

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 William Robertson Academy
Number of pupils in school	1055
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2021
Date on which it will be reviewed	September 2023
Statement authorised by	M. Guest
Pupil premium lead	D. Bensley
Governor / Trustee lead	J. Lambert

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,605.00
Recovery premium funding allocation this academic year	£21416
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£214,021

Part A: Pupil premium strategy plan

Statement of intent

At Sir William Robertson Academy all members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs. Every child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential irrespective of disadvantage. This is enshrined in the schools aim to encourage all pupils regardless of background to ASPIRE:

Achieve their full potential as individuals

Support each other as members of a caring community

Pursue knowledge and understanding

Involve themselves in the wide range of activities we offer

Respect other people's values, beliefs and customs

Extend their horizons, striving to achieve their best

Underpinning these aims, and to ensure that pupils are enabled to achieve their full potential we will strive to ensure

- The very best possible delivery of learning experiences in the classroom.
- A range of group and individual interventions designed to support those with identified needs.
- A rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low levels of Literacy/ Numeracy on entry into Year 7
2	Attendance is below none PP Pupils/ National
3	Pastoral barriers including SEMH leading to lower levels of engagement and self-esteem.
4	Ability to engage in the wider curriculum and financial barriers
5	Lower levels of attainment and progress than none disadvantaged peers.

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
<i>To raise literacy and numeracy levels</i>	For all pupils to be functionally literate/ numerate and most to be in line with age related expectations by the end of Year 9.
To raise attendance in line with or above national expectation	For attendance to be in line with or better than national for all pupils.
To increase engagement in learning through reduced sanctions and increased mental well being	To support student engagement in learning leading to fewer sanctions and support pupils mental health via counselling.
To remove the financial barrier to engaging in the wider curriculum	All pupils to be able to participate in the wider school curriculum.
To increase academic achievement and progress through quality first teaching alongside bespoke interventions to ensure equity.	For PP pupils to achieve an A8 score in line with national average for all. For P8 to be in line with none disadvantaged pupils.
All students have a clear pathway into further education and none to be NEET post 16.	Destinations data shows 100% in education or employment based training.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 24,543

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>High quality CPD focusing on:</i></p> <ul style="list-style-type: none"> <i>Rosenshine's Principles</i> <i>Behaviour management.</i> <i>Subject based focus on teaching an learning</i> 	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment including the EEF publication 'Closing the Attainment Gap'. Teachers will participate in ongoing training, implementation, and evaluation of Rosenshine's principles.</p> <p>Kraft, Blazar and Hogan (2017) found 'large positive effects of coaching on teachers' instructional practice.'</p> <p>Rosenshine's principles underpin increased mastery of learning which the EEF suggest leads to a gain of +5 months.</p>	5/3

	Behaviour for learning underpins academic progress/ attainment and all staff will be provided training in the school's behaviour management strategies and systems to ensure consistency. EEF shows a +5 month gain for behaviour interventions.	
<i>Educational Technology</i>	Reading comprehension strategies are shown to provide a gain of +6 months. At SWRA we will use Accelerated Reader, alongside dedicated library lessons in KS3, to ensure PP pupils rapidly reduce gaps in reading and spelling. This will be tested 3 times a year to monitor impact.	1/5
<i>Curriculum development Fund</i>	Creating an engaging and dynamic curriculum offer underpins student engagement and the CDF allows departments to consider new and exciting curriculum offerings that can lead to increase student engagement and outcomes. The funds are bid for and impact assessed.	3/4/5
<i>Contribution to Progress Leaders Salary</i>	Research shows that the effective use of Pupil premium funding is achieved when it has a designated lead who has overall responsibility for the development of strategy and accountability for impact.	1/2/3/4/5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [90,222]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tuition in English and Maths.</i>	At SWRA most PP pupils will receive additional small group tuition in English and Maths. This is designed specifically to target gaps and utilises entry and exit tests to assess impact. EEF shows that, on average, one to one/ small group tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF shows +4/ +5 month gain for students accessing one to one/ small group tuition.	1/5
<i>NTP/ School led tutoring.</i>	SWRA has engaged in the NTP and will utilise school led tutoring to facilitate catch up learning for pupils identified as being significantly behind in any of the EBACC subject areas. EEF shows +4/+5 month gain	1/5

	for students accessing small group/ one to one tuition.	
<i>Careers</i>	The careers lead will arrange a wide programme of activities including Careers Week activities and work experience with a priority for finding aspirational placements for PP students. In addition, the careers lead will organise priority careers' interviews for all PP students. Evidence suggests that this will: <ul style="list-style-type: none"> • Reduce anxiety about the future. • Encourage constructive decision making • Highlight targets that may need to be met. • Allow pupils to be realistic as well as optimistic in choosing a career path. 	2/3/5
<i>Summer School</i>	SWRA uses Summer school to support pupils at the transition from primary to secondary school and EEF suggest this equates to +3 months impact on learning.	1/3
<i>Teaching Assistants</i>	SWRA uses TA support for lower ability sets as well as specific targeted interventions to be delivered that are impact assessed. EEF shows that such interventions can lead to +4 months of learning.	1/5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [98,619]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning and Pastoral Mentors.</i>	SWRA has dedicated learning and pastoral mentors to assist in overcoming academic and pastoral barriers to learning. The EEF toolkit identifies several strands that these roles cover. Behaviour intervention + 4 Months Mentoring +2 Months Parental Engagement +4 Months	3/5
<i>Pupil Engagement (Attendance)</i>	EEF Parental engagement equates to +3 months. DFE report 2014 'The five per cent of pupils with the lowest overall absence rates (the 0 to 5th percentiles) are 4.7 times more likely to achieve 5 or more GCSEs or equivalent at grades A*-C including English and mathematics and around 16.1 times more likely to achieve the English Baccalaureate than	2/5

	the five per cent of pupils with the highest overall absence rates'	
<i>ELSA counselling/behaviour management</i>	SWRA utilises ELSA counselling delivered in by our own trained staff as well as accessing CASEY counselling externally. We have recently appointed a Mental Health Lead to coordinate and enhance our provision Both of these approaches are used to help students identified with a range of barriers from low self-esteem to anger management. EEF shows that Social and Emotional learning equates to +4 months	3/5
<i>Financial barriers</i>	SWRA provides pots of funding for PP students to meet material needs alongside funding to support engagement in the wider curriculum. Trips are paid for to ensure no PP pupil is unable to participate. We also purchase revision guides for all PP pupils in all subject areas. Evidence shows that aspiration interventions have little impact on learning but we believe that social capital and engagement in the wider curriculum is essential for pupils' development and well-being.	

Total budgeted cost: £ [214,021]

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 2020 to 2021 academic year.

See website for impact statement 2021-2022

GCSE Outcomes for PP Pupils

- 2022 2019
- Att 8 – 40.54 (35.21)
- P8 - -0.17 (-0.46)
- 9-4 English – 65.7% (45%)
- 9-4 Maths – 62.9% (50%)
- 9-4 Both – 57.1% (35%)
- 9-5 English – 31.4% (30%)
- 9-5 Maths – 40% (30%)
- 9-5 Both – 20% (20%)

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.