



RIVERS ACADEMY Pupil Premium Strategy Statement

1. Summary information					
School	Rivers Academy West London				
Academic Year	2019-2020	Total PP budget	£272,150	Date of most recent PP Review	March 2019
Total number of pupils	1083	Number of pupils eligible for PP	319	Date for next internal review of this strategy	February 2020
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 (2018/19)			57	65	
% achieving Grade 5+ in English and Maths (2018/19)			30	44	
Progress 8 score average			+0.05	+0.15	
Attainment 8 score average			43.27	52.51	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers					
A.	Ensuring all students complete all work to their Personal Best standard				
B.	Ensuring teaching is tailored around specific weaknesses students may have in their subject knowledge				
C.	Ensuring students are well prepared for increasingly high demand terminal exams which require a high level of recall				

External barriers					
D.	Increased parental engagement/ Aspirant role models				
4. Desired outcomes					Success criteria
A.	Improving outcomes by PP students in English and Maths so that greater numbers of students achieve grades 9-5				The gap between and PP and non-PP students is no greater than 10%
B.	Improving outcomes for PP students who also have a SEN need				This group of students have a positive P8 score (2018-19 P8 -0.37)
C.	Ensuring that lesson planning is based around gaps in student subject knowledge				Lesson feedback shows that students are taught content and application based around their areas of weakness
5. Planned expenditure					
Academic year		2019-2020			
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?
Ensuring that all students experience consistently good teaching which is challenging and engaging	Briefing CPD INSET days Support plans NQT and ITT programme with a specific focus on supporting PP students CPD sessions AAT CPD sessions	Quality of teaching has a high impact on outcomes for students	Subject teacher data analysis after each RAWL point using the 4i model approach. This will be used to establish the size of the gaps between PP and non-PP students. The teachers with the largest gaps will be monitored via CTL's and Faculty AP's	AP Teaching and Learning Lead practitioners Teaching and Learning team CTL's All Teaching Staff	December 2019 April 2020 July 2020
Ensuring all students complete work to their Personal Best	Showcasing of work during Personal Best Evenings and around the academy CPD around Personal Best	Students improve their academy experience and create endless memories that they can carry with them long after leaving Rivers. Students who have pride in their work make faster progress in their studies	Learning walks and Review weeks show that students understand the importance of completing work to their own Personal Best standard	AP Outcomes Faculty AP's PP Coordinator CTL's Teaching Staff	December 2019 April 2020 July 2020

	<p>Relaunch of the Personal Best strategy in September</p> <p>Use of rewards system to praise Personal Best work</p> <p>Keeping Personal Best high on staff radar throughout the academic year</p>				
<p>Ensuring all students receive consistently high-quality feedback in their lessons which is then used to inform teaching</p>	<p>Briefing</p> <p>CPD</p> <p>INSET days</p> <p>Support plans</p> <p>NQT and ITT programme</p> <p>CPD sessions</p> <p>AAT CPD sessions</p> <p>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</p> <p>Use of the flightpath stickers so students have a clear understanding of the progress they are making in each subject</p>	<p>Feedback has the highest impact on outcomes for students</p>	<p>Learning walks and feedback diagnostics will be used to identify and share best practice.</p> <p>Teachers will be supported via targeted specific CPD and close monitoring.</p>	<p>AP Teaching and Learning Lead</p> <p>practitioners</p> <p>Teaching and Learning team</p> <p>CTL's</p> <p>All Teaching Staff</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>
<p>All students study a high-quality curriculum</p>	<p>Year 7 and 12 No Limits curriculum</p> <p>Curriculum evaluation and develop for Year 8-11 and 13</p> <p>CPD during INSET days around the curriculum</p> <p>Curriculum evaluation by SLT</p>	<p>The world is fast changing and we are preparing students for jobs that have yet to be created</p>	<p>Learning walks and feedback diagnostics show that the No Limits curriculum is being embedded effectively within the classroom</p>	<p>VP Curriculum</p> <p>AP Curriculum</p> <p>CTL's</p> <p>Teaching staff</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>

