

Pupil Premium Strategy Statement - September 2024

This statement details our school's use of pupil premium (and recovery premium for the 2023/24 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 Normanby
Number of pupils in school	734
Proportion (%) of pupil premium eligible pupils	55%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mark Robinson
Pupil premium lead	Emma Beaumont
Governor / Trustee lead	Elaine Fryett

Funding overview

Detail	Amount
Pupil premium funding allocation: <ul style="list-style-type: none">academic year 2022/23academic year 2023/24academic year 2024/25	£411,565 £416,639 £451,598
Recovery premium funding allocation: <ul style="list-style-type: none">academic year 2022/23academic year 2023/24academic year 2024/25	£109,848 (Covid recovery) £107,630 N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for the academic year 2022/23	£521,413
Total budget for the academic year 2023/24	£524,269
Total budget for the academic year 2024/25	£451,598

Part A: Pupil premium strategy plan

Statement of intent

At Outwood Academy Normanby we are passionate about ensuring the highest quality provision is provided for all learners regardless of their starting points, their background or the challenges they face.

The Pupil Premium funding allows for additional funding for our most disadvantaged pupils, and we believe that this document not only identifies how we have planned to meet their needs but importantly it also provides Outwood Academy Normanby staff with a clear focus setting the achievement of all children as a priority for everyone.

Our vision:

“Students first: Raising Standards and transforming lives”

At Outwood Academy Normanby we believe that a child’s achievement should be determined by their ability and not by their contextual circumstance. In order to excel, we have a responsibility to support learners who are disadvantaged, providing them with opportunities to progress in line with non-Pupil Premium learners and achieve high attainment across the curriculum.

Pupil Premium allocation is defined as ‘the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most’ – DfE 2012.

The academy puts a significant emphasis on inclusion to ensure all students can access the curriculum and achieve. This strategy will support students academically, pastorally and from an emotional, mental health perspective, which is paramount in the current climate. We believe it is the responsibility of all staff for disadvantaged pupils’ outcomes and have the highest expectations of what all students can achieve.

We appreciate that high quality teaching and pastoral care has the greatest 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 other barriers students may face. We do not offer a blanket approach for much of our intervention - different students require different forms of additional support. We find a bespoke approach achieves the best outcomes.

To ensure our approach is effective, we will:

- *Ensure disadvantaged learners experience quality first teaching with appropriate levels of challenge to ensure they make rapid progress*

- *Intervene at the earliest opportunity (academically and in the wider sense)*

- *Provide a safe and caring environment in which children thrive*

We have identified clear barriers for our students and have identified appropriate academy wide strategies to overcome the common barriers for our students as well as highly personalised interventions for specific issues some of our students face.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance for some is below national average and significantly impacts on their learning outcomes.</p> <p>Low attendance has a negative impact on: learning in academic lessons; the development of basic reading skills; the development of key personal skills which allow young people to fulfil their own aspirations.</p>
2	<p>Improving reading and literacy so that all students can access the curriculum</p> <p>The ability to read and confidently decode the texts offered is key to success within academic subjects and life in general. By investing in high quality reading programmes, delivered with focus and impact effectively measured we can ensure our students can access the work.</p>
3	<p>Socio - economic deprivation: area of significant deprivation/ families living on the poverty line</p> <p>In the latest Index of Multiple Deprivation (IMD):</p> <p>Grangetown was 55 out of 32,844 areas so is in the lowest 1% for income deprivation and 1% for employment and 1% for health.</p> <p>Index of Multiple Deprivation - Grangetown</p> <p>South Bank was 6008 out of 32,844 areas so is in the poorest 15% for income deprivation and 10% for employment and 7% for health.</p> <p>Index of Multiple Deprivation - South Bank</p>

