

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Rivers Academy
Number of pupils in school	973
Proportion (%) of pupil premium eligible pupils	31.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 to 2024-25
Date this statement was published	July 2021
Date on which it will be reviewed	July 2022
Statement authorised by	A Singlhurst (Principal)
Pupil premium lead	A Dixon
Governor / Trustee lead	Mandy Lancy (RCEO)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£314525
Recovery premium funding allocation this academic year	£47198
Pupil premium funding carried forward from previous years (enter £0 if not disadvantaged)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 361723

## Part A: Pupil premium strategy plan

### Statement of intent

*The ultimate objectives for the disadvantaged pupils' strategy plan is to reduce the gap in their attainment data and to increase their attendance.*

*The main pupil premium strategy is to use quality first teaching, which has been proven to close the gap of the disadvantaged students by raising their attainment and to improve their progress.*

*This has been proven through research from the [EEF \(Education Endowment Foundation\)](#). By using the following steps:*

- 1) diagnose your pupils' challenges and needs*
- 2) use strong evidence to support your strategy*
- 3) implement your strategy*
- 4) monitor and evaluate your strategy*

*All these steps will be covered in the pupil premium diagnostics that will be carried out three times a year. The pupil premium diagnostic will be observing how the students are in class to ensure the right classroom strategies are being used. Books are also checked to ensure feedback quality, as research has pointed out feedback is 'very high impact for very low cost based on extensive evidence' ([EEF - on the teaching learning toolkit](#)). As feedback can refocus the learner's actions to achieve their goals by aligning their effort and raising attainment. The final part to the pupil premium diagnostic is the student voice to flag any barriers to learning and also to highlight and evaluate the good practices used in school. The findings will be shared to the whole school to support a focus on the disadvantaged students to ensure maximum support for the disadvantaged pupils, as well as to individual pastoral and academic leaders which will then be used to inform targeted interventions. The regular termly nature of these diagnostics means progress can be monitored closely.*

*Our strategy is to, after each assessment point, monitor the gap within departments to ensure all staff and departments are taking responsibility for the disadvantaged pupils' outcomes and to raise expectations of what they can achieve.*

### Challenges

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

Challenge number	Detail of challenge																																																
1	<p>Our attendance data over 2020-2021 for the whole school was 93% compared to the attendance of pupil premium students which was 91%.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Although data indicates that the % of disadvantaged children persistently absent has reduced by 28% (comparing 2020-2021 and the first half term of 2021-2022) and although the Academy's interventions are having an impact there is more to do to raise attendance of disadvantaged pupils.</p>																																																
2	<p>Closing the gap for the EBacc entry between the disadvantaged and non disadvantaged students.</p> <p>EBacc entry and pass rates Yr 11 2020</p> <table border="1"> <thead> <tr> <th></th> <th>% Entered</th> <th>% Standard pass</th> <th>% Strong Pass</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>45.9</td> <td>29.51</td> <td>21.31</td> </tr> <tr> <td>Non PP</td> <td>65</td> <td>44.66</td> <td>27.18</td> </tr> <tr> <td>Gap</td> <td>19.1</td> <td>15.15</td> <td>5.87</td> </tr> </tbody> </table> <p>EBacc entry and pass rates Yr 11 2021</p> <table border="1"> <thead> <tr> <th></th> <th>% Entered</th> <th>% Standard pass</th> <th>% Strong Pass</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>47.37</td> <td>29.82</td> <td>15.79</td> </tr> <tr> <td>Non PP</td> <td>58.46</td> <td>43.00</td> <td>27.69</td> </tr> <tr> <td>Gap</td> <td>11.09</td> <td>13.18</td> <td>11.90</td> </tr> </tbody> </table> <p>EBacc entry and pass rates Current Yr 11/Yr 10 RAWL 3 results</p> <table border="1"> <thead> <tr> <th></th> <th>% Entered</th> <th>% Standard pass</th> <th>% Strong Pass</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>57.14</td> <td>45.24</td> <td>9.52</td> </tr> <tr> <td>Non PP</td> <td>80</td> <td>54.4</td> <td>36</td> </tr> <tr> <td>Gap</td> <td>22.86</td> <td>9.16</td> <td>26.48</td> </tr> </tbody> </table>		% Entered	% Standard pass	% Strong Pass	PP	45.9	29.51	21.31	Non PP	65	44.66	27.18	Gap	19.1	15.15	5.87		% Entered	% Standard pass	% Strong Pass	PP	47.37	29.82	15.79	Non PP	58.46	43.00	27.69	Gap	11.09	13.18	11.90		% Entered	% Standard pass	% Strong Pass	PP	57.14	45.24	9.52	Non PP	80	54.4	36	Gap	22.86	9.16	26.48
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3	<p>Our pupil premium diagnostics show that post-pandemic low levels of motivation amongst pupil premium students have now improved and that pupil premium students report feeling happier and more supported in school. But there is room for further improvement.</p>																																																
4	<p>Our observations and discussions with pupils indicate that there is lack of aspiration because some students come from homes where</p>																																																

