



Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Rivers ESC
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 to 2026-2027
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Andy Stuart
Pupil premium lead	NT, MMcD
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,695
Recovery premium funding allocation this academic year	£5,106
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	£15,801

Part A: Pupil premium strategy plan

Statement of intent

How we make decisions on using the pupil premium:

On admission to Rivers ESC, each young person is checked for FSM eligibility from the Education Benefits Team. The pupil premium team and SLT will analyse the needs of entitled children and put strategies in place accordingly. In making provision for pupil premium children, we recognise that not all pupils who receive FSM will be socially disadvantaged or underachieving.

We also recognise that not all pupils who are socially disadvantaged will qualify for FSM due to not meeting the stringent criteria. We therefore reserve the right to allocate the pupil premium funding to support any pupil(s) that the Centre deems to be disadvantaged.

Strategies:

Pupil premium meetings are held at least termly to track and monitor effectiveness by:

- Weekly tracking meetings are held at both sites where individual pupil needs are discussed
- Identifying potential strategies and discuss each individual learner's barriers
- Each individual learner has baseline assessments on admission
- Ensure that all staff are aware of eligible pupils and identify where additional support is required
- Additional 1:1 tuition for core subjects; English and Maths where there is an identified need using the National Tutoring Programme scheme
- Additional resources provided for individuals being identified by need
- Targeted support from the SEN team to accurately assess and improve pupil's reading and spelling where identified

Challenges

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

Challenge number	Detail of challenge
1	Excluded from school
2	Negative educational experiences in previous settings
3	Low income
4	Complicated behaviours/learning needs
5	Negative experiences of education within families

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
1. Remain in compulsory education	KS3 reintegration. KS4 complete qualifications or successful reintegration. Post 16 provision is in place
2. Engage better in education	Improved attendance (transport provided). Fewer exclusions. Better relationships with staff and peers. Better participation in lessons. Better outcomes.
3. Children are fully equipped for school	Appropriate clothing/uniform. All equipment and resources are provided. Extra-curricular activities are funded. All stationery is provided. Pupils who take Art are provided with materials to work with at home Ingredients for food tech are provided Pupils are offered breakfast, food at breaktime and lunch to take home every day. Supermarket vouchers issued in school holidays
4. Working with outside agencies. Specialist English & Maths tutors	Use of recovery funding / catch up funding Mental Health Support Drug support Mentoring
5. Working with parents/ Better family liaison/support	Key staff equipped with work mobiles for liaising with families Families supported by Family Support Worker Multi Agency liaison/involvement Regular Pupil Progress days Staff attending professionals meetings

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of maths tutor	Identified need for extra targeted intensive work	2 4
Retention of English teacher	Identified need for extra targeted intensive work	2 4
Staff inset on Steps training and Mental Health training	Staff need to refresh training.	1 4
Retention of support staff (attendance officer roles)	Support staff at KS3 & 4 upskilled in attendance monitoring	3 4 5
Recruitment of a HTLA for the Phoenix Centre	Identified need for extra targeted intensive work	2 4
Recruitment of Phoenix Centre Lead (Jan 24)	Identified need for extra targeted intensive work	2 4
Recruitment of KS3 Family Support Worker	Identified need for extra targeted with families/outside agencies	4 5

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

Budgeted cost: £ Staff Costs

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or small groups for maths	Development of Maths skills in preparation for formal examinations	2 4
1:1 or small groups for English	Development of English skills in preparation for formal examinations	2 4
Targeted lessons for reading for fluency	Introducing reading for Fluency project	2 4

KS3 Reset programme	Introducing an adapted reintegration programme	2 4
Core revision sessions	To prepare students for the summer GCSE exams	2 4
Extra curricular lessons	Provide with extra lessons, resources	2 4

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Transport	Provide transport (taxi, bus, train, etc) to support attendance and improvement attainment	3 4 5
Family Support Workers (FSW)	KS3 & 4 FSW 's removed from teaching assistant duties to concentrate on family support work	4 5
Mental Health First Aiders	Appointed staff provide mental health support to pupils. This is provided through curriculum delivery, displays, 1:1 work with pupils and parents.	2 4 5
Rewards for Attendance	Weekly raffle for 100% attendance Every 4 weeks acknowledgment of punctuality and/or improvement on previous attendance Half termly letter and voucher to recognise over 90% attendance	4
School trips	Funded trips to support learning outside the classroom	2 3
Provide appropriate clothing/uniform	Helping pupils to be part of the school community and to support reintegration and work experience and to college placements	3
Alternative Provision and work experience placements	Provide off site alternative education in colleges and vocational experiences Visit to further and higher education provisions	5
Personal care	Identified need to provide personal items such as toiletries	3
Learning resources	Provision of school laptop to support online learning	3 4

	Provision of other learning resources such as cookery ingredients to take home to cook with family	5
Duke of Edinburgh	Provide resources for the expedition, site booking, etc	3 5
Mentoring	Additional support for the Social, Emotional, mental health needs of pupils	2 4 5
Primary and secondary Therapy (including music and art)	Additional support for the Social, Emotional, mental health needs of pupils	2 4 5

Total budgeted cost: £16,000

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 2022-23 academic year.

The table below shows a breakdown of our 2022-23 cohort in GCSE English and Maths:

	English			Maths			Both		
	Cohort	Grades 9-4	Grades 9-1	Cohort	Grades 9-4	Grades 9-1	Cohort	Grades 9-4	Grades 9-1
All	28	No. 4 14%	No.24 86%	28	No. 4 14%	No.24 86%	22	No. 1 5%	No.21 95%
Pupil Premium	8	No. 1 13%	No. 7 87%	8	No. 1 13%	No. 7 87%	8	0	No.8 100%
Non-Pupil premium	20	No. 3 15%	No.17 85%	20	No. 3 15%	No.17 85%	14	No. 1 7%	No.13 93%

Externally provided programmes

Programme	Provider
English, Maths and Science Virtual lessons (morning programme)	ADL (Acorn Digital Learning)
C&G Level 1 Certificate in Multi Skills Construction and Motor Vehicle and Hair and Beauty	CTP (Construction Training Partnership)
C&G Level 1 Certificate in Multi Skills Construction	HRC