Pupil Premium (including Service Premium) strategy statement for Sir Robert Pattinson Academy 2020-21

Sir Robert Pattinson Academy is committed to providing the very best provision and support for all its pupils. We are also committed to providing provision and support for our disadvantaged pupils that is proven to have impact where it has been implemented previously. The Academy's continued drive towards research-based strategies, particularly those considered impactful by the EEF (Education Endowment Fund) will play a fundamental role in ensuring that our Pupil Premium provision is based on a core moral purpose but also ensures those pupils receive a well-rounded education and support towards an aspirational future.

Pupil Premium (Including Service Premium) Breakdown								
	Total on roll	Male	Female	Total number of students who are eligible for PP funding	Total number of pupils who are SEN and eligible for PP	Total number of pupils who are Services and eligible for PP	Total number of pupils who are young carers and eligible for PP	Total number of pupils who are EAL and eligible for PP
Year 7	247	130	117	44	3	11	2	0
Year 8	252	148	104	76	18	10	3	1
Year 9	246	120	126	69	13	8	3	0
Year 10	232	128	104	64	10	9	8	2
Year 11	172	98	74	49	12	16	5	0
Total	1149	624	525	294 (26%)	56 (19.04% of PP cohort)	78 (26.53% of PP cohort)	21 (7.14% of PP cohort)	3 (1% of PP cohort)

Total amount of PP funding = £181450 plus Service Premium of £34100= £215550.00

Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (with the addition of COVID lockdown related aspects)	
A.	Literacy skills, chronological reading ages, vocabulary gap and mathematics
B.	Lack of cultural capital, context and wider experience
C.	Attendance, where previous policy & practice has not 'caught' low attending pupils quickly enough
D.	Aspirations and career pathways
External barriers	
E.	Parental aspirations and wider opportunities
F.	Emotional, social and well-being issues (all PP with specific focus on Service Pupils)

1. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Effective curriculum delivery to enhance disadvantaged progress and attainment, is embedded across the academy	Disadvantaged pupils make progress and attain in line with their peers via consistently high-quality curriculum delivery

A	Improved oracy, literacy skills, chronological reading ages and mathematics	Mathematics and reading ages improve and common weaknesses in areas such as inference improve, shown by improvements in internal data validated by the QA process.
B	Reviewed and enhanced curriculum delivery and enrichment programme ensures all pupils' cultural capital is expanded	Internal QA plus internal and external examinations show improvement. All PP pupils have access to a wide range of enrichment opportunities (COVID dependent).
C	Increased and consistent attendance of disadvantaged pupils	Attendance of disadvantaged pupils is in line with whole academy and national averages for all pupils.
D	Enhanced bespoke careers provision	Career pathways are easily accessible for all and readily provided. Confidence and therefore aspirations within disadvantaged pupils grow as a result which is shown in the Academy NEET figure.
E	Parental engagement supports academy improvement and the embedding of an aspirational culture for all pupils and groups of pupils	Increased participation by parents at academy events (COVID dependent) and opportunities for parents to feedback to the Academy on school development.
F	All DP including Service children are supported to feel emotionally and socially well and able to attend and achieve	Increased use of the RP HUB, increased attendance, pupil voice, use of the 'HIVE' (COVID dependent)

Planned Expenditure

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve curriculum delivery, classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of education

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged strategy is well-led, leading to rapid improvements in outcomes for disadvantaged pupils.	PP Lead and team enhancing PP provision .Proportionate expenditure on use of leadership time to secure improvements in disadvantaged outcomes at whole academy level through leading PP strategy	Whilst more than one leader should drive the strategy, a key focal point for implementation & accountability is needed. All staff to focus on enhanced provision for disadvantaged students.	Through rigorous accountability for outcomes and strategy in Line Management and Department Development Planning evidenced through QA.	HSP, SLT and LEM	July 2021
New EEF research influences teaching strategies that are provided and embedded into the Academy CPD Model	All CPD clusters have access to PP research and have a DP focus	DfE Guidance heavily supports taking an evidence informed approach to PP and the EEF are recommended as an evidence base and toolkit	SLT CPD Lead will ensure that effective strategies are embedded into daily teaching practice through whole school strategy. Lead Practitioner role for Research Based CPD	HSP and MHA QofE Team	July 2021
PP focus through curriculum delivery	All subject leaders can bid for funding to support specific curriculum delivery opportunities	Focus on application of knowledge and curriculum delivery in the classroom – research based approach. Subject specific according to need identified in DDP.	Through bid process and half termly QA	HSP and Middle Leader team	July 2021

