

## Pupil Premium 2024-2025 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 2024-2025

	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
<b>Year 7</b>	276	126	150	75 (27%)	15 (5%)
<b>Year 8</b>	233	116	117	47 (20%)	7 (3%)
<b>Year 9</b>	229	112	117	39 (17%)	3 (1%)
<b>Year 10</b>	210	108	102	34 (16%)	15 (7%)
<b>Year 11</b>	232	121	110	44 (19%)	8 (3%)
<b>Total</b>	1179	583 (49%)	596 (51%)	239 (20%)	48 (4%)



**Total Pupil Premium funding budget for 2024/25 (including Service Premium and carry forward) = £270,535**

Area of spend under cost code:	Amount spent:	Impact evidence:																
Staffing and intervention including subject specialist teachers	£180,000	<b><u>Examination data 2024-25</u></b>																
		<b><u>Disadvantaged students</u></b>																
		<ul style="list-style-type: none"><li>In 2025, the Attainment 8 (A8) data shows <b>an attainment gap of 0.8</b> between disadvantaged and non-disadvantaged youngsters. This gap is in-line with target data as suggested by Fischer Family Trust (FFT20) which predicted an attainment gap of 0.7.</li><li>Basics measures:</li></ul>																
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		<ul style="list-style-type: none"><li>National Progress 8 (P8) data is not available for 2025 as this cohort of students did not complete Key Sage 2 SATs assessments due to the impact of the COVID-19 pandemic and subsequent school closure in 2020. However, indicative P8 data provided by FFT Aspire shows the following data for students with free school meals (FSM):</li></ul>																
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<ul style="list-style-type: none"><li>This suggests a progress gap of 0.49, which is smaller than the attainment gap between disadvantaged and non-disadvantaged students.</li></ul>																		
<b><u>Service children</u></b>																		
<ul style="list-style-type: none"><li>In 2025, the Attainment 8 (A8) data shows <b>an attainment gap of -0.2</b> between Service children and non-Service children. This gap is better than target data as suggested by Fischer Family Trust (FFT20) which predicted an attainment gap of 0.0.</li><li>Basics measures:</li></ul>																		



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<ul style="list-style-type: none"><li>Additionally, the DfE report provides a comparison to attendance data from the 2023-24 academic year:</li></ul>																		
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Literacy interventions supporting knowledge and the application of literacy and oracy across the curriculum including Reading Plus	£29,540	<u>Literacy Intervention Toolkit (LIT)</u> <ul style="list-style-type: none"><li>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.</li><li>In 2024/25, 18 students, predominantly those with SEND, from Y8 and Y9 accessed this intervention:<ul style="list-style-type: none"><li>13 out 18 students (72%) made progress in at least one of the two progress metrics.</li><li>Reading age – on average, the progress made by the 18 students between September and January (5 months) was 2.46 years (29.5 months)</li><li>Spelling age – on average, the progress made by the 18 students between September and January (5 months) was 1.1 years (13.2 months)</li></ul></li></ul>																



