

Pupil premium strategy statement for Sir Robert Pattinson Academy

Sir Robert Pattinson Academy is committed to providing the very best provision and support for all its students. We are also committed to providing provision and support for our disadvantaged students 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 students receive a well-rounded education and support towards an aspirational future.

Pupil Premium Breakdown

	Total on roll	Male	Female	Total number of students who are eligible for PP funding	Total number of pupils who are SEN and eligible for PP
Year 7	235	120	115	61	11
Year 8	232	126	106	59	10
Year 9	168	98	70	46	8
Year 10	169	103	66	48	9
Year 11	212	121	91	61	16
Total	1016	568	448	27 (%)	19.6 (% of PP cohort)

Total amount of PP funding = £165495

Barriers to future attainment (for pupils eligible for PP)

In-school barriers

A.	Literacy skills (Communication strategy) and chronological reading ages
B.	Fundamental Numeracy skills
C.	Attendance, where previous policy & practiced has not 'caught' low attending pupils quickly enough
D.	Aspirations and Career Pathways

External barriers

D.	Parental Support and Opportunities
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1. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Effective teaching strategies to enhance disadvantaged progress and attainment, are embedded across the academy	Disadvantaged students make progress and attain in line with their peers via consistently high-quality teaching & learning opportunities
B.	Increased and consistent attendance of disadvantaged pupils	Attendance of disadvantaged students is in line with whole academy and national averages for all students.
C.	Improved oracy, literacy skills (Communication strategy) and chronological reading ages	Reading ages improve and common weaknesses in areas such as inference improve, shown by improvements in internal data validated by the QA process.

D.	Improved numeracy skills with a focus on the key fundamental skills	Numeracy ages improve, shown by improvements in internal data validated by the QA process.
E.	Enhanced bespoke careers provision	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.
F.	Parental engagement supports academy improvement and the embedding of an aspirational culture for all pupils and groups of pupils	Increased participation by parents at academy events and opportunities for parents to feedback to the Academy on school development.

Planned Expenditure

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
EEF research influences teaching strategies that are provided and embedded into the Academy CPD Model	All CPD clusters and strands have access to PP research and have a DP focus	DfE Guidance heavily supports taking an evidence informed approach to PP and the EEF are recommended as an evidence base and toolkit	SLT CPD Lead will ensure that effective strategies are embedded into daily teaching practice through whole school strategy	HDS and T&L Team	July 2019

The 'Metacognition & Self-Regulation' CPD strand has a specific focus on supporting disadvantaged students	Strand participants to focus on disadvantaged students in trial studies throughout the year	DfE Research Brief on closing the attainment gap highlights Metacognition as a particular area of focus for articulating success and good practice.	SLT CPD Lead will ensure that disadvantaged students remain a focus for the implementation of research	HDS and T&L Team	On-going
Up skilling of the Governor and SLT so that a better understanding of PP provision is embedded in and across the MLT & SLT skill set	Additional support and CPD opportunities are encouraged with a focus on successful PP strategies at Governor, SLT and dept level	Middle Leadership development highlighted as a key area for driving PP standards in the most recent Pupil Premium Awards case studies	Co-ordinated CPD is triangulated with teaching and outcomes with options offered on in-house, external and LTSA CPD. Middle Leader and Aspiring Middle Leader development programme is implemented.	HDS and PAW	On-going
Enhanced CPD and systems to support effective tracking, monitoring and then analysis of disadvantaged student progress and attainment also including a focus on Service Children and Young Carers.	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	Accurate tracking of progress and attainment critical to firstly, identification of students for intervention, and then tracking impact of that intervention.	Senior Leadership Team to ensure that CPD links to key time periods for data collects, moderation and data analysis. Year 11 Progress and Outcomes Team established to focus on school specific vulnerable groups	HDS, EAL and HoDs	Fortnightly meetings for Progress and Outcomes team, CPD on-going
Total budgeted cost					£ 12511