Students in Year 10 make increased progress in their chosen option subjects	Refined curriculum for Year 10 so that the vast majority of students are now only studying two option subjects	With the increased breadth and depth in GCSE subjects' students will do better concentrating their attention on a smaller number of subjects. This in turn has a positive impact on the progress these students make in their English and Maths qualification The 2018-19 data showed that the 9-5% English and Maths percentage increased by 28% after key students stopped studying one of their qualifications	Discussion with parents and students so that students are supported to drop the subject that is most beneficial to them Students with fewer option choices make increased progress compared to previous year groups where the vast majority studied 3 subjects.	VP Curriculum AP Outcomes PP Coordinator CTL's	November 2019 July 2020
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	The results at Rivers Academy have improved year on year as a result of using the latest innovations from PiXL which include intervention and targeted after school revision classes. The P8 gap between PP and non-PP students was 0.11 in 2019 compared to 0.73 in the previous year. The 9-4% for PP students in 2019 has improved 14% from 2018 to 2019	Closing gap completely between PP and non-PP score in terms of P8 score and subject data.	AP Outcomes VP Outcomes CTL's All Year 11 and 13 Teaching Staff PP Coordinator PP Champions	December 2019 February 2020 August 2020
Total budgeted cost					£38100
ii. Targeted support					
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?
PP and SEN students make progress in line with national statistics	Exams analysis meetings with each Subject Leader Analysis of data at all levels	PP and SEN students do less well than their non-PP and non-SEN students	Decreasing gap by at least 0.4 between PP and SEN students compared to non-PP and SEN students.	SENCO PP Coordinator AP Outcomes All teaching staff	December 2019 April 2020 July 2020

	<p>Each teaching member of staff will analyse their class data and ensure that appropriate interventions are being applied</p> <p>Data analysis at all levels of the academy</p> <p>Close working of the PP Coordinator and the SENCO</p> <p>Focus on Quality First Teaching</p>	<p>The P8 score for PP and SEN students is -0.37 compared to +0.16 for non-PP and non-SEN students</p>		LSAs	
<p>Increased 9-5 percentage for students in their English and Maths GCSE</p>	<p>Tracking and monitoring of progress by relevant Faculty AP and RSL</p> <p>PP Champion to support students studying these subjects</p> <p>Exams analysis meetings after each RAWL point. The action points will be shared with the relevant line management structure</p> <p>Close tracking of progress using fortnightly testing</p> <p>Directed Learning walks and feedback diagnostics</p> <p>AP in charge of Teaching and Learning will direct support accordingly from the Teaching and Learning Team</p> <p>Sending packs home for PP students only</p> <p>Ensuring PP students attend the Summer Success Evening and then are targeted by the</p>	<p>2018-19 Year 11 data showed a gap between PP and non-PP students:</p> <p>30% of PP students achieved a 9-5 vs 44% of non-PP students</p>	<p>The gap between PP and non-PP students in English and Maths will be analysed and monitored after each RAWL point. The gap should decrease at each RAWL point.</p> <p>The gap between the percentages should be no more than 5% for PP and non-PP students</p>	<p>AP Outcomes Raising Standards Leader</p> <p>AP Outcomes Faculty AP's</p> <p>Teaching and Learning Team</p> <p>PP Coordinator</p> <p>PPF champs</p> <p>Coordinators</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>

