

Pupil Premium 2025-2026 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 2025-2026

	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	272	135	137	58 (21%)	15 (6%)
Year 8	258	120	138	67 (26%)	15 (6%)
Year 9	224	113	111	43 (19%)	5 (2%)
Year 10	218	107	111	37 (17%)	2 (1%)
Year 11	205	107	98	35 (17%)	15 (7%)
Total	1177	583 (49%)	596 (51%)	240 (20%)	52 (4%)

Total Pupil Premium funding budget for 2025-26 (including Service Premium and carry forward) = £322,740

Area of spend under cost code:	Amount spent:	Impact evidence:																														
Teaching (for example, CPD, recruitment and retention) and targeted academic support (for example, tutoring, one-to-one support structured interventions)	£265,183	<u>Executive Summary: Outstanding Outcomes for Disadvantaged and Service Children 2025-26</u> Sir Robert Pattinson Academy is proud to report exceptional examination results for our disadvantaged and Service children in 2025-26, with outcomes that completely reverse the typical national disadvantage gap. Nationally, disadvantaged students typically achieve significantly lower results than their peers, yet at SRPA our disadvantaged students have outperformed their non-disadvantaged peers in key performance measures for English and Mathematics. This represents a significant reversal of the expected pattern and demonstrates that disadvantage is not a barrier to success at our Academy. The gap in overall attainment between disadvantaged and non-disadvantaged students has continued to narrow, building on the improvements seen in previous years. Our disadvantaged students also achieved outcomes that were virtually in line with their peers across broader measures of achievement, demonstrating consistent high performance across the curriculum. Our Service children achieved truly outstanding results, significantly outperforming their non-Service peers across every measure. These exceptional outcomes reflect the targeted support and inclusive culture that ensures Service children thrive academically at SRPA, despite the unique challenges they face. Service children excelled particularly in English and Mathematics, achieving results that were substantially higher than their peers, and demonstrated strong performance across all subject areas. Beyond examination outcomes, our disadvantaged students' attendance continued to improve year-on-year and remains significantly above the national average for disadvantaged pupils. Service children's attendance also exceeded the whole school average, demonstrating high levels of engagement and belonging. These outstanding results are the product of targeted support, high-quality teaching, comprehensive enrichment opportunities, and our unwavering belief that every child can succeed regardless of their background or circumstances. <u>Examination data 2025-26</u> <u>Disadvantaged students</u> (34 pupils, 16.6% of cohort) Attainment 8 Performance <table><tr><th>Measure</th><th>Disadvantaged Pupils</th><th>Non-Disadvantaged Pupils</th><th>Gap</th><th>Comparison</th></tr><tr><td>Overall A8</td><td>4.6</td><td>5.0</td><td>-0.4</td><td>Disadvantaged pupils 0.4 below non-disadvantaged</td></tr><tr><td>Mathematics A8</td><td>4.8</td><td>5.0</td><td>-0.2</td><td>Disadvantaged pupils 0.2 below non-disadvantaged</td></tr><tr><td>English A8</td><td>4.9</td><td>5.2</td><td>-0.3</td><td>Disadvantaged pupils 0.3 below non-disadvantaged</td></tr><tr><td>EBacc A8</td><td>4.4</td><td>4.6</td><td>-0.2</td><td>Disadvantaged pupils 0.2 below non-disadvantaged</td></tr><tr><td>Open A8</td><td>4.5</td><td>5.1</td><td>-0.6</td><td>Disadvantaged pupils 0.6 below non-disadvantaged</td></tr></table>	Measure	Disadvantaged Pupils	Non-Disadvantaged Pupils	Gap	Comparison	Overall A8	4.6	5.0	-0.4	Disadvantaged pupils 0.4 below non-disadvantaged	Mathematics A8	4.8	5.0	-0.2	Disadvantaged pupils 0.2 below non-disadvantaged	English A8	4.9	5.2	-0.3	Disadvantaged pupils 0.3 below non-disadvantaged	EBacc A8	4.4	4.6	-0.2	Disadvantaged pupils 0.2 below non-disadvantaged	Open A8	4.5	5.1	-0.6	Disadvantaged pupils 0.6 below non-disadvantaged
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The Basics (English & Mathematics)

Measure	Disadvantaged Pupils	Non-Disadvantaged Pupils	Gap	Comparison
Grade 7+	8.8%	7.6%	+1.2pp	Disadvantaged pupils outperformed by 1.2pp
Grade 5+	58.8%	51.5%	+7.3pp	Disadvantaged pupils outperformed by 7.3pp
Grade 4+	76.5%	78.4%	-1.9pp	Disadvantaged pupils 1.9pp below non-disadvantaged

Strong performance for 5+ Grade 5 (inc. English & Mathematics)

