



Pupil Premium Strategy 2023-26 (Incorporating the impact of Pupil Premium spending 2022-2023)

This statement details Riverside Meadows Academy's use of pupil premium funding to help improve and enhance the attainment of our disadvantaged learners.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact of last academic year's spending of pupil premium had within our school, how it affected personal development and wellbeing and the impact on progress of the young people here.

School Overview

School Name	Riverside Meadows Academy St Neots
Number of learners in school	56
Number of learners in receipt of pupil premium (September 2023)	36
Proportion of learners in receipt of pupil premium	64%
Number of LAC children in receipt of Pupil Premium Plus	0
Number of learners meeting Ever Six criteria	6
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement Authorised by	Andrew Armstrong (Head Teacher)
Pupil Premium Lead	Claire Heseltine (Assistant Head Teacher)

Funding Overview

Pupil premium funding allocation this academic year for Riverside Meadows Academy	£50935 (Split between Wisbech Green £21160 and St Neots £29775)
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Statement of Intent

Our aim is to use pupil premium effectively to impact the progress and well-being of the most disadvantaged of our learners. We aim to expand the opportunities and to open up life chances for these young people through the delivery of an effective and adaptive programme of study, of targeted interventions and therapies. We wish to avoid socio-economic challenges to add to the challenges already faced by our young people and for there to be no discernible differences to their peers who join us with similar starting points.

Particular points of measurement are:

- Academic Attainment
- Progression to further education
- Employability
- Social Opportunities
- Wellbeing and mental health

As with everything we do, the young people are at the heart of this strategy. We are flexible and adaptive, doing our utmost to meet the needs of each young person as they present, working to the strengths as well as the needs of each young person. We believe in the entitlement of all young people to access a broad and balanced curriculum that prepares them for an independent and productive life as participating and healthy citizens of British society. Preparation for Adulthood is an important part of our offer as we think about the next steps of our young people and ensuring they have the tools they need to live independently. We are working towards becoming a therapeutic school as our learners come to us with a range of social and emotional needs which we strive to meet in order for these young people to have full lives and the belief that they can achieve.

A high quality, adaptive approach will ensure that the needs of all our learners are met. This includes high quality teaching in school, our online provision, our one-to-one support of students who need the extra level of support to give them confidence, interventions provided internally and externally and therapies such as yoga, swimming, horse riding and sensory circuits. Educational visits, particularly where they are supporting the curriculum can be supported by Pupil Premium.

Although our strategy is focussed on the needs of disadvantaged learners, it will benefit all learners in the academy where funding is spent on whole school initiatives and approaches, such as the creation of a school library or the use of an application such as Accelerated Reader or the employment of experts in sensory circuits or counselling.

Careers Guidance and ensuring that aspirations for wider life opportunities is important. Pupil Premium can be used for education recovery and to fill in any gaps, particularly in basic skills and core subjects to enhance literacy and numeracy in particular. A vibrant careers programme, teamed with three enterprise events throughout the year support this aim.

We aim to give our learners opportunities and to open their eyes to opportunities through the wider curriculum, through visitors to the school and making links in the wider community of St Neots. We want to engage our young people in experiences such as theatre visits or cultural events they might not otherwise experience.

We need to ensure that our young people leave Riverside Meadows Academy with the skills, the confidence, and the qualifications they need for whatever their next steps are and where their ambitions take them. Pupil premium should allow them to reach their potential irrespective of their

diagnoses or needs or socio-economic circumstances. It is used to create a parity of experience and aspiration for all of our learners.

Challenges faced by young people

This identifies the key challenges to achievement that we have identified among those learners in receipt of Pupil Premium.

1. Academic Progress

Assessments show that disadvantaged learners can make less progress from their starting points when entering the Academy. Barriers to learning vary enormously from individual learner to individual learner, depending on need, on previous educational experience and family background and expectation. Some learners say that they do not see the point in working towards qualifications, especially where there is a lack of academic achievement within their social group, or they have been told that someone with their diagnosis cannot achieve.

Literacy and numeracy are key areas of focus. It is of vital importance to us that learners leave us with an appropriate qualification in English and Maths to allow them to progress in placements outside school. Socially disadvantaged learners often make slower progress than their peers.

