

2022-2023 data								
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	252	128	124	45	7	3	4	0
Year 8	248	134	114	46	15	7	3	0
Year 9	245	140	105	59	10	9	2	1
Year 10	217	104	113	44	6	16	9	0
Year 11	221	120	101	50	9	17	7	0
Total	1183	626	557	244 (20.6%)	47 (19.2% of PP cohort)	52 (21.3% of PP cohort)	25 (10.2% of PP cohort)	1 (0.004% of PP cohort)

Pupil Premium 2022-2023 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 2022-2023

Total Students	1312(including sixth form)	Number of disadvantaged pupils eligible for Pupil Premium (Not including Service Children)	18.8% (247 students) Main school only not inc Sixth Form
Total PP Budget (not including Service Children) £266, 550 (including carry forward, school led tutor budget, Service budget)			

Area of spend under cost code:	Amount spent:	Impact evidence:
Staffing and intervention including subject specialist teachers, School led tutors, leadership and Literacy interventions. Including Lexia, Lit Programme and Spellzone.	£150,000	<ul style="list-style-type: none"> • GCSE basics gap still narrow at 7+ and against national BASICS. • Pupil Premium students performing in line with what they are targeted. PP at 7+ 2.8% and Non-PP 14.6%, compared with targets of 2.8% and 9.4%. • The Provisional and predicted Progress 8 performance is half a grade different to their peers. • The A8 for disadvantaged students showed an A8 for PP at 3.8 compared to 4.9 for Non-PP. Meaning they are performing a grade below their peers currently. <p>LIT programme Students were identified early in Year 7, 8 and 9 and those with below average Reading ages were enrolled into LIT intervention. This is an intervention that focuses primarily on fundamental reading skills such as reading accuracy, reading fluency and word study. It develops the ability to accurately comprehend what is being read. The programme was a success for the small groups involved. Y7 – reading ages improved by an average of 9 months in just 3 months of time. Y8 – 6 students in the group increased their reading confidence and ages by an average of 8 months from September to December. 1 student did not. The below shows an example of one particular group’s LIT scores and how the green shows a progress in reading age while on the intervention. This example was taken from Term 3 2022-2023.</p>

RA DP1 SAS	SA DP1 SAS	RA DP2 SAS	SA DP2 SAS
69	85	69	69
69	75	76	74
69	69	69	69
69	69	80	93
72	85	79	84
72	78	82	83
84	82	80	89
69	81	69	71
89	70	91	69
101	101	95	94

Further examples of success.

Term 2 data. Green shows increase in reading age. Red shows no accelerated progress made.

RA DP1 SAS	SA DP1 SAS	RA DP2 SAS	SA DP2 SAS
85	69	93	91
75	74	69	79
70	69	91	113
0	0	83	89
0	0	98	94
69	77	85	78
70	77	69	78
93	93	103	87
93	87	106	105
92	96	100	96
92	0	107	95

School led tutors were used to support and lead the Lexia programme. Lexia targets word study and reading comprehension and is a programme that can be used electronically in school and out of school. Lexia was targeted to specifically SEND students and across the year we saw an average of 75% of students closing the gap on their reading ages and confidence levels while on the Lexia programme. For those not achieving these levels of improvement, we found that attendance to school and therefore Lexia sessions, was a main cause of no progress being made by particular individuals. We also found, students are incredibly reluctant to engage with the programme from home.

7	L	Monday Lesson 2	98	86	106	88
7	T		92	90	94	85
7	S		69	69	76	69
7	T		90	89	98	85
7	S		92	73	107	79
7	L		89	87	92	88
7	L		72	82	75	87
7	T		95	91	86	98
7	W		79	86	69	88
7	T		90	80	88	86
7	Y		0	0	113	90

This table shows a particular Y7 group. The majority of students making accelerated progress on the Lexia programme. 8 form 11 students made progress.

