



RIVERS ACADEMY Pupil Premium Strategy Statement

1. Summary information					
School	Rivers Academy West London				
Academic Year	2018-19	Total PP budget	£301,914	Date of most recent PP Review	September 2018
Total number of pupils	1048	Number of pupils eligible for PP	366	Date for next internal review of this strategy	February 2019

2. Current attainment		
	Pupils eligible for PP at Rivers Academy	Pupils not eligible for PP (national average)
% achieving Grade 4+ in English and Maths (2018/19)	42.62%	72.82%
% achieving Grade 5+ in English and Maths (2018/19)	14.77%	46.6%
Progress 8 score average	-0.28	+0.45
Attainment 8 score average	39.39	52.64

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers	
A.	Ensuring students are learning actively in lessons and then continuing their learning at home
B.	Ensuring students receive high quality feedback which helps them to improve upon their areas of weaknesses
C.	Reducing behaviour incidents for students in Year 10

External barriers					
D.	Parental engagement/ Aspirant role models				
4. Desired outcomes				Success criteria	
A.	Improving outcomes by students in Art, Geography, History and French			The gap between PP and non-PP students is smaller for Year 11 11% of PP students made 3 LoP in Art vs 59% of non-PP students 31% of PP students made 3 LoP in Geography vs 46% of non-PP students 25% of PP students made 3 LoP in History vs 51% of non-PP students 14% of PP students made 3 LoP in Art vs 29% of non-PP students	
B.	Ensuring all students experience ACE lessons during their day in the academy			Lesson feedback data shows that students are actively learning	
C.	Higher rates of progress for PP Year 11 students in all subjects			The P8 score for Year 11 is +0.18 The P8 score for PP students is -0.28 vs +0.45 for non-PP students	
5. Planned expenditure					
Academic year					
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?

High quality of active teaching and feedback for all students	Briefing CPD PLC for all students Use of feedback policy INSET Day CPD	Quality of teaching and feedback has the most impact on outcomes for students	Analysis of data after each RAWL point for Year 7-10 and 12 will show improvement in terms of closing gaps Learning walks and feedback diagnostics AP in charge of Teaching and Learning will direct support accordingly from the Teaching and Learning Team	AP Teaching and Learning Lead practitioners Teaching and Learning team CTL's All Teaching Staff	January 2019 June 2019
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	Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard.	Learning walks and feedback diagnostics Tracking checks Support during Progress Evenings and Target Days for new staff	AP Outcomes CTL's All Teaching Staff PP Coordinator	February 2019
All students can access their appropriate learning material on line	Kerboodle Maths mastery Hegarty Math Availability of Room 225 after school Availability of the Library	The school day is limited to 5 hours. By using on line learning, education can continue after school.	Student voice Discussions with parents during Target Days and Progress Evenings	AP Outcomes Director of External Communications	January 2019 June 2019
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	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.	Student voice Detailed analysis of data produced by the English and Maths team in addition to in depth analysis of results from each RAWL point Year 11 and 13 summer examination results Parent phone calls	AP Outcomes VP Outcomes CTL's All Year 11 and 13 Teaching Staff PP Coordinator	February 2019 August 2019

Instilling a sense of pride	Implementation of 'personal best' policy	Students improve their academy experience and create endless memories that they can carry with them long after graduation Students who have pride in their work do make faster progress	Displaying of 'best work' by all departments include the work of PP students Ensuring feedback is effective and implemented using the 'Go Green' policy Peer observations Learning walks and feedback diagnostics AP in charge of Teaching and Learning will direct support accordingly from the Teaching and Learning Team	AP Outcomes AP Teaching and Learning Teaching and Learning Team CTL's PP Coordinator	November 2018, February 2019 and May 2019
Total budgeted cost					£90960
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?
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 Faculty AP PP Champion to support students studying these subjects	2017-18 Year 11 data showed a gap between PP and non-PP students: Expected Levels of Progress Art – 21% Geography – 13.9% History – 13% French – 20.5%	Exams analysis meetings Learning walks and feedback diagnostics AP in charge of Teaching and Learning will direct support accordingly from the Teaching and Learning Team Subject Reviews One class in Year 7 and in Year 8 receive additional numeracy and literacy lessons	AP Outcomes Raising Standards Leader AP Outcomes Faculty AP's Teaching and Learning Team PP Coordinator	November 2018 February 2019 June 2019
Reduction in behaviour incidents by Year 10	Support directed as per the Faculty Structure	Behaviour data from the previous academic shows that 27% of all external	Behaviour report analysis Student voice	AP Inclusion Systems and	November 2018 March 2019