2 Cultural Experiences

Through observations and conversations with learners and their families, we find that disadvantages learners generally have fewer opportunities to develop cultural capital outside school and often have fewer opportunities for travel or other leisure activities.

3 Preparation for Adulthood.

Our assessments and observations and discussions with learners might indicate a gap in preparation for adulthood that is vitally important to break cycles of poverty and deprivation. This includes health and the need for a nutritious and balanced diet, the importance of cleanliness and some basic skills expected in the home, travel and the use of public transport or the ability to plan a journey.

4 Aspirations

A combination of social deprivation and the identified special needs of our learners as outlined in their EHCPs has led to extremely low life expectations and aspirations.

5 Wellbeing

Our assessments, observations and discussions with young people and their families and carers demonstrate that the education, wellbeing, and wider aspects of development of many of our disadvantaged learners have been impacted by the Covid 19 pandemic to a greater extent than for other learners. These findings are backed up by several national studies.

Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan and the impact we hope to see and means by which we will measure this impact.

Intended Outcome	Intended Impact
<p>PP learners as well as their less disadvantaged peers to make at least expected progress in literacy and numeracy. This includes success at year eleven with every learner leaving with an appropriate qualification in English and Maths For learners to develop a love of reading for pleasure and for there to be a positive attitude around reading for all learners, particularly PP learners Targeted intervention used to</p>	<p>WRAT test scores Teacher assessment Learner self-assessment and feedback External Qualifications (Functional Skills, GCSE results, with an increase in higher results) Learners to enjoy the texts in the newly refurbished library – student voice, involvement of PP learners in the student council Use of Accelerated Reader to record reading</p>
<p>PP learners as well as their less disadvantaged peers to access technology needed to access the modern workplace and to be able to communicate with parity. Adaptive ICT lessons with up-to-date hardware of a high quality (PP learners not to be disadvantaged by a lack of equipment at home – this gap can be filled by school with the help of PP)</p>	<p>Confident use of ICT notices within lessons as part of learning walks and lesson observations. Elevated levels of computer literacy observed in learners across the school External qualification results in ICT and coding (Functional Skills, BTEC) Use of ICT in supporting learners' achievements in other subjects – when required by access arrangements</p>
<p>Disadvantaged learners feel prepared and confident to engage with the wider community and prepare for adulthood. For them to meet PFA targets and to have the confidence to succeed as young adults.</p>	<p>Preparation for adult hod targets and achievements recorded by tutors. Specific interventions put in place so that PP learners feel able to take part in activities and to take their place as part of the community. Responses to visits, visitors to the school and activities. (Student voice, including the student council)</p>
<p>PP learners to share in cultural experiences they may not otherwise have access to. Our learners' horizons, experiences and from this, possibly their expectations to be broadened</p>	<p>PP learners to be included in trips and visits, including to heritage sites, to the coast, to theatre and cinema visits, to experience a range of transport and sporting events – as wide a range of extra curriculum visits as possible. The impact of these to be included in student voice, photographic evidence and enhancing the curriculum.</p>
<p>All learners, including those in receipt of PP and PP+ to have increased aspirations and an enhanced sense of well-being. For RMA to become a therapeutic school with a focus on the mental health of the young people in our care.</p>	<p>For learners to have the emotional literacy to explain their feelings and how their needs can be met. For a range of therapies to be offered externally and internally and the impact to be recorded by tutors, therapists, in blue book photographs, parent comment and student voice.</p>

All PP learners (including those who are looked after and are in receipt of PP+) in year eleven leave with a confirmed place in further education or an apprenticeship.

Data provided following annual reviews, LAC meetings and feedback from parents, carers, and learners.
Contact maintained between learners and the school after exams, through results and into the academic year following them leaving RMA.

Activity in this Academic Year

This explains how we intend to spend our pupil premium this academic year (2023-2024) to address the challenges faced by our young people.

