



Pupil Premium 2020-21 Impact of Funding statement

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 students 2019-20

Total Students	1149 (not including sixth form)	Number of disadvantaged pupils eligible for Pupil Premium (Not including Service Children)	294 (26%)
Total PP Budget (not including Service Children) £181,450			



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)	54 (26.53% of PP cohort)	21 (7.14% of PP cohort)	3 (1% of PP cohort)



Area of spend under cost code:	Amount spent:	Impact evidence:
<p>Staffing and intervention including subject specialist teachers, leadership and Literacy interventions including Accelerated Reader, Lexia, Spellzone, Bedrock Vocabulary and the online library.</p>	<p>£139,889</p>	<ul style="list-style-type: none"> • Academy fully staffed with subject specialists • Leadership of Pupil Premium is secure and includes strategic leadership from the Deputy Head Teacher plus implementation through the Director of Achievement for Vulnerable Groups • Quality of Education Team is embedded and lead whole school curriculum delivery - this team comprises of a range of subject specific Lead Practitioners and a team of four Directors of Achievement • Year 11 interview process – each student in year 11 had a teacher mentor and had access to three rounds of academic interview. Disadvantaged students were given the opportunity to access additional academic and pastoral interviews • Additional TLR for the whole school leadership of Reading and Vocabulary in place in order to increase cultural capital of disadvantaged pupils • GCSE basics gap narrowed significantly against 2020 at 7+ and 4+ and against national BASICS. • Pupil Premium students outperformed Non PP students at BASICS 5+. PP 63.6% and Non-PP 57.1%. • The Basics English and mathematics achievement improved significantly on 2020 and is now above national at 4+ with 83.5% achieving 4+. At 4+ disadvantaged students achieved 81.8% increasing from 57.9% in 2020. At 5+ 50.9% in 2020 rose to 63.6% and at 7+ 9% rose to 9.1%. The 5+ benchmark meant a positive gap for the first time ever, PP outperformed their Non-PP peers by +6.5%. All gaps have significantly improved on last year. • The Progress 8 performance is not appropriate for 2021 until DfE publish data, with new KS2 scaled scores. The A8 for disadvantaged students showed an A8 for Pp at 5.3 compared to 5.4 for Non-PP. meaning they are performing in line with their peers and above National average. <p>Science GCSE</p> <p>Targeted intervention using support plans for Y11 PP students was carried out across science. This had a positive impact on the following PP groups, who outperformed their non-PP counterparts:</p> <ul style="list-style-type: none"> • Combined science Low Ability Pupils • Biology overall • Chemistry overall • Chemistry High Ability Pupils • Physics overall



- Physics High Ability Pupils

Wheeler's eLibrary

Using the App, students can download and read eBooks on a multiple array of devices with iOS, Android and Windows platforms. Students can read anywhere, and anytime, even offline. Helpfully, the App also synchronises reading location between devices.

Since December 2020 there have been 235 loans, students will be encouraged to download the app and read on the go – this has supported our disadvantaged students through lockdown and will continue as part of curriculum recovery.

Accelerated reader

In 20/21 11 out of 12 KS3 groups improved their reading ages, ZPD, SS and NRSS after taking part in Accelerated Reader. Reading ages on average improved by 5.3 months, considering a period of lockdown and the inability to read and quiz. Book levels increased by 2.1 levels meaning the average student improved their reading comprehension. Accelerated Reader allows for individual success as shown by a Y9 class whose reading age increased by 1 year and 3 months on average, improving their reading skills and comprehension as they move into KS4.

Young Writers National writing competition

73 SRPA students have been selected for publishing in the latest Young Writers book.

Bedrock Vocabulary

PP students made 11% improvement through the online lessons improving on their post-test score by an average of 8 marks.

Non-PP and PP last year typically started with the same amount of knowledge and made improvements but still have a small gap to close.

Pupil premium	Pre test score	Post test score	Improvement
no	74	84	14%
yes	74	82	11%

