



# Rivers Academy West London

an Aspirations Academy

## Pupil Premium Strategy Statement: Rivers Academy West London

1. Summary information					
<b>School</b>	Rivers Academy West London				
<b>Academic Year</b>	2017/18	<b>Total PP budget</b>	39%	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	1029	<b>Number of pupils eligible for PP</b>	368	<b>Date for next internal review of this strategy</b>	Jan 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving 5+ English / Maths (2016/17 only)</b>	30%	71%
<b>% achieving 4+ English / Maths (2016/17 only)</b>	62%	49%
<b>Progress 8 score average (from 2016/17)</b>	0.27	0.11
<b>Attainment 8 score average (from 2016/17)</b>	43.65	49.51

3. Barriers to future attainment (for pupils eligible for PP including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )		
A.	On average students eligible for PP funding in Year 7 enter the Academy with lower literacy skills than non-PP students. Addressing literacy levels early on in a student's academic journey enables a faster rate of progress across all subjects.	
B.	High attaining PP students make less progress than high attaining non-PP students across a range of subjects at Key Stage 3, By addressing this difference during KS3 we can maximise progress and promote maximum attainment throughout KS4.	
C.	There are a higher number of behavioural issues associated to Year 10 students (the majority eligible for PP funding). If not addressed this will have a detrimental effect on their academic progress and that of their peers.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
D.	Attendance figures for students who are not eligible for PP funding are higher in all year groups compared to those for PP students. The Academy attendance target is 95% and the current figure for PP students fails below this at 84.6%. The difference between PP and non-PP students increases towards the end of KS4 (Years 10 and 11). Attendance to the Academy has a direct correlation with the progress that a student is able to make. The attendance rate of PP students needs to increase to be similar if not higher than non-PP students.	
E.	Some PP students do not have such high personal aspirations and/or understanding of different career possibilities and further academic opportunities available to them as non-PP students. A programme to raise the aspirations of all students needs to be delivered to ensure that all students (in particular PP students) strive to achieve their best and not allow any barriers to get in their way.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy for Year 7 pupils eligible for PP funding. Literacy levels of PP students to be similar or better than non-PP students.	<p>Students eligible for PP in Year 7 make more progress by the end of the year than non-PP students so that at least 50% exceed progress targets in reading and literacy and 100% meet expected targets. Non-PP students still make at least the expected progress.</p> <p>This will be evidenced using the LUCID reading test.</p> <p>Introduction of Fresh Start data shows a positive impact on literacy</p> <p><b><u>Present action evaluation</u></b></p> <p>LUCID reading assessments have shown to have a positive effect on students' reading</p>

		<p>age. 81% of students who re-sat the LUCID assessment had a higher reading age. This is currently a small, trial programme which is looking to be increased in size.</p> <p>A Director of literacy has been appointed who is starting to plan a coherent strategy for raising the literacy levels of all students.</p>
<b>B.</b>	Improved progress of high attaining PP students at KS4 to be similar or better than the progress being made by non-PP students.	Students eligible for PP funding identified as high attaining from KS2 levels / scaled scores make similar or better progress than non-PP students identified as high attaining, across Key Stage 4, so that 85% or above are on track for 3 levels of progress by the end of KS4. These students to show a positive P8 score at the end of Year 11.
<b>C.</b>	A decrease in the number of behaviour incidences recorded for PP students so that there is no difference between PP and non-PP students.	Fewer behaviour incidents recorded for PP students and a reduction of repeat offenders (without a change in recording practices or standards).
<b>D.</b>	Increased attendance rates for students eligible for PP funding to ensure Academy target is reached or exceeded.	Reduce the number of persistent absentees among students eligible for PP funding. Narrowing the gap between the attendance of PP and Non PP students, especially in Years 10 and year 11.
<b>E.</b>	Student voice to identify perceived barriers to ensure all areas have been addressed	Students are confident that the Academy listens to them and students feel supported to do well.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017/18</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</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>
Improved progress	CPD on self-regulated writing for relevant teachers.	Quality of teaching has the most impact on outcomes for students.	Peer observation of attendees' classes after the course, to embed learning. Learning walks and feedback diagnostics conducted with the focus of analysing PP students' work to ensure consistent use of the Academy feedback policy and ensure high expectations of staff and students. AP In charge of Teaching and Learning identified lead teachers/practitioners in English, Maths and Science to lead CPD sessions and weekly Wednesday briefings.	AP Teaching and Learning  Lead practitioners  Teaching and Learning team	Jan 18

