

Pupil Premium 2023-2024 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 student numbers 2023-2024

	Total on roll	Male	Female	Total number of students who are eligible for PP funding	Total number of pupils who are services and eligible for PP
Year 7	252	131	121	60 (24%)	9 (4%)
Year 8	244	115	129	46 (19%)	1 (0.4%)
Year 9	233	123	110	58 (25%)	17 (7%)
Year 10	231	120	111	53 (23%)	8 (3%)
Year 11	211	120	91	45 (21%)	13 (6%)
Total	1171	609 (52%)	562 (48%)	262 (22%)	48 (4%)

Total Pupil Premium funding budget for 2023/24 (including Service Premium, school-led tutoring allocation, carry forward, Curriculum Recovery) = £322,196

Area of spend under cost code:	Amount spent:	Impact evidence:
Staffing and intervention including subject specialist teachers and school led tutors.	£199,540	<p>Examination data 2024</p> <ul style="list-style-type: none"> • Progress 8 (P8) data for PP students was -0.10, compared with +0.04 of non-PP students. This is a gap of 0.14. • This shows a shrinking gap when compared to 2023 examination data, where P8 for PP students was -0.33 and non-PP students was +0.15; a gap of 0.48. • Similarly, in 2022, P8 for PP students was -0.15, and +0.15 for non-PP peers, resulting in a gap of 0.30. • Consequently, this shows that the progress of PP students in 2024 has improved and the gap to non-PP students has narrowed when compared to examination data from 2022 and 2023. • Particular strengths can be observed when analysing data from different buckets: <ul style="list-style-type: none"> ○ English bucket 2024 – P8 for PP students was +0.10 and also +0.10 for non-PP students, showing no progress gap ○ Open bucket for 2024 – P8 was 0.00, indicating that students were, on average, making the expected progress in these subjects • Attainment 8 (A8) data for the past three years: <ul style="list-style-type: none"> ○ 2024 – 4.3 (PP) versus 4.7 (non-PP) ; a gap of 0.4 ○ 2023 – 3.8 (PP) versus 4.9 (non-PP) ; a gap of 1.1 ○ 2022 – 4.3 (PP) versus 4.9 (non-PP) ; a gap of 0.6 • Again, this demonstrates both an improvement in PP attainment, and a narrowing gap compared to attainment of non-PP peers, versus previous years. <p>School-led tutors</p> <ul style="list-style-type: none"> • A total of 628 students benefitted from school-led tutor intervention in 2023-24. • For Y11 students, this represented 383 hours of support across 116 students. • The intervention of school-led tutors has had the following impact: <ul style="list-style-type: none"> ○ In-class student support, helping to drive improvements in PP attainment and progress as evidenced above. ○ Allowing a range of trips and educational visits to run, providing PP students with additional opportunities to increase their cultural capital, to access provision to develop curriculum knowledge, and increase further education and careers aspirations. See below for further details. • Service Premium – one tutor has worked specifically with service youngsters, further supporting visits to increase students’ cultural capital. In addition, SRPA was designated as the lead school for the ‘Festival of Friends’ project through which service students’ pastoral care and educational support was developed. Evidence of impact can be seen in the following examination data: <ul style="list-style-type: none"> ○ In 2024, P8 for service students was +0.4, compared with a P8 score of 0.0 for non-service students. ○ Additionally, A8 for service students was 4.9 compared to 4.6 for non-service youngsters.