Measure	Disadvantaged Pupils	Non-Disadvantaged Pupils	Gap	Comparison
5+ Grade 5	44.1%	45.0%	-0.9pp	Disadvantaged pupils 0.9pp below non-disadvantaged

Service children**(15 pupils, 7.3% of cohort)****Attainment 8 Performance**

Measure	Service Children	Non-Service	Gap	Comparison
Overall A8	5.1	4.9	+0.2	Service children outperformed by 0.2
Mathematics A8	5.1	4.9	+0.2	Service children outperformed by 0.2
English A8	5.5	5.1	+0.4	Service children outperformed by 0.4
EBacc A8	4.8	4.6	+0.2	Service children outperformed by 0.2
Open A8	5.0	5.0	0.0	Equal performance

The Basics (English & Mathematics)

Measure	Service Children	Non-Service	Gap	Comparison
Grade 7+	6.7%	7.9%	-1.2pp	Service children 1.2pp below
Grade 5+	66.7%	51.6%	+15.1pp	Service children outperformed by 15.1pp
Grade 4+	93.3%	76.8%	+16.5pp	Service children outperformed by 16.5pp

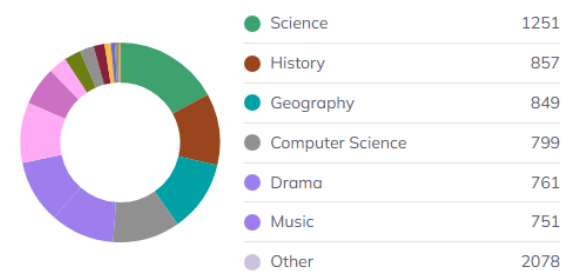
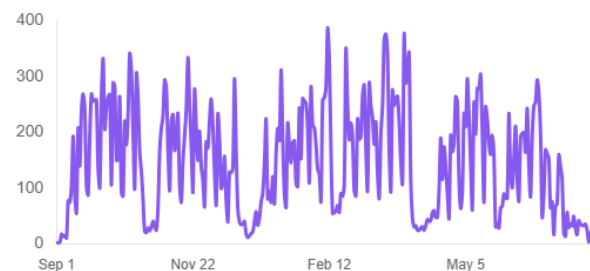
Strong performance for 5+ Grade 5 (inc. En & Ma)

Measure	Service Children	Non-Service	Gap	Comparison
5+ Grade 5	60.0%	43.7%	+16.3pp	Service children outperformed by 16.3pp

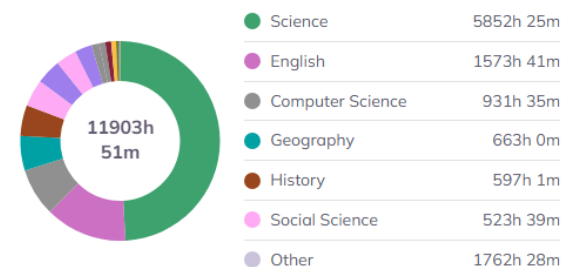
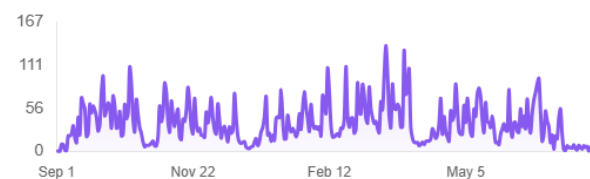
		Outstanding Achievement: Disadvantaged pupils achieved exceptional outcomes in the basics: 58.8% achieved Grade 5+ in English & Mathematics (7.3pp above non-disadvantaged) 8.8% achieved Grade 7+ in English & Mathematics (1.2pp above non-disadvantaged) - The Grade 5+ basics measure represents a significant reversal of the typical disadvantage gap Service children significantly outperformed their peers: 66.7% achieved Grade 5+ in English & Mathematics (15.1pp above non-Service) 93.3% achieved Grade 4+ in English & Mathematics (16.5pp above non-Service) 60.0% achieved 5+ Grade 5 including English & Mathematics (16.3pp above non-Service) - Average A8 of 5.1 (0.2 above non-Service) The Attainment 8 gap for disadvantaged pupils was 0.4 (narrowed compared with 2024/25 data) <u>CPD provision</u> - In 2025-26, SRPA subscribed to The National College to provide a wealth of webinars to support curriculum implementation. This online platform was used extensively, with 1156 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. - 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), senior leadership (NPQSL), and headship (NPQH). Further access to NPQs is planned for 2026/27, with teachers already enrolled in national professional qualifications in leading teaching (NPQLT) and SENCO (NPQSENCO). - 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: English Preparing Students for GCSE English - exploring ways to maintain authenticity and enjoyment at the heart of teaching texts while developing students as thoughtful, critical readers able to root analysis in genuine personal responses Dyslexia in the Mainstream Classroom - expanding knowledge of dyslexia to support closing the gap between SEND and non-SEND pupils Introduction to A Level English Literature Teaching and Learning - day-long cross-specification course covering planning and managing reading of whole texts, student writing including comparative work, teaching drama and poetry, and effective use of criticism Geography Boosting Attainment in GCSE Geography Through Securing Mastery of Tricky Words - extensive advice on planning and embedding strategies to master tier 2 and 3 vocabulary into GCSE Geography lessons Activating Prior Knowledge Through Retrieval in GCSE Geography - extensive advice on how to activate prior knowledge through retrieval in GCSE Geography lessons
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		Sixth Form • Netsixth Conference - November updates for all areas of Sixth Form leadership, including curriculum updates to support recruitment and retention, legal requirements from personal development perspective, new initiatives to support sixth form improvement, and teaching and learning development SLC (Specialised Learning Centre) • Level 3 Learning Support Assistant Award - 7 members of staff completed this qualification to baseline all staff to the same level and develop understanding of the role of the LSA within a mainstream setting <u>Seneca Learning</u> • 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 2025-26 academic year shows extensive engagement and progress across all year groups: ○ 1301 active students ○ 11903 hours and 51min of total study time ○ 68% average score
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Active students



