

Our Academy mission is to
Deepen Learning and Raise Aspiration
 through our AIRR values
Aspiration - Independence - Resilience - Respect



Pupil premium strategy statement – Ormiston Rivers Academy

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1163
Proportion (%) of pupil premium eligible pupils	15.4% (179 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Joanne Williams
Pupil premium lead	Helen Victory
Governor / Trustee lead	Nick Gilmour

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 172,375
Recovery premium funding allocation this academic year	£ 49,128
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</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.	£ 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	£ 221,503

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. 15% of pupil premium pupils are currently one year or more behind their chronological reading age. (Y8-11) 12% pupils in total are 1 year or more behind their chronological reading age (Y8-11)
2	The Attendance data produced over the first term indicates that the attendance of disadvantaged pupils (86.70%) is lower than the whole school figure (91.92%) and national target (95%). Persistent non-attendance is also significantly higher for disadvantaged students at 46.47% compared to the whole school figure of 26.79%.

3	Low attainment disadvantaged Boys In 2022 disadvantaged Boys achieved a P8 score of –1.02. Current data for Y11 indicates that disadvantaged boys are scoring –1.26 whilst non disadvantaged boys scored a P8 of –0.94. It is predicted that Year 11 disadvantaged boys will score 0 whilst non-disadvantaged boys score +0.42.
4	The behaviour data produced over the last academic year indicates that exclusions and suspensions amongst disadvantaged students is higher than for non-disadvantaged students. Of the 229 Pupil premium students, 36 have received 1 or more suspension during this academic year (15.72%), compared to 46 of the 931 non-pupil premium students who have received 1 or more suspension (4.94%). In the first half term of 2022-23 of the 179 pupil premium students 17 had received 1 or more suspensions with 152 sessions of suspension between them, compared to 14 non pupil premium students from the 984 pupils with 91 sessions between them.

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 students accelerate their reading age to at least within 6 months of their age. PP pupils achieve P8 target or better (P8 score of 0) in overall English Year 10 & Y11 end of year outcomes.
Improved attendance	96% attendance for all PP pupils, discounting persistent absence. Reduce persistent absence of PP students from 42.79% to 30%.

Improved attainment for Dis Boys	P8 for disadvantaged boys reduces gap to 0.2 against non-disadvantaged boys
Improved behaviour	Reduce number of suspensions overall for PP students by 50%

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: £ 111,199.88

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
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
New Group Reading Test (NGRT) identify gaps in reading	Reading comprehension strategies are high impact on average (+6 months). EEF 2021.	1 3

	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.	
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
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 & Rosenshein Principles Feedback & QA	"Quality teaching and learning Good 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, 3,
Lexonik training for staff to deliver bespoke reading intervention programme	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 Reading confers all sorts of intellectual advantages: the more you read the more intelligent you will become	1, 3

	<p>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.</p> <p>David Didau 2021</p>	
Lexonik vocab programme for all teaching staff	<p>"Quality teaching and learning Good is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF</p> <p>Lexonik vocab will improve the Teaching and Learning of key terms and vocabulary at a subject level equip teachers with the tools to deliver high standards of literacy development support.</p>	1, 3
Establish a staff coaching programme, to continue to enhance pedagogy and best practice	<p>"Quality teaching and learning Good is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF</p>	3
Provide increased subject specific CPD time within departments and develop networks across schools to support this	<p>"Quality teaching and learning Good is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF</p> <p>This subject specific CPD time will enable subject specific pedagogy and delivery development and enhance the quality of teaching and learning.</p>	3
Provide CPD and implement Middle leader subject audit and action planning for PP provision	<p>"Quality teaching and learning Good is the most important lever schools have to improve outcomes for disadvantaged pupils." EEF</p> <p>This CPD and subject specific focus on Teaching and Learning provision by each department for Pupil Premium students will</p>	3

	enable subject specific pedagogy and delivery development and enhance the quality of teaching and learning.	
Production of pupil passports for disadvantaged students	<p>“Quality teaching and learning Good is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF</p> <p>Providing staff with specific information about the individual students and strategies that are effective for their learning will support quality teaching and learning in lessons.</p>	3
Monitoring and QA procedures to involve PP specific focus	<p>“Quality teaching and learning Good is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF</p> <p>QA of teaching and learning provision for disadvantaged students and the identification of areas for development of provision is essential to continued improvement in the quality of teaching and learning. This is to include student voice to ensure Pupil premium students feel they have a voice and are listened to.</p>	1, 3, 4
1:1 / Targeted small group teaching for English & Maths from specialist teachers (PHI & 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

