

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Sir Robert Pattinson Academy
Number of pupils in school	1305 (inc sixth form)
Proportion (%) of pupil premium eligible pupils	20.57%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	23/09/2021
Date on which it will be reviewed	Termly
Statement authorised by	Dale Hardy HT
Pupil premium lead	Helen Spoons DHT
Governor / Trustee lead	Lewis Harman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,360
Recovery premium funding allocation this academic year	£23,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,744
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	£209,104

Part A: Pupil premium strategy plan

Statement of intent

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.

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills, chronological reading ages, vocabulary gap and mathematics
2	Lack of cultural capital, context and wider experience
3	Attendance, where previous policy & practice has not 'caught' low attending pupils quickly enough
4	Aspirations and career pathways
5	Parental aspirations and wider opportunities
6	Emotional, social and well-being issues (all PP with specific focus on Service Pupils)

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
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
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.
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).
Increased and consistent attendance of disadvantaged pupils	Attendance of disadvantaged pupils is in line with whole academy and national averages for all pupils.
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.
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.
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)

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: £145,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged strategy is well-led, leading to rapid improvements in outcomes for disadvantaged pupils.</p>	<p>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.</p> <p>Whilst more than one leader should drive the strategy, a key focal point for implementation & accountability is needed.</p> <p>All staff to focus on extending provision for disadvantaged students.</p> <p>This will be implemented through rigorous accountability for outcomes and strategy in Line Management and Department Development Planning evidenced through QA.</p>	<p>1, 2, 3, 4, 5 and 6</p>
<p>New EEF research influences teaching strategies that are provided and embedded into the Academy CPD Model</p>	<p>All CPD clusters have access to PP research and have a DP focus.</p> <p>DfE Guidance heavily supports taking an evidence informed approach to PP and the EEF are recommended as an evidence base and toolkit.</p> <p>This will be implemented by SLT and CPD Lead will ensure that effective strategies are embedded into daily teaching practice through whole school strategy.</p>	<p>1, 2, 3, 4, 5 and 6</p>

<p>PP focus through curriculum delivery.</p>	<p>All subject leaders can bid for funding to support specific curriculum delivery opportunities. Evidenced through applications, which will focus on supporting the curriculum delivery in the classroom – researched based approach. Subject specific according to need identified in DDP.</p> <p>This will be implemented through the bid process and half termly QA.</p>	<p>1, 2, 4, 6</p>
<p>Effective curriculum delivery through enhanced pedagogical approaches</p>	<p>Extensive CPD programme for all stakeholders including governors will take place with a focus on application of knowledge and curriculum delivery in the classroom. Subject specific according to need identified in DDP. Implemented by review and evaluation of CPD applications and model.</p>	<p>1, 2</p>
<p>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.</p>	<p>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.</p> <p>Co-ordinated CPD is triangulated with teaching and outcomes with options offered on in-house, external CPD platforms including the National College. Middle Leader development programme is implemented additionally a focus on Governor training.</p>	<p>5</p>
<p>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.</p>	<p>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.</p> <p>Implemented by the Senior Leadership Team to ensure that CPD links to key time periods for data collects, moderation and data analysis. Progress and Outcomes</p>	<p>3, 6</p>

	focuses on school specific vulnerable groups.	
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.	<p>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.</p> <p>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.</p> <p>The programme is embedded into whole school initiatives through A2L time, Reading challenge and library provision.</p>	1
Increased cultural capital of pupils via vocabulary acquisition	<p>Bedrock Vocabulary programme.</p> <p>Implemented via the programme embedded as additional homework through VLE for all KS3 pupils.</p>	2
Pupils writing repertoire is improved and enhanced to support examination skills in all subject areas	<p>There is a Lead Practitioner role in place to support extended writing across the curriculum using researched based pedagogical approach.</p> <p>Delivered through the CPD programme and CPD clusters</p>	1

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y11 pupils secure improved outcomes for the disadvantaged cohort in the Summer of 2022 in line with	Directors of Achievement to support disadvantaged achievement and effective interventions. Bespoke leadership position to consider only those pupils in need of targeted	1, 2, 3, 4, 5, 6

FFT20 targets. Service Children continue to maintain excellent outcomes.	pastoral and academic support in order to meet identified need. Rigorous accountability for outcomes and strategy through the DHT in charge.	
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.	1, 2, 6
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.	1
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. Implementation will be assessed with analysis of progress data along with QA of delivery to be undertaken by APA and University Coordinator.	4
Holiday Revision Sessions are implemented to ensure that GCSE pupils have opportunities to revise	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	3, 4, 5, 6

and embed key knowledge and understanding outside the classroom. This is COVID dependent.	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.	
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	3
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.	3, 5
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.	1, 2
Pupil well-being is monitored within more vulnerable pupils via continued accessible support from internal pathways and external providers	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	6

including the RP Hub (Mental Health Hub).	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.	
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.	3, 6
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.	6

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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)	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	2, 4
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	2, 4
Raising of pupil awareness in relation to a working and team environment within the world of employment.	<p>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</p> <p>2021-2022 Businesses: Lindum Group, Selenity, Lace Housing, Lincoln Coop , Asda, Barbon, Siemens, Sewell Photography, Bridge McFarland, Rand Farm, Cargills, Inzpire, EMAS, Lincolnshire Police, Lincolnshire Fire & Rescue, RAF Wittering, LinCHigher, Ford & Slater (DAF), Stringers</p> <p>CEIAG Lead, along with Senior link to ensure that programmes and opportunities are personalised to specific cohort via liaison with the HoY</p>	4
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.	1, 3
Holiday Revision Sessions supported by subject revision guide opportunities to support	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	1, 2, 3, 4, 5, 6

the home learning experience in Year 11	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.	
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.	2, 4
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.	2, 4

Total budgeted cost: £280,000

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 2020 to 2021 academic year.

See additional Pupil Premium Impact Report on the Academy website:

- 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.

Also see additional Curriculum Recovery plan on website

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Bedrock Vocabulary	Bedrock Learning
Accelerated Reader	Renaissance Learning
Seneca	Seneca Learning
Sam Learning	Sam Learning
Online Library	Wheeler's ebooks
Spellzone	Spellzone
Mathswatch	Mathswatch Ltd
Lexia	Lexia Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Additionally find:

Pupil Premium Impact Report 2020-21

Curriculum Recovery Plan 2020-21

Catch-up Impact Report 2020-21

All on Academy website