

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1039
Proportion (%) of pupil premium eligible pupils	31.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021- 2024
Date this statement was published	July 2021
Date this version was reviewed	July 2023
Date this statement will be reviewed	July 2024
Statement authorised by	L Homer (Principal)
Pupil premium lead	J Williams
Governor / Trustee lead	Mandy Lancy (RCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£320, 333
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£320, 333

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	Average attendance rates for disadvantaged pupils is lower than that of other pupils. This reduces their learning time and diminishes progress.
2	Closing the gap for the EBAcc entry between the disadvantaged and non disadvantaged students. This will ensure all pupils have access to a rich and broad curriculum.
3	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.
4	Our observations and discussions with pupils indicate that there is lack of aspiration because some students come from homes where 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), ECT year 1 (6 or ECT year 2 (8).
6	<p>Some disadvantaged pupils need additional support to address barriers to progress and ensure attitudes to learning and behaviour are conducive to success</p> <p>We understand the negative impact that suspensions can have on Pupil Premium students and the gaps in learning that can occur. We are continuing to work to reduce this number further.</p>

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
<p>To achieve a sustained increase in attendance for disadvantaged pupils.</p>	<ul style="list-style-type: none"> - 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% - Persistent absenteeism is below 13% and the figure amongst disadvantaged pupils is no more than 2% higher than their peers
<p>Improve attainment and progress for disadvantaged pupils, with particular focus on EBacc entry.</p>	<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"> ● an average Attainment 8 score of 51.67 <ul style="list-style-type: none"> 76% 5+ in English and Maths achieve by disadvantaged pupils ● an Ebacc average point score of 5.17 <ul style="list-style-type: none"> ● 100% of disadvantaged students will be entered for the EBacc.

<p>To motivate and give aspirations to disadvantaged pupils.</p>	<p>To have a robust reward system in place that includes achievement points and reward trips based on those points. To Increase the amount of extracurricular activities and students attending educational trips.</p>
<p>Developing the capacity of new teachers to support disadvantaged pupils with emphasis on quality first teaching.</p>	<p>To have 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>

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: £128133.20

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 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>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>Feedback Toolkit Strand Education Endowment Foundation EEF</p> <p>Ensuring disadvantaged students receive high quality teacher feedback that enables them to progress with their learning</p>	2,6
<p><u>Development of Quality First Teaching through Teaching and learning briefings, Twilights, inset CPDs</u></p>	<p>Disadvantaged diagnostic reflected that there were 66.1% of student</p>	2,3,5

<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.</u> To support data analysis of diagnostics, the sharing of good practice, targeting areas of improvements.</p> <p>Run termly subject deep dive diagnostics to monitor led by SLT, T&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>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>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	
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Careers advisors and guest speakers		
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Targeted academic supports (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 150 556.51

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 & Maths)</p> <p>English & Maths meetings identify underperforming disadvantaged students and put in place targeted intervention (<u>Small group tuition</u>)</p> <p>Targeting disadvantaged students for E&M residential</p>	<p>Improving outcomes by disadvantaged students in English & Maths so that greater numbers of students achieve their target grades 9-4 and 9-5.</p> <p>Evidence - 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. EEF November 2018</p> <p>Small Group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2,5
<p>Meeting with SEND lead to identifying and highlighting these students and put in place targeted intervention</p>	<p>Improve the outcomes of students who are disadvantaged and an SEND need.</p>	2,4

<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>Evidence - 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 EEF August 2018</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 41 051.29

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>Evidence - 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 DfE March 2016</p> <p>Parental Engagement Toolkit Strand Education Endowment Foundation EEF</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. EEF October 2018</p>	<p>1,4,6</p>
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Total budgeted cost: £320, 333

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 2022 to 2023 academic year.

Challenge 1

The attendance data to date (4/7/23) for the whole school was 91.9% (National Ave 89.4%)

The attendance of Non PP is 92.2% when compared to the attendance of pupil premium students which was 90.3%. This was a gap of 2%

The attendance of disadvantaged students 90.4% and is above the National Average for this group (84.8%) and an improvement on the previous year (88.5%)

The % of disadvantaged children persistently absent is 32.4% and is below the National Average for this group (48.3%)

Several strategies have been put in place to support increasing the attendance of our Pupil Premium students.

-Extra incentives have been introduced this year to encourage students to attend school such as reward trips, vouchers and extra praise (weekly achievement points).

- During AM times there is designated time each week to reward attendance and also AM to catch up on absentees.

- Pupil Premium students were put on attendance reports and extra incentives given to them to encourage them to attend school (canteen passes)

- Increased communication at home. Appointment of a new Attendance Officer. Any Pupil Premium student in the chronic absence bracket has had an attendance meeting. Home visits are carried out.

- Breakfast club to support early arrival.

Key student sponsors - These targeted students have one on one check-ins with the senior and extended leadership team.

Challenge 2

Improve attainment and progress for disadvantaged pupils, with particular focus on EBacc entry.

Examination Results

(Data from 4 Matrix)

Pupil Premium We are pleased that our 2023 Summer Examination results are showing a **positive P8 score of 0.23** for our disadvantaged students. The % achieving E&M 4+ and 5+ has also improved on last year.