		<p><b><u>Reading Plus</u></b></p> <ul style="list-style-type: none"> <li>Reading Plus is a personalised, online adaptive reading program designed to improve students' reading fluency, comprehension, and vocabulary by focusing on reading speed and the construction of meaning.</li> <li>All Key Stage 3 students access Reading Plus through the English curriculum. Key data from 2024/25:</li> </ul> <table border="1"> <thead> <tr> <th rowspan="2">Year group</th><th colspan="2">Percentage of PP students at year or above expected proficiency (%)</th></tr> <tr> <th>November 2024</th><th>July 2025</th></tr> </thead> <tbody> <tr> <td>Year 7</td><td>22</td><td>40</td></tr> <tr> <td>Year 8</td><td>32</td><td>39</td></tr> <tr> <td>Year 9</td><td>31</td><td>35</td></tr> </tbody> </table>	Year group	Percentage of PP students at year or above expected proficiency (%)		November 2024	July 2025	Year 7	22	40	Year 8	32	39	Year 9	31	35
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<p><b>Support for educational trips and visits outside of the classroom including travel costs for disadvantaged pupils.</b></p> <p><b>Involvement in the SRPA university programme.</b></p>	£20,000	<p><b><u>Trips and educational visits</u></b></p> <ul style="list-style-type: none"> <li>In 2024/25, a total of 161 trips and educational visits took place across the Academy. This is an average of just over 4 per week.</li> <li>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.</li> <li>PP students were supported in accessing these opportunities through financial support provided as a standard approach.</li> <li>In addition, PP funding was used to support our university programme, ensuring that 100% of PP youngsters accessed this enrichment provision.</li> <li>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"> <li>Barcelona residential visit (Y11)</li> <li>Silverstone STEM trip (Y9-11)</li> <li>Project X (KS3)</li> <li>Much Ado About Numbers – Cambridge (Y10)</li> <li>Pantomime trip – New Theatre Royal Lincoln</li> <li>YMCA Team Building activities at The Showroom (Y8)</li> <li>Creative Forces Day for Service children (Y7-11)</li> <li>Onatti Theatre production (Y8)</li> <li>PGL residential visit (Y7)</li> <li>Maths Circles Rising Mathematicians Festival (Y7-10)</li> <li>French residential visit to Nice (Y10)</li> <li>Addams Family Musical (Y7-11)</li> <li>Young Carers’ Festival 2025 (Y7-11)</li> </ul> </li> </ul>														



<p><b>Subject curriculum bids to ensure disadvantaged pupils are able to access curriculum content including revision resources</b></p>	<p>£15,995</p>	<p style="text-align: center;"><b><u>Subject overviews</u></b></p> <ul style="list-style-type: none"> <li>• Every department area was able to request PP funding to support opportunities for enriching students’ cultural capital and for driving improved outcomes:</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>• PP funding used to purchase English Language and Literature revision guides for disadvantaged students at KS4. Impact felt through the improvement of student knowledge and understanding, and ultimately in the improvement of examination results. The books are pitched at a variety of levels and offer exemplar materials for students to work towards and aspire to.</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Additionally, disadvantaged students in KS4 were provided with revision guides and workbooks to support independent learning, and contributions towards subscriptions for Goteachmaths, AQA Exampro, Pinpoint and Mathsbox ensured that all students, including disadvantaged youngsters, benefited from quality first teaching across the mathematics department.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>• In GCSE Biology, FSM students achieved higher than national outcomes at 4+ (100% v 92%) and at 5+ (100% v 83%).</li> <li>• In GCSE Chemistry, FSM students achieved higher than national outcomes at 4+ (100% v 92%) and at 5+ (100% v 83%).</li> <li>• In GCSE Physics, FSM students achieved higher than national outcomes at 4+ (100% v 92%), 5+ (100% v 83%) and at 7+ (50% v 45%).</li> </ul> <p><b>Art &amp;DT</b></p> <ul style="list-style-type: none"> <li>• PP funding used to provide materials and ingredients so that all disadvantaged students had full access to the curriculum in design technology, engineering and food &amp; nutrition subject areas.</li> <li>• In GCSE Photography, FSM students achieved higher than national outcomes at 5+ (64% v 60%).</li> <li>• In GCSE Design &amp; Technology, FSM students achieved higher than national outcomes at 4+ (75% v 65%) and at 7+ (25% v 20%).</li> <li>• In Engineering Studies, FSM students achieved higher than national outcomes at L2 Distinction+ (18% v 17%)</li> <li>• In Hospitality &amp; Catering, FSM students’ FFT value added data was +0.8. Additionally, FSM students achieved higher than national percentages at L2 Pass+ (86% v 64%) and L2 Merit+ (86% v 39%).</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• 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 Y10 and Y11 visits to Sheffield to observe urban regeneration firsthand.</li> <li>• PP funding was also used to provide CGP revision guides for Y11 student to aid independent study in preparation for external examinations.</li> </ul>
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**Social Sciences & Religious Studies**

- Revision guides were purchased for all Y11 disadvantaged students in psychology, sociology and religious studies using PP funding.
- In GCSE Sociology, FSM students achieved higher than national outcomes at 4+ (71% v 68%).
- In GCSE Religious Studies, FSM students' FFT value added data was +0.6, higher than that of non-disadvantaged youngsters (+0.5). Additionally, FSM students achieved higher than national outcomes at 7+ (50% v 29%).

