

## Pupil premium strategy statement – RIVER ACADEMY. This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Andy Hartley
Pupil premium lead	Becky Clarke
Governor / Trustee lead	Need to identify

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	35 000
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	35000

## Part A: Pupil premium strategy plan

### Statement of intent

At River Academy we aim to effectively and efficiently use resources to have the maximum impact on the outcomes of Pupil Premium (PP) pupils. We recognise that although all children have had their learning disrupted by the Covid-19 pandemic, the negative impact will probably be worse for PP pupils (as has been reported for England by the Social Mobility Commission in its annual State of the Nation report in July 2021). Research suggests that the disruption to learning is likely to have at least reversed the progress made in closing the 'disadvantaged' gap over the past decade. Our ultimate aim is to maintain a sustained response for all children, but particularly for those from socio-economically 'disadvantaged' backgrounds. Within the PP Strategy, we will also consider how to align chosen approaches with PP spending and broader school improvement priorities.

The PP Strategy is cyclical and embedded within a broader strategic implementation cycle. The strategy will be sustained over a three-year period, including ongoing monitoring and evaluation in an annual cycle. In order to develop an effective pupil premium strategy, we have developed an in-depth understanding of the challenges that our disadvantaged pupils are facing. This involved diagnostic assessments of academic challenges and consideration of wider barriers to learning. This strategy has been developed to address these key challenges. The school has adopted the 3-tiered approach recommended by the Education Endowment Fund (EEF), the DfE and Ofsted, to supporting Pupil Premium pupils in order to balance approaches to improving teaching, targeted academic support and wider strategies. The 3-tiered approach will ensure the school focuses on a small number of strategies that are likely to make the biggest difference. Within this tiered model an evidence-based approach has been adopted. Quality first teaching is one of the biggest drivers of student attainment, particularly for those from 'disadvantaged' backgrounds. Consequently, improving quality first teaching is a top priority for PP spending. Evidence consistently shows the positive impact that targeted academic support can have, including children who are not making good progress across the spectrum of achievement. Therefore, the strategy considers how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one support or small group intervention to classroom teaching. Wider strategies which relate to what are likely to be the most significant non-academic challenges (or barriers to achievement) in our school have also been identified and planned for.

Effective implementation is fundamental to the impact of the strategy. The school is committed to two key factors crucial to good implementation. Firstly, implementation will be treated as a process, not an event and will be planned and executed in stages. Secondly, we will create a leadership environment and school climate that is conducive to good implementation. School leaders will continually monitor the progress of the PP Strategy, adapting approaches when and where appropriate as the year proceeds. As actions and approaches are implemented, support will be provided for staff so that they can take ownership of them and deliver them successfully. As challenges (barriers to achievement) emerge these will be addressed through flexible and motivating leadership. We aim to respond to implementation data to tailor and improve approaches.

At River Academy we promote equity. We understand that some disadvantaged students need more support than others. We prioritise teaching and learning to close the attainment and progress gap between Pupil Premium students and their peers.

## Challenges

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

Challenge number	Detail of challenge
1	Lower prior attainment
2	Poor attendance
3	Lack of cultural capital
4	Lack of parental engagement and family support
5	Less developed meta-cognition and self-regulation skills
6	Material poverty

## 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
Ensuring all PP students have access to QFT and a broad and balanced curriculum	<p>DCP data shows a narrowing in the gap in attainment.</p> <p>Evidence of PP student engagement in lessons and “leaning on the learning” gathered as part of Continuous Improvement Strategy (CIS)</p> <p>Low levels of staff turnover and staff absence to ensure high quality pedagogy</p>
Ensuring the “5-a-day” EEF model is embedded to lean on the learning of DA students.	<p>DCP data through a narrowing in the gap in attainment.</p> <p>Evidence of “5-a-day” gathered as part of CIS including use of/access to laptops</p> <p>PP reading levels make the same levels of progress as peers</p>
Ensuring all PP students can access learning	Attendance data at homework club shows increase in PP attendance

	Breaktime detention data analysis for lack of equipment shows no disparity between PP and non-PP students
To increase attendance of PP students	Half-termly attendance data shows a low percentage of PP students who are persistently absent (below 90%)
To prioritise character development of PP students	Audit shows no gap between PP and non-PP student attendance at clubs, fixtures or enrichment opportunities  Ensuring PP students hold a proportionate number of student roles in the school
To broaden horizons and raise aspirations of PP students	PP students able to access trips, with priority given to curriculum trips.
To continue to broaden the menu of wave 3 interventions for PP students who struggle to manage emotions/behaviour in lessons	Low levels of suspensions and exclusions for PP students
Increase engagement of PP students' parents	High levels of PP attendance to parents' evenings (and other school events?)

## 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: £7,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring all PP students have access to QFT and a broad and balanced curriculum</p> <ul style="list-style-type: none"> <li>- Provide staff with quality CPD in line with SIP priorities. Teaching provision quality assured in line with CIS.</li> </ul>	<p>The Education Endowment Foundation (EEF) 's recent review on 'Special Educational Needs in Mainstream School' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils. The EEF Teaching and Learning Toolkit suggests that effective feedback can lead to + 6 months progress. The school policy on feedback has been recently reviewed to ensure that all children, but especially PPs, are clear about 'what they need to</p>	<p>1, 5</p>

