

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	1332
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	30.09.24
Date on which it will be reviewed	Termly
Statement authorised by	Dale Hardy HT
Pupil premium lead	Andrew Parkinson DHT
Governor / Trustee lead	Louis Harman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year including Service Premium	£270,535
School led tutoring funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
Curriculum Recovery	N/A
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£270,535

## 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 wellbeing issues

### 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. Evidence will be seen in externally validated examination data and internal tracking data for all key stages.
Improved oracy, literacy skills, vocab acquisition, chronological reading ages and mathematics	Mathematics and reading ages improve as evidenced by intervention programmes and GL data. Internal QA will identify and share best practice in terms of curriculum intent, implementation and impact.
Exceptional curriculum knowledge delivery and enrichment programme ensures all pupils' cultural capital is enhanced	Evidence will be seen in externally validated examination data and internal tracking data for all key stages. Internal QA will identify and share best practice in terms of curriculum intent, implementation and impact. 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 as shown through cumulative attendance data.
Enhanced bespoke careers provision for all Disadvantaged Pupils, including an independent careers adviser, from Year 7 onwards	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, wider destinations. Platinum Career Mark accreditation will be further evidence of high-quality careers provision.

All Disadvantaged Pupils including Service Children, Young Carers and EAL are supported to feel emotionally and socially well, enabling them to attend and achieve	Students' emotional wellbeing is supported through an exceptional Personal Development programme; where applicable, the use of external providers and counselling interventions through the Ros Christopher Centre (RCC – mental health hub). PASS data and attendance data will evidence impact.
Attitudes to learning (A2L) and behaviour of Disadvantaged Pupils is in-line with that of non-disadvantaged peers	Through the Academy's exceptional Personal Development programme and the support of the extended pastoral team, Disadvantaged Pupils consistently display high levels of A2L and behaviour. This will be evidenced through ongoing report data at each tracking point, negative/positive behaviour records on Go4Schools and through isolation and suspension data via the behaviour hub.

### Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £150,000**

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	<ul style="list-style-type: none"> <li>• PP Lead and QofE 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.</li> <li>• All staff to focus on extending provision for disadvantaged students as evidenced through subject Department Development Plans (DDPs) for Raising Achievement.</li> <li>• 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.</li> </ul>	1, 2, 3, 4, 5 and 6
New Academy CPD model supports EEF approaches to curriculum delivery and pedagogy	<ul style="list-style-type: none"> <li>• 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 strategies presented in the Academy's Quality of Education handbook, shared with teachers through regular CPD opportunities, and through subject Department Development Plans (DDPs) for Raising Achievement.</li> </ul>	1, 2, 3, 4, 5 and 6

	<ul style="list-style-type: none"> <li>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.</li> </ul>	
PP focus through curriculum delivery	<ul style="list-style-type: none"> <li>All subject leaders bid for funding to support specific curriculum delivery opportunities.</li> <li>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 Plans (DDPs).</li> <li>This will be implemented through the bid process and half termly QA.</li> </ul>	1, 2, 4, 6
Exemplary curriculum delivery through enhanced pedagogical approaches	<ul style="list-style-type: none"> <li>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.</li> </ul>	1, 2
Training is continuous and ongoing so that the Governing body, SLT and MLT have a better understanding of PP provision, and to ensure that it is embedded and enhanced across the Academy	<ul style="list-style-type: none"> <li>Additional support and CPD opportunities are encouraged with a focus on successful PP strategies at Governor, SLT and department level. Engagement with NPQH, NPQSL and NPQLT, NPQLTD, NPQLBC programmes as a continuation of training started in 2023/24.</li> <li>Co-ordinated CPD is triangulated with teaching and outcomes with options offered on in-house, external CPD platforms including the National College. The Developing Leadership programme is implemented.</li> </ul>	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	<ul style="list-style-type: none"> <li>Effective tracking, monitoring and analysis built into and embedded into CPD delivery across the year through ongoing QA, and whole-school work scrutiny.</li> <li>All department DDPs for Raising Achievement to include targets specific to improving attainment and outcomes and SEND and PP youngsters. Rigorous QA and regular reviews of progress will evidence the impact of these targets.</li> </ul>	3, 6