**Performing Arts**

- The Performing Arts department utilised PP funding to arrange a music workshop for Y7 students during one of our Personal Development (PD) days, giving disadvantaged youngsters access to music experiences outside of the curriculum that they would not usually have access to.

**PE**

- All Y11 disadvantaged students studying GCSE PE were provided with revision guides and workbooks that were purchased using PP funding. This intervention sought to improve students' subject knowledge and their ability to apply this knowledge to examination questions.
- In GCSE PE, FSM students' FFT value added data was +0.7, higher than that of non-disadvantaged youngsters (+0.4). Additionally, FSM students achieved higher than national outcomes at 4+ (78% v 71%) and in-line for 5+ (56% v 56%).

**Business & Computing**

- PP funding was used to purchase GCSE knowledge retrieval books and accompanying workbooks for KS4 students in GCSE Business Studies and GCSE Computer Science.
- In GCSE Business Studies, FSM students' FFT value added data was +0.4, higher than that of non-disadvantaged youngsters (-0.4). Additionally, FSM students achieved higher than national outcomes at 4+ (70% v 65%) and in-line for 5+ (50% v 51%).

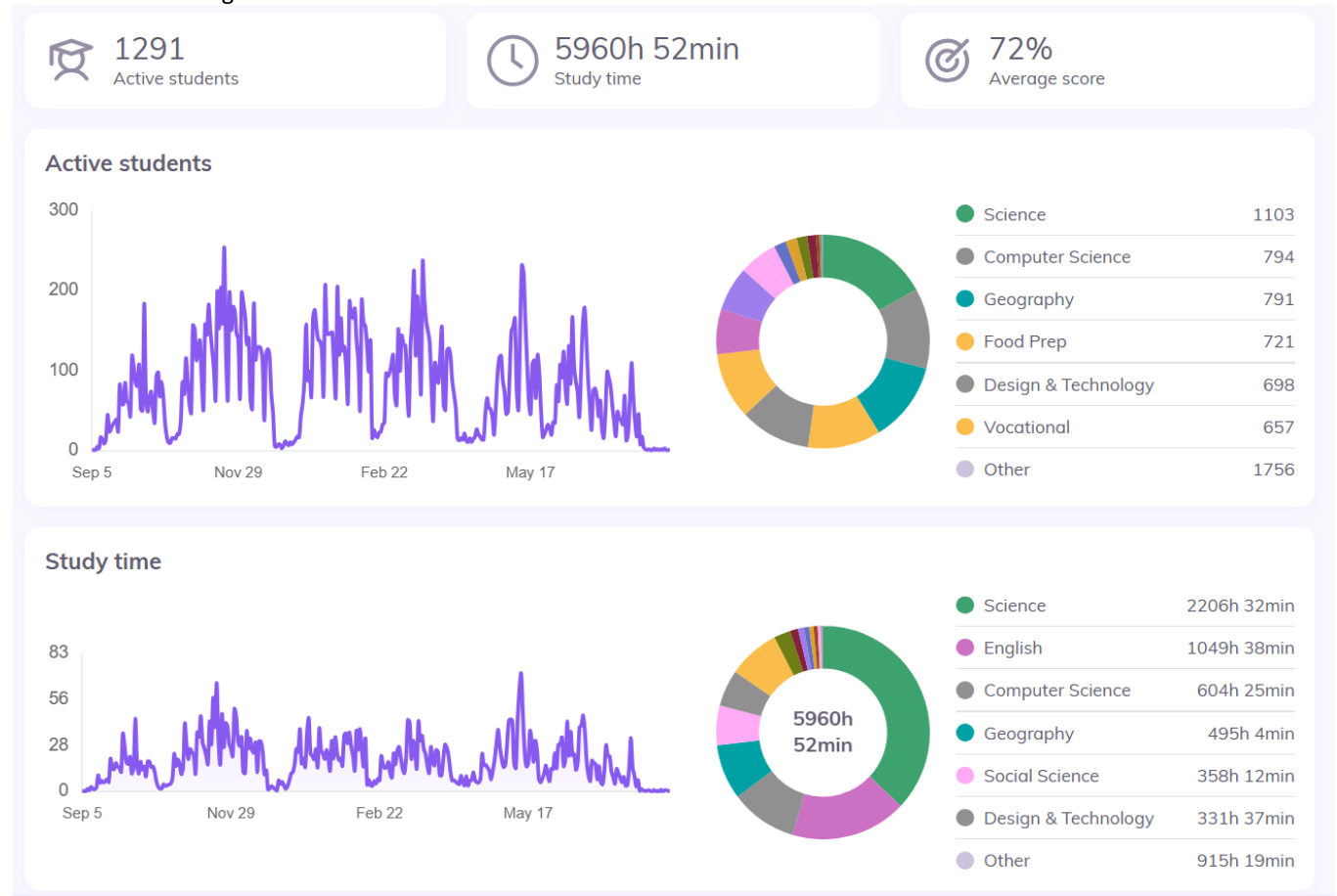
**MFL**

- Disadvantaged youngsters in KS4 participated in the RAF International Rescue event at RAF Wittering. This event was designed to improve uptake of languages at KS5, to open students' eyes to careers with languages, to use language skills in real-life situations, and develop their problem-solving skills/
- PP funding was also used to provide CGP Spanish GCSE Exam Practice workbooks for disadvantaged students, to help master exam, questions and improve outcomes. Weekly exercises set to support intervention.



## Seneca Learning

- To support students' independent learning and examination preparation, including disadvantaged youngsters, PP funding was used to provide a subscription to Seneca Premium. This platform provides access to advanced features and courses for students, such as AI-marked questions, mini mock exams, exclusive courses like HyperLearning and Predicted Papers, and smart learning modes that adapt to a student's needs. The subscription runs until October 2027.
- User analysis across the 2024/25 academic year shows extensive engagement and progress across all year groups:
  - 1291 active students
  - 5960 hours and 52min of total study time
  - 72% average score





