

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	988
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 to 2023-24
Date this statement was published	July 2021
Date this version was reviewed	July 2022
Date this statement will be reviewed	July 2023
Statement authorised by	L Homer (Interim Principal)
Pupil premium lead	E Hughes
Governor / Trustee lead	Mandy Lancy (RCEO)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,053
Recovery premium funding allocation this academic year	£33,372
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£325,425

# 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*

*The pupil premium will have a special focus in the departmental deep dive. The pupil premium focus 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 <b>attendance</b> data over 2020-2021 for the whole school was 93% compared to the attendance of pupil premium students which was 91%. This was a gap of <b>2%</b></p> <p>The attendance data for 2021-22 for the whole school was 91% compared to the attendance of pupil premium students which was 89%. This was a gap of <b>2%</b></p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Data indicates that we are above National Standards (2021-22 84.9%) and that the % of disadvantaged children persistently absent has reduced by <b>4%</b> (comparing 2020-2021 and 2021-2022) which demonstrates that the Academy's interventions are having an impact but we understand that 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>
3	<p>Our pupil premium diagnostics show that <b>post-pandemic low levels of motivation</b> 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 <b>aspiration</b> because some students come from homes where education is not a priority. This is negatively affecting their engagement with education and attitudes to learning.</p>
5	<p>Several staff are new to the profession and currently completing training (7 staff), ECT year 1 (6 or ECT year 2 (8).</p>

6	<p>Our monitoring and observation data shows that there has been a reduction in the number of behaviour incidences and exclusions from disadvantaged students.</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th style="text-align: left;">Year</th> <th style="text-align: left;">% of FTEs that were PP</th> </tr> </thead> <tbody> <tr> <td>2020-21</td> <td>43%</td> </tr> <tr> <td>2021-22 (Autumn term )</td> <td>26%</td> </tr> <tr> <td>2021-22 (Spring term )</td> <td>14%</td> </tr> <tr> <td>2021-22 (Summer term )</td> <td>8%</td> </tr> </tbody> </table> <p>This narrowing of the gap shows that the Academy's interventions are having an impact and that this is reducing the amount of gaps in learning. We are continuing to work to reduce this number further.</p>	Year	% of FTEs that were PP	2020-21	43%	2021-22 (Autumn term )	26%	2021-22 (Spring term )	14%	2021-22 (Summer term )	8%
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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.	<p>Achieve at least national average for attainment and progress for all pupils.</p> <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 achieve 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. PE and Performing Arts Reward Trips Residential with the year 11 students to motivate and inspire them to work at their personal best Kingswood Residential</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</p>

	<p>(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: £126,915.75

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>In staff briefing, departmental time and INSETs there will be a focus on improving the quality</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>Ensuring disadvantaged students receive high quality teacher feedback</p>	2,6

<p>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><u>Member of staff given responsibility as Pupil Premium Coordinator</u></p>	<p>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><u>Member of staff given responsibility for Pupil Premium in year 11 including K30. To support data analysis of diagnostics, the</u></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="#"><u>Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</u></a></p>	<p>2,3,5</p>

<p>sharing of good practice, targeting areas of improvements.</p> <p>Run termly subject deep dive diagnostics to monitor led by SLT, T&amp;L team and middle leaders</p> <p>Reduction in class sizes</p> <p>Intervention Assistant to support with PP students.</p> <p>Member of staff given responsibility to lead on Careers.</p> <p>Careers advisors and guest speakers</p>		
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**Targeted academic supports (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 152,949.75

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Appoint a new lead practitioner with responsibility for Yr 11 Pupil Premium students (Eng & Maths)	Improving outcomes by disadvantaged students in English & Maths so that greater numbers of students achieve their target grades 9-4 and 9-5.	2,5

<p>English &amp; Maths meetings identify underperforming disadvantaged students and put in place targeted intervention (<u>Small group tuition</u>)</p> <p>Targeting disadvantaged students for E&amp;M residential</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>Meeting with SEND lead to identifying and highlighting these students and put in place targeted intervention</p> <p>Targeted review of the students during subject deep dive 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 (2022 P8 -0.84)</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>	<p>2,4</p>

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

Budgeted cost: £ 45,559.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring</p> <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>To Increase disadvantaged students attendance to the Academy so the average is 95% or above</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: £325,425**

## 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 2021 to 2022 academic year.

#### Challenge 1

The attendance data for 2021-22 for the whole school was 91% compared to the attendance of pupil premium students which was 89%. This was a gap of **2%**

The attendance of disadvantaged students 89% is above the National Average 85%

the % of disadvantaged children persistently absent has reduced by **4%** (comparing 2020-2021 and 2021-2022)

Systems have been in place to increase the communication with home in an attempt to reduce the amount of student absences:

97-94% AM's call home

94%-90% Deputy coordinators

90-80% Coordinators

80-70% Faculty

<70% attendance officer ( Educational welfare officer) (VCO/PJO)

Breakfast Club has been introduced this year and will continue through next year which is for all students. All students were emailed with regards to the free breakfast club but the PP students were targeted also received letters.