students	Peer mentoring Support from Behaviour Manager Working in partnership with parents Engaging students with their learning	exclusions have been set for students in Year 10	Parent voice via the Ofsted questionnaire and through meetings/ phone calls	Structures PP Coordinator Behaviour Manager Interventions Manager Inclusion Team Faculty AP's Coordinators and AMs	June 2019
PP and SEN Students receive the most detailed feedback	PP students' books are marked first	Quality of teaching and feedback has the most impact on outcomes for students	Analysis of data after each RAWL point for Year 7-10 and 12 will show improvement and closing of gaps Learning walks and feedback diagnostics AP in charge of Teaching and Learning will direct support accordingly from the Teaching and Learning Team	AP Teaching and Learning PP Coordinator Lead practitioners Teaching and Learning team CTL's All Teaching Staff	
PP, SEN and EAL students make progress in line with students who are not in these groups	Exams analysis meetings with each Subject Leader Analysis of data at all levels Each teaching member of staff will analyse their class data and ensure that appropriate interventions are being applied	PP and SEN students do less well than their non-PP and non-SEN students	Data analysis at all levels of the academy	SENCO PP Coordinator AP Outcomes All teaching staff LSAs	January, March and June 2019
Career advice for all Year 11 students. Students who are unsure	Meetings with Year 11 students about subjects they would like to study and professions	0 NEET students	Analysis of spreadsheet with desired outcomes from students Analysis of destinations after the Summer Results Day	AP Outcomes RSL PP Lead Careers and	November 2018, March and June 2019

of their next steps receive further careers appointments	<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>			IAG Lead	
Students with high behaviour needs are educated outside of mainstream on a short-term basis. They are also support emotionally through close contact with families. Students are integrated back into mainstream education on a case by case basis.	<p>PSIA</p> <p>External agencies to support with behaviour</p> <p>ESA support</p>	<p>The small group of students who were educated off site from December 2017 to July 2018 made an average increase of 47 in their APS.</p> <p>Counselling appointments</p> <p>Safeguarding support</p>	<p>Analysis of behaviour reports show a reduction in the number of external exclusions</p> <p>Analysis of behaviour reports show a reduction in the number of internal exclusions</p> <p>Students are successful in their integration back into mainstream education</p>	<p>AP Inclusion Systems and Structures</p> <p>Behaviour Manager</p> <p>Interventions Manager</p> <p>PP Lead</p> <p>Inclusions Team</p> <p>PSIA Team</p>	November 2018, March and June 2019
<p>Ensuring that 75% of students achieve a grade 9-4 including English and Maths.</p> <p>Ensuring that 50% of students achieve a grade 9-5 including English and Maths</p>	<p>K30 for Years 10 and 11 devised and evaluated after each data analysis</p> <p>Teachers target the progress of the K30 students during their lessons and interventions</p> <p>Residential including English, Maths and MfL</p> <p>Packs sent home for</p>	<p>Pre and post assessment to establish the impact of the Year 11 residential shows students made a fast improvement on their pores</p>	<p>RAWL and subject tracking analysis shows an improvement in progress in the subject areas identified</p> <p>Exams analysis meetings</p> <p>Audit of interventions and their impact</p> <p>RAG'ing Year 11 RAPs and CAIP's</p>	<p>RSL</p> <p>AP Outcomes</p> <p>PP Coordinator</p> <p>Coordinators</p> <p>All Year 10 and 11 Teaching Staff</p>	November 2018, March and June 2019

	<p>students who have long term absence</p> <p>Small group teaching</p> <p>1 to 1 Maths teaching</p> <p>Year 11 residentials</p>				
<p>The average attendance for students in the academy is 95%</p>	<p>Using the Attendance Support System Ladder</p> <p>Monitoring attendance on a half termly basis</p>	<p>Students will perform better in all assessments if they do not have gaps in their knowledge due to absence</p>	<p>Reviewing attendance figures on a half termly basis</p> <p>Ensuring that the Attendance Support System Ladder is being followed where students are not achieved at least 95% attendance</p>	<p>Attendance Team</p> <p>AMs</p> <p>Coordinators</p> <p>Faculty AP's</p>	<p>November 2018, February and May 2019</p>
<p>Improved Year 7 Literacy</p>	<p>SRA decoding and SRA reading spelling support for Year 7 students with low literacy</p> <p>Use of PiXL resources for Year 7 students who start secondary education behind</p>	<p>SRA decoding strategies, SRA reading laboratory and spelling made easy programmes have been shown to have a positive impact in an independent evaluation.</p>	<p>Increased in LUCID test scores</p> <p>Tracking by English Teachers from Transactional and Creative writing</p> <p>The second PiXL assessment completed by Year 7 shows an improvement in literacy and numeracy progress</p>	<p>SENCO</p> <p>Theresa</p> <p>Year 7 Teaching Staff</p> <p>Literacy Coordinator</p>	<p>November 2018, February and May 2019</p>
<p>Improved progress for high attaining pupils</p>	<p>RAWL Analysis and implementation of appropriate interventions</p> <p>Brilliant club</p> <p>Trips to university</p> <p>Assemblies</p>	<p>Implementation of longer term change to the feedback approach which will help all students. High quality feedback is an effective way to improve attainment.</p>	<p>Book Looks</p> <p>Student feedback from the extracurricular activities</p> <p>Analysis of RAWL data, 4i models analysed by all teaching staff to ensure the progress of PP students is clear to all teaching staff.</p> <p>Interventions to be put in place and monitored by the CTL.</p>	<p>AP Outcomes</p> <p>PP Lead</p> <p>HAP Lead</p> <p>CTL's</p> <p>All Teaching Staff</p> <p>PP Coordinator</p>	<p>October 2018, February 2019 and May 2019</p>