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

Budgeted cost: £ 44,895.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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
Morning Support in English, Maths, Science, and Humanities twice per week (1hr total) for Y11 for targeted pupils	Programmes that extend school time have a positive impact +3 months EEF	3
Holiday Programme Support in all subjects for Y11 & Y10 targeted pupils	Programmes that extend school time have a positive impact +3 months EEF	3
Reading intervention – Lexonik programme	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 PP boys 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	3,
Sixth Form mentoring for PP boys 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	3
Academic resources purchased for each subject for all PP students	Aims to equip learners with the resources needed to successfully engage in lessons and to continue their learning independently at home through revision activities.	3
Introduce further intervention and work with external agencies, e.g. The Well Manproject and Sister in Strength (both delivered by EssexYouth Service)	The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment +2 months EEF	2, 3, 4

Appoint a Pupil Premium Champion to work directly with pupil premium students	This person will form relationships with the students and their families and act as their first point of contact in order to offer support and identified interventions for the students	1, 2, 3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 65,407.46

Deploy full time attendance officer to liaise with parents	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach.</p> <p>Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.</p> <p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> - 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 - 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 	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)		2
Rewards system for PP attendance		2

	Students who have 5 consecutive days or longer off are supported with return to school and catch up of missed learning through new HOY meeting system. This will ensure gaps in learning are addressed and students supported in their return.	
One up provision	Behaviour interventions have a positive impact of +4 months EEF Provision working with students to equip them with skills and mechanisms to cope in an educational environment and be successful learners.	4
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
The Bridge MIC enhanced provision opened and working with identified students	Short term provision to support students in developing the learning dispositions, attitudes and characteristics needed to be well rounded, resilient learners, with the aim of transitioning back to mainstream setting.	4
Purchase non-fiction texts for library	To provide students with access to a wide range of non-fiction texts in the LRC, dedicated to each department, which is promoted by subjects for additional reading. LRC is open to students before and after school as well as at break times to facilitate reading for pleasure and events are run to highlight the importance of reading and encourage student participation. 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.	1

	David Didau 2021	
Introduce a series of interventions run by SSA's including anxiety, anger management and social skills	Behaviour interventions have a positive impact of +4 months EEF	2, 3, 4
PP students given priority access to Careers Interviews with the Independent Careers Advisor	Action put in place to ensure students can access CEAIG and help students to plan for next steps	3
Targeted parental engagement evenings (incentive raffle prize)	To equip parents to support their children and provide an appropriate space, routines, and support with revision. Parents who attend all 3 sessions will be entered into a prize draw. Parental engagement is shown to have a positive impact of +4 months EEF	2, 3, 4

Total budgeted cost: £ 221,503

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

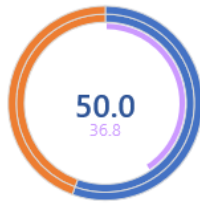
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.



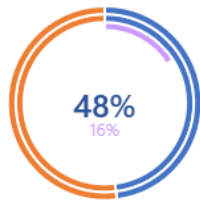
Rivers :: GCSE 2022 :: Y11 Results
GCSE 2022 DASHBOARD



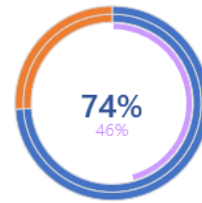
PROGRESS 8



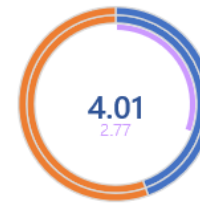
ATTAINMENT 8



95 BASICS



94 BASICS



EBACC AV PTS

	ALL	M	F	Dis	nDis	SEN	LPA	MPA	HPA	DisHPA	CLA	EAL
PROGRESS 8	-0.05	-0.31	0.25	-0.69	0.10	-0.35	0.24	-0.07	-0.29	-1.06	-0.62	-
ATTAINMENT 8	50.0	48.0	52.2	36.8	53.2	39.1	34.9	49.8	64.3	54.5	42.1	-
95 BASICS	48%	44%	53%	16%	56%	27%	8%	47%	88%	50%	50%	-
94 BASICS	74%	72%	77%	46%	81%	50%	34%	80%	95%	100%	50%	-
EBACC AV PTS	4.0	3.8	4.2	2.8	4.3	3.0	2.6	3.9	5.6	4.9	3.2	-

