



## RIVERS ACADEMY Pupil Premium Strategy Statement

1. Summary information					
School	Rivers Academy West London				
Academic Year	2020-2021	Total PP budget	325,000	Date of most recent PP Review	August 2020
Total number of pupils	1014	Number of pupils eligible for PP	236	Date for next internal review of this strategy	
2. Current attainment					
			Pupils eligible for PP at Rivers Academy	Pupils not eligible for PP at Rivers Academy (national averages to be added once these are published by JCQ)	
% achieving Grade 4+ in English and Maths (2019/20)			63%	75%	
% achieving Grade 5+ in English and Maths (2019/20)			32%	54%	
Progress 8 score average			+0.22	+0.73	
Attainment 8 score average			47.29	55.54	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Motivation - Students not completing work to their Personal Best standard.				
B.	Attendance - Gaps in knowledge				
C. External barriers					

C.	Financial - Students unable to have the same provision as others (Equipment/resources)				
D.	Parental engagement/ Aspirant role models				
4. Desired outcomes				Success criteria	
A.	Ensuring all students complete work to their Personal Best standard			Lesson feedback shows that students are completing work to the best of their ability	
B.	Improving outcomes by PP students in English and Maths so that greater numbers of students achieve grades 9-4 and 9-5.			70% of PP students gain a 4+ in E&M 50% of PP students gain a 5+ in E&M	
C.	Improving outcomes for PP students who also have a SEND need			This group of students have a positive P8 score (2019-20 P8 -0.36)	
5. Planned expenditure					
Academic year		2020-21			
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Students experience consistently good teaching to help support and high outcomes and personal best work.	Quality first teaching CPD INSET days Support plans NQT and IIT programme with a specific focus on supporting PP students	Quality of teaching has a high impact on outcomes for students. Engaging and motivating students to complete their personal best work.	Data analysis following RAWL data will be used to establish the size of the gaps between PP & non-PP students  Staff with the largest gaps will be monitored via CLT and Faculty AP's	Teaching and Learning team Lead practitioners CTL's All Teaching staff	December 2020 April 2021 July 2021
Students have high engagement with learning as teaching is catered for their individual needs	Identification of underperforming PP students in T&L briefing.  Sharing good practice	Staff have a greater awareness of the PP students that they teach and strategies to support their progress. Students feeling challenged to produce their personal best work	Learning walks and PP diagnostics used to highlight and share good practice	PP Lead Faculty AP's CTL's All Teaching staff	December 2020 April 2021 July 2021

	PP diagnostic once per term				
Students receive high quality feedback that enables them to progress with their learning	CPD INSET days Support plans NQT and IIT programme  Feedback Diagnostics	Feedback has the highest impact on outcomes for students - addresses gaps in knowledge for specific individuals.	Learning walks and feedback diagnostics will be used to identify and share best practice.	Teaching and Learning team Lead practitioners CTL's All Teaching staff	December 2020 April 2021 July 2021
Students study a high quality curriculum that helps them to engage with their learning	Year 7, 8, 12 & 13 No Limits curriculum  Curriculum evaluation and development for Year 9-11.  CPD during INSET days around the curriculum Curriculum evaluation by SLT	The world is fast changing and we are preparing students for jobs that have yet to be created	Learning walks and feedback diagnostics show that the No Limits curriculum is being embedded effectively within the classroom	VP Curriculum AP Curriculum CTL's All Teaching staff	December 2020 April 2021 July 2021
PP students feel fully supported when learning offsite	INSET/CPD on use of Google classroom  Audit of PP online access at home  Independent work pack produced for students	Staff increase their capacity to support off site learning with a view of moving to Tier 2-4 support during Covid 19 Pandemic	Checking of departmental resources Student voice	VP Curriculum AP Curriculum CTL's All Teaching staff	December 2020 April 2021 July 2021
<b>Total budgeted cost</b>					<b>45500</b>
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Students can access the same provision as all	Pupil Premium Departmental funding	Greater access to funding for departments to support PP students with	Monitoring of departmental requests. CTL's to complete evidence of impact.	PP Lead CTL's All teaching staff	December 2020 April 2021 July 2021

