Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1320 (inc sixth form)
Proportion (%) of pupil premium eligible pupils	16.7%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	270923
Date on which it will be reviewed	Termly
Statement authorised by	Dale Hardy HT
Pupil premium lead	Helen Spoors DHT
Governor / Trustee lead	Louis Harman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year including Service Premium	£238,284
School led tutoring funding allocation this academic year	£29, 540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Curriculum Recovery	£54,372
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	£322,196

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	Chronological reading ages, reading skills and engagement, vocabulary gap and mathematics
2	Lack of cultural capital, context and wider experience
3	Attendance, monitoring and focusing on students with low attendance.
4	Aspirations and knowledge /understanding of career pathways
5	Parental aspirations and wider enrichment opportunities
6	Emotional, social and well-being issues (all PP with specific focus on Service Pupils, Young Carers and EAL students)

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
Exceptional curriculum delivery to enhance disadvantaged progress and attainment, is embedded across the academy	Disadvantaged Pupils make excellent progress and attain in line with their peers via consistently high-quality curriculum knowledge delivery
Improved oracy, literacy skills, vocab acquisition, chronological reading ages and mathematics.	Mathematics and reading ages improve as evidenced by intervention and GL data.
Exceptional curriculum knowledge delivery and enrichment programme ensures all pupils' cultural capital is enhanced.	Internal QA plus internal and external examination outcomes show improvement as evidenced by validated data. All PP pupils have access to a wide range of enrichment opportunities.
Increased and consistent attendance of Disadvantaged Pupils in line with non-disadvantaged peers.	Attendance of Disadvantaged Pupils is in line with or better than whole academy and national averages for all pupils.
Enhanced bespoke careers provision, including an independent careers adviser from year 7	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 and wider destinations data
Parental engagement program supports academy improvement and the embedding of an aspirational culture for all pupils and groups of pupils	Increased participation by Disadvantaged Pupils and parents at academy events and opportunities for all parents to feedback to the Academy on school development.
All Disadvantaged Pupils including Service Children, Young Carers and EAL are supported to feel emotionally and socially well and able to attend and achieve	Through use of external providers, School led tutors, exceptional Personal development programme and in some cases, the use of RCC for bespoke, targeted intervention.

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: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged strategy is well led in order to lead to rapid improvements in outcomes for Disadvantaged Pupils	• PP Lead and team enhancing PP provision through close evaluation of successful strategies. Proportionate expenditure on use of leadership time to secure improvements in disadvantaged outcomes at whole academy level through leading PP strategy. • All staff to focus on extending provision for disadvantaged students as evidenced through the Raising Achievement Plan. • This will be implemented through rigorous accountability for outcomes and strategy in Line Management, Department Development Planning evidenced through QA, Whole Academy Review and Challenge meetings	1, 2, 3, 4, 5 and 6
New Academy CPD model supports EEF approaches to curriculum delivery and pedagogy.	• DfE Guidance supports taking an evidence informed approach to PP and the EEF are recommended as an evidence base and toolkit. This is evidenced through the Quality of Education handbook and Raising Achievement plan • This will be implemented by SLT, CPD Lead and Quality of Education team who will ensure that effective strategies are embedded into daily teaching practice through regular QA and Whole Academy Review	1, 2, 3, 4, 5 and 6
PP focus through curriculum delivery.	• All subject leaders bid for funding to support specific curriculum delivery opportunities. • Evidenced through evaluation of online applications, which will focus on supporting curriculum delivery in the classroom. Subject specific according to need identified in Department Development Plan	1, 2, 4, 6

	• This will be implemented through the bid process and half termly QA.	
Exemplary curriculum delivery through enhanced pedagogical approaches	• 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.	1, 2
Training is continuous and on-going so that the Governing body, SLT and MLT have 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 NPQH, NPQSL and NPQLT, NPQLTD, NPQLBC programmes. • 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.	5
Enhanced CPD and systems to support effective tracking, monitoring and analysis of disadvantaged pupil progress and attainment, including a focus on Service Children, Young Carers and EAL.	• 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. • 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 focuses on school specific vulnerable groups. • School led tutors each have a focus group to support attainment, attendance and wellbeing. This includes, service students, EAL, YC, SEND and PP.	3, 6
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 accelerated chronological reading	• The Accelerated Reader programme is embedded across middle and lower ability sets in KS3. Additional interventions in place for targeted students. • Reading ages are shown to be some of lowest amongst Disadvantaged Pupils and the key literacy skills such as inference are	1

	critical in closing the gap particularly at Key Stage 3.	
ages and improved inference skills.	• The programme is embedded into whole school initiatives through A2L time, Reading challenge and library provision. • LP and Associate LP focus on cultural capital, literacy and oracy. • School led tutors focus on managing and supporting KS4 students identified by Lead Practitioner and English HOD with Bedrock.	
Increased cultural capital of pupils.	• Bedrock Vocabulary programme led by an Associate LP and School led tutor. • Implemented via the programme, embedded as additional homework through VLE for all KS3 pupils. • Associate LP role in place with focus on increasing Cultural Capital as evidenced through the Raising Achievement Plan.	2
Pupils writing repertoire is improved and enhanced to support examination skills in all subject areas	• There is a Lead Practitioner role in place to support extended writing across the curriculum using a researched-based pedagogical approach.	1