<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>£32,656</p>	<p><u>Bedrock Learning</u></p> <ul style="list-style-type: none"> This intervention is a research-based curriculum that teaches students the language they need to succeed at school. In 2023/24 all students involved in this intervention demonstrated progress, with PP youngsters making greater progress than non-PP peers. The following data is taken from Bedrock’s tracking tool: <table border="1" data-bbox="837 264 2128 368"> <thead> <tr> <th>Group</th> <th>Pre-test score</th> <th>Post-test score</th> <th>Improvement</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>75</td> <td>75</td> <td>15%</td> </tr> <tr> <td>Non-PP</td> <td>69</td> <td>76</td> <td>10%</td> </tr> </tbody> </table> <p><u>Literacy Intervention Toolkit (LIT)</u></p> <ul style="list-style-type: none"> The Literacy Intervention Toolkit (LIT) employs evidence based strategies proven to increase progress in English and the wider curriculum for the lowest achieving students across Key Stage 3. Students’ progress is measured against both reading age and spelling age data. In 2023/24, 24 students, predominantly those with SEND, from Y7 and Y8 accessed this intervention: <ul style="list-style-type: none"> 23 out 24 students (96%) made progress in at least one of the two progress metrics. Reading age – on average, the progress made by the 24 students between September and July (11 months) was 19 months. Spelling age – on average, the progress made by the 24 students between September and July (11 months) was 15 months. <p><u>Lexia Reading</u></p> <ul style="list-style-type: none"> Lexia Reading is a computerized, supplementary reading software program that helps children develop their literacy skills independently and at their own pace. Students’ progress is measured against reading age data. In 2023/24, 44 students in Key Stage 3 and 13 students in Key Stage 4, predominantly those with SEND, accessed this intervention: <ul style="list-style-type: none"> At KS3, 91% of students made accelerated progress, with an average improvement of 14 months. At KS4, 77% of students made accelerated progress, with an average improvement of 10 months. 	Group	Pre-test score	Post-test score	Improvement	PP	75	75	15%	Non-PP	69	76	10%
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<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>£40,000</p>	<p><u>Trips and educational visits</u></p> <ul style="list-style-type: none"> In 2023/24, a total of 120 trips and educational visits took place across the Academy. This is an average of just over 3 per week. Pupil Premium youngsters were offered to attend all of these trips and visits in order to increase their cultural capital, to access provision to develop curriculum knowledge, and increase further education and careers aspirations. PP students were supported in accessing these opportunities through financial support provided as a standard approach. In addition, PP funding was used to support our university programme, ensuring that 100% of PP youngsters accessed this enrichment provision. 												

		<ul style="list-style-type: none"> • Below is a list of examples of KS3 and KS4 trips and educational visits that were accessed by PP youngsters and supported through PP funding: <ul style="list-style-type: none"> ○ Yorvik Centre (Y7) ○ Project X (KS3) ○ Spanish Dual linguists visit to Ole Ole (Y9) ○ Maths Feast (Y10) ○ GCSE Blood Brothers performance (Y10) ○ YMCA Team Building activities at The Showroom (Y8) ○ Geography fieldwork – coasts (Y10) ○ Yorkshire Sculpture Park (Y9) ○ French PGL residential (Y9) ○ University of Lincoln – preparing for your future (Y10) ○ Maths Circles Summer School (KS3) ○ University of Lincoln PP Science revision (Y11)
<p>Subject curriculum bids to ensure disadvantaged pupils are able to access curriculum content including revision resources</p>	<p>£10,000</p>	<p>Subject overviews</p> <ul style="list-style-type: none"> • Every department area was able to request PP funding to support opportunities for enriching students’ cultural capital and for driving improved outcomes. In addition, targeted support for Y11 students from school-led tutors (see earlier section) has had an impact in narrowing attainment and progress gaps between PP youngsters and their peers.: <p>English</p> <ul style="list-style-type: none"> • English bucket 2024 – P8 for PP students was +0.10 and also +0.10 for non-PP students, showing no progress gap. • PP funding used to facilitate the running of the Y10 GCSE Blood Brothers performance, and the Doctor Jeckyll and Mr Hyde theatre visit to promote improved outcomes in these aspects of the GCSE curriculum, in addition to exposing PP students to cultural capital opportunities that they might not ordinarily have access to. <p>Mathematics</p> <ul style="list-style-type: none"> • Maths bucket 2024 – improvements in both attainment and progress of PP students in comparison to 2023, with narrowed gaps in both A8 and P8 measures. • A8 – in 2024, the average A8 score for PP students was 4.20, significantly higher than 3.70 in 2023. Additionally, the A8 gaps has narrowed from 1.10 to 0.40 in the same timeframe. • P8 – in 2024, the average P8 score for PP students was -0.20, an improvement on -0.30 from 2023. Furthermore, the P8 gap has narrowed from 0.30 to 0.10. • PP funding supported the Y8 Silverstone trip, supporting PP students in applying their mathematical knowledge to a real-world context and increasing aspirations for potential future career pathways.

