



## RIVERS ACADEMY Catch Up Strategy Statement

1. Summary information					
<b>School</b>	Rivers Academy West London				
<b>Academic Year</b>	2020-2021	<b>Total budget</b>	£78480	<b>Date of most recent catch up review</b>	October 2020
<b>Total number of pupils</b>	1014			<b>Date for next internal review of this strategy</b>	September 2021

2. Barriers to future attainment (for pupils eligible for Catch up)		
<b>In-school barriers</b>		
<b>A.</b>	Students have gaps in knowledge due to covid pandemic	
<b>B.</b>	Students have lower literacy and numeracy skills	
<b>External barriers</b>		
<b>C.</b>	Parental support working from home	
<b>D.</b>	Technology to support remote learning	
3. Desired outcomes		Success criteria
<b>A.</b>	To decrease gaps in knowledge that occurred due to absence from the Academy	Closing of gaps for targeted pupils from RAWL 1 to RAWL 3
<b>B.</b>	To increase students literacy and numeracy skills	Improving outcomes of students students in English & Maths
<b>C.</b>	Increase in attendance for targeted students	All students achieving 95% or above attendance

4. Planned expenditure					
Academic year		2020-21			
<b>i. Quality of teaching for all</b>					
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	Quality of teaching has a high impact on outcomes for students.	Data analysis following RAWL data	Teaching and Learning team Lead practitioners CTL's All Teaching staff	January 2021 April 2021
Students receive high quality feedback that enables them to progress with their learning	CPD INSET days 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	January 2021 April 2021
				<b>Budget:</b>	<b>£1000</b>
				<b>Costs:</b>	Staff CPD Classroom Resources
<b>ii. Targeted support</b>					
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 who require additional support have access to individual mentoring	One to one support mentoring.	Extensive evidence supporting the impact of high quality one to one support mentoring as a catch up strategy	Progress Check and RAWL 1 data to help identify individual students who would benefit from additional one to one support/mentoring	ADI/SKH/SLL	January 2021 April 2021

Support for groups of children who have fallen behind in certain areas of the curriculum	Small group tuition. The Academy has recruited an additional teaching assistant to support with small groups	Small group tuition delivered by tutors, teaching assistants or trained volunteers can be an effective approach for students to catch up	Progress Check and RAWL 1 data to help identify areas of the curriculum where students would most benefit from additional practice and feedback	ADI/SKH/SLL	January 2021 April 2021
Students who are behind on literacy and numeracy have opportunities to improve in these areas	Intervention programmes such as the Year 7 Literacy Project. Lexia Reading Programme. SNAP, Lucid, Boxall profile, Accelerated reader.	There is evidence to show the long term negative impact of being in secondary school without secure literacy and numeracy skills. Students not being able to access the curriculum and language of assessment.	Ensuring that programmes meet a specific need, such as oral language skills or aspects of reading. regular sessions maintained over a period of time	ADI/SKH/SLL/P PA/TPA	January 2021 April 2021
				<b>Budget:</b>	<b>£64980</b>
				<b>Costs:</b>	2 Intervention Assistants @ £25,000 (£50,000) Boxall profiling Online - £420 2 HLT Qualification @ £348 (£696) Fresh Start Prog - £9,500
<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 have access to technology that helps to support their learning	Investing in additional technology by either providing pupils with devices or improving facilities available in the school	Pupil's access to technology is an important factor affecting the extent to which students can learn effectively	Providing support and guidance on how to use technology effectively, particularly if new forms of technology are being introduced.  Those students who do not have access to online learning at home are provided with paper based work.		January 2021 April 2021
Supporting parents and carers to help them to support their children to learn at home	Providing parents with remote learning guidance Regular and supportive communication	Parents have a key role in supporting children to learn at home and it is important that schools and families continue to work together as pupil return to school	Regular communication with parents and carers and offering advice and guidance		January 2021 April 2021

	Proving additional books and educational resources					
					<b>Budget:</b>	<b>£12,500</b>
					<b>Costs:</b>	One set of 30 Laptops and trolley £12,000

### Impact of Catch up Funding 2020-21

1. Key headline figures show a continued upward trend.

	2017	2018	2019	2020	2021
<b>% E&amp;M 5+</b>	31	35	40	45	48
<b>% E&amp;M 4+</b>	59	62	63	70	66

2. P8 score of 2021 (+0.58) is higher than 2020 (+0.51)
3. Continued upward trend of % students making expected and above expected progress in English & Maths

	2019	2020	2021
<b>% English</b>	40.0	64.0	72.0
<b>% Maths</b>	23.8	52.0	67.6

4. Continued upward trend of % of GCSE entries graded 9-7

	2017	2018	2019	2020	2021
<b>%9-7</b>	14	21	20	28	29.4

5. Pupil Premium gap has continued to narrow at E&M5+ 2018 gap - 29%, 2019 gap - 19%, 2020 gap - 19%, 2021 gap - 15%.
6. Performance of EAL students is consistently high - 2021 P8 +1.17 2020 P8 +1.06
7. Gender gap has narrowed over the last 2 years - 2020 gap of 0.73, 2021 gap of 0.28. The boys P8 score has improved from +0.13 (2020) to +0.45 (2021)