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged strategy is well-led, leading to rapid improvements in outcomes for disadvantaged pupils.	Proportionate expenditure on use of leadership time to secure improvements in disadvantaged outcomes at whole academy level through leading PP strategy	Whilst more than one leader should drive the strategy, a key focal point for implementation & accountability is needed.	Rapid appointment to the post in the academic year and rigorous accountability for outcomes and strategy through the DHT in charge.	DHT, EJA	September 2018
Y11 pupils secure significantly improved outcomes for the disadvantaged cohort in the Summer of 2019	Additional TLR added to support disadvantaged achievement in Year 11. Fixed term Achievement Leader to support pastoral care and effective interventions.	Bespoke leadership position to consider only those pupils in need of targeted pastoral and academic support in order to meet identified need.	Rapid appointment to the post in the academic year and rigorous accountability for outcomes and strategy through the AHT in charge.	EJA, Y11 AL	October 2018

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.	EEF recommend that the development of Learning Support experience and ability to develop refined targeted support has higher effect size than generic lesson support.	SENDCo and SLT link ensure that correct students are identified with appropriate support in order to support emotional development as well as academic development.	EJA, Y11 AL, ARA	On-going
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.	New system of diagnostic assessment implemented in order that all pupils' needs are diagnosed and, subsequently met (GL 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.	PAW	Following assessment calendar but at least half termly
Blocks of tuition are provided to disadvantaged students with a focus on progress and attainment at Key Stage 4 improving for those students	Students are identified and then targeted for additional tuition from subject teams, external agencies and Learning Support	Specialised tuition also highlighted as having a higher effect size by EEF particularly for disadvantaged students	Regular tracking and monitoring of progress from the appropriate Heads of Department and Y11 Achievement Leader will track students via assessment.	HDS, EJA, HoDs, Y11 AL	Half termly
A love for literacy, specifically reading, is embedded in all PP students via the Accelerated Reader Programme. Therefore contributing to improved chronological reading ages.	The Accelerated Reader programme is embedded into the Academy's Oracy & Literacy (Communication) Strategy	Reading ages are shown to be some of lowest amongst disadvantaged students and the key literacy skills such as inference are critical in closing the gap particularly at Key Stage 3	Programme is embedded into whole-school initiatives such as DEAR, Reading Challenge and library provision.	HDS, EAL	Termly
Holiday Revision Sessions are implemented after Christmas to ensure that GCSE students have opportunities to revise and embed key knowledge and understanding outside the classroom.	Students sign up for holiday revision sessions (targeted DPs) via a menu of choices	A good proportion of disadvantaged students simply do not have the environment outside of school to revise effectively – the holiday revision programme allows those students to access this without fear or any barriers.	Attendance and progress is monitored and evaluated by the Senior & Y11 Teams and Heads of Department to ensure impact is gained.	EJA, Y11 AL, PAW	Post-Holidays

Disadvantaged student 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 students to be in school and on time.	Attendance team in post. All lates are tracked and followed up daily and are supported by clear non-attendance procedures and support	Attendance Officer, DHT & HoY/DHoY	Daily
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Increased knowledge of supporting and improving disadvantaged attendance with all key stakeholders	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	Attendance Officer, DHT, JMG	Half termly
A focus of literacy and numeracy threaded into the SMSC Programme being delivered via tutorial time.	Reading, comprehension, inference and numeracy skills are embedded into tutor activities.	A large proportion of students (particularly disadvantaged) arrive at the Academy with gaps in key literacy and numeracy skills. A consistent drip-feeding of those 'soft-skills' is essential for development	SMSC Lead will create resources and then track, monitor and analyse the completion and success of activities.	EJA, JMG.	Termly
Student well-being is monitored within more vulnerable students via continued accessible support from internal pathways and external providers including the RP Hub (Mental Health Hub)	Allocation of in-school counselling services for targeted vulnerable students. Use of PASS survey to identify needs and groups. 1:1 mentoring sessions with DPs and Young Carers. SLT interviews with all yr11.	Students will attend school when they feel supported and positive. Increased attendance leads to improved progress. Well-being is fundamental to those students being in school, and with a positive mind-set.	Counselling services monitored by RP Hub Lead and SENDCo via mentoring provision and within Pupil Individual Needs meetings. Young Carers lead identified.	SLT, GK, JMG, ARA	Weekly