	<p>English and Maths teachers</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 residentials and that they actually are engaged with the content being covered.</p>				
<p>Increase in the percentage of students passing the EBacc combination of subjects in Year 11</p>	<p>Ensuring that students are experiencing high quality teaching in Humanities and Languages</p>	<p>Students who have completed the EBACC combination of qualification have a greater choice of destinations at 16+.</p> <p>In 2019 31.3% of students achieved the EBacc standard pass</p>	<p>The gap between PP and non-PP students in French, Geography and History will be analysed and monitored after each RAWL point. The gap should decrease at each RAWL point.</p> <p>At least 40% of students should achieve the EBacc standard pass</p>	<p>AP Outcomes Raising Standards Leader</p> <p>AP Outcomes Faculty AP's Teaching and Learning Team</p> <p>PP Coordinator</p> <p>PPF Champions Coordinators</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>
<p>Students are supported by their peers so that they can plan their learning at school and at home</p>	<p>Year 12 mentoring programme with students that are underachieving in any subject area</p>	<p>Year 12 students will use the programme as an opportunity to contribute to their Rivers Certificate in the areas of volunteering, the AM Programme and Enrichment.</p>	<p>Increased rate of progress in terms of P8 score for students receiving mentoring</p>	<p>AP Sixth form</p> <p>PP Coordinator</p> <p>AP Student Leadership</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>
<p>Reduction in the number of PP students receiving Fixed Term exclusions</p>	<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>Data shows the PP students are receiving a disproportionate number of Fixed Term exclusions</p> <p>2018-19 showed that 65% of fixed term exclusions were given to PP students.</p>	<p>The gap between behaviour incidents decreases between PP and non-PP students positively for fixed term exclusions</p>	<p>AP Inclusion Systems and Structures</p> <p>PP Coordinator</p> <p>Behaviour Manager</p> <p>Interventions Manager</p> <p>Inclusion Team</p> <p>Faculty AP's</p>	<p>December 2019</p> <p>April 2020</p> <p>July 2020</p>

				Coordinators and AMs	
<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 around 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>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.</p> <p>2018-19 data shows that there are currently 1% NEET students.</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>AP Outcomes</p> <p>PP Coordinator</p> <p>Careers and IAG Lead</p>	<p>February 2020</p> <p>July 2020</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>A successful transition to secondary school ensures vulnerable students have a positive start to secondary schooling, impacting on improved attendance, engagement and achievement across key stages 3 And 4.</p>	<p>Year 7 Lead to meet with primary school teachers after May SATS and identify students.</p> <p>Structured programme put in place to explore students' emotions and reassure them through the transition process.</p> <p>SEND team to observe children on the day and note any support to be put in place in September.</p>	<p>Year 7 Lead</p> <p>SENCO</p> <p>SEND Team</p> <p>AP Attitudes to Learning</p>	<p>July 2020</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>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.</p>	<p>Student voice</p> <p>Termly review of events by students in terms of how useful they found them</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>AP Outcomes</p> <p>PP Coordinator</p> <p>PP Champions</p>	<p>February 2020</p> <p>July 2020</p>

	University Insight Day Mosaic Challenge MKF Workshops Work experience				
Ensure that the attitudes to learning in all students is consistently good.	Wave 1 – 3 Interventions Wave 1 Intervention support – Use of SEND / EAL / PP Team to support with interventions / Parental meetings, reports, positive reports etc Wave 2 – 25 interventions running to support behaviour and engagement in lessons which include Self esteem, anger management, Boxall, friends for life, Stress & anxiety, aspirations, careers advice, retracking and mentoring Wave 3 – Personalised provisions (Adapted TT's) / Off site provision)	Help students engage in learning Support most vulnerable students to remain in FT education	Behaviour points reduce for the students being supported through interventions	AP Inclusion Systems and Structures Behaviour Manager Interventions Manager PP Lead Inclusions Team PSIA Team	April 2020 July 2020
Ensuring that 80% 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 Residential including English, Maths and MfL Packs sent home for students who have long term absence Small group teaching	The gaining of English and Maths GCSEs give students a far wider range of opportunities when they go onto the next step in their education 9-4 in English and Maths is 56% and 9-5 is 34%	RAWL and subject tracking analysis shows an improvement in progress in the subject areas identified Exams analysis meetings Audit of interventions and their impact in terms of figures Discussion and action planning in the fortnightly English and Maths meetings	RSL AP Outcomes PP Coordinator Coordinators All Year 10 and 11 Teaching Staff	December 2019 April 2020 July 2020