<b>Staff CPD and training (2024-2025)</b>	£25,000	<div data-bbox="1301 137 1518 172"><b>CPD provision</b></div> <ul style="list-style-type: none"> <li>• In 2024/25, SRPA subscribed to The National College to provide a wealth of webinars to support curriculum implementation. This online platform was used extensively, with 3529 individual training webinars completed by SRPA staff across the academic year.</li> <li>• Internal CPD provision included regular Rise &amp; Shine training to raise the profile of vulnerable groups (including SEND and PP youngsters) and the subsequent use of teacher files across the Academy.</li> <li>• A range of national professional qualifications (NPQs) have been accessed to support leadership development across the Academy. This includes NPQs in leading teaching (NPQLT), leading behaviour and culture (NPQLBC) and headship (NPQH). Further access to NPQs is planned for 2025/26, with teachers already enrolled in national professional qualifications in leading teaching (NPQLT) and senior leadership (NPQSL).</li> <li>• The SRPA Leadership Professional Development Programme (LPDP) was planned and delivered to support leadership across the Academy, including current and aspiring middle leaders amongst the participants.</li> <li>• 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:</li> </ul> <div data-bbox="692 646 772 671"><b>English</b></div> <ul style="list-style-type: none"> <li>• RSC Certificate in Teaching Shakespeare: Othello</li> <li>• Teaching English Grammar in Context</li> <li>• Writing and SEND in the English Classroom</li> </ul> <div data-bbox="692 815 777 841"><b>Science</b></div> <ul style="list-style-type: none"> <li>• Enhance your Teaching: Maximising marks in A Level Biology A H420</li> <li>• Enhance your teaching: Maximising marks in A Level and AS Level Chemistry A (H432)</li> <li>• Enhance your Teaching: Maximising marks in A Level Physics A H556</li> </ul> <div data-bbox="692 983 1075 1008"><b>Social Sciences &amp; Religious Studies</b></div> <ul style="list-style-type: none"> <li>• Health and Social Care IQA training</li> <li>• Strategies and approaches in teaching and learning, to embed a culture of high expectations, high challenge and high achievement in A-Level Psychology</li> </ul> <div data-bbox="692 1150 943 1176"><b>Business &amp; Computing</b></div> <ul style="list-style-type: none"> <li>• OCR GCSE Art and Photography examination board training</li> </ul> <div data-bbox="692 1249 721 1275"><b>PE</b></div> <ul style="list-style-type: none"> <li>• Teaching golf</li> </ul> <div data-bbox="692 1315 786 1340"><b>6<sup>th</sup> Form</b></div> <ul style="list-style-type: none"> <li>• Ofsted preparations for sixth form</li> <li>• Netsixth conference</li> </ul>
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		<p style="text-align: center;"><b>Inclusion Quality Mark (IQM)</b></p> <ul style="list-style-type: none"> <li>On 24.04.25 and 25.04.25, SRPA facilitated a two-day inspection visit to review our inclusive practice against eight areas of the inclusion framework as part of the Inclusion Quality Mark (IQM). Through this inspection, the Academy were found to fully meet the criteria necessary to receive IQM's Inclusive School Award and were encouraged to apply for Centre of Excellence status.</li> <li>The report contained numerous references to the support given to those students in receipt of Pupil premium, both disadvantaged youngsters and Service children. Some key quotes taken from the report are below: <ul style="list-style-type: none"> <li><i>Staff members take great pride in the academy's extensive and continuously expanding extra-curricular programme, which has recently been enhanced by the addition of new sports and activities. SRPA is deeply committed to the holistic personal development of its students, demonstrated by its comprehensive Personal Development Offer which includes Drop Down days focussed on British Values, health and wellbeing and careers. Leaders ensure that these opportunities are accessible to all pupils, with proactive planning, extended payment plans, and funding support increasing participation in residential trips among Pupil Premium (PP) students, enabling them to benefit from enriching experiences outside the classroom.</i></li> <li><i>The academy's school monitoring systems play a pivotal role in enhancing the quality of education, learner engagement, and achievement. Tracking systems for extra-curricular activities—such as interests, aspirations, and career ambitions—enable students to access experiences, opportunities, and visits aligned with their goals. This offer is designed to be fully inclusive, ensuring equal access for all students, including those with SEND and Pupil Premium (PP) status.</i></li> <li><i>Behaviour within the academy has undergone a remarkable transformation, evidenced by significant improvements in suspension and exclusion rates. Notably, less than 1% of students require behaviour interventions, and suspension rates outperform local, regional, and national benchmarks. Senior leaders attribute much of this success to a simplified and effective approach, ensuring that "the basics are done well." This strategic focus has led to notable enhancements in attendance and engagement across the student body, with particularly positive outcomes for pupils eligible for Pupil Premium (PP).</i></li> <li><i>Adjustments to routines and expectations are implemented thoughtfully on an individual basis to support students with additional needs, including Young Carers, SEND students, Service pupils, and other vulnerable groups. Staff are committed to providing tailored support, ensuring each student is equipped to thrive. The presence of a full-time school counsellor further strengthens this provision, offering dedicated pastoral care. As a result, the academy has observed improved attendance rates among Young Carers and other vulnerable student groups, reinforcing the success of its inclusive strategies. One student shared: "I'm a young carer, and although I'm treated the same as everyone else, I get time to talk, and people understand."</i></li> </ul> </li> </ul>
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