<p>A love for reading is embedded in all pupils via the Reading Plus online platform, DEAR (Drop Everything And Read) enhanced use of the library, Lexia, Spellzone and Bedrock Vocabulary. Therefore, contributing to accelerated chronological reading ages and improved inference skills</p>	<ul style="list-style-type: none"> <li>• The Reading Plus programme is embedded across KS3. Additional interventions in place for targeted students.</li> <li>• 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.</li> <li>• The programme is embedded into whole school initiatives through A2L time, reading challenge and library provision.</li> <li>• LP and Associate LP focus on cultural capital, literacy and oracy.</li> </ul>	<p>1</p>
<p>Increased cultural capital of pupils</p>	<ul style="list-style-type: none"> <li>• Trips and educational visits provide increased cultural capital for students, with PP funding used appropriately to subsidise the cost of these opportunities.</li> </ul>	<p>2</p>

**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
<p>Year 11 pupils secure improved outcomes for the disadvantaged cohort in the Summer of 2025 in line with FFT20 targets. Service Children continue to maintain excellent outcomes</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Rigorous accountability for outcomes and strategy through the DHT in charge.</li> </ul>	<p>1, 2, 3, 4, 5, 6</p>
<p>Existing Learning Support Assistants (LSAs) are provided with opportunities to access Level 2&amp;3 qualifications so that small group interventions can be enhanced</p>	<ul style="list-style-type: none"> <li>• Specific LSAs are targeted (linked to PDR) and provided with external CPD to gain qualifications.</li> <li>• Senior LSAs to take an increased responsibility for monitoring the progress and attainment of Year 11 SEND students, and to liaise with the SENDCo to implement additional interventions where necessary.</li> <li>• SENDCo and SLT link ensure that correct pupils are identified with appropriate support in order to support emotional development as well as academic development.</li> </ul>	<p>1, 2, 6</p>
<p>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</p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>1</p>

	<ul style="list-style-type: none"> <li>• Senior Leader for Assessment ensures testing is conducted in a timely &amp; efficient manner in order to identify need and future strategy.</li> <li>• Directors of Achievement to use internal tracking data to inform targeted intervention.</li> </ul>	
Increased opportunities for students to acquire and practise the application of key knowledge in order to promote improved progress and attainment for Disadvantaged Pupils	<ul style="list-style-type: none"> <li>• Seneca Premium to be introduced for KS4 students to support independent study and exam preparation. Seneca responds to students' performance to provide bespoke challenge and support based upon prior attainment and progress.</li> <li>• Heads of Department to use PP funding requests to provide subject-specific revision materials and opportunities as and when appropriate.</li> </ul>	1, 2
Targeted intervention sessions are implemented to ensure that GCSE pupils have opportunities to revise and embed key knowledge and understanding outside the classroom	<ul style="list-style-type: none"> <li>• Directors of Achievement and Heads of Department to use progress data to identify those individuals most in need of intervention across all subjects areas.</li> <li>• PP funding used to support transport where appropriate to enable Disadvantaged Pupils students to access this provision.</li> <li>• This includes any intervention sessions provided during the school holidays, ensuring that Disadvantaged Pupils have a suitable environment in which to study during non-term times.</li> </ul>	3, 4, 5, 6
Disadvantaged pupil attendance is in line with peer attendance and national expectations and averages	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Attendance team in post in order to track and monitor attendance across the Academy, particularly for Disadvantaged Pupils.</li> <li>• Pastoral Leaders to support attendance conversations in order to ensure students are in school.</li> <li>• All lates are tracked and followed up daily and are supported by clear non-attendance procedures and support.</li> </ul>	3
Increased knowledge of supporting and improving disadvantaged attendance with all key stakeholders including parents	<ul style="list-style-type: none"> <li>• 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'</li> </ul>	3, 5