Total budgeted cost					£162450
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?
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 2019
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 2019
Total budgeted cost					£48504

6. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Improved progress	CPD on self-regulated writing for relevant teachers.	Review observations from the academy tracking system show that teaching and learning has improved during the academic year.	Staff benefit from observing best practice and co-planning lessons Teaching and Learning should remain at the	108000

		The targeted support that staff received during the year has had a direct impact on the progress of students as there was an increase of 19% in Levels of Progress from December to July in the Year 11 classes taught by the members of staff on support plans.	forefront in terms of the academy priorities	
Improved Year 7 Literacy progress	<p>SEN team to use decoding strategies, reading laboratory and spelling made easy programmes to effectively develop questioning techniques and strategies to follow up text reviews. These techniques to be used with students as well as develop staff in these areas.</p> <p>A bank of specific resources to be created and used by all staff to assess the components of language.</p> <p>A beginner's transition class for maths, English and humanities for 19</p>	<p>A small Year 7 class was taught by a specialist primary school teacher.</p> <p>There has been an 40% increase for students in RAWL 6 who are now on target in the small Year 7 class in their English assessments.</p> <p>SEN Team successfully used decoding strategies with students with low literacy. This has had a positive impact on progress as students are now more able to access material and content being taught in their lessons.</p>	Students benefitted from small group teaching by a specialist teacher. This meant they received more one to one support to target their areas of weakness.	

ii. Targeted Support

Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Improved Year 7 progress for high attaining students	Improved transition links with local feeder primary schools including the creation of the 'Explorers' transition programme for more able Y5 and 6 students before they join the Academy. The "Explorers" programme runs for 10 weeks in the Spring term.	<p>Feedback from staff running Explorer programme for Primary School children was positive in encouraging students to be challenged, as well as deepening their knowledge in subject areas to allow for a smooth transition</p> <p>On average the students who attended the</p>	The Explorer's Programme will be continued for this academic year. It encourages students with high K2 band targets to come to Rivers Academy.	98000

	<p>Students are set in lesson based on KS2 Scaled scores to ensure high attaining students are challenged appropriately.</p> <p>KS4 targets are aspirational and based on Scaled Scores.</p>	<p>Explorers programme in Year 7 had a 6 APS increase compared to the rest of the year group</p>		
<p>Improved progress for PP students in Year 11</p>	<p>Weekly small group sessions in Maths and English for high-attaining students with HOD or equivalent.</p> <p>Targeted intervention groups and revision resources provided.</p> <p>Areas for students to work independently outside of the Academy day</p>	<p>There is a gap of 11% when accounting for the percentage of students who achieved a Grade 4 in English and a 26% gap in Maths.</p> <p>The gap has closed by 2% in English and opened in Maths by 3% when comparing with last year's results</p>	<p>Students in Maths need greater support.</p> <p>SLT to support the Head of Maths in closing the gap.</p> <p>Students who benefitted the most attended the weekly session more regularly.</p>	

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
<p>Improved attendance figures for PP students to match or exceed non-PP students</p>	<p>Attendance officer to ensure that all absences are followed up prior to Break 1.</p> <p>Any patterns of non-attendance are identified and addressed.</p> <p>Any students with significantly low attendance to work with family liaison officer</p>	<p>PP students have a lower attendance percentage compared to non-PP students. .The gap between PP and non-PP students should be 0%.</p>	<p>Communication between the Attendance Officer and AMs, Coordinators and Faculty APs is vital.</p>	<p>£150000</p>
<p>Issues of poor behaviour reduced so that there is no difference between PP</p>	<p>Ensure behaviour systems are applied consistently across the Academy.</p> <p>Students identified as being in need of a</p>	<p>There is a 35% gap between the number of the behaviour points between PP and non-PP</p>	<p>AM's and Teaching staff must be more aware of who the PP students are within their groups. They should adopt a best fit approach in terms of sanction for students.</p>	

<p>and non-PP students.</p>	<p>targeted behaviour intervention to be placed in wave 1/2 interventions.</p> <p>Key 30 students, of which 23 are PP given a reduced timetable with experienced staff teaching core subjects. This is tracked on our revision register on shared drive.</p>		<p>Parents/ Carers should be engaged with the academy further.</p>	
<p>Creating opportunities to provide positive role models for white underachieving PP boys and raise aspirations by demonstrating career possibilities</p>	<p>Workshops, trips, information about apprenticeships, University visits, work experience and out of school visits to workplaces e.g IBM.</p> <p>Year 11 motivational assemblies which are held by visitors and former students</p>	<p>Increasing aspirations for students so that they are more likely to pursue higher education</p>	<p>Visits to higher institutions increases aspirations.</p> <p>The academy should increase the number of visitors from the top Universities.</p>	