<p>Improved Year 7 literacy progress</p>	<p>SEN team to use decoding strategies, reading laboratory and spelling made easy programmes to effectively develop questioning techniques and strategies to follow up text reviews. These techniques to be used with students as well as develop staff in these areas. A bank of specific resources to be created and used by all staff to assess the components of language.</p> <p>A beginner's transition class for maths, English and humanities for 19 students identified as being vulnerable at transition, where 42% of students are PP.</p> <p>Fresh Start Literacy Programme introduced</p>	<p>Components of language identified as an area of weakness from moderation.</p> <p>SRA decoding strategies, SRA reading laboratory and spelling made easy programmes have been shown to have a positive impact in an independent evaluation.</p> <p>Transition class created with the intention of improving literacy and numeracy skills in Y7. This class has been taught by a primary practioner who is supporting with the transition.</p> <p>Impact on students in other Academies within the Trust at improving literacy</p>	<p>The SEND team have been working with a small group of students across a variety of year groups to improve their literacy levels. This has seen a positive impact in the literacy levels of the students they have been working with. The SEND team to use their expertise to drive this agenda.</p> <p>The teachers of the small transition group (class of 19 students) to work together with the primary practioner to develop pedagogy to support maximum progress in their subject areas as well as improving their basic literacy.</p> <p>The team delivering the programme to visit other Academies within the Trust to share expertise.</p>	<p>SENCO Teaching staff  Teaching staff</p>	<p>October, March and June 18</p> <p>Summer term 2018</p>
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<p>Improved progress for high attaining pupils</p>	<p>Staff training on high quality feedback to be delivered by SLT in briefing, twilight and from feedback of termly review.</p> <p>Students identified as not making significant progress to be highlighted and early intervention put in place.</p> <p>HAPs coordinator to work with PP Coordinator to ensure maximum progress of high attaining students.</p>	<p>Implementation of longer term change to feedback approach which will help all students. High quality feedback is an effective way to improve attainment.</p> <p>Early intervention will ensure there is no block to progress.</p> <p>HAPs coordinator in place to ensure the maximum progress of all high attaining students</p>	<p>Use INSET days to deliver training to all staff on effective feedback.</p> <p>Peer observation of classes after the INSET, to embed teaching and learning practices (for example 'see a teacher week' – arranged by teaching and learning team)</p> <p>Lessons from training embedded in school feedback policy, foci for week sent out by SLT weekly (ensure there is a week focused on PP students).</p> <p>Analysis of RAWL data, 4i models analysed by all teaching staff to ensure the progress of PP students is clear to all teaching staff. Interventions to be put in place and monitored by the CTL.</p>	<p>Senior Leadership team PP co-ordinator SENCO and SEND team</p> <p>All teaching staff</p>	<p>Jan 18</p>
<b>Total budgeted cost</b>					<p>108000</p>

<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>
A. Improved Year 7 progress for high attaining students	<p>Improved transition links with local feeder primary schools including the creation of the 'Explorers' transition programme for more able Y5 and 6 students before they join the Academy. The "Explorers" programme runs for 10 weeks in the Spring term.</p> <p>Students are set in lesson based on KS2 Scaled scores to ensure high attaining students are challenged appropriately.</p> <p>KS4 targets are aspirational and based on Scaled Scores.</p>	<p>Improved transition programmes ensure students are already being appropriately challenged on entry to the Academy.</p> <p>Explorers programme will focus on deepening learning and challenge and ensure a smooth transition into Year 7. Although not solely for PP students the percentage of PP students attending the Explorers programme is high.</p> <p>Students should be making significant progress whilst at Rivers Academy and so setting the high attaining students together from the start allows the maximum level of challenge and differentiation to a finer degree.</p>	<p>Organise timetable in advance to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Consult local schools which have used the programme to identify any potential barriers to good implementation.</p> <p>Data tracking of these students once they join Rivers Academy to show impact of the programme.</p> <p>Teaching Assistant CPD for TAs delivering sessions to explorers.</p> <p>Pupil Premium Co-ordinator to liaise with parents of targeted children and monitor attendance to the sessions.</p> <p>RAWL data analysed regularly to monitor the progress of high attaining Year 7 students to ensure there are no differences between the progress of PP students and non-PP students.</p>	<p>Transition leader HAPS Coordinator SENCO SEND team Teaching staff</p>	Jun 18

<p>B. Improved progress for PP students in Year 11</p>	<p>Weekly small group sessions in Maths and English for high-attaining students with HOD or equivalent. Targeted intervention groups and revision resources provided.</p> <p>Areas for students to work independently outside of the Academy day</p>	<p>To ensure high attainment and maximum progress for PP students.</p> <p>Small group interventions with inspirational staff have proven to be successful previously. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former students.</p> <p>Having an additional space where students can work will allow them all to have a quiet zone and allow them to concentrate and focus on their work.</p>	<p>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis (revision sessions/ Holiday clubs.</p> <p>Engage with parents and pupils before intervention begins to address any concerns.</p> <p>Track data in English and Maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / learning walk.</p>	<p>Head of Maths Head of English Head of Literacy HAPS co-ordinator</p>	<p>July 18</p>
<p><b>Total budgeted cost</b></p>					<p>98000</p>