	We therefore need to work hard to provide positive adult role models, outstanding careers aspirations and a quality enrichment offer. Together this would increase children's exposure to academic development and activities to increase progress, wellbeing and self-confidence.
4	Social, emotional and wellbeing barriers of disadvantaged students Students' decision-making skills, interaction with others and their self-management of emotions requires support. In addition to focusing directly on the academic and cognitive elements of learning, we need to improve the ways in which students work with (and alongside) their peers, teachers, family and community to support their progress.
5	Parental engagement for key students Working closely with parents to build strong relationships that support students. Strong parental engagement will build a sense of community and enable the academy and parents to work alongside each other to remove barriers linked to social deprivation.
6	Personal development, learners' low aspiration, low motivation and low self-confidence impact on engagement and outcomes. We need to raise students' aspirations by exposing them to rich experiences which enhance and improve Personal Development, underpinned by the academy's vision and values. We need to proactively prepare learners to be positive, active citizens with the skills, confidence and grades to succeed in their chosen endeavour.

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
Attendance for some of our students significantly impacts on their learning outcomes To ensure improved attendance to school and lessons for all students	Our attendance to the academy to improve to above 90% and our PA to reduce to below 30%.
Improved reading and literacy so that all students can access the curriculum The Reading ages of all our students to improve. For students to gain a functional level of reading to access the work set in lessons	Improve verbal fluency across all learners. Accelerated Reading programme to demonstrate improvements in reading comprehension and literacy across the KS3 cohort.

	<p>Lexia Reading programme to be deployed effectively to have a positive impact on Reading Comprehension.</p> <p>Rapid Reader to improve comprehension and confidence.</p> <p>Ruth Miskin Programme to demonstrate significant improvements for the weakest readers.</p>
<p>Social, emotional and wellbeing barriers of disadvantaged students</p> <p>The improvement of pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Improve the ways in which students work with (and alongside) their peers, teachers, family or community.</p>	<p>Students have access to targeted, high quality SEMH support. The inclusion team is highly qualified and has the skills required to deliver interventions which meet the needs of our students.</p> <p>The SEMH TA to support our most vulnerable students, as identified through inclusion meetings, to ensure the personalised approach they need to succeed. This is through the use of the ELSA programme.</p> <p>All staff have access to relevant, high quality CPD.</p> <p>Students benefit from a core academic and PSHE/RSE curriculum. This is enhanced by personalised academic/SEND/therapeutic interventions allowing us to best meet the needs of our most vulnerable young people.</p> <p>We have a clear range of provisions delivered by experienced staff. Provision includes the Thrive programme, Lego therapy, Middlesbrough Football Club (female leadership, wellbeing check ins, youth social action projects, Premier League Inspires and Premier League ASDAN as well as equality, diversity and inclusion provision), social skills and anger management.</p> <p>Our enrichment offer is designed to help to improve emotional and physical wellbeing as students mix with others as part of their favourite activities.</p> <p>Attendance to enrichment is monitored to ensure disadvantaged learners have fair access without barriers as a result of financial hardship.</p> <p>A very small number of students access offsite alternative education.</p>

<p>Socio - economic deprivation : Area of significant deprivation/ families living on the poverty line</p> <ul style="list-style-type: none"> - removal or reduction of barriers to access education and experiences, including enrichment. 	<p>Barriers as a result of financial hardship are overcome through providing access to technology and homework clubs as part of our offer to all learners.</p> <p>We also aim to overcome barriers to personal development through experience of cultural capital by ensuring fair access to enrichment activities, educational visits and targeted interventions.</p> <p>Standards and expectations of academy uniform and equipment necessary to be ready to learn, are consistently high. Financial support given, as needed, for access to uniform.</p> <p>Wrap around care includes a free breakfast club everyday to ensure all students have access to a healthy breakfast with a warm and welcoming atmosphere.</p>
<p>Personal Development - academy vision - every student has a determination to succeed, a love of learning, pride in their academy and strength of character.</p> <p>To raise aspirations of students by exposing learners to rich experiences which enhance and improve Personal Development, underpinned by the academy's vision and values. To proactively prepare learners to be positive, active citizens with the skills, confidence and grades to succeed in their chosen endeavour.</p> <p>Improved careers and Post-16 offer which is directly informed by local context alongside national and global opportunities.</p>	<p>Full access to personal development experiences, funded for disadvantaged students, including both educational (curriculum enhancing) and character building experiences.</p> <p>100% of learners access Post-16 provision and are therefore not NEET.</p> <p>Applications are realistic yet ambitious.</p> <p>Personalised interviews with all Y11 students and support with completing applications where needed.</p> <p>Thorough post-16 programme of assemblies for all students to access from all providers in our area.</p>