Bedrock Vocabulary continues with all of KS3 through autumn term 2021

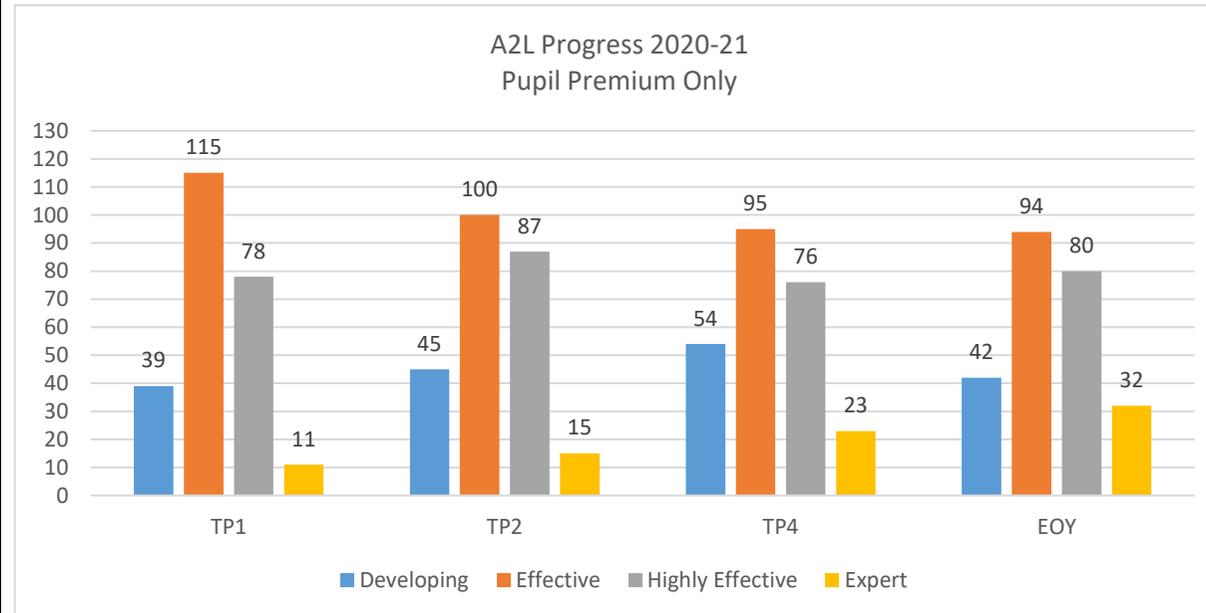


<p>Support for educational trips and visits outside of the classroom including travel costs for disadvantaged pupils.</p> <p>Involvement in the SRPA University Programme.</p>	<p>£2,265</p>	<ul style="list-style-type: none"> • Educational visit reports for numbers of Disadvantaged Pupils shows high engagement, 100% of DPs have accessed enrichment provision through our University Programme • University programme in place – 100% of pupils access a university visit every year • STEM, BG, Institute of Physics partnership programmes in place focused on KS4 Disadvantaged Pupils' outcomes – GCSE and attendance data (above) shows impact – 100% of KS4 pupils were on these programmes • This has been COVID dependent and has been mainly remote sessions due to COVID restrictions 																								
<p>Subject curriculum bids to ensure disadvantaged pupils are able to access curriculum content including revision resources</p>	<p>£18,752</p>	<ul style="list-style-type: none"> • Curriculum bids evidence impact according to their Department Development Plans and impact data • 100% of year 11 DPs invited to after school revision and intervention sessions as evidence department registers (COVID dependent) 																								
<p>Attendance, rewards and systems inc contribution to cashless catering</p> <p>Attendance was not measured in the same way this year due to COVID lockdowns, school closures and students isolating.</p> <p>(Rewards initiatives were not all possible as planned due to lockdown restrictions)</p>	<p>£1850</p>	<p>Attendance for the end of 2020-21: Cumulative – 88.55% PP – 83.92%</p> <p>Exclusions (PP as a proportion of total exclusions for that year group) Of the 148 exclusions, 37 were PP so 25% of all exclusions were PP pupils.</p> <table border="1" data-bbox="696 1031 1256 1339"> <thead> <tr> <th></th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>67%</td> <td>50%</td> <td>0.67%</td> </tr> <tr> <td>8</td> <td>27%</td> <td>42%</td> <td>8.78%</td> </tr> <tr> <td>9</td> <td>60%</td> <td>28%</td> <td>5.45%</td> </tr> <tr> <td>10</td> <td>43%</td> <td>36%</td> <td>6.76%</td> </tr> <tr> <td>11</td> <td>56%</td> <td>50%</td> <td>3.38%</td> </tr> </tbody> </table>		18-19	19-20	20-21	7	67%	50%	0.67%	8	27%	42%	8.78%	9	60%	28%	5.45%	10	43%	36%	6.76%	11	56%	50%	3.38%
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Attitude to Learning (A2L) 2020-21 Pupil Premium Summary

During the academic year of 2020-21 the Academy completed a cycle of its Attitude to Learning initiative. The initiative is aimed at improving pupil's engagement in the classroom, their work ethic, resilience and their ability to reflect and improve. Pupils were assessed on their A2L at 4 points during the year – Tracking points 1, 2, 4 and at the End of Year (TP3 withdrawn due to COVID-19 Academy closure). The results of the assessments for PP pupils only are displayed below:



- The A2L assessment conducted at TP4 was shortly after the re-opening of the academy following closure due to COVID-19. Some pupils struggled to transition back from home learning to school and the data reflects this.
- Following the TP4 assessment 'A2L Booster' was launched. This was a whole school initiative aimed at those classed as Developing Learners. Booster pupils were put on a report, letters were sent home, seating plans and sets were evaluated and support was given where it was needed.
- Selected pupils with a priority to Pupil Premium were given 'A2L Coaches' who acted as mentors, met with the pupils once a week, liaised with parents and staff and worked with them to improve their attitude in the classroom.
- Between TP1 and the End of Year A2L assessment 157 out of 248 (63%) disadvantaged pupils have improved their A2L%



		<ul style="list-style-type: none"> Between TP1 and the End of Year A2L assessment 62 out of 248 (25%) disadvantaged pupils have improved their A2L grade.
Staff CPD and training - 2020-2021	£15,950	<ul style="list-style-type: none"> Extensive CPD programme focus on curriculum delivery and strategies to support Disadvantaged Pupils through pedagogical approaches – see evidence in teacher planners Subject specific CPD to support renewed curriculum delivery in order to improve student outcomes SRPA engaged with the LTSA and external providers to supply effective subject specific professional development in order to impact upon GCSE outcomes (see gap narrowing data above) Professional Improvement Plans in place to support teaching that is less than effective T&L profile shows inadequate teaching is vastly reduced and highly effective teaching has increased Academy subscription to National College CPD programme All CPD tracked and recorded on the National College website
Brought forward	£2,744	<ul style="list-style-type: none"> To be used to support additional Curriculum Recovery strategies through subject bids