<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>
Improved attendance figures for PP students to match or exceed non-PP students	<p>Attendance officer to ensure that all absences are followed up prior to break 1.</p> <p>Any patterns of non-attendance are identified and addressed.</p> <p>Any students with significantly low attendance to work with family liaison officer</p>	Attendance is vital for engagement and therefore attainment. Research shows large gaps in achievement for students who have gaps in attendance.	<p>Ensure Attendance officer and Safeguarding team are aware of any current issues surrounding attendance.</p> <p>PP coordinator, APs and co-ordinators, will collaborate to ensure faculty systems are consistent to address any attendance concerns.</p> <p>Personalised support and AMs assigned to each PA student eligible for PP funding.</p> <p>Attendance and progress discussed at least fortnightly with PP Coordinator and mentor.</p> <p>Letters about attendance to parents / guardians to be sent when students reach absence thresholds.</p> <p>Attendance meetings to discuss attendance and explore barriers to learning.</p>	<p>Pupil Premium Coordinator</p> <p>Engagement Officers</p> <p>Attendance Officer</p> <p>Director of Safeguarding</p> <p>Safeguarding Lead</p>	Jan 18
Issues of poor behaviour reduced so that there is no difference between PP and non-PP students.	Ensure behaviour systems are applied consistently across the Academy.	The key 23 PP students in Y11 require targeted interventions matched to specific students with particular needs or behavioural issues to ensure	<p>Ensure identification of pupils is fair, transparent and properly recorded.</p> <p>Monitor behaviour but also</p>	<p>PSIA staffing</p> <p>Coordinators</p> <p>PP Coordinator</p>	Jun 18

	<p>Students identified as being in need of a targeted behaviour intervention to be placed in wave 1/2 interventions.</p> <p>Key 30 students, of which 23 are PP given a reduced timetable with experienced staff teaching core subjects. This is tracked on our revision register on shared drive.</p>	engagement and maximise progress.	<p>monitor whether improvements in behaviour translate into improved attainment. Overseen by Raising Standards Leader.</p> <p>Achievement/effort points to be a focus for all staff through a focus month of positive praise/effort cards through AMs and prom tickets.</p> <p>This will be monitored by SLT, AMs report cards, learning walks, observations and book looks.</p>	Raising Standards Leader Faculty APs	
<p>Creating opportunities to provide positive role models for white underachieving PP boys and raise aspirations by demonstrating career possibilities</p>	<p>Workshops, trips, information about apprenticeships, University visits, work experience and out of school visits to workplaces e.g IBM.</p> <p>Year 11 motivational assemblies which are held by visitors and former students</p>	<p>Creation of opportunities for students to be exposed to work place environments to inspire them to raise their aspirations. The visits are independent of ability.</p>	<p>Liaise with HAPS co-ordinator, out of school visitors, careers guidance teams (for example Connexions), PSHCE co-ordinator to ensure and monitor the provision.</p> <p>This will provide students with the knowledge of higher education options and routes, which will in turn increase the number of applications to P16 placements.</p>	<p>Connections, HAPS coordinator, Coordinator of Wellbeing Head of PSCE</p>	Jun 18
<b>Total budgeted cost</b>					150000

6. Review of expenditure				
Previous Academic Year		2016/2017		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To develop the staffing of SEND/EAL, HAPS (PP), teaching and learning team (lead practioners).	To invest in the teaching and learning team and lead practitioners in each department.	<i>High:</i> The lead practitioners and teaching and learning team regularly provide high quality CPD, learning walks – with feedback, weekly briefings to all staff and centralised resource allocation. Success criteria: met.	Developing the role of lead practioners and the T&L team has helped to raise the quality of T&L across the Academy. Training of all staff has provided opportunities to share best practice and create frameworks which are implemented Academy wide e.g. AFL sheets (in certain subjects). CPD has enabled a more consistent approach to feedback. This has lead to an increased level of progress for PP students. Evidence supports the use of this action ( <b>see appendix</b> ).	199000

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Provide Sixth Form with a study centre/learning environment at school.	Part fund the second sixth form study centre available during and after school.	<i>Mixed:</i> Provision of centre required a member of staff being present to oversee the study sessions. However, due to staff shortages the member of staff present was often an external cover supervisor who had less authority and the effectiveness/efficiency of student work was not consistent. Success criteria: partially met.	This seemed to be most effective when a member of staff who was familiar to students was present. A number of students in the sixth form do not have an environment at home that is conducive with silent study. This will be continued next year. 19 PP students from a cohort of 56 in the previous academic year remained at the academy for sixth form.	17000
<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>
Closing the gap	Purchase of resources for students who are not able to purchase them for themselves.	<i>Mixed:</i> In some departments there are revision resources and textbooks that students can purchase on site however in other departments these are not available and students/parents are guided to a website/store to buy the resource. Where departments have been able to fund revision resources there has been an increase in attainment. Success criteria: Partially met	There has been a positive outcome in the departments where revision resources are readily available, such as Maths and Science. This helped them to study and revise at home and overall improved attainment. For this to work Academy wide, time needs to be spent selecting a set of resources within each department that will be used centrally and consistently. When this framework is put into place this will be successful. The majority of students who received the revision guides showed a marked improvement in their examination grades. Evidence to support this can be found on the website – outcomes 2016/2017.	144000