other students in the academy		resources, equipment and subject specific experiences			
Ensuring that 70% of students achieve a grade 9-4 in English and Maths. Ensuring that 50% of students achieve a grade 9-5 in English and Maths	English & Maths meetings identify underperforming PP students and put in place targeted intervention Targeting PP students for E&M residential	% of PP students achieving a grade 9-4 in E&M was 62.9% (2020)  % of PP students achieving a grade 9-5 in E&M was 32.2% (2020)	Exams analysis meetings Audit of interventions and their impact in terms of figures Discussion and action planning in the fortnightly English and Maths meetings RAG'ing Year 11 RAPs and CEAIP's	RSL PP lead Heads of Faculty CTL All Teaching staff	December 2020 April 2021 July 2021
Improve the outcomes of students who are PP and an SEND need.	Identifying and highlighting these students to staff SEND lead to lead a whole academy session on QFT Targeted review of the students during PP diagnostics	Performance of this group of students is low.	Monitoring of these students following each RAWL point feedback diagnostics	PP lead AP Inclusion SEND lead CTLS All Teaching staff	December 2020 April 2021 July 2021
Raising aspirations for students with regards to further education and career advice	Career advice for all Year 11 students Students who were unsure of their next steps receive further career appointments Visits from Innerscope Visits to colleges Guest speakers Apprenticeship talks Year 7&8 Grant Thornton programme Careers assemblies Space Studio and Logic Studio assemblies Options Evening	Careers information, advice and guidance can be a powerful tool. High-quality guidance helps young people make effective decisions and can be associated with significant wider benefits.	Student voice - Termly review of events by students in terms of how useful they found them	RSL Careers lead	December 2020 April 2021 July 2021

Increase in parental engagement to help support students at home	Parental support resources (PiXL) Phone calls home prior to Progress evenings	Ensuring that PP students are receiving effective support when at home.	Increased parental engagement - higher attendance at progress evenings	PP lead AP Inclusion Heads of Faculty CTL's All teaching staff	December 2020 April 2021 July 2021
To increase PP students attendance to the Academy so the average is 95% or above	Attendance monitoring Reward system to promote high attendance Attendance meetings with parents carers for students with low attendance (targets set)	Ensuring that we limit the number of days that PP students miss school.	Attendance data monitoring	AP with oversight of Attendance Attendance officer	December 2020 April 2021 July 2021
<b>Total budgeted cost</b>					<b>£152750</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Students are supported emotionally with outside factors as necessary	Counselling Support from the Safeguarding Team	Emotional stress that has been caused due to the Covid 19 Pandemic.	Qualitative review with the Director of Safeguarding and AP responsible for Inclusion Review with Faculty APs	Director of Safeguarding Safeguarding Lead	December 2020
All students receive high quality guidance around wellbeing and mental Health	Students assigned a Transition mentor Students have a timetabled 1 hour period each week to review and discuss relevant material	Risk of poor mental health and Wellbeing of students following Covid 19 Pandemic	Staff co creation group Student voice	AP responsible for Wellbeing CTL's All Transition mentors	December 2020
Creating opportunities for PP students to enjoy and learn in environments different to those in the academy	Priority and funding for PP students to attend these opportunity	Enrichment	Liaising with T&V coordinator	PP lead T&V Coordinator CTL's	December 2020
<b>Total budgeted cost</b>					<b>126750</b>

6. Review of expenditure				
Previous Academic Year - £272,150		2019-2020		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Ensuring that all students experience consistently good teaching which is challenging and engaging	Briefing CPD INSET days Support plans NQT and IIT programme with a specific focus on supporting PP students CPD sessions AAT CPD sessions	Staff completion of data analysis following each RAWL point helped to raise awareness of the gaps between PP & non PP. Staff able to tailor teaching to support PP students.	Staff benefited from regular CPD and knowledge of using data analysis programs for their classes.  Review observations and lesson feedback has shown that teaching is now more challenging and engaging compared to the start of the academic year  Developing capacity to delivers consistently good teaching online/remotely	
Ensuring all students complete work to their Personal Best	Showcasing of work during Personal Best Evenings and around the academy CPD around Personal Best Relaunch of the Personal Best strategy in September Use of rewards system to praise Personal Best work Keeping Personal Best high on staff radar throughout the academic year	Learning walks and review feedback demonstrated that students understood the importance of completing personal best work.	Use of reward systems helped to motivate students (Golden Ticket/Postcards home)	

Ensuring all students receive consistently high-quality feedback in their lessons which is then used to inform teaching	Briefing CPD INSET days Support plans NQT and IIT programme CPD sessions AAT CPD sessions Ensuring all students complete a baseline test at the start of each new topic. Teaching will then be tailored to students needs and gaps in knowledge Use of the flightpath stickers so students have a clear understanding of the progress they are making in each subject	Learning Walks and Feedback Diagnostics show that feedback has improved since the start of the academic year	Staff benefitted from the new feedback diagnostic process.	
All students study a high-quality curriculum	Year 7 and 12 No Limits curriculum Curriculum evaluation and develop for Year 8-11 and 13 CPD during INSET days around the curriculum Curriculum evaluation by SLT	Learning Walks, Feedback diagnostics, attendance and Attitude to learning data suggested that the no limits curriculum was being embedded effectively within the classroom.	Raising the profile of pupil learning through cross curricular links and whole school events.	
Students in Year 10 make increased progress in their chosen option subjects	Refined curriculum for Year 10 so that the vast majority are now only studying two option subjects	Increased parental engagement with student studies and the option process as identified by attendance at option evening.	There has been an increase in data between RAWL 1 & 2 assessment points  <b>P8</b> -0.83 (R1) -0.71 (R2) <b>A8</b> 39.22 (R1) 40.46 (R2)	
Students in Year 11 and 13 are well prepared for their external examinations	Collapsed timetable for Year 11 students in the run up for their examinations Registered after school intervention classes and holiday revision sessions Safe learning environment for Key Stage 4 students Use of PiXL Revision pack sent home Personalised timetables for underachieving PP Yr.11 students to help with interventions	Intervention classes were well attended after school and at weekends. This led to students being well prepared for their second wave of PPE's.	Weekend & Saturday intervention classes were particularly well attended and students found beneficial.	
			<b>Total</b>	<b>£38100</b>