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y11 pupils secure improved outcomes for the disadvantaged cohort in the Summer of 2024 in line with FFT20 targets. Service Children continue to maintain excellent outcomes.	• Directors of Achievement to support disadvantaged achievement and highly effective interventions. DOA leadership position to consider 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.	1, 2, 3, 4, 5, 6
School led tutors employed by the academy to target students who are PP, EAL,	• School led tutors in English, mathematics and science supporting in lesson, in 1:1	1, 2, 3, 4, 6

YC, SEND and students identified using the parent pledge who are below target in English and Mathematics	sessions and small group work. Evidenced through the student progress portal and shared with parents regularly throughout the year.	
School led tutors appointed via NTP in English, mathematics and science.	• School led tutors to support all SEND, PP, YC, EAL and parent pledge students across the academy including in SLC via lexia, lit program and mathswatch sessions. In lesson support, 1:1 sessions and small groups outside of the lesson along with after school year 11 invite only sessions.	1, 2, 3, 4, 6
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. • 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 and PASS 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 and mathematics for grades 3-4, 4-5 and 5-6.	• 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 Programme Coordinator.	4
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 Disadvantaged Pupils) 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	3, 4, 5, 6

	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 in order to track and monitor attendance across the Academy, particularly for Disadvantaged Pupils, • Pastoral Leaders and school led tutors to support attendance conversations in order to ensure students are in school • 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 all years.	3, 5
A focus of literacy and mathematics 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 as identified by GL assessment and shared via portal. Quality of Education team create resources and track, monitor and analyse the completion and success of activities. • Pastoral leaders will support R2L tutors as well as QA from ALP with a PD focus.	1, 2
Pupil well-being is monitored within more vulnerable pupils via	• Allocation of in-school counselling services for targeted vulnerable pupils. Use of PASS survey,	6

continued accessible support from internal pathways and external providers including the RCC (Mental Health Hub).	attendance and safeguarding to identify needs and groups. • 1:1 mentoring sessions with Disadvantaged Pupils and Young Carers. • SLT interviews with all Y11. • Well-being email address for each house. • As 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 RCC Lead and SENDCo via mentoring provision and within Pupil Individual Needs meetings. • Young Carers lead in post and our work is an LA case study of good practice.	
Service pupils are supported in school when dealing with parental deployment, which will allow pupils to thrive in school.	• 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. • School led tutor assigned to the service students to meet regularly, create a profile to share with staff regarding life at home and what our service students need us to know and require support with. The tutor will then feedback to LEM monthly to QA support and take to DOA/HSP for any actions required.	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 and school led tutor – improved well-being as evidenced through student voice and PASS.	6

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

Budgeted cost: £42,196

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key external speakers booked to raise awareness of the importance of mental health and the impact this can have on education.	• Communication between RCC, SENDCo Senior Lead for pupil well-being to ensure that key areas that are within the SRPA context are targeted and acted upon within the Academy.	2, 4
Whole academy University Programme to raise awareness and aspiration in relation to the university process and time allocated for academic intervention.	• 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.	• Links between local employers and the Academy embeds a system 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 2023-24 business contacts: • 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 • CEIAG Lead, along with Senior link to ensure that programmes and opportunities are personalised to specific cohort via liaison with the HoH	4
Strengthening of transition from Key Stage 2 with extended transition and support from DOA.	• Transition programme to run a bespoke event/series of events for yr6 cohort with in-depth hand over from primary schools. • GKI/AAD 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 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.	1, 2, 3, 4, 5, 6

	• 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.	• LEM to ensure that matters regarding subsidising excursions are dealt with discreetly and on a one to one basis 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. LEM to liaise with DHT in relation to expenditure and pupils subsidised. Rewards initiatives to support enrichment for Disadvantaged Pupils.	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. • Additionally a house hardship fund to support HOH and DHT to support students with immediate action if required managed by DHT RGI.	2, 4

Total budgeted cost: £322,196

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 2022-23 academic year.

See additional Pupil Premium Impact Report on the Academy website:

- 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.

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	Wheelers ebooks
Spellzone	Spellzone
Mathswatch	Mathswatch Ltd
Lexia	Lexia Learning
Doddle Learn	Boost
Resilient Me Programme	Resilient me
Lingual scope	Lingual scope
Maths Symphony	Maths Sympony
Smart Revise	Smart Revise
Historical Society	Historical Society
Caboodle	Caboodle
Language Nut	Language Nut
Frog VLE	Frog
Go4schools	Go4schools