	education is not a priority. This is negatively affecting their engagement with education and attitudes to learning.						
5	Several staff are new to the profession and currently completing training (7 staff) or ECT year 1 (10).						
6	<p>Our monitoring and observation data shows that disadvantaged students have a high number of behaviour incidences and exclusions. This negatively impacts their learning and results in significant knowledge gaps.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>% of FTEs that were PP</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>43%</td> </tr> <tr> <td>2021-22 (Autumn term 1 )</td> <td>39%</td> </tr> </tbody> </table> <p>The narrowing of the gap (from 2020-21 to 2021-22 so far) shows that the Academy's interventions are having an impact but there is more to do.</p>	Year	% of FTEs that were PP	2020-21	43%	2021-22 (Autumn term 1 )	39%
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## 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
To achieve a sustained increase in attendance for disadvantaged pupils.	<ul style="list-style-type: none"> <li>- Overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged and non-disadvantaged pupils is not more than 2%</li> <li>- Persistent absenteeism is below 13% and the figure amongst disadvantaged pupils is no more than 2% higher than their peers</li> <li>-Overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged to reduce.</li> </ul>
Improve attainment and progress for disadvantaged pupils, with particular focus on EBacc.	Achieve at least national average for attainment and progress for all pupils.

	<p>Attainment and progress gaps between disadvantaged pupils and non-disadvantaged pupils are non-existent</p> <p>By the end of our current plan in 2024/25, the gap between disadvantaged and non-disadvantaged students will be eradicated, for entering the English Baccalaureate (EBacc).</p> <p>In summer 2021 this figure was 47.37%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>● an average Attainment 8 score of 51.67 <ul style="list-style-type: none"> <li>76% 5+ in English and Maths achieved by disadvantaged pupils</li> </ul> </li> <li>● an Ebacc average point score of 5.17 <ul style="list-style-type: none"> <li>● 100% of disadvantaged students will be entered for the EBacc.</li> </ul> </li> </ul>
<p>To motivate and give aspirations to disadvantaged pupils.</p>	<p>A reward system has been introduced with achievement points and reward trips based on the points. Residential with the year 11 students to motivate and inspire them to work at their personal best</p>
<p>Developing the capacity of new teachers to support disadvantaged pupils with emphasis on quality first teaching.</p>	<p>Weekly staff briefings and department meetings continuously focus on the sharing of good practice and quality first teaching. The teaching and learning team will also develop the training of ITTs and ECTs with tailor-made sessions, to give strategies to support them and ensure quality first teaching.</p> <p>Whole school diagnostics focusing on key groups. The findings are then shared to the whole school to promote good practice, improve consistency, and to identify areas for improvement across the academy.</p>

<p>To achieve sustained improvement in behaviour for all pupils, particularly leading to reducing incidents by disadvantaged pupils.</p>	<p>To reduce the disadvantaged student exclusion rate by re-engaging students in the enjoyment of learning and academy life leading to excellent attitudes to learning (clear routines, positive behaviours, high attendance and punctuality).</p> <p>New behaviour policy to support restorative conversations, allowing students to build relationships with peers and staff. This should allow socialisation back into the academy and create a positive environment.</p> <p>Higher amount of pastoral care, such as the use of learning zones to allow the disadvantaged students to feel more supported.</p> <p>Staff training on trauma, to allow trauma informed approaches, and giving time to restorative conversations to develop a community of mutual respect.</p>
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## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £141071.97 (£ 15000 - CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Embedding the comprehensive CPD and diagnostic programme that helps to develop and reestablish staff's understanding and use of feedback strategies</u></p>	<p>Research evidence about feedback was part of the rationale for Assessment for Learning. One evaluation indicated an impact of half of a GCSE grade per student per subject is achievable :</p> <p><a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,6</p>

<p>In staff briefing, departmental time and INSETs there will be a focus on improving the quality of feedback across the academy which will have diagnostics throughout the year, to allow good practice to be shared and to further improve any areas of concern.</p>	<p>Ensuring disadvantaged students receive high quality teacher feedback that enables them to progress with their learning</p>	
<p><u>Development of Quality First Teaching through Teaching and learning briefings, Twilights, inset CPDs</u></p> <p>Developing metacognitive and self-regulation skills in all pupils</p> <p>ITT and ECT programme with a specific focus on supporting disadvantaged students</p> <p>Oversight from Lead Practitioners with Pupil Premium responsibility and for the key 30 in year 11. To support data</p>	<p>Disadvantaged diagnostic reflected that there were 66.1% of student books seen that reflected personal best work.</p> <p>Teachers demonstrating effective use of metacognitive and self-regulatory strategies by modelling their own through process, which is the forefront of quality first teaching</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3,5</p>