Effective curriculum delivery through enhanced pedagogical approaches	Extensive CPD programme for all stakeholders including governors	Focus on application of knowledge and curriculum delivery in the classroom – research based approach. Subject specific according to need identified in DDP.	Review and evaluation of CPD applications and model	HSP / CDA / PRI/ LEM	July 2021
Continued up skilling of the Governing body, SLT and MLT so that a better understanding of PP provision is embedded and enhanced across the academy.	Additional support and CPD opportunities are encouraged with a focus on successful PP strategies at Governor, SLT and dept level. Engagement with LTSA for NPQSL and NPQML programmes	Leadership development highlighted as a key area for driving PP standards in the most recent Pupil Premium Awards case studies	Co-ordinated CPD is triangulated with teaching and outcomes with options offered on in-house, external and LTSA CPD. Middle Leader and Aspiring Middle Leader development programme is implemented additionally a focus on Governor training.	HSP and QofE Team	On-going
Enhanced CPD and systems to support effective tracking, monitoring and then analysis of disadvantaged pupil progress and attainment also including a focus on Service Children and Young Carers.	Effective tracking, monitoring and analysis built into and embedded into CPD delivery across the year through half termly QA windows, and whole school work scrutiny – including use of Go 4 Schools	Accurate tracking of progress and attainment critical to firstly, identification of pupils for intervention, and then tracking impact of that intervention.	Senior Leadership Team to ensure that CPD links to key time periods for data collects, moderation and data analysis. Progress and Outcomes focuses on school specific vulnerable groups	HSP, MLs and DofA	Fortnightly meetings for Progress and Outcomes team, CPD on-going
A love for reading, is embedded in all pupils via the Accelerated Reader Programme, enhanced use of the library, Lexia, Spellzone and Bedrock vocabulary. Therefore, contributing to improved chronological reading ages.	The Accelerated Reader programme is embedded across middle and lower ability sets in KS3. Additional interventions in place for targeted students. Enhanced use of the library is Covid dependent.	Reading ages are shown to be some of lowest amongst disadvantaged pupils and the key literacy skills such as inference are critical in closing the gap particularly at Key Stage 3	Programme is embedded into whole-school initiatives such as DEAR, Reading Challenge and library provision.	HSP, GKI, JEM	Half termly – see additional plan
Increased cultural capital of pupils via vocabulary acquisition	Bedrock Vocabulary programme	Researched through the EEF across all schools in Rotherham (see separate EEF reseach)	Programme embedded as additional homework through VLE for all KS3 pupils	HSP, GKI,JEM	Termly impact report

Pupils writing repertoire is improved and enhanced to support examination skills in all subject areas	Lead Practitioner role in place to support extended writing across the curriculum.	Research based pedagogical approach.	Delivered through the CPD programme and CPD clusters	HSP and ACO	Through fortnightly work scrutiny
				Total budgeted cost	£155,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Y11 pupils secure improved outcomes for the disadvantaged cohort in the Summer of 2021 in line with FFT20 targets. Service Children continue to maintain excellent outcomes.	Directors of Achievement to support disadvantaged achievement and effective interventions.	Bespoke leadership position to consider only those pupils in need of targeted pastoral and academic support in order to meet identified need.	Rigorous accountability for outcomes and strategy through the DHT in charge.	HSP and DofA	July 2021
Existing Learning Support Assistants (LSAs) are provided with opportunities to access Level 2&3 qualifications so that small group interventions can be enhanced.	Specific LSAs are targeted (linked to PDR) and provided with external CPD to gain qualifications.	EEF recommend that the development of Learning Support experience and ability to develop refined targeted support has higher effect size than generic lesson support.	SENDCo and SLT link ensure that correct pupils are identified with appropriate support in order to support emotional development as well as academic development.	AAD	On-going
Assessment for all pupils and groups of pupils is initially diagnostic, accurate and meets needs so that high quality provision can follow through the curriculum.	System of diagnostic assessment implemented in order that all pupils' needs are diagnosed and, subsequently met (GL Assessment)	Use of GL tools allows for timely and externally validated data to ensure outcomes are accurate and learning needs are rapidly identified	Senior Leader for Assessment ensures testing is conducted in a timely & efficient manner in order to identify need and future strategy.	PAW	Following assessment calendar but at least half termly