PP					
	2019	2020	2021	2022	2023
P8	0.12	0.22	0.06	-0.11	*0.23
% E&M 4+	55	62	54	46	63
% E&M 5+	26	33	37	37	44

(* Data from DfE data checking)

The PP gap has continued to narrow

PP/NON PP GAP	2019	2020	2021	2022	2023
% E&M 4+	10	13	18	26	9
% E&M 5+	19	19	15	17	10

Progress (P8) KS4 Disadvantaged Students: Summer 2023 Exam Results has suggested that the progress score for our disadvantaged students is 0.23. It is promising that this has indicated a positive P8 score following this key group's performance in the Summer 2022 examinations (-0.11) Although data has suggested an improvement, we realise there is still much room for improvement and specific students will be targeted this term for our after school interventions

Attainment KS4 PP: PPE data has suggested that our disadvantaged students achieving E&M 4+ is 63% and 5+ is 44%. This is an improvement compared to the Summer 2022 examination cohort (E&M 4+ 46% and 5+ 37%). The percentage of students gaining a 5+ in E&M has improved by 18% compared to what our disadvantaged students achieved in the 2019 Examination series (26%). E&M 4+ has improved by 8% (2019 - 55%)

The subjects of the EBacc form a strong academic foundation for the key stage 4 curriculum and we have increased Ebacc entry for our disadvantaged students

EBacc entry and pass rates Yr 11 2020

	% Entered
PP	45.9
Non PP	65
Gap	19.1

EBacc entry rates Yr 11 2021

	% Entered
PP	47.37
Non PP	58.46
Gap	11.09

EBacc entry rates Yr 11 2022

	% Entered
PP	51.22
Non PP	71.77
Gap	20.55

EBacc entry rates Yr 11 2023

	% Entered
PP	77.08%
Non PP	76.15%
Gap	-0.93%

The 2023 data suggests a higher % of PP student being entered for EBacc than Non PP
PP

Challenge 3

Lead Practitioner with responsibility for PP (MMC)

Subject Diagnostics took place throughout the year. These included a specific Pupil Premium focus. Teacher observation and student voice has indicated a high level of QFT is taking place to support our Pupil Premium students and a high proportion feel well supported in their learning:

- Students are aware of various methods they get help in class
- Feedback is clear and students are able to comment on how feedback takes place
- Evidence of adaptive teaching
- Students were positive about their teachers and the subject overall
- All students were noted to show on task behaviour and be engaged.
- Clear routines
- Teachers know their pupils
- Scaffolding and support is a strength within the department supporting the majority of students to be able to immediately start when given opportunities for independent practice.
- 1:1 support given and excellent relationships with students
- Independent tasks and group work - students were really positive about this in student voice responses.
- Teacher quantity of questions is high and some students are very eager to answer. The language used while questioning is adapted based on student or student being asked.
- Presentation and quality of work in books is on the whole a strength, including for SEND and disadvantaged students.
- Staff have been incredibly strong and secure relationships with students and as a result students speak positively about their teachers and the subject.

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

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

A peer reading program has also been introduced that involves older students working with targeted Year 7 PP students. This has led to some improved outcomes for the pupils reading and spelling age.

	Reading Age		Spelling age	
	Sept 2022: RA:	June 2023: RA:	Sept 2022: RA:	June 2023: RA:
Average	10:31	11:02	12:08	13:48
Standard deviation	0.083442156	0.078582143	0.11450537	0.098142978

Extra Curricular

Attendance by Pupil Premium students has increased by 35% since Spring 2 and up to 240 PP students have attended a variety of extra curricular clubs at the school per term. This reflects the effort to raise the profile of extra curricular activities through targeted conversations by Academic Mentors, Student Sponsors and classroom teachers.

A study club has also been introduced after school which allows our Pupil Premium students extra teacher support with access to chrome books to support their homework and studies.

Educational Visits

There has been an effort this year to increase the amount of educational trips that are available for students and to target our Pupil Premium Students. This has resulted in an increase of Pupil Premium students attending Educational trips. A quarter of all students who attended Educational Visits were pupil premium.

Challenge 4

Lead practitioner with responsibility for Yr 11 PP

Key 30 - A targeted group of 30 PP students in Year 11

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 motivational assemblies

Key 30 were targeted for half-term revision

Key 30 one-to-one mentoring

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

Member of staff with responsibility for careers/careers advisor

Careers Adviser - All Year 11 students had a 1-2-1 session with a qualified and independent careers adviser.

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, this year we have been involved with the CONNECT mentoring for Year 12 and 13 and the SEGRO school partnership with Year 12.

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 - this is continuing and they are

recruiting again for next year

Education Development Trust - working with an Enterprise co-ordinator and adviser. This gives us local opportunities and LMI.

Unifrog - All students have a sign in and can access Unifrog. This has begun to be embedded into AM time.

Aimhigher - Regular opportunities for visits, insight sessions and meeting current undergrads. This is aimed to help the more disadvantaged to access university.

Career Talk through speakers for schools - Perminder Mann - Bonnier Books - All of Year 8

Hawk Training - Intensive apprenticeship support program for students most at risk of being NEET, we had 17 students undertake this.

Andre Wates (year 12)

Seema Malhotra - MP Talk (Year 7)

ZEN Bus - All students in Years 10 and 11 were given a session (Also PP students were selected from other years).

First Give - all students in Year 9 took part in and completed the FG program.

Challenge 5

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

Challenge 6

Our monitoring and observation data shows that there has been a reduction in the number of behaviour incidences and exclusions from disadvantaged students compared to previous years.

The number of Pupil premium students with more than one suspension has reduced. This shows that the Academies interventions are having an impact and that this is reducing the amount of gaps in learning.

Exclusions		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
% of students with more than 1 suspension	All	1.0%	1.3%	1.0%	0.3%	0.5%	0.8%
	Pupil Premium	0.7%	0.8%	0.5%	0.3%	0.0%	0.4%
	Non Pupil Premium	0.3%	0.3%	0.4%	0.0%	0.3%	0.5%

The purchase of extra resources of Maths and English resources for each year group 7-11. This supports reducing gaps in their knowledge if there are behavioural issues. The use of chrome books in the exclusion room allows students to catch up on maths homework, which have videos to support learning out of classroom time.

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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	