	1 to 1 Maths teaching Year 11 residentials		RAG'ing Year 11 RAPs and CEAIP's		
The average attendance for students in the academy is 95%	Using the Attendance Support System Ladder Monitoring attendance on a half termly basis	Students will perform better in all assessments if they do not have gaps in their knowledge due to absence There was a gap of 2.24% between PP and non-PP students in 2018-19	Reviewing attendance figures on a half termly basis Ensuring that the Attendance Support System Ladder is being followed where students are not achieved at least 95% attendance Analysing attendance figures for houses and Year group after every RAWL.	Attendance Team AMs Coordinators Faculty AP's	December 2019 April 2020 July 2020
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	SRA decoding strategies, SRA reading laboratory and spelling made easy programmes have been shown to have a positive impact in an independent evaluation. The current Year 8 have shown an improvement in their numeracy and literacy progress. The Year 7 students in the catch-up class had an increased reading age of 1.3 years over a 6 month period.	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	SENCO Year 7 & 8 Teaching Staff Literacy Coordinator English and Maths Coordinator	October 2019 February 2020 May 2020
Improved progress for high attaining pupils	RAWL Analysis and implementation of appropriate interventions Brilliant club Trips to university Assemblies Creating an App	Implementation of longer term change to the feedback approach which will help all students. High quality feedback is an effective way to improve attainment. The gap between P8 score between G&T PP and non-PP students is 0.46 for the Year 11 cohort in 2018-19	Targeting PP students during trip selection Book Looks and lesson feedback Student feedback from the extracurricular activities 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.	AP Outcomes PP Lead HAP Lead CTL's All Teaching Staff PP Coordinator	October 2019 February 2020 May 2020

Total budgeted cost					£127400
iii. Other approaches					
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?
All students receive high quality guidance around personal, social, health, RPE and citizenship education	<p>The timetable is collapsed once a term to deliver age appropriate PSHE, RPE and Citizenship based on national guidance from the Citizenship & PSHE Associations and SACRE</p> <p>The Academic Mentoring and assembly programmes are based around PSHE, RPE and Citizenship.</p> <p>Students receive weekly assemblies based on messages related to PSHE, Citizenship and RPE</p> <p>Students in years 8 and 9 receive PSHCE lessons incorporating RPE once every 3 weeks</p>	<p>Evidence shows that well planned and effective PSHE can have a number of positive outcomes such as:</p> <ul style="list-style-type: none"> ● Improved attitudes to health ● Promote positive mental health ● Remove barriers to learning and develop skills to aid success ● Reduced bullying and violence ● Delay in first sexual encounter ● Reduction in unplanned pregnancies ● Increase in disclosures about sexual abuse and exploitation 	<p>Weekly walk ins to AM sessions by Coordinators and Faculty APs</p> <p>Lesson Observations and Feedback Diagnostics</p> <p>Academy Review</p> <p>Student Voice</p> <p>Annual District Review of safeguarding</p>	<p>Faculty APs and Coordinators</p> <p>Faculty AP in charge of PSHE</p> <p>SLT</p>	<p>February 2020</p> <p>June 2020</p>
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	<p>There is a large gap between White British boys and the overall average for the each year groups</p> <p>The P8 score for White British PP boys was -0.67 2018-19</p>	The gap between White British boys and the decrease with each RAWL point	AP Outcomes PP Coordinator Staff who have volunteered Careers Lead	October 2019, February 2020 and May 2020