Targeted pupils show improved progress and outcomes in GCSE combined science	Weekly 1:1 tuition is provided to disadvantaged pupils in Y11 as part of the STEM intervention programme delivered by the University of Lincoln	National programme developed by NatCen pilot scheme showed statistically significant impact on pupil progress and attainment	Ongoing analysis of progress data. QA of delivery to be undertaken by APA and University Coordinator	APA	July 2021 (COVID dependent)
Holiday Revision Sessions are implemented to ensure that GCSE pupils have opportunities to revise and embed key knowledge and understanding outside the classroom.	Pupils sign up for holiday revision sessions (targeted DPs) via a menu of choices	A good proportion of disadvantaged pupils do not have the environment outside of school to revise effectively – the holiday revision programme allows those pupils to access this without fear or any barriers.	Attendance and progress is monitored and evaluated by the Directors of Achievement and Heads of Department to ensure impact is gained.	DofA / MLS	Each holiday (COVID dependent)
Disadvantaged pupil attendance is in line with peer attendance and national expectations and averages	Clear system and expectation in relation to punctuality and attendance below 95%	Strong correlation between attendance and outcomes show that it is essential for pupils to be in school and on time.	Attendance team in post. All lates are tracked and followed up daily and are supported by clear non-attendance procedures and support	Attendance Team, EJW, LEM,HoH and PLs	Daily
Increased knowledge of supporting and improving disadvantaged attendance with all key stakeholders including parents	High quality and informative CPD and information provided to Pastoral Teams and parents.	Pastoral consistency is critical to attendance being effectively tracked and compulsory safeguarding expectations adhered to.	Information provided at key Parents' Evenings and via the whole academy CPD model. Additionally through the Parental Engagement programme for year 11.	CDA	Half termly (COVID dependent)
A focus of literacy and numeracy threaded into the R2L Tutor Programme delivered via R2L time and Personal Development.	Reading, comprehension, inference and mathematics skills are embedded into tutor activities and discrete support sessions.	A large proportion of pupils (particularly disadvantaged) arrive at the Academy with gaps in key English and mathematics skills.	HoH and tutors will create resources and then track, monitor and analyse the completion and success of activities.	Head of House	Termly

Pupil well-being is monitored within more vulnerable pupils via continued accessible support from internal pathways and external providers including the RP Hub (Mental Health Hub)	Allocation of in-school counselling services for targeted vulnerable pupils. Use of PASS survey to identify needs and groups. 1:1 mentoring sessions with DPs and Young Carers. SLT interviews with all Y11. Well-being email address for each house.	Pupils will attend school when they feel supported and positive. Increased attendance leads to improved progress. Well-being is fundamental to those pupils being in school, and with a positive mind-set.	Counselling services monitored by RP Hub Lead and SENDCo via mentoring provision and within Pupil Individual Needs meetings. Young Carers lead identified.	GKI, HoH, PLs, JLL	Weekly
Service pupils feel supported in school when dealing with parental deployment, which will allow pupils to thrive in school	Kathryn Smith (Station Youth Worker, RAF Waddington) will provide a safe environment for pupils to feel supported and to get advice alongside pupils in a similar situation – this may be remote this year.	Pupils will thrive in school when they feel supported and have a sense of belonging. They will be able to focus in school knowing they have a regular place to go to share their concerns	LEM will oversee intervention and meet with pupils regularly to gather feedback on the intervention. Data reviews will take place at each data point to evaluate and implement intervention.	LEM	Half termly (COVID dependent)
Staff to have a wider understanding of the role and emotional needs of young carers. Pupils to feel supported and that their situation is acknowledged.	Regular meeting/mentoring with JLL and recognition for their hard work in school. Lunch time drop ins	Pupils will thrive in school when they feel supported and have a sense of belonging. They will be able to focus in school knowing they have a regular place to go to share their concerns	Regular monitoring of pupil attainment and attendance. Regular meetings with JLL – improved well-being.	JLL	Half termly
				Total budgeted cost	£35,500