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: £106,563 (for 2022-23, no significant change 2023-24 or 2024-25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching and learning focusing on the Five Pillars methodology using evidenced based practice from John Hattie's research on effect sizes.</p> <p>Visualisers in each classroom to enable teacher modelling and sharing student work.</p>	<p>Clear structures enable learners to understand what they are learning and why.</p> <p>EEF Mastery Learning</p> <p>EEF Metacognition and self-regulation</p>	<p>2 and 3</p>
<p>Regular learning walks with constructive feedback to ensure high standards.</p> <p>Subject director support.</p>	<p>Learning walks support whole-school improvement, and/or provides evidence for a school improvement plan.</p> <p>The Key Planning learning walks to to support and develop</p>	<p>2 and 3</p>
<p>Employment of Numeracy and Literacy TAs specialised to support the different elements of the curriculum, including a significant focus on phonics. To provide interventions across year groups.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals, has a higher impact</p> <p>EEF TA interventions</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Phonics</p> <p>EEF Lexia</p>	<p>2 and 3</p>

<p>Reciprocal reading and explicit teaching of Tier 2 vocabulary.</p>	<p>EEF Read Write Inc. Phonics and Fresh Start</p> <p>EEF Reciprocal Reading - evidence of impact - further studies underway</p> <p>Teaching students to have a rich vocabulary, including tier 2, supports access to the curriculum.</p> <p>EEF Vocabulary</p>	
<p>Use of Classcharts, Edukey and oCloud to aid teacher knowledge of student needs.</p>	<p>Edukey is an online provision mapping tool which allows us to record, in one place, the special 'additional to and different from' provision, as described in the SEND Code of Practice, that is made for the children and young people in your setting. Allowing the appropriate interventions to take place. https://www.edukey.co.uk/blog/</p>	<p>2 and 3</p>
<p>Weekly CPD for teaching staff</p> <p>Opportunity to access NPQ qualifications to support progression and succession management.</p> <p>Ruth Miskin Fresh Start Phonics training for Reading Leader and cascaded to TAs.</p> <p>Online Flick Training - regular updates for key policies.</p> <p>Director training for subject specialist input</p> <p>Thrive training to embed Thrive approach across the school including profiling and access to appropriate provisions.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between disadvantaged and non disadvantaged students.</p> <p>EPI The effects of high-quality professional development on teachers and students</p> <p>CPD programmes generally produce positive responses from teachers, in contrast to other interventions. Large, structural changes to the school system, while effective at improving pupil outcomes, incur substantial costs in terms of staff turnover and dissatisfaction.</p> <p>EEF What are the characteristics of effective teacher professional development? A systematic review and meta-analysis</p>	<p>2 and 3</p>

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

Budgeted cost: £130,136 (for 2022-23, no significant change 2023-24 or 2024-25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One-to-one tutors in maths, English and science to support students with gaps in knowledge and key skills.</p> <p>Core subject form classes for Y11 to embed prior learning and additional core teaching time.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 and 3</p>
<p>Introduced small group teaching adopting key elements of KS2 teaching model to support learning and transition of students in years 7 and 8.</p> <p>Increased the number of sets within most year groups, this has allowed smaller teaching groups and more in class interventions to take place and support of closing the disadvantaged attainment gap.</p>	<p>Using group theory, Finn et al. (2003) argue that students in small classes are more visible and more likely to engage in learning and social behaviours during class. Conversely, large classes permit students to reduce their visibility. Also, smaller classes encourage participation or interaction as students may receive more support from classmates. Because social and academic interactions are the focal point of higher education, these classroom dynamics are critical to positive learning outcomes (Demaris and Kritsonis, 2008).</p> <p>DfE Class size research report</p>	<p>2 and 3</p>
<p>Accelerated Reader delivered to Y7-9 - one hour per week during English lessons.</p> <p>Reciprocal reading for groups that cannot access independent reading.</p> <p>Literacy classes timetabled for students with low literacy levels</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>EEF Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p>	<p>2 and 3</p>

