

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ormiston Rivers Academy
Number of pupils in school	1015
Proportion (%) of pupil premium eligible pupils	17.54% (178)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Joanne Williams
Pupil premium lead	Joseph Priddle
Governor / Trustee lead	Matthew Symons

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 169,990
Recovery premium funding allocation this academic year	£ 25,810
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	£ 195,800

Part A: Pupil premium strategy plan

Statement of intent

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 program of support so that learning opportunities can be accessed without question or excuse. After all, higher attainment creates life chances and life choices.

Challenges

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

Challenge number	Detail of challenge
1	Literacy Low literacy skills. Across the school levels of literacy are being addressed with the gap between chronological and current reading age larger than in previous years due to the impact of COVID. 40% (68) of pupil premium pupils are currently one year or more behind their chronological reading age. (Y7-10) 25% (210) pupils in total are 1 year or more behind their chronological reading age (Y7-10)
2	The Attendance data produced over the first term indicates that the attendance of disadvantaged pupils (92%) is lower than non-disadvantaged (93.1%) and national target (95%).
3	Low attainment disadvantaged Boys Current data for Y11 indicates that disadvantaged boys are scoring -0.71 whilst non disadvantaged boys scored a P8 of -0.05.
4	Low attainment disadvantaged HPA Current data for Y11 indicates that disadvantaged HPA are scoring -1.88 whilst non disadvantaged boys scored a P8 of -0.32.

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
Improved literacy skills across KS3 & KS4	90% of KS3 PP read at or above reading age. PP pupils achieve P8 target or better (P8 score of 0) in English Year 10 & Y11 end of year outcomes (By subject).
Improved attendance	95% attendance for all PP pupils but allowance given for COVID absence.
Improved attainment for Dis Boys	P8 figure +0.2 across school for Y10 & Y11 Attainment target (Above Secure Towards) met in English Maths & Science at KS3 & KS4.
Improved attainment for DISHPA	P8 figure +0 for Y10 & Y11 Attainment target (Above) met in English Maths & Science at KS3 & KS4.

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: £ 18,954.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop all teachers to be teachers of literacy, regardless of their specialism.(CPD led by English specialist & David Didau)	Approaches and strategies that focus on speaking, listening and a combination of the two all show positive impacts on attainment. (EEF 2021)	1 3 4
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	3 4
New Group Reading Test (NGRT) identify gaps in reading	Reading comprehension strategies are high impact on average (+6 months). EEF 2021. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.	1 3
Access to Library LRC before, during and after school	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading in-creases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).	1 4

Read Aloud Programme (Cost of books) Mentor time in KS3	Reading confers all sorts of intellectual advantages: the more you read the more intelligent you will become We can overcome some of the disparity between fluent and non-fluent by reading aloud (this won't address reading fluency, but it will provide non-fluent readers with the cognitive advantages of reading. David Didau 2021	1
John Sullivan Support consultant focus on Coaching & Rosenshine Principles Feedback & QA	"Quality teaching and learning is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF John's support will improve Teaching and Learning at the academy and equip leaders with the tools to maintain high standards across time.	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 103,863.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 / Targeted small group intervention for Eng & Math (Phi CMe ASW & JMo)	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling areas. +5 months EEF	3 4
Small group after school support / Intervention for Y10 & Y11 for all subjects (Super 6)	Programmes that extend school time have a positive impact +3 months EEF	3 4
Morning Support in English, Maths 7 Science twice per week (1hr total) for Y11 for targeted pupils	Programmes that extend school time have a positive impact +3 months EEF	3 4

Holiday Programme Support in all subjects for Y11 & Y10 targeted pupils	Programmes that extend school time have a positive impact +3 months EEF	3 4
Reading intervention	Reading confers all sorts of intellectual advantages: the more you read the more intelligent you will become We can overcome some of the disparity between fluent and non-fluent by reading aloud (this won't address reading fluency, but it will provide non-fluent readers with the cognitive advantages of reading. David Didau 2021	1
Academic Mentoring for HPA during tutor time	The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment +2 months EEF	4

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

Budgeted cost: £ 72,982.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy full time attendance officer to liaise with parents	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.	2
Embed attendance focus during mentor time (Pupils aware of Go4schools system to monitor own live attendance & Mentors have regular conversations with pupils about attendance)	Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.	2
Rewards system for PP attendance	The Department for Education (DfE) published research in 2016 which found that: - The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4	2

	<ul style="list-style-type: none"> - Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions - Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons 	
Deploy Dove Self-esteem Project to support hygiene	Running globally since 2014, the Dove-Self Esteem Project has been written by education experts and is based on research from the Centre For Appearance Research. The resources are easy-to-use by teachers or parents both in school and at home. They are proven to have a positive impact on young people's self-esteem. 2021	2
Cultural Capital (Enrichment, visit & trips)	External, interactive learning activities tie learning to personal experiences and memories, helping students develop a deeper understanding of subjects and topics. This often promotes better behaviour, achievement and involvement back in the classroom	2 3 4

Total budgeted cost: £ 195,800

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?