iii. Raising Aspirations and a Resilient Mindset

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Key external speakers booked to raise awareness of the importance of mental health and the impact this can have on education (COVID dependent or remote)	Positively MAD workshop booked to deliver a range of workshops highlighting how considering mental health is pivotal to a healthy lifestyle.	Feedback from other schools booking Positively MAD is very good and workshops offered provide a balance to support whole-school strategy and focus on Pupil Well-Being (Initial Y7 transition focus)	Communication between RP Hub Lead, SENDCo Senior Lead for pupil well-being to ensure that key areas that are within the SRPA context are hit and developed	SMM, GSK, ARA, JMG	September 2021 (COVID dependent)
Virtual whole academy University Programme to raise awareness and aspiration in relation to the university process and time allocated for academic intervention.	See separate university programme (virtual for 2020-21)	To raise students' aspirations in order to ensure their lifelong love of learning and support their future well-being	Through our Careers Lead and House System	HSP, JGR, ATO	Termly (COVID dependent)
Raising of pupil awareness in relation to a working and team environment within the world of employment	Link between local employers and the Academy embeds an 'employment' calendar where pupils receive regular guidance and opportunities.	Strong links between the academy and partners such as Lindum Group, Bridge McFarland Solicitors and Lincoln City FC	CEIAG Lead, along with Senior link to ensure that programmes and opportunities are personalised to specific cohort via liaison with the HoY	JGR, ATO	termly
Strengthening of transition from Key Stage 2 with extended transition and PP tutor group in line with COVID-19 requirements.	Transition programme to run a bespoke event/series of events for new Y7 cohort with in depth hand over from primary schools	A supportive and community feel to the cohort is essential to embed early on in school life so ensure that pupils feel positive about their year group and school experience. A more in depth knowledge of pupils will help staff cater for individuals	ARA and LEM to liaise with all stakeholders, inc primary schools, to ensure that programme is bespoke to school/pupil context and needs.	ARA and LEM	December 2021
Holiday Revision Sessions supported by subject revision guide opportunities to support the home learning experience in Year 11	Specific revision guides available to support specific curriculums and specifications at Key Stage 4. All students given SRPA revision folders and resources	Pupil requests for additional resources are high, specifically in the lead up to the examination period.	Middle leader team to use the bid system in order to access funding. Monitored by DHT and evidenced through GCSE outcomes.	HSP, DofA	On -going
Enrichment, that disadvantaged pupils may not be able to access due to price, may be subsidised.	Heads of House to ensure that matters regarding subsidising excursions are dealt with discreetly and only on a one to one with the family. Department PP bids to support additional opportunities	All opportunities at SRPA are linked to educational value and the holistic experience. All pupils should have access to this.	Heads of House to liaise with DHT in relation to expenditure and pupils subsidised. Rewards initiatives to support enrichment for DPs.	HSP, LEM, NSK	On going (COVID dependent)
All pupils access all parts of the curriculum, school day and all extra-curricular opportunities regardless of background	Hardship fund for families whose child/ren is/are eligible for PP funding to cover uniform, shoes, voluntary contributions and miscellaneous appropriate expenditure	When all barriers to underachievement are removed or reduced, pupils can succeed regardless of finance.	Heads of House to liaise with DHT in relation to expenditure and pupils subsidised.	HSP and LEM	On going

Total budgeted cost	£25,050

To be reviewed January 2021 and July 2021

Current Cost Centres

Hardship

Enrichment / University Programme

Curriculum

Intervention inc Literacy and Numeracy

Attendance and rewards

CPD and training