	Evenings and via the whole academy CPD model.	
A focus of literacy and mathematics threaded into the R2L Tutor Programme delivered via R2L time and Personal Development	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Pastoral leaders will support R2L tutors as well as QA from ALP with a PD focus.</li> </ul>	1, 2
Pupil well-being is monitored within more vulnerable pupils via continued accessible support from internal pathways and external providers including the RCC (Ros Christopher Centre – Mental Health Hub)	<ul style="list-style-type: none"> <li>• Allocation of in-school counselling services for targeted vulnerable pupils. Use of PASS survey, attendance and safeguarding to identify needs and groups.</li> <li>• 1:1 mentoring sessions with Disadvantaged Pupils and Young Carers.</li> <li>• Wellbeing email address for each house.</li> <li>• As increased attendance leads to improved progress. Well-being is fundamental to those pupils being in school, and with a positive mindset. Counselling services monitored by RCC Lead and SENDCo via mentoring provision and within Pupil Individual Needs meetings.</li> </ul>	6
Service pupils are effectively supported in school, ensuring ongoing pastoral and academic support	<ul style="list-style-type: none"> <li>• Continued work through the Festival of Friends programme to develop, and then share, good practice in the education and pastoral support for this potentially vulnerable group of children.</li> <li>• LP responsible for vulnerable groups to oversee and monitor progress.</li> </ul>	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	<ul style="list-style-type: none"> <li>• Regular meeting/mentoring and recognition for their hard work in school.</li> <li>• 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. Sessions to be facilitated by the LP responsible for vulnerable groups and SSLT support.</li> <li>• Regular monitoring of pupil attainment and attendance. Regular meetings with mentor and school led tutor – improved wellbeing as</li> </ul>	6

	<p>evidenced through student voice and PASS.</p> <ul style="list-style-type: none"> <li>The Academy has recently been recognised for its excellent support of Young Carers for successfully gaining and Young Carers in School (YCiS) award.</li> </ul>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £40,535

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	<ul style="list-style-type: none"> <li>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.</li> </ul>	2, 4
Whole academy University Programme to raise awareness and aspiration in relation to the university process and time allocated for academic intervention	<ul style="list-style-type: none"> <li>To raise students' aspirations in order to ensure their lifelong love of learning and support their future well-being.</li> <li>Through our Careers Lead and House System</li> </ul>	2, 4
Raising of pupil awareness in relation to a working and team environment within the world of employment	<ul style="list-style-type: none"> <li>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</li> </ul> <p>2024-25 business contacts:</p> <ul style="list-style-type: none"> <li>Lindum Group, Selenity, Lace Housing, Lincoln Coop , Asda, Barbon, Siemens, Sewell Photography, Bridge McFarland, Rand Farm, Cargills, Inzpire, EMAS, Lincolnshire Police, Lincolnshire Fire &amp; Rescue, RAF Wittering, LiNCHigher, Ford &amp; Slater (DAF), Stringers</li> <li>CEIAG Lead, along with Senior link to ensure that programmes and opportunities are personalised to specific cohort via liaison with the HoH</li> </ul>	4
Strengthening of transition from Key Stage 2 with extended transition and support from DOA	<ul style="list-style-type: none"> <li>Transition programme to run a bespoke event/series of events for Year 6 cohort with in-depth hand over from primary schools.</li> <li>Director of Achievement to liaise with all stakeholders, including primary schools, to ensure that programme is bespoke to school/pupil context and needs.</li> </ul>	1, 3



<p>Enrichment, that Disadvantaged Pupils may not be able to access due to price, may be subsidised</p>	<ul style="list-style-type: none"> <li>• All trips and educational visits to be subsidised by 10% for Disadvantaged Pupils.</li> <li>• Enrichment opportunities, specifically targeted at Disadvantaged Pupils, to be funded or subsidised through requests to DHT responsible for PP funding.</li> <li>• Rewards initiatives to support enrichment for Disadvantaged Pupils.</li> </ul>	<p>2, 4</p>
<p>All pupils access all parts of the curriculum, school day and all extra-curricular opportunities regardless of background</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Additionally, a House hardship fund to support HOH and DHT to support students with immediate action if required, managed by DHT RGI.</li> </ul>	<p>2, 4</p>

**Total budgeted cost: £270,535**

## 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 2023-24 academic year.

See additional Pupil Premium Impact Report on the Academy website:

#### **Examination data 2024**

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:
  - 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:
  - 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.

### 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
Seneca	Seneca Learning
Reading Plus	Reading Solutions UK
Online Library	Wheeler's ebooks
Spellzone	Spellzone
Mathswatch	Mathswatch Ltd
Lexia	Lexia Learning
Doddle Learn	Boost
Resilient Me Programme	Resilient me
Mathletics	3P Learning
Maths Symphony	Maths Sympony
Smart Revise	Smart Revise
Historical Society	Historical Society
Language Nut	Language Nut
Frog VLE	Frog
Go4schools	Go4schools
LIT Programme	Hackney Services for Schools