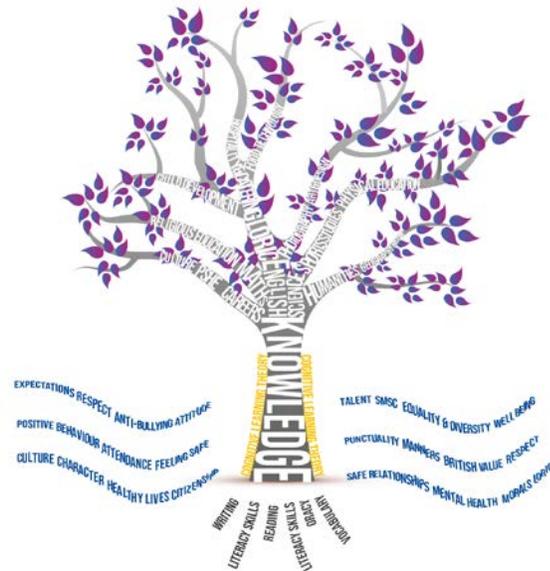




Christina Jones CEO



Our achievements



Ofsted (2019): Personal Development

Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:

- the curriculum extends beyond the academic, technical or vocational. It provides for learners' broader development, enabling them to develop and discover their interests and talents
- the curriculum and the provider's wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy
- at each stage of education, the provider prepares learners for future success in their next steps

Multiple Disadvantage and Attainment

Personal characteristics

- Special Education Needs (SEN)

Family background

- Eligibility for Free School Meals (FSM)
- Maternal qualifications

Home environment

- Parental engagement in young person's education
- Relationship of main parent with young person
- Access to an internet connected computer

School environment

- Ofsted rating

Multiple Disadvantage and Attainment

Of the seven examined disadvantages, **having Special Educational Needs (SEN) was associated with the largest penalty by far**, accounting for an attainment deficit of around 17 grades at KS4 after controlling for the other six disadvantages. **Each of the other six disadvantages were, nevertheless, associated with substantial attainment deficits** (ranging from about 3 to about 6 grades).

Overall, around a third of young people had none of the disadvantages, a further third experienced one of the disadvantages and the remaining third experienced two or more disadvantages.

Multiple Disadvantage and Attainment

The attainment deficits for the different types of disadvantage were much larger when they were examined in isolation than when the effect of the other six was also taken into account. **This substantial interplay between the measures supports the notion that a young person's circumstances and needs should be considered holistically.**

Multiple Disadvantage and Attainment

In general, **the greater the number of disadvantages experienced by a young person, the lower their Key Stage 4 attainment. The relationship between a simple count of the number of disadvantages a young person experiences and the size of their attainment deficit was near linear.** A young person experiencing one type of disadvantage had significantly lower attainment on average than a young person with none of the disadvantages. This attainment deficit approximately doubled among young people experiencing two rather than just one of the disadvantages, approximately trebled among those experiencing three, and so on. **However, there is further complexity underlying the relationship between multiple disadvantage and attainment - different specific combinations of disadvantage can be associated with very different attainment deficits.** In particular, combinations of disadvantage involving SEN tend to result in greater attainment deficits.

Other Disadvantages Having an Impact on Outcomes

- Adverse Childhood Experiences.
- Exclusion.
- Parenting that may not best meet their needs.
- Living in a household where there is regular disruption.
- Mental health concerns.
- Bereavement.
- Difficulty in achieving social and emotional well-being.
- Drug use.
- Etc.....

Our Context

- Permanently Excluded.
- Vulnerable, Disadvantaged.
- Mental Health Needs.
- Anti-social Behaviour.
- Literacy Deficits.
- SEND.
- Disengaged Parenting.
- Social and Emotional

Outcomes

River Tyne Academy Gateshead

5 at 4+ (EM) 5.3%

5 at 1+ 47%

1 at 1+ 100%

E and M at 1+ 84%

River Tees High Academy

5 at 4+ (EM) 10%

5 at 1+ 67%

1 at 1+ 95%

E and M at 1+ 86%

Our outcomes are among the best in the country for Alternative Provision. But.....

What else could we do?

Was our PSHE curriculum good enough?

Our 'Positive Thinking' model aims:

- To provide key information, advice and guidance in a safe and secure environment for River Tyne Academy students.
- To offer small groups of students the opportunity to develop their personal and social skills to allow them to thrive.
- To develop students emotional wellbeing, improve mental health, educate on real life subjects and create a sense of community and togetherness within the school.
- To provide the students the time and space to build key relationships with staff and peers to allow disclosures, sharing of key information and keeping students safe, physically and emotionally.

Positive Thinking Delivery

- One session per week lasting one afternoon, 1 hour group work, 30 minutes community time – focusing on charity work and positive self-image.
- 5 key themes (The Positive self, Sexual Health, Healthy Relationships, Emotional Well-being and Keeping me Safe).
- Each theme to span a half term with the flexibility to adapt to the needs of the school.
- Sessions will be adapted to suit gender specific groups to allow both genders to make positive relationships with peers and get the most out of each session.
- Through using creative techniques to engage and allow students the space to develop emotionally while expressing feelings and developing self-regulation in a safe environment.

Positive Thinking

The Positive Self	Sexual Health	Healthy Relationships
Self-esteem Confidence Self-worth Positive self image Health and fitness Mindfulness/meditation Positive affirmations Yoga	Condom distribution Chlamydia and gonorrhoea screening STI/STD information Safe sex Laws around sex – age of consent, information and photo sharing, consent Sex myths	Partners Parents Friendships Team building Understanding positive and negative relationships Identifying positive and negative relationships Extremist views

Positive Thinking

Emotional Well-being	Keeping Me Safe	Parental Engagement
Mental health awareness Anger management Emotional resilience Recovery capital Communication	Exploitation Domestic violence Abuse – emotional, financial, male on female and vice versa Gaslighting Rape Self-defense	Parenting groups on after school Freedom project – for victims of domestic violence to encourage healthy relationship choices Early help to run parenting programs after school for parents Parent-student mediation Support for referrals for kids – signposting for support Build positive relationships with parents

Positive Thinking

- Relationships built to offer students 'safe' staff members to speak to
- Brief interventions on current behaviors in school
- Time offered for 1-2-1 support (counselling orientated)
- Mediation for students in conflict
- Key worker role – supporting staff allocated to key students in a mentoring role offering 10 minutes dedicated time on a Monday and Friday to assess students welfare

Positive Thinking - Evaluation

- Edukit self-evaluation.
- Review of Targets.
- Longitudinal Studies.