<ul style="list-style-type: none"> <li>- Delivery of high-quality lessons that “lean on the learning” of PP students</li> <li>- Annual PP audit as part of strategy design and review</li> <li>- Calendared review of QFT in school</li> <li>- Drip feeding of QFT through briefings and bulletin</li> <li>- Support for staff well-being to optimise staff attendance consistency in school</li> </ul>	<p>do to improve, and how to go about it’ (Dylan Wiliam, Education Scotland Video, 2016).</p>	
<p>Ensuring the “5-a-day” EEF model is embedded to lean on the learning of DA students.</p> <ul style="list-style-type: none"> <li>- Targeted CPD using EEF model as a basis.</li> <li>• Staff rag-rate early September and this informs CPD over the year.</li> <li>- Teaching provision quality assured in line with CIS.</li> <li>- Delivery of high-quality lessons that “lean on the learning” of PP students</li> <li>- Drip feeding of 5 a day through</li> </ul>	<p>The Education Endowment Foundation (EEF) ’s recent review on ‘Special Educational Needs in Mainstream School’ found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils. The potential impact of metacognition and self-regulation is high, with an average impact of +7months progress over the course of a year. The evidence indicates that explicitly teaching pupils strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	<p>1, 5</p>

<p>briefings and bulletin</p> <ul style="list-style-type: none"> <li>• Annual PP audit as part of strategy design and review</li> </ul>		
<p>Ensuring all PP students can access learning</p> <ul style="list-style-type: none"> <li>• Ensure all PP students have access to correct uniform and equipment, as well as study guides and other useful resources</li> <li>- PP champion- to focus on raising the profile of PP students through CPD briefings as well as liaising closely with inclusion team to identify and mitigate any other barriers to learning.</li> <li>• PP attendance at homework club is promoted and supported by staff</li> <li>• Contribution to breakfast club (when set up) to ensure PP students are ready for the day ahead</li> </ul>	<p>Addressing material poverty will help us ensure all PP have access to the same learning opportunities as their non-PP peers. This can particularly benefit the most academically able PP students (DFE 2018)</p>	<p>6</p>
<ul style="list-style-type: none"> <li>• Interventions to develop emotional intelligence/ self-regulation including:</li> </ul>	<p>From EEF Teaching and Learning Toolkit (<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>)</p>	<p>5</p>

<p>ELSA Social skills</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> <li>• cognition – the mental process involved in knowing, understanding, and learning;</li> <li>• metacognition – often defined as ‘learning to learn’; and</li> <li>• motivation – willingness to engage our metacognitive and cognitive skills.</li> </ul>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Year 7 PP LAP students priority access to small group numeracy and literacy support</li> <li>• Maths and English time for additional literacy and numeracy interventions selected students</li> <li>• Use of assessment</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Evidence from the EEF shows that small group tuition is effective, with an average impact of +4 months additional progress over the course of a year. The tuition is most effective when targeted at pupil’s specific needs. Therefore, effective diagnostic assessment is essential.</p> <p>Data before and after interventions allows us to measure impact of interventions.</p>	<p>1</p>

<p>(fluency rubric; NGRT reading tests; Lucid LASS; Lucid RECALL) before and after interventions</p>		
<ul style="list-style-type: none"> <li>- Academic mentoring sessions with HLTA</li> <li>• Scrutiny of DCP data by HoY and PP Champion</li> <li>• Calendared review of data (attendance; positive behaviour points; baseline testing) to monitor progress</li> <li>- PP Champion to create and lead on action plan for underachieving PP students</li> <li>- Priority access to reading intervention programme Read Write inc Fresh Start</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>Phonics approaches have been consistently found to have an average impact of an additional +5 months progress, with synthetic phonic programmes having a higher impact. Peer tutoring approaches have also been shown to have a positive impact on learning, with an average positive effect equivalent to 5 months additional progress within an academic year. Studies have identified benefits for both tutors and tutees.</p>	<p>1</p>

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

Budgeted cost: £ 5,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour Support Worker to work closely with families where attendance is a problem	Nationally there is a correlation between PP students and low attendance. Students with higher attendance also have better academic outcomes. "A school's absence rate is the strongest predictive factor of the progress made by its pupil premium students, but in most schools, it is only a minor focus on pupil premium policy" (Social Mobility Commission: Against the Odds Research Report, June 2021, Pg 7)	2
AHT in charge of enrichment to audit PP engagement in clubs/trips. Register to be kept of attendance at clubs. Action plan created and implemented for those not engaging. Financial support for DA students to attend trips.	In order to develop students into well-rounded individuals, it is important to develop their cultural capital. According to OFSTED "all pupils, particularly disadvantaged pupils and those with SEND will acquire the knowledge and cultural capital they need to succeed in life".	3
Contribution to trips (curriculum and enrichment)	Careers education is associated with positive outcomes for young people as a range of high - quality studies have shown that what young people think about careers (particularly whether they are uncertain or confused/misaligned) (EEF, 2016)	3
Access to bespoke / AP/ part-time timetables for those PP students who are struggling to access mainstream education or regulate behaviour.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> Evidence reviews show that on average social and emotional learning has a positive impact on academic attainment, equivalent to +4 additional months progress. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills—developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.	5

<p>Contribution to family link worker – targeted support for PP parents e.g. coffee mornings , priority parents’ eve bookings, case work, 1:1s for all parents.</p> <p>Whole school policy on working with parents to optimise positive working relationships/ engagement with PP parents and others</p> <p>Funding for FLW to attend extra training to widen their knowledge and impact for these families</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>Parental engagement has a positive impact on additional progress. Effects are substantially higher in early years settings (+ 5 months) and primary schools (+4months). Parental engagement strategies have the risk of increasing attainment gaps if the parents that access parental engagement opportunities are primarily from affluent backgrounds.</p>	<p>4</p>
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**Total budgeted cost: £ 17,500**

**Service pupil premium funding (optional)**

<p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p>
<p><b>The impact of that spending on service pupil premium eligible pupils</b></p>
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## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*