Total budgeted cost £114864

iii. Raising Aspirations and a Resilient Mindset

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Student confidence and self-esteem is raised so that students develop an aspirational and resilient mindset.	Annual Inspiring the Next Generation Programme embedded into school calendar.	Personal development impact of Luke Staton's INGP work has contributed to a large increase in student engagement, significantly improved behaviour and increased outcomes.	Senior Team will liaise with INGP and ensure that effective links are embedded with relevant Heads of Year. INGP also provide impact reports.	DHA, REG, JMG	July 2019

Key external speakers booked to raise awareness of the importance of mental health and the impact this can have on education	Positively MAD workshop booked to deliver a range of workshops highlighting how considering mental health is pivotal to a healthy lifestyle.	Feedback from other schools booking Positively MAD is very good and workshops offered provide a balance to support whole-school strategy and focus on Student Well-Being (Initial Y7 transition focus)	Communication between RP Hub Lead, SENDCo Senior Lead for student well-being to ensure that key areas that are within the SRPA context are hit and developed	SMM, GK, ARA, JMG	September 2018
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HAP University Programme to raise awareness and aspiration in relation to the university process and time allocated for academic intervention.	Links made to local universities (Lincoln & both Nottm Unis) and days booked for university talk in the morning and HAPs intervention in the afternoon. University Drop-down day for yr7 in July	Promoted at PiXL Conference in September 2018 as a focussed intervention strategy for HAPs particularly in core subjects.	Heads of Department to provide detailed feedback on what intervention would be relevant for specific target grades of HAP group	HDS, EAL, EJP	December 2018
Strengthening of transition from Key Stage 2 by embedding a Team Building day for Year 7.	Summer transition programme to run a bespoke event/series of events for Year 7 around supporting others and a cohesive environment.	A supportive and community feel to the cohort is essential to embed early on in school life so ensure that students feel positive about their year group and school experience.	Year 7 Team to liaise with all stakeholders, inc primary schools, to ensure that programme is bespoke to school context and needs.	ARA	December 2018
Strengthening of the Work Experience Programme so that all students access a placement that enhances their own personal development and skill set.	All students provided with detailed 'lead-up' information so that choices are well-informed and personalised.	1to1 conversations and support with all students embeds a personalised and supportive culture behind Work Experience.	CEIAG Lead, along with Senior link and HoY to ensure that programme is calendared, blocked and progressive	AT, REG, AED	April 2019
Holiday Revision Sessions supported by discounted Revision Guide purchase opportunities to support the home learning experience in Year 11	Specific revision guides available to support specific curriculums and specifications at Key Stage 4	Student requests for additional resources are high, specifically in the lead up to the examination period.	Students offered the opportunity to purchase guides at a heavily discounted rate at key points in the academic year.	EJA, YR11 AL	On -going
Raising of student awareness in relation to a working and team environment within the world of employment	Link between local employers and the Academy embeds an 'employment' calendar where students receive regular guidance and opportunities.	Strong links between the academy and partners such as Lindum Group, Bridge McFarland Solicitors and Lincoln City FC	CEIAG Lead, along with Senior link to ensure that programmes and opportunities are personalised to specific cohort via liaison with the HoY	AT,	July 2019
Music tuition provided to disadvantaged students as an enrichment opportunity to develop interest and engagement in the arts.	1:1 or small group lessons provided via booking system and the Music Department	Opportunities for development in the arts subjects support the holistic experience of the child	Head of EFP/Mu/Dr to ensure that programme is consistently run and linked to Key Stage 3 Curriculum	SP,	On-going
Enrichment and subject specific excursions that disadvantaged students may not be able to access due to price are subsidised.	Heads of Year to ensure that matters regarding subsidising excursions are dealt with discreetly and only on a one to one with the family. Department PP bids to support additional opportunities	All excursions at SRPA are linked to educational value and the holistic experience. All students should have access to this.	Heads of Year to liaise with DHT, lead for PP in relation to expenditure and students subsidised.	HDS, HoY / DHoY	On going
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 Year to liaise with DHT, lead for PP in relation to expenditure and students subsidised.	DHT, HoY and DHoY	On going

	Total budgeted cost £36405
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To be reviewed [January 2019](#) and July 2019