Students can access the same provision as all other students in the academy	Financial support with educational visits Breakfast club Uniform grant	Research shows that students' progress correlates with nutrition and diet	Student voice Statutory statement about support for PP students in all trip letters Liaising with Faculty Aps	PP Lead Faculty APs AP Outcomes RSL	February 2020
Students are supported emotionally with outside factors as necessary	Counselling Support from the Safeguarding Team	Emotional stress can have a negative impact on the progress a child makes.	Qualitative review with the Director of Safeguarding Review with Faculty APs	Director of Safeguarding Safeguarding Lead PP Coordinator	February and June 2020
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	Extracurricular visits supplement the learning experience	Calculating the percentage of PP and non-PP students on each trip. Ensuring that there is higher proportion of students that the overall school statistic.	EVC Lead Staff leading trips in the academy	February 2020 July 2020
Total budgeted cost					£106650

6. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
High quality active teaching and feedback	Briefing CPD PLC for all students Use of feedback policy Action research by New Teachers Regular sharing of best practice	Review observations and lesson feedback has shown that teaching and feedback is now more active compared to the start of the academic year	Staff benefited from regular CPD New teachers leading on feedback in action style research project has a positive impact on established staff	£90960

Students in Year 11 and 13 are well prepared for their external examinations	PP Coordinator leading the progress focus of Year 11 and 13 students Collapsed timetable Intervention classes Use of PiXL Residential Revision classes K30 list Posting packs home for all Year 11 students Summer Success Evening Progress Evenings	Rivers achieved the best ever results for Year 11 students: English and Maths 9-4 57% English and Maths 9-5 30% P8 score +0.04 100% of students in year 13 achieved 1 or more A level or equivalent at Grade A*-E	It is empirical to keep PP students high on the radar of every member of teaching staff throughout the year in the academy by focusing on them regularly and sharing good practice	
Students fully understand the progress that they are making in each subject area	AM tracking Progress Evenings Target Days Stickers on the front of books depicting progress AfL lessons after every assessment point	Review observation feedback showed that students had a clear understanding of their target grade and what they specifically needed to do either meet or exceed this. Greater parental support through the attendance of Progress Evenings. The attendance for the Year 11 Progress Evening was 75% for March Year 11 Progress Evening. 80% attended summer success evening.	Staff and students benefited from repetition through Briefing and assemblies for the effective use of the AfL stickers	

ii. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Increased rate of progress for students studying Art, History, Geography and French	Exams analysis meetings with AP Outcomes Tracking and monitoring of progress by relevant Head of Faculty PP Coordinator to support subject leaders of these areas After school and Easter revision classes Lesson drop-ins	Students made increased progress in 2018-19 compared to the previous academic year Art - 60% 9-4 compared to 22% Geography - 36% 9-4 compared to 27% History - 52% 9-4 compared to 33% French - 100% 9-4 compared to 88%	Giving History and Geography teachers time with students had the biggest impact. The teacher ran extra mock exams and targeted revision. Close monitoring by SLT meant that students not making adequate progress could be targeted quickly	£162450
Career advice for all Year 11 students	Meetings with students by the careers advisor. Students who were unsure of their next steps receive further career appointments Visits from Innerscope Visits to universities Guest speakers	0 NEETs This data needs to be verified	SEN and PP students tended to need the most guidance and support	

	1 to 1 creer interviews and an intensive process for 20 vulnerable students Informing students of College Open Days			
Students with high behaviour needs are educated outside of the mainstream on a short-term basis. They are also supported emotionally through close contact with families. Students are integrated back into mainstream education on a case by case basis	PSIA External agencies to support with behaviour ESA support	There has been a significant decrease in the behaviour incidents for vulnerable students who have been supported through bespoke programmes	Short-term intervention had the biggest impact on student attitude towards learning	

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Students can access the same provision as all other students in the academy	Financial support with educational visits Breakfast club Uniform grant	Student voice showed that students felt like they had a greater variety of provision Students were given financial support on a case by case basis.	Financial support is best given to families on a case by case basis as circumstances can change	£48504
Students are supported emotionally with outside factors as necessary	Counselling Support from the Safeguarding Team	Qualitative impact is positive when reviewed on a case by case basis	The support needed is best evaluated on a case by case basis	