School Led Tutoring

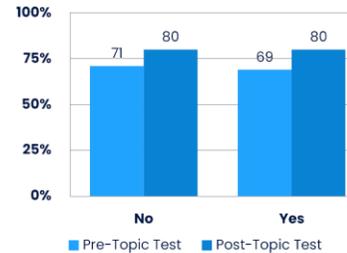
		<ul style="list-style-type: none"> • Fully trained both externally via NPT program on subject knowledge (11 hours of training and an assessment) as well as an internal program of study taking 25 hours per tutor to ensure quality assured sessions and people were working with our young people. • Tutors worked with subject staff to produce resources and sessions to ensure a tailored program of study was being delivered to our young people of the expected 15 hours per student. • After school sessions which were popular and attended by many more than we invited to work with the team of excellent tutors. • Tutor team supported transition days for new year 7's, transition evening plus PGL trips and the wider community within the academy including duties to support the running of the academy whilst getting to know our students. • Tutor team has naturally narrowed – three of them we have had will need to expand and invest in to support the movement of them into teaching – St Georges Academy SCITT are supporting them in their applications which were all successful and now training at our academy. • Each tutor is working via the DOA Progress Portal to ensure we support Parent Pledge development. • Grouping restrictions have changed, SEND is now 1:2 and PP and others in a group of 1:6 maximum. • Each Tutor has a focus group within our cohort identified by the summer examinations and the SDP. • We target support all PP, SEND, EAL, YC's across KS3-5 as well as supporting the first 10% of each year group in making progress in English and mathematics from TP events throughout the year which will be identified via the progress portal by DOA of each key stage. • Support in SLC via lit/Lexia and Mathswatch programs will support many more whilst ensuring our cohort are getting much more than 15 hours each. In most cases all students who access the school led tutor program will be getting on average 30 hours of tutoring each. <p>Services Tutor This academic year we were also granted an MOD Covenant bid to hire a services tutor to support our service students pastorally and academically across the key stages. Working with the school leeds, house team and staff in SLC to support our service students holistically.</p>
<p>Literacy Interventions supporting knowledge and the application of literacy and oracy across the curriculum including Accelerated Reader, Bedrock Vocabulary and the online library.</p>	<p>£80,000</p>	<p><u>Bedrock Vocabulary – JMU/ARA</u> Over the Academic year, PP students have made 17% improvement through the online lessons improving on their post-test score by an average of 11.</p> <p>During this academic year, students have used two programmes within Bedrock, accessing both their Vocabulary and Grammar curricula. Non-PP and PP typically started with the same amount of knowledge (non-pp pre-test = 71, PP pre-test = 69) and made improvements and are now level with non-pp students (on average) scoring the same post-test score of 80.</p>

Attainment: Pupil Premium Cohort

Average Pre-Topic Test and Post-Topic Test Percentage



Whole PP Cohort - 163
Active PP Cohort - 150



Accelerated reader

Accelerated Reader is used to help improve reading ages of our Y-Band classes during their library lessons and in 22/23 all bar one of the classes collectively improved their reading ages, ZPD, SS and NRSS after taking part in Accelerated Reader. Based on the whole classes, reading ages on average improved by 4.25 months for all year 7; 5.75 months for year 8; 10.25 months for all year 9. Focusing on PP students, the average reading age improvement across each of the year was as follows: PP students in year 7 improved by 1 year and 1 month; PP students in year 8 improved by 11 months; PP students in year 9 improved by 5.25 months overall. **Book levels increased by 2.1 levels meaning the average student improved their reading comprehension.** When focusing on a class average breakdown, the improvements can be seen below:

AR Growth per class

Class	Reading Age Improvement*
7Y1	+4 months
7Y2	+5 months
7Y3	+6 months
7Y4	+2 months
8Y1	+10 months
8Y2	-2 months
8Y3	+8 months
8Y4	+3 months
9Y1	+1 year and 3 months
9Y2	+1 year and 4 months
9Y3	+7 months
9Y4	+3 months

AR Growth by Disadvantaged

Class	Reading Age Improvement*
7Y1	-2 months
7Y2	+3 months
7Y3	+10 months
7Y4	+2 months
8Y1	+1 year and 4 months
8Y2	-5 months
8Y3	+1 year
8Y4	+1 year and 9 months
9Y1	+1 year and 7 months
9Y2	-1 month
9Y3	+3 months
9Y4	0 months

		*average across the students in the class	*average across the PP students in the class
<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>£36, 550</p>	<p>Young writers competitions 22/23 Of the students involved this year 14% were PP, with support from the English department and staff looking at writing techniques and enhancing their understanding of literacy texts.</p>	<p>JGR</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 shows impact – 100% of KS4 pupils were on these programmes • A common communication process for educational visits has been developed to give all parents and students the information they need to access all financial support available. Example shared - here <p>Trips supported by PP this year:</p> <ul style="list-style-type: none"> ➤ Lincoln Uni - Geography Sixth Form Conference ➤ Louth Riverhead Theatre - Jekyll and Hyde ➤ Nottingham Theatre Royal - KS5 Chicago ➤ University of Lincoln - Y10/Y13 Climate Change ➤ Nottingham Theatre Royal - KS5 Addams Family ➤ Lincoln Uni - An Audience with Dr Alex George ➤ Health and Social Care Fair Lincoln Uni - KS4 & KS5 ➤ BGU Y12 Open Day ➤ BGU Y11 First steps programme ➤ Y10 BGU 1st steps programme ➤ Poetry Live - 11XEn2 - Nottingham Royal Concert Hall ➤ Ole Ole KS5 Languages Trip ➤ Waste Management Geog Y13 ➤ Lincoln Uni UCAS conference Y12 ➤ Will Farr football and netball ➤ LSST Oxbridge Conference ➤ WalEsby Forest Notts, DofE Training Expedition - 2 days ➤ Whirlpool DT trip to Peterborough + 30 June 22 ➤ Lincolnshire Wolds - DoE (2 nights) ➤ BG 1st steps programme Y10 ➤ Y12 Open Day - Hull Uni ➤ Oundle Sch, Peterborough - Debating comp