1. Teaching (incorporating academic support, online offer, tuition, CPD, recruitment and retention)

Activity	Evidence of Impact	Identified challenge number addressed
All PP learners have access to a high quality, adaptive curriculum that meets their needs as outlined in their EHCP. Expected Cost £1000	Curriculum planning documents as created by subject leads to meet appropriate levels and to show innovation and a range of teaching and learning techniques for all learners	1, 2, 3
Targeted academic support: literacy and numeracy levels are targeted to allow PP learners to access the wider world of society and employment opportunities to help to break the cycle of poverty – one to one literacy and numeracy interventions (led by TLM 4 – intervention lead) The implementation and use of Accelerated Reader within a newly refurbished and stocked school library Expected Cost £3000	Improved learning outcomes - evidenced by WRAT scores, teacher assessment, external exam results Reading records showing increased reading for pleasure and reading amount expanded Use of the library within school	1, 2, 3
VeloBuild – an opportunity for PP learners to build cycles, developing practical skills Expected Cost £1600	Increased well-being and sense of pride evidenced in evaluation sheets and response from organisation	3, 4, 5
Internal Therapeutic interventions- Emotional literacy and wellbeing Play therapy Music and talking therapy	Detailed reports from sessions shared with SLT Improved attendance and engagement in lessons	5

<p>All provided by practitioners working in school Visits by therapy dog (Milo)</p> <p>Expected Cost £4200</p>	<p>Boxhall scores</p>	
<p>External Therapeutic Interventions Swimming at Biggleswade Pool Equine therapy at Monach Farm, Hilton MHST (St Neots) intervention work Man Cave (St Neots) Helen Parr – farm intervention (Warboys, Cambridgeshire)</p> <p>Expected Cost £9000</p>	<p>Detailed reports from sessions shared with SLT Improved attendance and engagement in lessons Boxhall scores</p>	5
<p>Assisted funding for educational trips to bridge the gap and to widen aspirations (London art trip, London residential trip)</p> <p>Expected Cost £1000</p>	<p>Increased self-confidence and aspirations as evidenced in recorded conversations with parents, feedback, Boxhall scores</p>	1, 2
<p>Assistance with travel to work experience for Key Stage four learners</p> <p>Expected Cost £500</p>	<p>Increased career aspirations and engagement with the workplace, also college or apprenticeship applications</p>	3, 4
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs including autism. This could include funding staff training. (Dream Drops charity to create a sensory room in the school, along with equipment in other places) This includes development of the garden and outside spaces in the school – improvement to the school environment</p> <p>Expected Cost £2000</p>	<p>Improved self-confidence and engagement in school, regulation, use of the sensory room recorded, student voice Boxhall scores. Use of outside spaces</p>	5
<p>Home cooking skills – encouraging pp learners to be independent and to live a healthy lifestyle.</p> <p>Expected Cost £475</p>	<p>Ability to budget and to plan a healthy diet, to produce healthy food</p>	3,4,5
<p>Sports lessons and interventions including the daily mile to promote wellbeing and a healthy lifestyle</p> <p>Expected Cost £7,000</p>	<p>The awareness of the importance of exercise on wellbeing</p>	3,5

Total Expected PP Expenditure at RSM £29775
Expected PP Income for 2023-24 £29775

Part B: Review of outcomes in the previous academic year

This explains the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.

Activity	Impact	Funding
Adaptive, broad, and balanced curriculum, meeting the needs of pp learners	Year eleven exam results showed an improvement with 100% of learners leaving with a college place or apprenticeship.	£4000
One to one interventions for numeracy and literacy	Improved WRAT scores, photographic evidence of learners' work	£2000
Sport therapy Football Focus – outside agency	Regulation, opportunity for exercise, healthy lifestyle choices	£25000
Trips and visits – London Zoo, Stratford upon Avon, Pantomime trip, “Safari Steve” visit Kelly Wild brought in animals	Teamwork, providing opportunities outside school	£1500
Yoga Therapy	Wellbeing, the opportunity for talking	£500
Equine Therapy (Monach Farm)	Animal therapy, space for calm and physical activity	£5000
Swimming Therapy	Physical regulation, swimming as a life skill	£2000
Creating an appropriate and safe school environment	Creation of safe and inspiring classroom spaces including the development of the library space	£3000
Rewards trips – including bowling and trampoline parks	Preparation for Adulthood – the realisation that rewards are earned	£4000