<p>in Y9 and enhanced literacy input for students in Y7 and Y8.</p> <p>Lexia programme to raise literacy levels.</p> <p>Keyword displays in classrooms</p> <p>LRC used for homework club every night after school supported by the librarian and TAs.</p> <p>The LRC Manager focuses on raising the profile of reading - competitions, prizes, tracking AR and supporting interventions.</p>	<p>OUP Why Closing the Word Gap Matters</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>EEF Reading Comprehension Strategies</p> <p>EEF Phonics</p> <p>EEF Lexia</p> <p>EEF Read Write Inc. Phonics and Fresh Start</p> <p>EEF Reciprocal Reading - evidence of impact - further studies underway</p> <p>EEF Vocabulary</p>	
<p>Designated members of staff appointed to DEEPs roles to drive the raising of literacy across the academy with a focus on reading. Embedding reading approaches and strategies into the tutor programme. From September 2023, we have introduced permanent TLR roles to our leadership structure to maintain the priority of literacy, with fortnightly discussion at literacy RAG meetings.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	2 and 3
<p>Y11 academic enrichment - one hour per day after school on Monday, Wednesday, Thursday and Friday each week delivered by subject specialist teachers.</p> <p>Enrichment activities are available to students in all year groups after school four days per week to support the delivery of a rounded, culturally rich curriculum.</p>	<p>There is a strong evidence base for the provision of a curriculum beyond the academic, including the benefit of access to wider arts and physical activities.</p> <p>EEF Life skills and enrichment</p>	3
<p>A range of software purchased to support students with 'out of lesson' learning e.g. Sparx, GCSE Pod, Accelerated Reader.</p>	<p>EEF Using Digital Technology to Improve Learning</p>	3

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

Budgeted cost: £319,499 (for 2022-23, no significant change 2023-24 or 2024-25)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance team</i></p> <p>Increased capacity to make home visits, support families and pursue ACCs for persistent absentees.</p> <p>Appointment of a senior leader with attendance as a key strategic priority.</p> <p>Raise the profile of attendance through rewards schemes, parental engagement, promotion through social media and tutor/SLT mentoring.</p> <p>Attendance discussion weekly in tutor time - recorded in student planners and on signage around the academy.</p>	<p>Attendance interventions are delivered to students and/or parents. New knowledge/support/ skills. Short term outcomes - behaviour change of the student (increased attendance at school/reduced absenteeism). Long term outcomes/ impact - improved attainment and improved social, behavioural and youth justice outcomes.</p> <p>DFE - Working together to improve school attendance</p> <p>EEF Evidence brief on improving attendance and support for disadvantaged pupils</p>	<p>1, 4 and 5</p>
<p><i>Mental wellbeing</i></p> <p>Additional capacity to support mental health and raise the profile within school. Tutor and whole school activities to get students to gain a wider understanding.</p>	<p>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning. Which in turn will enhance the attainment of our students and the progress they make on their secondary journey.</p> <p>Children and Young People's Mental Health Coalition - Promoting children and young people's mental health and wellbeing</p>	<p>4 and 6</p>
<p><i>Pastoral team</i></p> <p>Learning Managers and Pastoral Leads are allocated to each year group. Their role is to track and effectively intervene in all pastoral and progress areas. They work</p>	<p>DfE Promoting and Supporting Mental Health and wellbeing in Schools and colleges</p> <p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at</p>	<p>1, 3, 4, 5 and 6</p>