<p>analysis of diagnostics, the sharing of good practice, targeting areas of improvements.</p> <p>Run termly diagnostics to monitor led by SLT, T&amp;L team and middle leaders</p>		
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### Targeted academic supports (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 170009.81 (£ 39487.50)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint a new lead practitioner with responsibility for Yr 11 Pupil Premium students (Eng &amp; Maths)</p> <p>English &amp; Maths meetings identify underperforming disadvantaged students and put in place targeted intervention (<u>Small group tuition</u>)</p> <p>Targeting disadvantaged</p>	<p>Improving outcomes by disadvantaged students in English &amp; Maths so that greater numbers of students achieve their target grades 9-4 and 9-5.</p> <p><b>Evidence</b> - Research suggests that intensive tuition in small groups is often provided to support lower attaining learners or those falling behind. Studies suggest that this is effective as there is greater feedback from the teacher, more sustained engagement in smaller groups, or work which more closely matches learners' needs explain this impact. <b>EEF November 2018</b></p> <p><a href="#">Small Group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,5</p>

students for E&M residential		
<p>Meeting with SEND lead to identifying and highlighting these students and put in place targeted intervention</p> <p>Targeted review of the students during disadvantaged diagnostics</p> <p>Sharing student profiles and effective teaching strategies with teaching staff.</p> <p>Targeting disadvantaged students for extra tutoring support(CST)</p>	<p>Improve the outcomes of students who are disadvantaged and an SEND need.</p> <p><b>Evidence</b> - data suggests that these are our most underperforming disadvantaged group (2021 RAWL 3 P8 -0.53)</p> <p>Research suggests that one to one tuition can be effective, delivering approximately five additional months' progress on average <b>EEF August 2018</b></p>	2,4

### **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 50641.22

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance monitoring	To Increase disadvantaged students attendance to the Academy so the average is 95% or above	

<p><u>Reward system to promote high attendance</u></p> <p>Attendance meetings with parents carers for students with low attendance (targets set)</p>	<p><b>Evidence</b> - Research suggests that 73% of pupils who have over 95% attendance achieve five or more GCSEs at grade A*-C and explains that pupils with persistent absences are less likely to attain at school <b>DfE March 2016</b></p> <p><a href="#">Parental Engagement   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,4,6</p>
<p>Career advice for all Year 11 students</p> <p>Students who were unsure of their next steps receive further career appointments</p> <p><u>Visits from Innerscope</u></p> <p>Visits to colleges</p> <p>Guest speakers</p> <p>Apprenticeship talks</p>	<p>Raising aspirations for students with regards to further education and career advice</p> <p>Research suggests that in order for interventions which aim to raise aspirations to be effective then a clear link between aspirations and the knowledge, skills, and characteristics required to achieve them needs to be evident. <b>EEF October 2018</b></p>	<p>1,4,6</p>

**Total budgeted cost: £361723**

## 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 2020 to 2021 academic year.

To review the impact from last year are main goals where to improve outcomes by disadvantaged students in English & Maths so that greater numbers of students achieve their target grades 9-4 and 9-5; Ensuring all students complete work to their personal \best standard; Improve outcomes by disadvantaged students who have an SEND need and To increase disadvantaged students attendance to the Academy so the average is 95% or above.

The outcome was that 54% of disadvantaged students achieved a 4+ in English & Maths. This fits in line with last years data (2020 62%) when taking into consideration the disadvantaged ability band profile of each cohort:

Prior attainment band	2021	2020
High	7.4%	15.2%
Mid	8.5%	17%
Low	12.8%	3%
No KS2 Data	1.6%	1.8%

37% of disadvantaged students achieved a 5+ in English & Maths. This is in line with our

current trend where the gap between disadvantaged and Non disadvantaged is narrowing. (Gap 2018 29%, 2019 19%, 2020 19% 2021 -15%).

Ensuring all students complete work to their personal best standard. The July diagnostic identified that 73% of disadvantaged students seen were actively engaged and 77.8% displayed good focus and on task behaviour. Teaching and learning strategies that were identified as an area for development in the Autumn diagnostic were evidenced as strengths in the summer diagnostic. These include the following, 1:1 check in on understanding, resources and guidance sheets and good use of modelling.

Improved outcomes from disadvantaged students in our year 11 students. In our internal data compared to exam results or teacher final assessed grades, it shows a constant improvement:

Pupil Premium percentages for 5+ Maths and English.	Academy assessment point 1 (RAWL 1)	Final Grade
Year 11 2019-2020	30%	33% (centre assessed grades)
Year 11 2018-2019	23%	27% (last externally assessed grades)

Improve outcomes by disadvantaged students who have an SEND need, our recent internal data has shown that this most vulnerable group of students benefit greatly when they are in the Academy and receiving face to face teaching and support. The data suggests that these students' performance dipped during lockdown. As a consequence these students were identified and invited to attend the Academy in small groups which helped to raise their levels of progress (2021 grade 1-9 year 11 students RAWL 1 86% and end of year grade 1-9 100%). This data does not include 2 students who despite the Academies best efforts and extreme interventions to reach out had significantly low attendance to the Academy (under 5%).

To increase disadvantaged students' attendance to the Academy so the average is 95% or above. Data suggests that disadvantaged attendance has improved in the spring term.

Year	Autumn	Spring
7	95.1	97
8	95.3	96.6
9	91.3	95.2
10	91.9	94.5
11	92.7	93.9

Although this data compares favourably to national data from schools affected by the pandemic we are not satisfied and recognise that more can be done in this area.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	