

Pupil premium strategy statement – Riverside Meadows Academy

This statement details our school’s use of pupil premium 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	116
Proportion (%) of pupil premium eligible pupils	79.31%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Year 7 - 11
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Andrew Armstrong (Co-Headteacher) Simon Wall (Co-Headteacher)
Pupil premium lead	Claire Heseltine (Assistant Head Teacher)
Governor / Trustee lead	Rebecca Dear (Chair of AAG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,448.60
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£95,448.60

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Academic Progress and Attendance
2	Cultural Experiences
3	Preparation for Adulthood
4	Aspirations
5	Wellbeing

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
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. Learners to receive a relevant and	WRAT test scores Increased scores on all assessments Teacher assessment Learner self-assessment and feedback External Qualifications (AQA Awards, Entry Level qualifications, Functional

<p>challenging curriculum as appropriate for their need.</p> <p>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</p> <p>Targeted intervention (eg, Read, Write, Inc) to be used to support learners to access texts.</p>	<p>Skills, GCSE results, with an increase in higher results)</p> <p>Learners to enjoy the texts in the newly refurbished library</p> <p>Reading intervention</p> <p>Book of the term</p> <p>Purchasing of new texts – student voice, involvement of PP learners in the student council</p> <p>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.</p> <p>Adaptive ICT lessons with up-to-date hardware of a high quality</p> <p>(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 noticed within lessons as part of learning walks and lesson observations.</p> <p>Elevated levels of computer literacy observed in learners across the school</p> <p>External qualification results in ICT and coding (Functional Skills, BTEC)</p> <p>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.</p> <p>A newly organised PFA offer, including the opportunity for relevant educational visits and experiences.</p> <p>For them to meet PFA targets and to have the confidence to succeed as young adults.</p>	<p>Preparation for adulthood targets and achievements</p> <p>. 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>

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	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.
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.	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.
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 details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP learners have access to a high quality, adaptive curriculum that meets	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

<p>their needs as outlined in their EHCP.</p> <p>PP learners to have stationery including any ergonomic pens, overlays and regulation equipment or sensory items provided to allow them to access the curriculum.</p> <p>Can include staffing</p> <p>Expected Cost £6000</p>		

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

Budgeted cost: £ 26,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support:</p> <p>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</p>	<p>Improved learning outcomes - evidenced by WRAT scores, teacher assessment, external exam results</p>	<p>1, 2, 3</p>

<p>TLM 4 – intervention lead)</p> <p>The implementation and use of Accelerated Reader and Read, Write, Inc within a newly refurbished and stocked school library as well as numeracy, handwriting and ICT interventions.</p> <p>Expected Cost £10000</p>	<p>Reading records showing increased reading for pleasure and reading amount expanded</p> <p>Use of the library within school</p>	
<p>Access to the Duke of Edinburgh Award Scheme: camping and hiking equipment, sleeping bags, access to activities and support in achieving the award</p> <p>Expected Cost £4,000</p>	<p>Giving young people a sense of achievement and recognition of their skills and abilities outside the academic curriculum. Sense of self and raising aspirations.</p>	<p>2,3,4,5</p>
<p>Internal Therapeutic interventions-</p> <p>Emotional literacy and wellbeing, including the training of two new ELSA practitioners</p> <p>Play therapeutic intervention</p> <p>Music and talking therapy</p>	<p>Detailed reports from sessions shared with SLT</p> <p>Improved attendance and engagement in lessons</p> <p>Boxall scores</p>	<p>5</p>

<p>Sensory circuits (and provision of equipment)</p> <p>All provided by practitioners working in school</p> <p>Visits by therapy dog (Milo)</p> <p>Expected Cost £8400</p>		
<p>External Therapeutic Interventions</p> <p>Swimming at Biggleswade Pool</p> <p>Equine therapy at Monarch Farm, Hilton</p> <p>MHST (St Neots) intervention work</p> <p>Helen Parr – farm intervention (Warboys, Cambridgeshire)</p> <p>Expected Cost £20,000</p>	<p>Detailed reports from sessions shared with SLT</p> <p>Improved attendance and engagement in lessons</p> <p>Boxall scores</p>	<p>5</p>
<p>Alternative provision/tuition for students unable to attend school (including farm club and tuition services)</p> <p>Expected Cost: £10000</p>	<p>Students receiving the tuition and enrichment that will meet the needs of this most vulnerable set of young people.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £ 37,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs including autism.</p> <p>This could include funding staff training.</p> <p>(Maintenance of a sensory room in the school, along with equipment in other places)</p> <p>This includes development of the garden and outside spaces in the school – improvement to the school environment</p> <p>Expected Cost £6000</p>	<p>Improved self-confidence and engagement in school, regulation, use of the sensory room recorded, student voice Boxall scores.</p> <p>Use of outside spaces</p>	<p>5</p>
<p>Home cooking skills – encouraging pp learners to be independent and to live a healthy lifestyle.</p> <p>Provision of ingredients even provided to those</p>	<p>Ability to budget and to plan a healthy diet, to produce healthy food</p>	<p>3,4,5</p>