Budget 2021-22 = £195, 800

FOCUS 2021-2022	INTENDED OUTCOME	EVALAUTION
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.	GCSE results in 2022 shows a gap of -0.79 (unverified). This slightly larger than national. However, this shows a significant drop in school data partly exacerbated by Covid, but also due to changes in bucket 3 subjects.
Improved literacy skills across KS3 & KS4	Literacy skills across KS3 and KS4 are improved with 90% of KS3 PP reading at or above reading age, and PP pupils achieving a P8 target or better (P8 score of 0) in English Year 10 & Y11 end of year outcomes.	<p>Reading ages have improved across the year. In September 2021, 40% (68) of pupil premium pupils were one year or more behind their chronological reading age (Y7-10). By the end of the academic year 15% of pupil premium students are still one year or more behind their chronological reading age, with 25% of students improving to within a year of their chronological age. The majority of this progress is down to more accurate testing and the introduction in April 2022 of the Lexonik reading scheme which saw PP students on the scheme make an average reading age gain of 20.56 months.</p> <p>The unverified P8 figure for English progress for disadvantaged students was -0.72 in the Year 11 GCSE outcomes. Key students who were on alternative provision and persistent non-attenders impacted this figure significantly.</p> <p>All staff have been trained in literacy provision and reading aloud is a provision in all tutor times from Years 7-10. This provision will be enhanced for the next academic year. Lexonik vocab was also launched at the end of the academic year and all staff are not embedding key term provision and linking to root words.</p>
Improved attendance	Improved attendance for PP students with 95% attendance for all PP pupils but allowance given for COVID absence	Attendance for PP students for the academic year 2021-22, with Covid absence removed, was 90.54%. This was compared to a school attendance figure of 94%.
Improved attainment for disadvantaged boys	Improved attainment for disadvantaged boys with a P8 figure of +0.2 for Year 11 disadvantaged boys, and an attainment	Disadvantaged boys scored a P8 figure of -1.02 in GCSE outcomes in 2022. This was partly due to two boys who were on alternative provision but is an area for continued focus.

	target (Above Secure Towards) met in English Maths & Science at KS3 & KS4.	
Improved attainment for DISHPA	Improved attainment for DISHPA with a P8 figure of 0 for Y11 and an attainment target (Above) met in English Maths & Science at KS3 KS4.	The attainment for DISHPA was -1.06 (unverified). This is not a pattern that is predicted to repeat with current Year 11 with only one student in this category who is predicted a positive P8 figure.
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.	Trips all advertised with help available for PP students. PP students attended a range of UK based trips and local visits. Internataional still not possible due to Covid restrictions and insurance requirements. Some PP focused trips run for raising aspirations with Anglia Ruskin, to visit Shakespeare's Globe theatre and to visit Cambridge University.

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
Lexonik	Lexonik
OneUp	
Sisters in Strength and the Good man project	Essex Youth Service

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.
- + 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
- + Parent engagement evenings focused on academic support and revision strategies

YEAR 3 2023-2024

TEACHING, LEARNING & CURRICULUM

- + Ensure that all students are taught by subject specialists
- + Continue to develop leadership at all levels
- + Embed coaching so all staff have a coach and pedagogy is constantly developed
- + Provide time for cross-curricular planning to support consistency of the delivery of key common topic areas

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
- + Common approaches across all departments and SOW for the creation of the writing an creation of letters, speeches, debates, creative writing, analytical writing, etc.

PASTORAL SUPPORT (Wider Strategies)

- + High quality tailored support dependent on student need.
- + Targeted Careers speaker sessions and industry visits offered by every subject area

TARGETED ACADEMIC SUPPORT

- + Introduce a Boys mentor.
- + Introduce Sixth form tutoring
- + Sixth Form student support students lower school with revision strategies and skills

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