<p>with the attendance team to improve attendance and the SLT and Inclusions teams to challenge 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>Capacity to support our students who are struggling to access the mainstay curriculum and lessons, through our Personal Development team.</p>	<p>reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>EEF Behaviour interventions</p> <p>British Educational Research Association - the evidence of the impact of pastoral care.</p>	
<p><i>Thrive and inclusion provisions</i></p> <p>Provisions delivered within the Transporter and Infinity rooms 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>Educational Psychologist to support the identification of specific needs.</p>	<p>DfE Promoting and Supporting Mental Health and wellbeing in Schools and colleges</p>	<p>1, 4 and 6</p>
<p><i>Pastoral support officer</i></p> <p>To support the work of learning managers with day to day tasks. They work with the attendance team to improve attendance, support with home visits and attainment in school.</p>	<p>Pastoral care: a whole school approach to creating the ethos of wellbeing that culminates in better engagement and improves academic achievement of learners.</p> <p>British Educational Research Association - the evidence of the impact of pastoral care.</p>	<p>1, 4 and 5</p>

<p><i>Onsite independent careers advisor</i></p> <p>Progress Careers support our students to make informed choices about their next steps. With a priority list of students including disadvantaged. Holding interviews with individuals to allow them to discuss options for post 16.</p>	<p>Offering careers guidance can not only help pupils make more informed decisions, it can inspire them to achieve new goals. With more developed career-planning skills, pupils are inevitably more confident about making their post-16 choices, with a firm understanding of the requirements needed to pursue certain courses.</p> <p>Benefits of Career Advice</p>	<p>6</p>
<p><i>The Brilliant Club</i></p> <p>To support students from less advantaged backgrounds to access the most competitive universities and succeed once arrived.</p>	<p>The Brilliant Club serves to transform university from a word to a reality for underrepresented pupils.</p> <p>The Brilliant Club Programme</p> <p>Brilliant Club Impact Statement 2020-21</p>	<p>3 and 6</p>

Total budgeted cost: £556198 (for 2022-23, no significant change 2023-24 or 2024-25)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - September 2024

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

1 Attendance for some is below national average and significantly impacts on their learning outcomes.

Whole school attendance has seen a modest reduction in the year 2023-24 when compared to 2022-23 but demonstrates a positive trajectory into the new academic year.

The attendance team has increased in capacity over the course of the year. A senior leader has led the team throughout the academic year and has worked alongside other leaders to develop the team, develop new strategies and improve accountability of staff within the team. Whilst attendance remains below national averages for disadvantaged students, there is an improvement on the attendance at this time last year, something which has not been reflected nationally and demonstrates the impact of the team.

The strategies identified in the Pupil Premium Plan have been put in place throughout the year. Attendance is clearly signposted to tutor groups and various rewards competitions are run by the attendance team to attempt to change the culture among students. There are regular social media updates from the attendance team to promote the importance of good attendance and increase communication to parents. Tutor mentoring around attendance is present, informally and through reports. Senior leaders are involved in this process also, however for the more serious PA students some methods are currently limited in their impact. Attendance is a key part of the tutor programme and is embedded with staff routines.

2 Improving reading and literacy so that all students can access the curriculum

Both Miskin and Rapid Plus are identified in the Pupil Premium Plan as key to improving the literacy of students in the school. The data shows the very positive impact that both interventions are having, as both have shown an average increase of above 1 year of reading age in the time the interventions ran for disadvantaged students. Almost all interventions have had a positive impact on the reading age of disadvantaged students, which does demonstrate the overall effectiveness of the school in improving literacy for disadvantaged students.

	Number	Ratio gain
Elevate, TT Literacy and Lexia	11	1.03
Elevate, TT Literacy and Phonics	0	-
Flash	2	-0.28
Flash and RP	1	-0.25
Flash and TT Literacy	0	-
Lexia Power Up	0	-
Miskin	29	1.95
Miskin and Flash	0	-
Miskin and Reading Mentor	1	-2.18
Rapid Plus	34	1.13
Reading mentor	8	0.04
TT Literacy	5	-0.09
TT Literacy and Lexia	0	-
TT Literacy and Miskin	8	0.58
TT Literacy and RP	5	0.22

The deployment of the Edukey system and the training provided for staff to use it has been effective within school, providing each member of staff with key SEND information on each student that they teach. The One Page Profiles are completed and reassessed by the inclusion team regularly with the support of the SENCOs and class teachers' feedback. There are some improvements to be made around all staff accessing the system and applying in their lessons and planning the information included, but the Edukey system as a whole can be judged as a successful method for promoting literacy and progress within the school.

