

DISADVANTAGED THREE YEAR STRATEGY

OUR MISSION & BELIEFS

Our intention for our pupil premium spend is simple. Our students, regardless of socio-economic background, should all progress equally. The life chances of those with disadvantaged financial backgrounds should be equal to those that do not have that challenge. Our unequivocal drive towards equality of experience, enrichment opportunities and exam outcomes for all is at the heart of our academy. We believe that what happens in our classrooms in every period of every academy day is what makes the difference. As such we use our PP funding to provide a wide programme of support so that learning opportunities can be accessed without question or excuse. After all, higher attainment creates life chances and life choices.

The Pupil Premium (PP) is additional funding allocated to schools on top of the main funding that they receive. This funding is targeted at students from disadvantaged backgrounds (eligible for Free School Meals or In Care) to ensure that they are able to benefit from the same opportunities as students from less disadvantaged families. The Pupil Premium exists because data suggests that students who have been eligible for Free School Meals at any point in their school career have consistently lower attainment than those who have never been eligible.

Since September 2014, the Pupil Premium is worth £935 and goes to students who at any point in the past six years have been in receipt of Free School Meals (FSM); £2300 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

What the evidence shows: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited.

What the evidence shows: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some wholeclass and whole-school interventions have shown promise but may take longer to show results.

THE RIVERS' THREE TIERED APPROACH TO CLOSING THE DISADVANTAGED GAP: AN EVIDENCE INFORMED APPROACH

TEACHING & LEARNING

Spending on improving teaching includes professional development, training and support for early career teachers and recruitment and retention. Our aim is to ensure an effective teacher is in front of every class and that every teacher is supported to keep improving their practice. We know this is the key ingredient for success. Curriculum is key and we will look at how all students can find a KS4 pathway that leads to a career pathway, this may include looking at alternative curriculum pathways for some.

PASTORAL SUPPORT

Wider strategies relating to the most significant non-academic barriers to success in our school, including attendance, behaviour and social and emotional support. These include our Pupil Premium Promise to ensure all opportunities are open to all and the provision of specialist counselling, mentoring and psychological specialist support.

TARGETED ACADEMIC SUPPORT

Evidence consistently shows the positive impact that targeted academic support can have, including for those who are not making good progress across the spectrum of achievement. We will consider how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching.



THE RIVERS ' THREE YEAR DISADVANTAGED STRATEGY

YEAR 1 2021-2022

TEACHING, LEARNING & CURRICULUM

- + Embed The RIVERS Way in all lessons across the school, to ensure students are given ample opportunity to:
 - Practise retrieval
 - Learn new information
 - Apply new information
 - Reflect on their learning, either through teacher/self/peer assessment
- + Ensure high quality CPD for staff that is bespoke for different levels of experience and responsibility
- + Embed a rigorous quality assurance system in place, using the T&L platform to record and give immediate feedback on the quality of T&L
- + Increase trips, visits and enrichment available to all PP

READING & LITERACY

- + RIVERS Read aloud programme - Years 7-10
- + DEAR Time - Years 7-8
- + Accelerated Reader - Years 7-8
- + Access to the LRC before school, during break and lunch and after school
- + Reading intervention
- + Student Literacy Leader ears 7-10 to take ownership of making sure literacy initiatives take place

PASTORAL SUPPORT (Wider Strategies)

- + Strategically Review at our behaviour systems and sanctions.
- + Embed Rivers Rewards System into Teaching & Learning
- + External counseling providers into school support plan
- + Deploy a full-time attendance officer
- + Deploy Dove project to support hygiene
- + Embed Motivation programme to Achievement director role all year groups

TARGETED ACADEMIC SUPPORT

- + Super 6 Intervention Y11 & Y10
- + 1:1 targeted support in English, Maths & Science
- + Morning Intervention twice per week for English, Math & Science
- + Holiday Programme subject boosters for all Subjects
- + Embed 1:1 attainment review delivered by mentors once per half term
- + 6 week mentoring programme for low achieving boys

YEAR 2 2022-2023

TEACHING, LEARNING & CURRICULUM

- + Establish a staff coaching programme, to continue to enhance pedagogy and best practice
- + Provide increased subject specific CPD time within departments and develop networks across schools to support this
- + Partnerships with business links (City banks, Small group talks)

READING & LITERACY

- + All staff consistently explicitly teaching new Tier 2 and 3 vocabulary in lessons. Likewise, a focus on morphology and etymology.
- + Access to a wide range of non-fiction texts in the LRC, dedicated to each department.
- + Common approaches across all departments and SOW for the creation of the writing and creation of letters, speeches, debates, creative writing, analytical writing, etc.
- + Writing intervention in place for students who find writing fluently difficult
- + Introduce further intervention and work with external agencies, e.g. The Well Manproject and Sister in Strength (both delivered by Essex Youth Service)