ii. Targeted Support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
PP and SEN students make progress in line with national statistics	Exams analysis meetings with each Subject Leader Analysis of data at all levels Each teaching member of staff will analyse their class data and ensure that appropriate interventions are being applied Data analysis at levels of the academy Close working of the PP Coordinator and the SENCO Focus on Quality First Teaching	Exams analysis meeting had a focus on the performance of PP students and suggested interventions.		
Increased 9-5 percentage for students in their English and Maths GCSE	Tracking and monitoring of progress by relevant Faculty AP and RSL PP Champion to support students studying these subjects Exams analysis meetings after each RAWL point. The action points will be shared with the relevant line management structure Close tracking of progress using fortnightly testing Directed Learning walks and feedback diagnostics AP in charge of Teaching and Learning will direct support accordingly from the Teaching and Learning Team Sending packs home for PP students only	% of PP students achieving a grade 5+ in E&M was slightly higher than the previous year - 2019 - 30% 2020 - 32.3%	% of PP students making at least expected progress was higher in English than it was Maths (2020) English - 67.4% Maths - 56.6%	



	<p>Ensuring PP students attend the Summer Success Evening and then are targeted by the English and Mathsteachers</p> <p>Ensuring that there is a high booking rate during Progress Evening for these subjects</p> <p>Sharing success with students across the year group in these subjects specifically</p> <p>Ensuring students are targeted for residential and that they actually are engaged with the content being covered.</p>			
Increase in the percentage of students passing the EBacc combination of subjects in Year 11	Ensuring that students are experiencing high quality teaching in Humanities and Languages	<p>The % of PP students passing the Ebacc combination of subjects in Year 11 is higher than last year -</p> <p>Standard pass - 27% (2019) 29 (2020)</p> <p>Strong pass - 11% (2019) 19% (2020)</p>	<p>There was a slight decrease in English -</p> <p>Standard pass - 81% (2019) 78% (2020)</p> <p>Strong pass - 58% (2019) 60% (2020)</p>	
Reduction in the number of PP students receiving Fixed Term exclusions	<p>Support directed as per the Faculty Structure</p> <p>Peer mentoring</p> <p>Support from Behaviour Manager</p> <p>Working in partnership with parents</p>	<p>PP exclusions 7.3%</p> <p>Year 7 - 0% of PP received exclusions 2019-20 Vs 15% in 2018/19</p> <p>Year 8 - 1.5% of PP received exclusions 2019-20 Vs 0.2% in 2018/19</p> <p>Year 9 - 1.5% of PP received exclusions 2019-20 Vs 50% in 2018/19</p> <p>Year 10 - 0.7% of PP received exclusions 2019-20 Vs 0.9% in 2018/19</p> <p>Year 11 - 3.2% of PP received exclusions 2019-20 Vs 0.15% in 2018/19</p> <p>Year 12- 0% of PP received exclusions 2019-20 Vs 0% in 2018/19</p> <p>Year 13 - 0.2% of PP received exclusions 2019-20 Vs 0% in 2018/19</p>		