Weekly training is conducted for staff as part of the CPD programme each Tuesday afternoon, with some of this focused on literacy training for staff also. The attached programme OANo - Learning and Performance calendar 2023/24 shows the areas that staff focus on each week, with time given to departments to focus on their own planning which includes the cross-curricular teaching of literacy skills.

Elevate is a smaller class run by SEND staff in the inclusion department. It is aimed at students who struggle with a larger class size and require further support than is available within a standard class size. The classes cover the curriculum but at a pace that suits the students. The classes have proved successful throughout the year in improving students progress and attendance, as well as supporting their wellbeing. Parents and student responses to the Elevate class are reported as very positive and the staff running the classes also report that the class is having a very positive impact on a range of students. The aim is for students to access the class before then returning to their normal classrooms when

ready, and those students that do so generally do not return to the Elevate room, highlighting the success of the approach.

As part of the school structure there are assigned staff with TLRs which aid the promotion of literacy across the school, and the school also has a Deep Learning Lead who has a focus on literacy within the key aspects of the role. The fortnightly RAG meetings are attended by all of these staff and ensure an up to date review on the progress of students and therefore the effectiveness of the methods used to improve this. The effectiveness of the reading interventions for disadvantaged students has already been shown and it is unlikely that the positive impact of the interventions would be present unless staff had shown aptitude in running and co-ordinating these correct interventions for the students involved.

One to one tutoring is a key part of the school plan for disadvantaged students, with a large number of tutors provided in both English and Maths to support the academic progress of students. Though not exclusively targeted at disadvantaged students, the majority of students who access the support are disadvantaged. The school received its best ever English and maths combined results in summer 2024.

Visualisers have been provided for all classrooms in the school and staff have been given adequate training to use them effectively. A small sample of staff across subjects were asked for their feedback on the success of these within lessons, as was a small group of students. The feedback was positive, with the majority of students reporting that it added to their learning experience and was useful in exam technique. Staff who use them regularly also reported that they were an effective method of improving the quality of teaching for all students, disadvantaged included.

3 Socio - economic deprivation: area of significant deprivation/ families living on the poverty line

A carefully constructed programme of strategies to develop the quality of teaching and learning - a three year plan - has resulted in a narrowing of the disadvantaged gap. The introduction of academic tutor groups, coupled with highly focused small group interventions, and well attended after school enrichments has enabled us to reduce the gap between the outcomes of disadvantaged students and non-disadvantaged students as shown in the following table.

Learning walks and feedback from those is a weekly discussion point in SLT meetings. This feedback enables the SLT to focus on both good and developing practice in the school. By using this as a method of identifying areas for improvement, then developing strategies for those staff involved it allows for a further development in quality of teaching across the school.

The impacts of Edukey and the weekly CPD have already been discussed in relation to Target 2 and have both shown their worth in meeting the school targets. Both allow teachers to develop practice and

increase individual knowledge of students, which will continue to improve the school's ability to provide students with role models which can aid their aspirations in the future.

The enrichment programme is well-attended and aims systematically at the students which require further development. 61% of Y11 enrichment attendances were by disadvantaged students, in line with disadvantaged numbers in that cohort. Making sure that PP students continue to receive access to the enrichment programme, and increasing the attendance of key PP students is an area of improvement for next year.

The increase in staff numbers, particularly in the pastoral areas will provide staff with more adults from whom they can receive support. Using the ImpactEd survey results as a measure (ImpactEd Surveys Analysis) the statement with the most positive response on the survey related to 'I feel that there is at least one teacher or other adult in this school I can talk to if I have a problem.' The students average score on this question across all year groups was 3.58 out of 5, the highest score on the section covering school membership.