Breakfast Club	Number of students	Average % of PP attended	Average % of of the PP of the Whole School
All	110		
Pupil Premium	43	39	12
Pupil Premium Boys	31	28	14
Pupil Premium Girls	12	11	7

*\* this data is an average of a week*

#### Challenge 2

EBAcc entry and pass rates Yr 11 2020

	% 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

EBAcc entry and pass rates Yr 11 2021

	% 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

EBAcc entry and pass rates Yr 11 2022

	% Entered	% Standard pass	% Strong Pass
PP	51.22	31.71	19.51
Non PP	71.77	41.13	24.19
Gap	20.55	9.42	4.68

Although there has been an increase in the percentage of PP students being entered for Ebacc we understand that this is still an area that needs further development. The gaps between % standard and strong pass have narrowed.

Challenge 3

**Lead practitioner with responsibility for PP (MMC)**

A high proportion of students feel well supported from the pupil premium diagnostic student voice.

	<b>Autumn 2021-2022</b>	<b>Summer 2021-2022</b>
<i>The percentage of students that feel well supported in school.</i>	<b>88.9%</b>	<b>92.5%</b>

Rivers Academy hosted a co-creation on how to support our pupil premium students with Space Studios. The driving question was 'how can we best support our pupil premium students in recovery following the pandemic and lockdowns?'. With topics to discuss were:

Reducing physical/technological barriers

Trips and extracurricular activities  
Curriculum and engagement  
Literacy and support  
Wellbeing and relationships  
Parental engagement  
Rewards and mentoring  
Student voice and leadership

Teaching and Learning briefings and training with trainee teachers on how to better support the Pupil Premium students and supporting the key 30.

Twilight CPD for PP and Key 30 on how to best support with feedback.

#### Challenge 4

##### **Lead practitioner with responsibility for Yr 11 PP**

Careers intervention - Key 30 were taken to Kingston college to see what courses would be available to them after Year 11.

Key 30 assemblies - Motivational speech and working closely with Innerscope. Innerscope is an organisation which works closely with students who lack motivation and engagement with the curriculum.

Key 30 were targeted for half-term revision,

Key 30 teaching and learning for the whole school to enhance the quality of teaching in class. Looked at barriers to learning and strategies to better overcome the barriers.

Building awareness of the key 30 students (pictures in the staff room and subject specific performance analysis following assessment points)

Key 30 one-to-one mentoring

Y11 revision strategists marketplace to support stress management, making revision cards and using model solutions of exam papers.

##### **Member of staff with responsibility for careers/careers advisor**

Work experience and insight days through 'Speakers for Schools' - with a range of companies

Spark - these are our Hounslow Business Partnership, we work closely with them and they bring us different opportunities, some of which are on the slide but also including the CONNECT mentoring for Year 12 and 13

Mclaren workshop - Year 9

Talent foundry - Different opportunities

Connectr - Different opportunities

Smallpeice Trust - Different opportunities

FCP - Feltham Convening Project - member of team, it will also bring different opportunities such as 3 x 6th form summer internships

Career talk - Daps Fagbenle, a successful British Nigerian music video producer

Education Development Trust - working with an ENterprise co-ordinator and adviser

Some other companies are Unifrog, Stemettes, SkySpark app AimHigher and Uni Connect.

### Challenge 5

All ITT and ECT's are on track to achieve the standard for their relevant training route.

### 2022 Summer Results Highlights

PP vs Non PP achieved +4.6% Baccalaureate (standard) and +4.39% Baccalaureate (strong)

PP students outperformed Non PP at A Level

PP students outperformed Non PP at GCSE in the following subjects: Economics, History, Business, Enterprise and Travel and Tourism.

The percentage of students achieving a 5+ in both E&M has remained constant at 37% between 2021-22

The P8 gap between PP vs Non PP has reduced from -0.77 in 2021 to -0.41 in 2022

## **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*

<b>Programme</b>	<b>Provider</b>
N/A	