

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 2023
Date on which it will be reviewed	September 2024
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	£221,889.00
Recovery premium funding allocation this academic year	£55200
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	£277,089

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 their 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 through high quality teaching.
- 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.
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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/ 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: £54,312

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>	5/3

	<p>Rosenshine's principles underpin increased mastery of learning which the EEF suggest leads to a gain of +5 months.</p> <p>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.</p>	
<i>Educational Technology</i>	<p>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.</p>	1/5
<i>Curriculum development Fund</i>	<p>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.</p>	3/4/5
<i>Contribution to Progress Leaders Salary</i>	<p>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.</p>	1/2/3/4/5

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

Budgeted cost: £[90,238]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group tuition in English and Maths.</i>	<p>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.</p> <p>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.</p>	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 for students accessing small group/ one to one tuition.	1/5
<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>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: £ [130290]

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>	<p>SWRA utilises ELSA counselling delivered 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 All of these approaches are used to help students identified with a range of barriers from low self-esteem to anger management.</p> <p>EEF shows that Social and Emotional learning equates to +4 months</p> <p>SWRA also has a strong relationship with Acorn as an alternate provider of education for pupils who are at risk of permanent exclusion.</p>	3/5
<i>Financial barriers</i>	<p>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.</p>	

Total budgeted cost: £ [274,840]

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 2022 to 2023 academic year.

To raise attendance in line with or above national expectation

Absence for FSME6 pupils was lower than national 20.8% versus 27.1% National but still significantly higher than school as a whole 9.3% and National 9%.

The engagement officer worked with 53 specific pupils (6 EBSA), and 25 improved attendance pre to post intervention. (47%)

Increased demand for attendance intervention has led to recruitment of a full time attendance officer this academic year which is already generating improvements over last year. PP Pupils 87.7% Sept – Dec 2023.

To increase academic achievement and progress through quality first teaching alongside bespoke interventions to ensure equity:

GCSE Outcomes for Year 11 PP Pupils

2023

Att 8 = 32.7

P8 = -0.56

9-4 Eng/Maths = 33%

9-5 Eng/ Maths = 14

GCSE results were not as good as those achieved in previous years and reflect the challenges presented by this cohort. Two pupils were severely absent and accessed EBSA support but this meant they did not meet their potential. Another returned to their home country so sat no exams.

In KS3, tracking of PP pupils shows that they made good progress across the year with Pupils in Year 9 being generally online to achieve targets set and in line with or better than the rest of the year group. 83.82% versus 83.21%. This was replicated in Year 8 with 89.93% of pupils being online or above expectation versus 89.01% of the whole school. In Year 7 there is a small gap but this is not significant, PP 78.35% online or above versus whole school of 79.15%.

Small group tuition has been provided for all Disadvantaged pupils in year 7-9 with a 6 week block of English and 6 weeks block of Maths across the year.

September to December 131 students were seen in Year 7-9. Both Year 8 and 9 pupils made 46% improvement from pre to post test.

96% of students said tuition had improved their confidence and 83% felt it was helping them make progress. 97% would recommend tuition to other pupils.

Spring term results:

Y7 Maths – 49 students seen and 34% increase between pre/ post test results.

Year 9 English 35 students seen and 54% increase between pre/ post test results

Exit surveys showed:

97% felt tuition had improved their confidence and 98% felt it had been successful.

Summer results showed Y7 English improved 28.2% pre to post test. Y8 Maths improved by 40%. 95% said tuition made them feel more confident and 92% would recommend it to others.

In total 137 PP pupils have been seen with 1805 lessons planned and 1554 delivered.

NTP was organised by the Learning Mentor and used to provide tuition for Year 10/11 Pupils in either Maths or English:

50 Pupils signed up for this with 10 being Pupil Premium. (9 laptops have been arranged to support with this) Exit surveys showed that 83% of pupils felt they had improved as a result of the NTP intervention and 90% would encourage others to access the NTP if they were struggling. Attendance for the programme was 84% (50 students in total - 565 hours planned 481 delivered)

The school Learning Mentor saw 11 pupils in year 11/8/9 as well as supporting the 7 Ukrainian's in lower school. 3 pupils have exited with 2 making academic progress. They also inducted 18 new starters and undertaken 18 CAT tests to ensure that setting is appropriate. Exit surveys show that pupils have been well supported and feel confident in transition. A homework club was also run across the year and attended by 211 pupils of whom 44 were PP.

To raise literacy levels

Literacy sits at the heart of the curriculum and developing pupils ability is therefore key to success. The curriculum model has been devised to provide an additional period of English in Years 7-9 where all pupils visit the school library for reading and the use of accelerated reader is used to ensure that books are used which promote development of literacy over time. Reading and spelling tests are used to assess the impact of this.

Year 7 PP

Average reading age is now 11.09 which is 3 months behind average chronological age. They have on average increased 1 Year and 10 months since September. Average spelling age is now 10.03 from 10.00 in September.

Year 8 PP

Reading Age is now 12.04 from 11.11 in September. Spelling has increased 4 months from September to 11.05

Year 9 PP

Reading age has increased to 12.09 from 12.01 in September. Spelling age has increased to 11.04 from 10.11.

To increase engagement in learning through reduced sanctions and increased mental well being.

A new pastoral Mentor was appointed to work with pupils struggling to engage with education:

Oct – Dec 4 Y7 and 8 Y8 pupils were placed on mentoring diaries. (All are PP). Sanctions reduced by 16% overall and 7 pupils improved outcomes over the 6 weeks. Exit surveys showed that 87% of pupils felt they had improved and 100% valued the input of the Pastoral Mentoring they had received.

Jan - March 22 pupils were seen (all PP) which led to reduced sanctions by 45% across the intervention period. Exit surveys showed that 100% of pupils felt supported. 85% said their behaviour has improved due to mentoring.

April – July 14 pupils were seen (all PP) and reduced sanctions by 29% across the intervention period. 100% agreed that the mentor was supportive and encouraging. MHC has been identified as a key factor in poor attendance and engagement so a lead person to develop whole school strategy and response was created last year. Counselling services were bought into to support.

48 students (17 PP) were seen in total by 2 counsellors. All exit surveys done showed positive impact.

14 (8PP) on a keep Safe Plan.

1 (PP) on Guided self help – successfully undertook all GCSE exams.

All students have a clear pathway into further education and none to be NEET post 16.

All PP pupils seen for priority meeting to ensure pathways advice provided and maximum time to apply. All pupils have plan for post 16. 3 given second interview to support and 2 supported by DR to complete paperwork/ applications. Our NEET figure stands at 10%. This is due to the 2 EBSA pupils and another who has left the country.

To remove the financial barrier to engaging in the wider curriculum

All disadvantaged pupils are awarded a sum of £50 to allocate towards school uniform/ equipment. All compulsory school trips are fully funded as are enrichment trips including Harry Potter, Yorkshire Wildlife Park and PGL for Year 7, although this excludes residential visits due to the significantly higher costs. Additional requests for funding by individual families are welcomed and the school always seeks to be supportive.

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)

Please see Impact Statement for a more detailed breakdown of how our interventions have supported Pupil Premium Students.