Study time



Reading Plus

- 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.
- All Key Stage 3 students access Reading Plus through the English curriculum. Key data from 2025-26:

Reading Plus September 2025 to July 2026

End of year assessments

All KS3



Year: 7



Year: 8



Year: 9



Conclusion:

Reading Plus has had a positive impact on reading development across KS3 during 2025-26. Participation was high, with approximately 95% of KS3 students completing both assessments, despite some non-completion linked to attendance issues. The majority of students either maintained or improved their reading performance, with improvement outweighing decline in most classes. Strong outcomes in a number of groups demonstrate the effectiveness of the programme.

		Looking ahead to 2026-27, we will enhance our focus on disadvantaged pupils specifically by: - Monitoring PP student engagement and completion rates separately to identify any attendance or access barriers that may be preventing full participation - Providing targeted support for disadvantaged students who show declining reading performance, including additional small-group interventions and one-to-one mentoring - Analysing PP student progress data at each assessment point to ensure disadvantaged pupils are making at least equal (and ideally accelerated) progress compared to their non-disadvantaged peers - Sharing effective practice from classes where disadvantaged pupils have made the strongest gains, to ensure all PP students benefit from the most impactful teaching approaches																																								
Wider strategies (for example, related to attendance, behaviour and wellbeing)	£57,557	<u>Attendance data 2025-26</u> Overall Performance <table><tr><th>Measure</th><th>Academic Year to Date</th><th>Target</th></tr><tr><td>Overall</td><td>93.44%</td><td>93.30%</td></tr></table> Vulnerable Groups - Year to Date Performance <table><tr><th>Group</th><th>Academic Yearly Attendance</th><th>Comparison to Overall</th></tr><tr><td>Pupil Premium (Disadvantaged)</td><td>90.73%</td><td>-2.71 pp below overall</td></tr><tr><td>Service Children</td><td>93.54%</td><td>+0.10 pp above overall</td></tr></table> Disadvantaged Pupils (FSM6) - Attendance <table><tr><th>Academic Year</th><th>School</th><th>National</th><th>National Distribution</th><th>Trend vs National</th></tr><tr><td>2024/25</td><td>89.5%</td><td>86.8%</td><td>Above</td><td>Relative improvement</td></tr><tr><td>2023/24</td><td>86.9%</td><td>86.0%</td><td>Close to average</td><td>Relative decline</td></tr><tr><td>2022/23</td><td>87.5%</td><td>86.0%</td><td>Close to average</td><td>Relative improvement</td></tr><tr><td>2018/19</td><td>89.4%</td><td>91.8%</td><td>Below</td><td>-</td></tr></table> Strengths: - Attendance figures for disadvantaged pupils continued to improve, increasing from 89.5% (2024-25) to 90.7% (2025-26) - Attendance for disadvantaged pupils at SRPA continues to be higher than national attendance data - Service children’s attendance is better than the overall school attendance figure (93.5% v 93.4%)	Measure	Academic Year to Date	Target	Overall	93.44%	93.30%	Group	Academic Yearly Attendance	Comparison to Overall	Pupil Premium (Disadvantaged)	90.73%	-2.71 pp below overall	Service Children	93.54%	+0.10 pp above overall	Academic Year	School	National	National Distribution	Trend vs National	2024/25	89.5%	86.8%	Above	Relative improvement	2023/24	86.9%	86.0%	Close to average	Relative decline	2022/23	87.5%	86.0%	Close to average	Relative improvement	2018/19	89.4%	91.8%	Below	-
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Subject-specific PP spend – overviews