PASTORAL SUPPORT (Wider Strategies)

- + Develop alternative provision programme delivered by SSA's to support those needing adapted, more specific curriculum. Small group support, tailored to need
- + Introduce a series of interventions run by SSA's including anxiety, anger management and social skills
- + Careers interviews (PP Priority)

TARGETED ACADEMIC SUPPORT

- + Super 6 focus moves to stretch and challenge with smaller groupings
- + 1:1 support for smaller groups in English Maths & Science
- + Morning intervention to include Bucket 2 subjects

YEAR 3 2023-2024

TEACHING, LEARNING & CURRICULUM

- + Ensure that all students are taught by subject specialists
- + Continue to develop leadership at all levels

READING & LITERACY

- + Spellzone - Online resource to assess and improve student spelling - KS3 focus.
- + Visits from authors, journalists, poets and lawyers/solicitors to highlight the importance of high literacy skills.
- + Books and breakfast club
- + Current affairs club - with a focus on oracy

PASTORAL SUPPORT (Wider Strategies)

- + High quality tailored support dependent on student need.

TARGETED ACADEMIC SUPPORT

- + Introduce a Boys mentor.
- + Introduce Sixth form tutoring

THE RIVERS' THREE TIERED APPROACH: AN EVIDENCE INFORMED STRATEGY

Closing the attainment gap: key lessons learned in the EEF's (Education Endowment Funds) first six years.

Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not - yet - yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.

What happens in the classroom makes the biggest difference: improving the quality of teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence regarding the potential impact of teacher professional development; but the supply of high quality training is limited.

Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some wholeclass and whole-school interventions have shown promise but may take longer to show results.

The transition between phases of education - notably early years to primary, and primary to secondary - is a risk-point for vulnerable learners. Schools need to diagnose pupils' needs as soon as possible in order to put in place effective support to help those falling behind to catch up.

The challenge of improving post-16 attainment is a particular issue for students from disadvantaged backgrounds. A majority of students eligible for free school meals have not achieved a good standard in English and mathematics by age 19. More evidence is needed to identify the best ways to improve outcomes for these learners.

Pupil Premium funding is a valuable tool in supporting senior leaders in raising the attainment of disadvantaged young people. But it is

vital that schools (as well as early years and post-16 settings)

consider how all their resources can be used to achieve this goal. Good teaching for all pupils has a particular benefit for disadvantaged pupils.

The £5 billion per year asset of teaching assistants could be deployed more effectively. Though previous research had suggested that teaching assistants can have a negative impact on children's learning, EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress. How a project is implemented is vital and arguably as important as its content. Successful projects have clarity around their structure, objectives and target group, with high-quality training and materials that allow for adaptation and strong implementation. The EEF's forthcoming guidance report, 'A School's Guide to Implementation', draws out what we have learnt over the last six years.

Schools can make a difference

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country, schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

Quality teaching helps every child

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to

improve the quality of teaching benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.

Support middle and high attainers too

The causes and consequences of disadvantage are varied: Pupil Premium students are not a homogeneous group. Students eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged students who achieve highly in primary school are much less likely than their peers to achieve top grades at GCSE.

School Implementation Process:

Implementation matters

The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.

Research Sources:

- + Education Endowment Foundation: evidence-summaries
- + UK Government: State of the Nation 2018-19: Social Mobility Report
- + Widening participation in higher education amongst students from disadvantaged socio-economic groups: Tamsin Bowers-Brown
- + Education Policy Institute Annual Report 2019: The education disadvantage gap in your area



PUPIL PREMIUM: EVIDENCE BASED SPENDING FOR IMPACT

The Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement.

The attainment gap: the school perspective

- + The attainment gap is not a problem found only in schools assessed by Ofsted as performing poorly - the gap is as large in schools rated 'Outstanding' as it is in schools rated 'Inadequate'.
- + There does not appear to be a direct relationship between increased school funding and increased pupil attainment - what matters most is how schools can effectively and efficiently use the resources they have (both financial and human) for maximum impact.
- + The Pupil Premium is a valuable focus for closing the attainment gap - but it is important schools consider how they can best use all their resources to improve the quality of teaching, as this will benefit all pupils, but particularly the most disadvantaged.
- + One region, London, stands out for its success in improving attainment for disadvantaged pupils and closing the gap.
- + There is huge variability in outcomes for disadvantaged pupils between schools with similar levels of disadvantage.

