-2-1 support (HLTAs, 1-2-1 teacher) to help close identified gaps in learning.</p>	
--	---	--

Targeted academic support £ 64,983

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students in school make the required progress within English and Maths.</p>	<p>KS3 students receive small group or 1-2-1 learning from specialist teachers and HLTAs to close learning gaps. Sessions are highly focussed on gap analysis.</p> <p>TA support in core lessons means students are able to access the work alongside adapted resources.</p>	<p>1 2 4 7</p>
<p>Students underachieving (well below age related expectations) receive individual or small group sessions to develop basic skills in literacy and numeracy.</p>	<p>Numicon uses the 'numicon' manipulatives (specially designed resources) to undertake targeted intervention on the aspects of fundamental maths as identified by a rigorous assessment. This will work with both Y7 students, alongside those who have had intervention and are now in Y8 and Y9.</p> <p>Lexia is designed to help students in Years 7 and above become proficient readers, confident learners and GCSE-ready. The program and resources primarily target Key Stage 3 pupils who lack the basic reading, academic vocabulary and comprehension skills necessary to fully access and engage in the secondary curriculum.</p> <p>Read Write Inc. intervention can only have a positive impact on a students literacy ability which then leads to increased progress in the whole school. Improving reading and love of reading is a whole school priority.</p> <p>MyOn allows for reading of a wider range of texts and reading to be more accessible at home.</p>	<p>1 2 4 8</p>

<p>Non-attendance or lack of engagement in learning due to specific individual barriers</p>	<p>The Personalised Learning Centre (PLC) and Bridge are designed to support students who experience issues with attendance or disengagement. Staff work with vulnerable students on an individual basis to reintegrate them back into mainstream lessons on a full time basis.</p> <p>A Bridge and PLC Manager support these students in addition to any designated TA support for each student. Programs are delivered by specialist staff such as anger management and therapeutic sessions on regulating behaviours.</p> <p>Bespoke interventions are planned for students based on individual needs.</p> <p>The Academy works closely with the Local Authority and other external agencies to ensure that the support given to students is implemented swiftly and is effective.</p> <p>The Academy works closely with EMAT to ensure language is not a barrier to students accessing learning.</p> <p>Uniform support is frequent and effective in ensuring that all students are fully equipped for school. This ranges from supplying basic classroom stationary, new school shoes, coats and bags for those students who do not have them.</p>	<p>4 5 6 7 9 10</p>
---	---	---

Wider strategies £ 411,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Poor attendance</p>	<p>An EWO oversees day to day attendance and monitors our first day response and targets PA students' attendance; looking for patterns in attendance/absenteeism and liaising with outside agencies in order to offer a holistic and systematic approach to improving our whole school attendance.</p> <p>Weekly data given to tutors and presented to students to increase a whole school drive about attendance.</p> <p>Each year group has a designated Learning Manager/Pastoral Lead who is a non teaching/light teaching member of staff. Their role is to track and effectively intervene in all pastoral and progress areas. They work with the Attendance team to support positive and improving attendance and the SLT and Inclusions teams to challenge</p>	<p>3 4 6 7</p>

	<p>underachievement and support changes in behaviour. They are instrumental in supporting students with SEMH and communicate with parents/carers daily with regards to student welfare.</p> <p>Parent Portal enables parents to quickly see a student's attendance data.</p>	
Uniform support	<p>The Academy supports our most disadvantaged families to provide school uniforms to ensure uniforms are not a barrier. Our uniform is extremely smart and promotes pride and self esteem in our students and school.</p> <p>The Academy also provides coats, shoes and other warm items of clothing for those who do not have these.</p> <p>Students who do not have equipment are given what they need to access their lessons.</p>	6 7 10 11
Access to Educational Visits and Y8 Residential	<p>Every Y8 student has access to a residential trip at the end of the year as part of the Riverside values reaffirmation and a chance to reflect on their forthcoming aspirations and choices in year 9.</p> <p>Students benefit from team working skills, confidence building activities and general outward bound tasks.</p> <p>Increase in sport related activities which can be accessed despite the lack of sport facilities in the current building.</p>	3 4 6 7 8
Music lessons	<p>Students can access music lessons through a variety of providers that will complement the curriculum or offer enrichment and cultural capital opportunities. Students in receipt of the Disadvantaged Pupil Premium have been financially supported in order for them to access these lessons.</p> <p>The school partners with the MISST (Music in Secondary Schools Trust) programme which enables all our Y7 students the opportunity to learn to play either the trumpet or clarinet. Some of the benefits of classical music include helping to decrease heart rate and anxiety, with a calming effect which can reduce nervousness. There is research which shows that listening to classical music while performing a task, helps to focus on the task at hand and can improve memory retention, this is known as The Mozart Effect.</p>	2 3 4 5 6 8 11