		<ul style="list-style-type: none"> ➤ 26/06 - 01/07 - KS4 & KS5 Barcelona Spain Trip ➤ BGU Y12 English Masterclass ➤ Whirlpool DT trip to Peterborough ➤ 6th form BG masterclass ➤ BGU Next Steps ➤ 6th form management games De Montfort Uni ➤ Y10 Coastal fieldtrip Hornsea & Mappleton ➤ Y12 coastal fieldtrip, Hornsea & Mappleton ➤ Y12 Whisby Nature Park & Monks Road ➤ Ole Ole Y8 ➤ Lincoln Uni Medical Sch work exp simulation Y12 ➤ Y7 PGL residential ➤ Y9 PGL residential
<p>Subject curriculum bids to ensure disadvantaged pupils are able to access curriculum content including revision resources</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 <p>English Y11 Language and Literature data - there is no PP gap at all, in LAP, MAP or HAP, for English Language, and in Literature there is no gap anywhere except in Literature where HAP PP students have outperformed HAP non PP students by one Alps point.</p> <p>Mathematics There was no gap between PP and non PP in maths. ALPS 2 for non-PP (top 10%) 36 PP students 75% on/above target (this group includes 4 students that were not at school TEW, MKM, AB, LB) without these students PP would have performed better than non PP, 171 non PP 77% on/above target Use of school led tutors, subject interventions and regular tracking through LM helped secure this excellent result.</p> <p>Science In all triple science disciplines, there was no gap or negligible gap in attainment between PP students and their peers.</p> <p>KS3 and KS4 Food and Design and Technology PP funding for KS3 and KS4 Food and Design and Technology has been essential to allow all PP students to access the KS3 and KS4 curriculum. The funding has ensured all students have equal access to materials and ingredients without stigma or shame.</p> <p>Camera for KS4/KS5 PP students are given full access to new camaras in class. The increasing number of students taking up photography required an increase of cameras. It was clear over time students who had a PP statement did less well than their peers due to the lack of personal equipment. Our pupils are now able to take camaras out of the department to work away from the school allowing all students to have equal access to expensive equipment.</p> <p>Photography PP students (5) performed at ALPs 3 and around FFT20, this is the same as Non PP. All students also benefitted from the spend of PP money ensuring 89% of students achieved 4+, 74% achieved 5+ and 18% archived 7+.</p>

		<p>Food All our PP students (3) made expected progress or better in Yr11 This was made possible by the ingredients bought for them to develop their practice in the classroom, and all achieved 1+ grades on the practical NEA.</p> <p>KS3 D and T We now have an increasing number of students taking up KS4 subjects who are PP. This statistic is factual. We have more than double PP take up of our subjects in Yr10 than in previous years. Curriculum <i>Intent</i> is now well practiced and <i>Implemented</i> and the <i>Impact</i> is students in all years and in all subjects are making better progress and delivering better outcomes. Part of the <i>Implementation</i> strategy is that all students are supported and PP students are look after by the school using the PP budget to allow them to fully access the curriculum without stigma or shame.</p> <p>GCSE Spanish. PP students: ALPS 3 (1.01). Non-PP students : ALPS 2 (1.13). 50% of disadvantaged students achieved their FFT5 target, while 49% of non-disadvantaged students achieved FFT% targets.</p> <p>Business and Computing All subjects within the Business and Computing department have continued to diminish the difference between our disadvantaged and non-disadvantaged pupils. Our disadvantaged pupils were as successful as our non-disadvantaged students in their GCSEs.</p> <p>Religious Studies</p> <ul style="list-style-type: none"> • 100% of PP students achieved their target in GCSE Religious Studies and several successes in 2023. • PP students outperformed their non-PP peers in terms of attainment.
Attendance, rewards and systems inc contribution to cashless catering		<p>88.93% PP 92.67% non-PP</p> <p>Termly rewards breakfasts for year 11 celebrating progress/attendance and behaviour held for approx. 120 students including DP students that were eligible.</p>
Staff CPD and training - 2022-2023		<p>APA</p> <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