Rivers :: GCSE 2021 :: Y11 TAG
GCSE 2021 HEADLINES

	ALL	M	F	Dis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
PROGRESS 8	0.53 [194]	0.18 [96]	0.87 [98]	-0.02 [47]	0.16 [35]	0.63 [19]	0.51 [83]	0.52 [92]	-0.12 [16]	-1.89 [6]	- [0]
ATTAINMENT 8	53.79 [195]	50.49 [96]	56.99 [99]	44.30 [47]	41.34 [35]	30.62 [19]	45.51 [83]	65.78 [92]	57.08 [16]	22.21 [6]	- [0]

BASICS	ALL	M	F	Dis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
95 BASICS	59.5% [116]	54% [52]	64.6% [64]	38.3% [18]	37.1% [13]	5.3% [1]	36.1% [30]	91.3% [84]	68.8% [11]	0.0% [0]	- -
94 BASICS	80.0% [156]	78.1% [75]	81.8% [81]	61.7% [29]	54.3% [19]	26.3% [5]	74.7% [62]	95.7% [88]	81.3% [13]	16.7% [1]	- -

BASKETS	ALL	M	F	Dis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
MATHS PROG	0.30 [194]	0.09 [96]	0.51 [98]	-0.14 [47]	0.07 [35]	0.68 [19]	0.32 [83]	0.20 [92]	-0.56 [16]	-1.04 [6]	- [0]
ENGLISH PROG	0.33 [194]	-0.08 [96]	0.73 [98]	-0.13 [47]	0.04 [35]	0.64 [19]	0.28 [83]	0.30 [92]	-0.23 [16]	-1.37 [6]	- [0]
EBACC PROG	0.18 [194]	-0.08 [96]	0.44 [98]	-0.48 [47]	-0.17 [35]	0.09 [19]	0.02 [83]	0.35 [92]	-0.35 [16]	-2.75 [6]	- [0]
OPEN PROG	1.16 [194]	0.67 [96]	1.65 [98]	0.59 [47]	0.62 [35]	1.14 [19]	1.28 [83]	1.06 [92]	0.49 [16]	-2.75 [6]	- [0]



Rivers :: GCSE 2021 :: Y11 TAG
GCSE 2021 KEY GROUPS vs 2018 NATIONAL

	Dis	National	National nDis
PROGRESS 8	-0.02	0.01 -0.03	-0.15 0.13
ATTAINMENT 8	44.30	-2.40 46.7	-6.00 50.3

BASICS	Dis	National	National nDis
95 BASICS	38.3%	-4.9% 43.2%	-11.6% 49.9%
94 BASICS	61.7%	-2.9% 64.6%	-10.1% 71.8%

BASKETS	Dis	National	National nDis
MATHS PROGRESS	-0.14	-0.12 -0.02	-0.25 0.11
ENGLISH PROGRESS	-0.13	-0.09 -0.04	-0.24 0.11
EBACC PROGRESS	-0.48	-0.45 -0.03	-0.62 0.14
OPEN PROGRESS	0.59	0.63 -0.04	0.47 0.12

PILLARS	Dis	National	National nDis
SCIENCE VA	-0.28	-0.28 0.00	-0.41 0.13
HUMAN VA	-0.45	-0.45 0.00	-0.61 0.16
LANG VA	0.79	0.79 0.00	0.74 0.05

Worthy of note - 2019 Dis P8 +0.33 (second highest non selective score in Essex)

FOCUS 2020-2021	INTENDED OUTCOME	2020-2021 EVALUATION
Close Disadvantaged Gap	Disadvantaged students to achieve a Progress 8 score in line with or exceeding the national average. Our intention is to completely close the gap between PP and Non PP students.	No allowable external (verified) Data for Pupil Progress due to Covid19. Internal data and QA shows a gap of -0.5

Educational trips and visits both locally, nationally and internationally.	To ensure all disadvantaged students are able to partake in educational trips and visits at a reduced, subsidised cost.	Disallowed due to pandemic. Allocated cost moved to NTP tutoring programme.
Counselling & wellbeing support	All students to make at least expected attainment and progress at Summer 2020 data drop.	School counsellor 2 days a week NE-Teens, charity 1 day free, we pay for a day. Sees students 1-1. Student counsellor on placement sees 3 students, mostly anxiety based. Engage REACH with coaching/mentoring, focused on negative behaviour, started to focus more at KS3 here. Use other external agencies through Essex Social Care.
Most Able and programs	We would like to completely close the gap between PP and Non PP achievement to 0.	All successfully ran albeit often virtually. All students that participated graduate from Brilliant Club Scholar program.
Rewards	To see an improved attendance at parents' evenings for PP families. To see improved outcomes for PP students in Year 11 2020.	Honours assemblies and initiatives like the school badge program all ran.
Student Support Assistants (SSAs)	To ensure that disadvantaged students are supported to make expected progress and close the gap to 0.	SSA's have built own internal intervention program, these are 6 week programs on Anxiety and Resilience, Managing Negative Emotions and Empowering Teens (sexual health and healthy relationships). Additional wellbeing mentor program delivered to every year group one day per week for each year group.
Learning Resources	To ensure that all options are exhausted in giving our disadvantaged students the best possible educational chances	Reading library both physical and virtual now in place including a trolley based system to support bubbling and consequent access to books for all year groups.
Alternative Provision	To reduce the exclusion rates for disadvantaged students	We used a range of external agencies to provide and off-site and bespoke curricular some days each week for identified students. This Circles Farm and Rally Car. Due to Covid19 we did not complete the roll-out of the Princes Trust qualification.
Additional Learning Programmes	Raise attainment of PP students in English Maths & Science	All platforms engaged with as well as the addition of GCSE Pod.
1:1 reading & literacy program	More PP students reach Age Related Reading Age.	Funds were re-distributed to this Foci in term 3 following Lockdown 2 (from other initiatives above) to allow for a bi-weekly literacy and reading/comprehension programme with Year 7/8/9s.
Maths intervention	More PP students reach end of year targets.	A tutor was employed to deliver small group sessions with a particular focus on Year 10/11 and resit Maths skills.
Classroom support & smaller group studies across all key stages	Core subjects, especially English to show a rise in PP attainment in Year 11.	Deployed across the year virtually and in person where allowed.

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
NTP	National Tutor Programme
Accelerated Reader	Renaissance Learning

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.

Below is our three year plan along with our pupil promise

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

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 though 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