The Brilliant Club is a programme run by the Scholars Programme to support PP students in schools with gaining access to higher level education. The programme this year involved Year 10 students, with 12 out of the 13 students highlighted as PP students. The programme allows them to access a subject taught by a specialist from a local university. The students taking part in this get access to higher-level learning and experience which they are prevented from doing due to financial status for the most part. 2 of the students have shown an interest in a Geography degree moving forward from the programme, and all 13 students intend to apply for university. Although it is likely not just down to the course that they have chosen to do so, the exposure to the demands of university and the level of critical thinking required will have had a positive impact. Allowing for PP students to be exposed to these opportunities is a clear example of a good use of PP funding, as higher education is suggested to be an achievable method to improve economic life chances.

4 Social, emotional and wellbeing barriers of disadvantaged students

Our determination to reduce fixed term suspensions to improve attendance, and maximise teaching time for all students is demonstrated by a range of strategies and their impact: the deployment of Learning Managers, newly appointed Pastoral Leads and the use of the Personalised Development Centre where students received bespoke interventions.

The average number of sanctions issued to students weekly has decreased by 15% over the course of the year. The reduction in sanctions over the February and April half term show a significantly positive trend which was mirrored for all students. There was also a reduction in the ratio of sanctions received

by our disadvantaged students, again showing a recent positive impact on sanctions for disadvantaged students.

Mental health and wellbeing of disadvantaged students in school is focused on through a variety of strategies. The pastoral structure allows for relatively close monitoring of students and also allows any concerns raised by members of staff to be investigated quickly. This means that the vast majority of mental health concerns for disadvantaged students are addressed promptly. PP funding is also used alongside school funding for the various services required by students within school, and if further is needed the inclusion team is effective in applying for financial support. Although external services are stretched and accessing support can be difficult, the weekly inclusion meetings to discuss our most vulnerable students (who are almost exclusively disadvantaged students) allows for a range of professionals in the school to come together and work out the best route forward and discuss new or different strategies. The inclusion meetings ensure that no opportunity to access a service is missed and also ensure that disadvantaged students get access to any services that may benefit their mental health and wellbeing.

5 Parental engagement for key students needs to improve

Attendance of disadvantaged students is a priority for the academy and building parental relationships is a key element of our strategy to improve attendance. The attendance team reports higher parental engagement now than at the start of the year with the majority of students and the coordination of home visits has been improved.

The pastoral system within the school has prioritised communication with parents at all levels, through Learning Managers, Pastoral Leads, SLT, Safeguarding and Inclusion teams. This communication with parents is supplemented by each staff member also contacting home in their role as a tutor and teacher.

6 Wellbeing/emotional and self-confidence issues are impacting on student progress

Mental health support is provided for students through a variety of services and referrals, as well as support throughout school ranging from dedicated staff to tutors and teachers. The mental health of students is a focus for all staff with any concerns reported through CPOMS. There is also the weekly inclusion meeting in which all pastoral staff come together to discuss any concerns for vulnerable students, the vast majority of whom are disadvantaged students. This meeting allows for the pastoral team to discuss the best course of action for students and ensures that any mental health concerns are discussed at length to ensure that concerns are not missed. The mental health support allows students to balance the demands of school and allows them to become successful. The school as a whole has a strong focus on mental wellbeing (week of tutor content during Mental Health week) and has trained members of staff in Mental Health First Aid.

The pastoral structures in the school and the SEND and inclusion team all put a strong focus on raising aspirations of students. Students are encouraged to access provision targeted at their specific needs that will allow them to develop the skills needed in later life in employment/further education.

The Brilliant Club programme and the success of it has already been discussed earlier in this report (Target 3). The impact that it has had on the aspirations of the students involved (even those who did not complete the assignment have expressed interest in A Levels and then university) is significant and shows the success of the funding used to secure this programme for PP students in school. Combining this with trips to local colleges (Stockton Riverside and Middlesbrough) at the end of Year 10 has worked very well for PP students as there are a much more significant number of students asking questions to staff (teaching and SLT) about possible future direction. Although this is an indicator of a success of PP spend, there is room for improvement in terms of exposure to further and higher education to aid aspirations.

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
GCSE Pod	
Sparx	
MIND Counsellor	