<p>students learning at home.</p> <p>Part of PFA as well as for food lessons.</p> <p>Expected Cost £2000</p>		
<p>Sports lessons and interventions including Boxercise and the daily mile to promote wellbeing and a healthy lifestyle.</p> <p>Team sports including sports day and external fixtures for the football team, including kit.</p> <p>Sports equipment and maintenance.</p> <p>Provision of swimming costumes and towels for students who do not have the funds to buy them so that they are not excluded from participation.</p> <p>Expected Cost £14,000</p>	<p>The awareness of the importance of exercise on wellbeing and on physical health. The experience of teamwork and collective participation.</p>	<p>3,5</p>
<p>VeloBuild – an opportunity for PP learners to build cycles, developing practical skills</p>	<p>Increased well-being and sense of pride evidenced in evaluation sheets and response from organisation</p>	<p>3, 4, 5</p>

Expected Cost £3200		
<p>Assisted funding for educational trips to bridge the gap and to widen aspirations (London art trip, London gaming trip, zoo trip, London residential trip, Stratford upon Avon and work with RSC)</p> <p>Expected Cost £10,000</p>	<p>Increased self-confidence and aspirations as evidenced in recorded conversations with parents, feedback, Boxall scores</p>	1, 2
<p>Assistance with travel to work experience for Key Stage four learners (extended work experience for one PP learner as he is transported by school minibus)</p> <p>Expected Cost £2,000</p>	<p>Increased career aspirations and engagement with the workplace, also college or apprenticeship applications</p>	3, 4

Total budgeted cost: £ £95,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Outcomes are discussed below, however percentages and pupil numbers have not been included due to the cohort been quite small it makes individual students easily identifiable.</p>	
Activity	Impact
<p>Adaptive, broad, and balanced curriculum, meeting the needs of pp learners including meeting sensory and regulation needs of PP learners</p>	<p>Year eleven exam results showed an improvement with the almost all of learners leaving with a college place, education with training or an apprenticeship.</p>
<p>One to one interventions for numeracy and literacy</p>	<p>Improved WRAT scores show that interventions have succeeded for the learners involved on that programme. New interventions and a more targeted approach have been launched this academic year for all learners, not just the disadvantaged learners.</p>
<p>Boxercise sports intervention provided by YDP</p>	<p>Regulation, opportunity for exercise, healthy lifestyle choices have shown an improvement in attendance for those students involved in this programme, and significantly, a reduction in negative behaviours.</p>
<p>Trips and visits – Shepreth Wildlife Park, local trips into St Neots, College visits, Space museum, Holocaust Museum visit</p>	<p>Teamwork, providing opportunities outside school, enrichment, cultural opportunity have allowed students to experience life in the community. Since the introduction of trips and visits last academic year, there has been a significant reduction in negative behaviours and an improvement in students attitudes towards school.</p>
<p>Equine Therapy</p>	<p>Animal therapy, space for calm and physical activity. The students accessing this therapy have had an improvement in</p>

	attendance and also a reduction in negative behaviours.
Swimming Therapy	Physical regulation, swimming as a life skill. This has had a reduction in negative behaviours for those who regularly attend, and for some students attendance has improved on the day swimming therapy is on.
Creating an appropriate and safe school environment	Creation of safe and inspiring classroom spaces including the development of the library space has seen an improvement in attendance for several students with high absence rates. They see the library as a safe space and frequently use it as a break out area.
Rewards trips – including bowling and trampoline parks	Preparation for Adulthood – the realisation that rewards are earned has seen an improvement in behaviour, a reduction in restraints and a small increase in attendance.
Creation of garden space within school – purchasing of gardening equipment as well as plants and seeds. (Support from charity partners)	Outside learning opportunity, personal development, curriculum development for land based studies BTEC. This has had a profound effect on several students wellbeing, mental health, attendance and attitude to school, with some students now wanting to study horticulture at college.
Supporting pp students in attending work experience – providing transport to and from work experience	All Gatsby benchmarks have been met by 7 both disadvantaged and non disadvantaged students for the second year in a row. This has had an impact, particularly on Year 11 students attitudes to becoming NEET.
Alternative provision/tuition for students unable to attend school .	Students receiving the tuition and enrichment that will meet the needs of this most vulnerable set of young people. As a result all students were accessing a

	qualification and some aspect of schooling last academic year.
Refurbishing the school library including the purchasing of furniture (shelving, seating, lighting) as well as relevant and interesting texts (bought with student voice input)	A welcoming and calm environment that can be used by all students and in which reading lessons are timetabled. This has had an improvement on reading attitudes and will be measured further in 2025.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Bike Building and maintenance programme	Velobuild
Sustainable transport training scheme	SusTrans
Boxercise	YDP
ELSA Training	Local Authority Educational Psychologist
Horse therapy	Keysoe, Monarch Farm

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
There are no Service children at RMA.
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEN to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.
- Using community and volunteering links to work with students to develop academic and personal development goals.

Planning, implementation and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school like ours.

We contacted schools with particularly positive outcomes for disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of Pupil Premium and the intersection between socio-economic disadvantage and SEND.

We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit.

We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time