Science

- Science bucket 2024 – improvements in both attainment and progress of PP students in comparison to 2023, with a narrowed gap in the P8 measure.
- P8 – in 2024, the average P8 score for PP students was -0.2, an improvement on -0.64 from 2023. Furthermore, the P8 gap has narrowed from 0.52 to 0.00.
- Attainment – the average point score for students in science in 2024 was 8.50, up from 6.86 in 2023.
- In GCSE Biology, FSM students' FFT value added data was +0.1, higher than non-FSM at 0.0. Additionally, FSM students achieved higher than national percentages at 4+ (100% v 92%), 5+ (100% v 82%) and 7+ (50% v 42%).
- In GCSE Chemistry, FSM students' FFT value added data was +0.1. Additionally, FSM students achieved higher than national percentages at 4+ (100% v 91%), 5+ (100% v 79%) and 7+ (50% v 43%).
- In GCSE Physics, students achieved higher than national percentages at 4+ (96% v 91%) and 5+ (91% v 80%).
- PP funding supported the Lincs Science and Technology Challenge event for KS3 PP students. The SRPA team won the event, moving onto the regional finals and winning an opportunity for the Academy to be visited by Helen Sharman, Britain's first ever astronaut.

History

- FFT value added data for FSM students was +0.1, higher than that of non-FSM peers (-0.1).

Geography

- PP funding supported a range of geography fieldtrip events, designed to provide cultural capital enrichment opportunities and support students' preparation for GCSE examinations. This included a Y10 fieldtrip to the coasts and Y11 visit to Sheffield to observe urban regeneration firsthand.

Religious Studies

- In GCSE Religious Studies, FSM students achieved higher than national percentages at 5+ (67% v 60%) and 7+ (33% v 28%).

Drama

- In GCSE Drama, FSM students' FFT value added data was +1.8, higher than non-FSM at 0.7. Additionally, FSM students achieved higher than national percentages at 4+ (100% v 74%), 5+ (100% v 59%) and 7+ (100% v 22%).

Hospitality & Catering

- In Hospitality & Catering, FSM students' FFT value added data was +2.9, higher than non-FSM at 1.5. Additionally, FSM students achieved higher than national percentages at 4+ (100% v 63%), 5+ (100% v 37%) and 7+ (67% v 15%).

<p>Staff CPD and training (2023-2024)</p>	<p>£40,000</p>	<p>CPD provision</p> <ul style="list-style-type: none"> • In 2023/24, SRPA subscribed to The National College to provide a wealth of webinars to support curriculum implementation. This online platform was used extensively, with 2865 individual training webinars completed by SRPA staff across the academic year. • Internal CPD provision included regular Rise & Shine training to raise the profile of vulnerable groups (including SEND and PP youngsters) and the subsequent use of teacher files across the Academy. The evidence of impact can be seen in the narrowing of progress and attainment gaps for both PP and SEND youngsters from 2023. • A range of national professional qualifications (NPQs) have been accessed to support leadership development across the Academy. This includes NPQs in leading literacy (NPQLL), leading teaching (NPQLT), leading teacher development (NPQLTD), and leading behaviour and culture (NPQLBC). • A range of subject specific CPD was completed across all departments to support teachers in improving outcomes for all young people, including PP youngsters. Evidence of impact can be seen in the progress and attainment data shared above. These CPD opportunities included: <p>English</p> <ul style="list-style-type: none"> • The ways and hows of dialogic learning in English • How to promote reading for pleasure <p>Science</p> <ul style="list-style-type: none"> • Narrowing the gap: Supporting disadvantaged learners in science through STEM • SEND in Science Teaching Strategies <p>Humanities</p> <ul style="list-style-type: none"> • Supporting SEND students and improving literacy • Achieving Grades 7 to 9 in AQA GCSE Psychology <p>Art and D&T</p> <ul style="list-style-type: none"> • OCR GCSE Art and Photography examination board training <p>Performing Arts</p> <ul style="list-style-type: none"> • Brilliant KS3 drama teaching – raising attainment in Y7-9
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