<p>Career advice for all Year 11 students.</p> <p>Students who are unsure of their next steps receive further careers appointments</p>	<p>Meetings with Year 11 students about subjects they would like to study and professions</p> <p>Visits from Innerscope</p> <p>Visits to universities</p> <p>University Fair</p> <p>Guest Speakers</p> <p>1 to 1 career interviews and an intensive career interview process for 15 to 20 vulnerable students</p> <p>University Support Progress</p> <p>Informing Year 11 of Open Days</p>	<p>Analysis of spreadsheet with desired outcomes from students</p> <p>Analysis of destinations after the Summer Results Day shows that all students are in education or employment</p>		
<p>To ensure a smooth transition to secondary school for vulnerable and anxious students, so that they feel comfortable and excited about their arrival in September.</p>	<p>Additional Creative transition days for identified PP children</p> <p>Visits by Year 7 Lead</p> <p>Visits by the SENCO</p> <p>Gaining detailed information regarding each student prior to them starting Rivers</p>	<p>There were no fixed term exclusions for any year 7 student whereas the previous year 19% of PP year 7 students received a fixed term exclusion.</p>		
<p>Ensuring all Year 7-10 are given career advice</p>	<p>Year 7 Grant Thornton programme</p> <p>Careers assemblies</p> <p>External speakers</p> <p>AM programmes</p> <p>STEM Challenge day</p> <p>CISCO programme</p> <p>Options Evening</p> <p>Aim Higher/ Debate Higher</p> <p>Space Studio and Logic Studio assemblies</p> <p>Apprenticeship talks</p> <p>University Insight Day</p> <p>Mosaic Challenge</p> <p>MKF Workshops</p> <p>Work experience</p>	<p>Feedback from student surveys is positive and shows that they are now more sure of which career path they want to follow</p>		
<p>Ensure that the attitudes to learning in all students is consistently good</p>	<p>Wave 1 – 3 Interventions</p> <p>Wave 1 Intervention support – Use of SEND / EAL / PP Team to support with interventions / Parental meetings, reports, positive reports etc</p> <p>Wave 2 – 25 interventions running to support behaviour and engagement in lessons (Self esteem, anger management, Boxall, friends</p>	<p>XX of FTE for PP students 2019-20 Vs 14% of PP received FTE 2018-19</p>		

	for life, Stress & anxiety, aspirations, careers advice, retracking, mentoring....) Wave 3 – Personalised provisions (Adapted TT's) / Off site provisions)	Reduction in overall school RFE from 218 to 136 from 2018-19 to 2019-20		
Ensuring that 70% of students achieve a grade 9-4 in English and Maths. Ensuring that 50% of students achieve a grade 9-5 in English and Maths	K30 for Year 10 and 11 devised and evaluated after each data analysis Teachers target the progress of the K30 students during their lessons and interventions  Residentials including English, Maths and MfL Packs sent home for students who have long term absence Small group teaching 1 to 1 Maths teaching Year 11 residentials	% of PP students achieving a grade 9-4 and 9-5 increase.	% of PP students achieving a grade 9-4 in E&M was closer to 70% than the previous year - 57% (2019) 62.9% (2020)  % of PP students achieving a grade 9-5 in E&M was closer to 50% than the previous year 30% (2019) 32.2% (2020)	
The average attendance for students in the academy is 95%	Using the Attendance Support System Ladder Monitoring attendance on a half termly basis	Attendance of PP students increases to 95%	PP attendance 94% 2018/19 Vs PP attendance of 92% in 2019-20	
Improved Year 7 and 8 Numeracy and Literacy	SRA decoding and SRA reading spelling support for Year 7 students with low literacy  PiXL microwave analysis  Sharing of KS2 results with the Maths and English CTL so they can ensure teachers are targeting their teaching to close these gaps	Increased LUCID test scores  Increased reading ages  Tracking by English Teachers from Transactional and Creative writing  RAWL assessments show an increased rate of progress for Year 7 and 8 students in their Maths and English data		
Improved progress for high attaining pupils	RAWL Analysis and implementation of appropriate interventions  Brilliant club Trips to university Assemblies Creating an App	PP students were targeted during trip selection Performance of this group of students improves throughout the year.	Yr 11 performance increased throughout the year from RAWL 1 RAWL 1 <b>A8</b> 48.53 <b>P8</b> -1.07 Final <b>A8</b> 53.05 <b>P8</b> -0.62	

			<b>Total</b>	<b>£127400</b>
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<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
White British boys have the opportunities to make contact with aspirant individuals	Action research to be carried out in the academy based around White British boys. This will be used to target intervention and support of White British boys	The attainment and progress of these students has steadily increased throughout the year - RAWL1 - <b>A8</b> 38.46 <b>P8</b> -1.09 RAWL2 - <b>A8</b> 41.14 <b>P8</b> -0.82 2020 Final Grades - <b>A8</b> 42.04 <b>P8</b> -0.73	The % of these students achieving 9-4 in English & Maths decreased throughout the year. RAWL 1 - 58% RAWL 2- 63% 2020 Final Grades 53%	
Students can access the same provision as all other students in the academy	Financial support with educational visits Breakfast club Uniform grant	Statutory statement about support for PP students in all trip letters.	Greater access to funding is needed for departments	
Students are supported emotionally with outside factors as necessary	Counselling Support from the Safeguarding Team		Greater need for increased Well being due to pandemic	
Creating opportunities for PP students to enjoy and learn in environments different to those in the academy	Ensuring that trip lists contain a higher that proportional percentage of PP students.		Gaining feedback from students after extracurricular visits so that they can improved year on year	
			<b>Total</b>	<b>£106650</b>