- + In 10% of primary schools and 8% of secondary schools, disadvantaged pupils are doing better than the national average for all pupils. This shows it is possible to narrow the attainment gap - if we can find effective ways to learn from the successes of the best-performing schools, and achieve greater consistency between similar schools.
- + Schools where disadvantaged pupils are currently attaining below the average of disadvantaged pupils in similar schools should consider how they can help those young people to at least reach that average level of attainment as an initial goal.
- + Reaching this goal would make a big difference - both in improving the outcomes of disadvantaged pupils and in closing the overall attainment gap.

The attainment gap: its impact on children and young people

The attainment gap is largest for children and young people eligible for free school meals (the best available proxy measure of economic disadvantage) and those assessed with special educational needs.

- + The gap begins in the early years and is already evident when children begin school aged 5.
- + The gap grows wider at every following stage of education: it more than doubles to 9.5 months by the end of primary school, and then more than doubles

again, to 19.3 months, by the end of secondary school. This shows the importance of intervening early and then of continuing to attend to the needs of disadvantaged pupils.

- + A majority of 19 year-olds who have been eligible for free school meals leave education without a good standard of recognised qualifications in English and maths - without which, achieving their goals in the world of work or further study will be much harder.
- + While the attainment gap has reduced a little over the past decade, it remains significant. The current slow progress in narrowing the gap means it will persist for decades.
- + Our forecast of the attainment gap for the next five years suggests some positive progress for free school meal-eligible pupils in GCSE English and maths; but no headway on Attainment 8 and a widening of the gap in Progress 8.
- + Even small improvements in young people's GCSE qualifications yield significant increases in their lifetime productivity returns and in national wealth - highlighting the importance of continuing to focus on improving results for currently low-attaining pupils.

PUPIL PREMIUM STRATEGY STATEMENT

SUMMARY INFORMATION					
Academic Year	2021-2022	Total PP Budget	£185,130	Date of next strategic review	September 2022
Total numbers of KS3/4 pupils	1006	Total numbers of eligible pupils	<u>198</u>	% of PP pupils	19.6%

ATTAINMENT INFORMATION					
	PROGRESS 8		NATIONAL AVERAGE		DIFFERENCE
Progress 8 of PP students 2021	- 0.02	National average 2019	N/A	National comparison	N/A
Progress 8 of PP students 2019	+0.34	National average 2019	-0.45	National comparison	+ 0.79
Progress 8 of PP students 2018	+0.21	National average 2018	-0.44	National comparison	+ 0.65

2021-2022 COHORT BREAKDOWN				
	MALE	FEMALE	TOTAL	TOTAL %
7	24	26	50	24.1%
8	16	22	38	20.6%
9	16	23	39	18.6%
10	19	17	35	16.1%
11	19	16	35	18.7%
Overall Total	94	104	198	19.6%

Basics		
	9-5 %	9-4 %
2021	59.5%	80%
2020	41.8%	60%
2019	39.1%	55.9%
2018	33.6%	54.6%

We promise to provide the following for all our Pupil Premium students to maximise your chances of success:

- + High quality teaching and regular homework, alongside challenging and ambitious targets for what you can achieve
- + A Home Study Pack with all the equipment you need to be successful at school, including Revision Guides a Scientific calculator and stationery.
To get one of these just email Mrs Mahoney on amahoney@ormistonriversacademy.co.uk
- + Access to ICT equipment and colour printers each day after school in the Library to help you with coursework and homework
- + Daily Homework Club: a space for you to work after school each night of the week in the Learning Resource centre and library
- + Subsidised trips so you can attend local, national and international trips and visits. Contact Mrs Mahoney (email above)
- + Free transport every night via our late bus so that you can attend any extra-curricular activity
- + Free Breakfast (Including Breakfast club) or Snack at break
- + A dedicated Pupil Premium phone-line for parental support or help with transport emergencies, 8am-4pm Monday-Friday. 01621 787823
- + Priority access to Careers guidance bookable direct through Louise Brazier on lbrazier@ormistonriversacademy.co.uk
- + Access to 1-1 Free Music lessons for those that show musical interest via Miss Thurtle on CThurtle@ormistonriversacademy.co.uk
- + Access to higher education trips to Careers Fairs and Universities to raise your aspirations via Mrs Compton on fcompton@ormistonriversacademy.co.uk
- + Booster sessions and 1:1 tuition
- + Access to help with buying school uniform via Mrs Mahoney on amahoney@ormistonriversacademy.co.uk
- + A wide range of Period 6 lessons to support you in the run up to your exams (and after school clubs and sports teams for all.)
- + Drop in access at break and lunches to pastoral support from our team of student support officers and Wellbeing Warriors
- + A dedicated Senior Leader to support all Pupil Premium Families