- Every department area was able to request PP funding to support opportunities for enriching students’ cultural capital and for driving improved outcomes:

English

- PP funding used to purchase SNAP Revision Guides (6 books per bundle) for 38 Y10 disadvantaged students covering GCSE Edexcel Literature and AQA Language
- Revision guides contain vital hints and tips on course content, effective revision strategies, and QR codes linking to online videos and additional resources
- Digital Theatre Plus subscription (partial funding) providing access to recordings of plays and musicals, teaching resources, interviews with industry professionals, and careers exploration materials

Mathematics

- Sparx Maths subscription providing individually tailored homework linked to schemes of learning with built-in consolidation and spaced retrieval practice
- Research by Cambridge University and RAND Europe found that active work in Sparx at recommended levels is associated with almost a third of a GCSE grade difference
- Pinpoint Learning subscription (6 months) to create personalised revision resources following mock examinations, with 5 topics per paper in easy, medium and hard versions to target bespoke interventions for Y10 and Y11 students

Science

- STEM competition trip to Lincoln Minster School for up to 12 Y8/9 PP students showing keen interest in science or taking separate sciences
- National competition day designed to raise enthusiasm for STEM subjects and encourage progression to College and University
- Activities included robotics, E-FIT forensics and medical science, with winning teams progressing to regional finals

Art & Design Technology

- 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 & nutrition subject areas
- Support provided for KS3 practical lessons (Y7-9) and KS4 Catering and Hospitality courses to ensure PP students could participate in all practical activities without expectation of funding

Geography

- CGP revision guides purchased for all Y11 students (including 33 PP students) to aid independent study in preparation for external examinations
- Revision flash cards purchased for 24 PP students at GCSE geography
- Internet Geography subscription to allow resources to be printed to support PP students
- PP funding supported geography fieldtrip events to Sheffield for Y10 and Y11 to observe urban regeneration firsthand

		History • GCSE Edexcel History revision guides purchased for all PP students in Y10 (19 students) and Y11 (27 students) • Single revision guide contains all 4 GCSE topics to support homework and revision throughout both years Social Sciences & Religious Studies • Revision guides purchased for Y11 disadvantaged students in Psychology (11 students), Sociology (13 students) and Religious Studies (3 students) • A Level revision materials purchased for Y13 Sociology (2 students) and Psychology (2 students) including digital resources due to specification changes Performing Arts • Digital Theatre Plus subscription (partial funding) providing access to BTEC Level 2 Performing Arts plays with supporting resources, GCSE and A Level materials, and increased access at Key Stage 3 PE • All 15 Y11 disadvantaged students studying GCSE PE were provided with AQA revision guides and workbooks to improve subject knowledge and ability to apply knowledge to examination questions Business & Computing • Smart Revise subscription from Craig and Dave for 8 PP students (Y10-13) - an online platform for practicing exam questions with self-marking, accurate application of exam mark schemes, instant feedback and differentiated questions for all ability levels • Teacher platform allows central identification of weaknesses to inform intervention plans MFL • 33 Edexcel Exam Practice workbooks purchased for PP students in Y10 French (1 student), Y10 Spanish (14 students), Y11 French (10 students) and Y11 Spanish (8 students) • Workbooks offer practice in all four skills with answers provided for listening and reading, audio for listening practice, sample answers for speaking, and AI-powered exam feedback for writing
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Trips and educational visits

- In 2025-26, over 160 trips and educational visits took place across the Academy. This is an average of over 4 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.
- 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:
- **KS3 Trips:**
 - PGL residential visit (Y7)
 - Pantomime trip – New Theatre Royal Lincoln (Y7)
 - Francophonie Roadshow (whole school)
 - MFL Careers Fair at LSST (Y9)
 - MFL Bistrot Pierre (Y9)
 - Year 9 Spanish Olé Olé visit (Y9)
 - MFL Paris trip (Y9)
 - Bletchley Park Visit - Computer Science (Y9)
- **KS4 Trips:**
 - Barcelona residential visit (Y10)
 - Geography Coast Trips (Y10/11)
 - Lost Atoms - Frantic Assembly - Curve Theatre (Y11/12)
 - KS4 Performing Arts Residential (Y9/10)
 - Mean Girls Musical - Leicester Curve (Y9-13)
- **Enrichment and Wellbeing:**
 - Creative Forces Day for Service children (Y7-11)
 - Purple Up Day - Month of Military Child celebration (Service Children)
 - Project X (Y8)
 - Young Carers' Festival 2026 (Y7-10)
 - Crochet Club - Craftea Cafe (Y7-10)
- **Sport and PE:**
 - Celtic Football Tour
 - District Athletics Championships
 - District cross-country championships
- **Duke of Edinburgh:**
 - DoFE Bronze Practice & Assessed Expeditions (Y9)
 - DoFE Silver Practice Expedition (Y10)