Careers Advice Information and Guidance	<p>A robust careers programme is offered through Careers Inc. to build aspiration in our students.</p> <p>There is an investment in excellent quality CE/IAG, raising attainment, and supporting students to develop employability skills and increasing success Post 16 and Post 18 either in education or employment. This provision offers 1 to 1 'careers' interviews, drop in sessions for students who had questions, and support at academy events to provide opportunity for parents.</p>	3 4 5 6 8
Praise culture	<p>Regular praise rewards for: Attendance, Praise Points, Star of the Week and weekly virtual praise assembly.</p> <p>Praise is given for improvements as well as consistent achievement meaning no student is excluded</p>	3 4 5 6
Enrichment opportunities	<p>Students have access to a wide range of enrichment opportunities including sports, arts and subject enhancement. These are changed frequently and well advertised both in school and externally to parents and stakeholders</p>	3 4 5 6 7 8
Poor mental health can be a barrier to attendance and ability to engage in learning.	<p>Access to Kooth online- fully trained counsellors available to support students.</p> <p>Support in the PLC and Bridge.</p> <p>Mental health first aid trained members of SLT and support staff.</p> <p>Support services in school who complete support sessions with students.</p>	4 5 6
Patterns of poor behaviour which prevent a student engaging in learning and lead to exclusion.	<p>Supporting the emotional development and social skills of young people to ensure any cycle of mis-behaviour is broken through an intervention program delivered by the Inclusion team. Sessions are bespoke and measured.</p>	3 4 5 6 9
Speech and Language lessons for all students	<p>Each week students engage with a dedicated Speech and Language teacher who works with students on confidence building, speaking and diction. The purpose of these lessons are to ensure students have the skills needed for future opportunities, such as college, universities and jobs.</p> <p>Students work towards qualifications with LAMDA: Communication exam - speaking in public.</p>	1 3 4 5 6

Those students who have English as an additional language can struggle to access mainstream lessons	Our discovery provision provides support and a targeted, individualised support plan for our EAL students.	1 2 4
	Staff training is frequent and information about how best to support these students is shared with staff.	6 7
	EMAT (The local authority Ethnic Minority Achievement Team) supports the school and works with key students weekly. They also support meetings with families and with translation of letters to ensure access to education.	10 11

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using our own internal assessments as we have no KS4 data.

Data collected during Autumn Term 2024 show that 63.3% of PP students in year 11 (our oldest cohort) are predicted to achieve a 4+ in English (42.5% 5+) and 64.4% in Maths (24.7 5+).

Absence among disadvantaged pupils at the end of 2023/24 was at 87.67%, this was 2.02% lower than their peers at 89.69% in 2022/23. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a primary focus of our current plan.

However, persistently absent PP students is at 37.84% this falls below the national average of 45.3% showing the work we are implementing to get PP students into school is having an impact.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

Standards of uniform in the Academy are high. Support for PP students with uniform is continued across the academic year, meaning that students understand the importance of uniform and lack of uniform is not a barrier to learning. Only 0.8% of the consequences given were for uniform related issues.

100% of students in the Academy accessed at least one educational trip or visit in the 23/24 Academic year, all visits were paid for, or subsidised by school to ensure financial concerns were not a barrier.

Student movement in and out of the Academy was above national average. At the end of the academic year there were 78 new starters (in a cohort of 570 maximum students). Of these 39.5% were PP students. Support for these students was extensive but included; EAL support,

1-2-1 tuition, use of Flash Academy, uniform support, attendance support, SEND intervention, new starter package, reading interventions.

100% of Year 7 and Year 8 students (included) had access to a free musical instrument and music lessons. Additionally, 100% of students took part in careers sessions which were run by external providers. This included those at off site provisions (2 PP students). The Academy currently has no NEET data due to its cohort.

Alternative provisions were used, when appropriate, to support students who struggled to access mainstream education.

Century maths and Science was embedded across the whole school with a high proportion of students engaging weekly. All students have access to Myon (online reading platform) which supports reading outside of school. 113 students have chrome books provided by the Academy, which allow students to access learning from home.

1-2-1 specialist and 2 x HLTAs support students in maths (numicon) and reading (Ruth Miskin).

The Academy work with several outside agencies to support students who need additional SEMH support.

All students engage in accelerated Reader and the average improvement in reading age for PP students.

71 students, 35 who are PP students, took LAMDA examinations in communication - Speaking in Public - Grade 3. 100% passed, 69% of Pupil Premium students were graded a distinction and 31% were graded merit.

Externally provided programmes

Programme	Provider
Mind Mental Health and Wellbeing support	MIND
EMAT- EAL support	Ethnic Minority Achievement Team - Middlesbrough Borough Council
Student specific mental health support	The Junction
Mentoring Program	MFC Foundation
Music lessons for students	MISST Tees Valley Music
The Bungalow Support Partnership	The Bungalow
Rubies	SEMH support for girls
Educational Psychologist	Middlesbrough Borough Council