



Pupil premium strategy statement

School overview

This statement details our school's use of pupil premium (and recovery premium for the 2025 – 2026 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 last year's spending of pupil premium had within our school.

Detail	Data
School name	River Tyne Academy
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	56%
Pupil premium allocation this academic year	£86, 830
Academic year or years covered by statement	2025 - 26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	R Matthews
Pupil premium lead	R Matthews
Trustee lead	P Cabbage

Funding overview

Detail	Data
Pupil premium allocation this academic year	£86, 830
Recovery premium for this academic year	£0
Pupil premium carried forward from previous year	£0
Total budget for this academic year	£86, 830

Part A: Pupil premium strategy plan

Statement of Intent

Pupils who attend River Tyne Academy Gateshead have been permanently excluded from their mainstream school or are at risk of exclusion without intervention. Many of these pupils have significant gaps in their learning due to a lack of attendance in lessons often due to becoming dysregulated or disengaged. Some of our pupils have been affected by adverse childhood experiences and require targeted personal development interventions to reduce their interrupted emotional developmental delay.

Challenges

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

Challenge Number	Detail of challenge
1	A significant proportion of our pupils are below age-related expectations
2	Some pupils arrive at the academy with significant gaps in their curriculum learning due to multiple vulnerabilities
3	A large number of pupils do not have the vocabulary they need to access the curriculum
4	Some pupils need support to regulate their emotions and some are highly anxious
5	The vast majority of our pupils have not had access childhood experiences such as visits to the theatre or beach enabling them to develop a rich cultural capital
6	A proportion of learners do not have sufficient digital resource to support remote learning or access to additional learning

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
PP pupils make progress in their academic curriculum offer with a focus on the core curriculum	100% PP students make progress from their baseline assessments in each curriculum area and in English and Maths
PP pupils engaged with the curriculum offer due to the identification of barriers, personalised learning and pastoral support	Attendance for PP learners demonstrates an improving trend. Outcomes for PP learners are in line with peers.

PP pupils have the basic tools to be successful readers	100% PP pupils improve their reading age.
Pupils receive targeted interventions to support the regulation of behaviours	100% PP pupils demonstrate improved behaviour and reduced risks from their initial referral.
Pupils develop quality cultural capital	100% PP pupils attend trips and visits and engages with external speakers increasing their cultural capital.

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 £8, 282

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Literacy Interventions. Staff development linked to 3 areas of literacy: reading writing and oracy. Personal development interventions for PP pupils will be purposefully identified and dedicated targeted interventions delivered to support this (baseline – end of intervention assessments will demonstrate progress). Transition support for PP learners to support positive transition/destinations.	EEF High Quality Teaching The Reading Framework: Teaching the Foundations of Literacy. Ofsted Methodology EEF: Improving Literacy in Key Stage 2 EEF: Preparing for Literacy Baseline – end point assessment data for PP pupils	1
Investment in staff development related to speech and language development, leading to improved development of pupils communication skills.	EEF: Oral language interventions Ofsted Methodology.	1, 3

Targeted academic support £66, 517

Activity	Evidence that supports this approach	Challenge number(s) addressed
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The implementation of DfE validated synthetic phonics programme/s. Early intervention for learners not achieving identified sounds.	The Reading Framework: Teaching the Foundations of Literacy. Ofsted Methodology EEF: Improving Literacy in Key Stage 2 EEF: Preparing for Literacy Baseline – end point assessment data for PP pupils	1,3
Reading of aspiration books to pupils from a well-designed curriculum reading spine for KS3	The Reading Framework: Teaching the Foundations of Literacy. Ofsted Methodology	4
Vocabulary is planned and taught to learners with purposeful opportunities to use and apply vocabulary choices.	Closing the Vocabulary Gap, Alex Quigley The Reading Framework: Teaching the Foundations of Literacy. EEF: Improving Literacy in Key Stage 2 EEF: Preparing for Literacy	4
Implementation of Reading Plus within the academy to develop fluency, accuracy, automatic and comprehension	The Reading Framework: Teaching the Foundations of Literacy. Scarborough Reading Rope Baseline – end point assessment data for PP pupils	3

Wider strategies £12, 031

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted personal development interventions to enhance character, community, behaviour and reason for referrals.	EIF Personal development framework DfE Character education Framework Baseline and end point intervention data	5
Personal development pathway is curated alongside the academic curriculum, 3C curriculum and trust values to enhance cultural capital.	Pupil voice identifies opportunities provided that they have not accessed previously. SMSC, BV, 3C and Trust Values curriculum is tracked for all PP pupils demonstrating their access to a broad and balanced range of activities.	5, 6

Pupils have the opportunity to attend extra-curricular activities including the annual residential trip.	Tracking of pupil attendance and engagement with extra-curricular activities. All pupils able to share their experiences and develop social skills that will stay with them for life	5
Pupils have access IT resources to support remote working	100% of PP learners able to access work remotely and any barriers to learning removed. As a result they will make expected progress.	6

Total budgeted cost: £ 86, 830

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Aim	Outcome
PP pupils make progress in their academic curriculum offer with a focus on the core curriculum	100% of learners had access to a broad and balanced curriculum offer and where appropriate completed formal examinations.
PP pupils engaged with the curriculum offer due to the identification of barriers, personalised learning and pastoral support	Many pupils were able to make progress against their starting points.
PP pupils have the basic tools to be successful readers	Learners received intervention support with their reading.
Pupils receive targeted interventions to support the regulation of behaviours	Learners made progress with their behaviours and as a result were able to participate better with their offer.
Pupils develop quality cultural capital	Learners participated in a wide range of activities developing their cultural capital.

Externally provided programmes

Programme	Provider
Work Experience	GM Training

Phoenix Project	Fire Service
Volunteer it	Gateshead Council