

# Pupil premium strategy statement – Sir William Robertson Academy

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	1000
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/3 – 2024/5
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	M. Guest
Pupil premium lead	D. Bensley
Governor / Trustee lead	S. Quincey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£269420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£269420

# 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 and this is set out through the schools vision encapsulated in

**'No Borders, Just Horizons'** and our school values:

- Kindness
- Involvement
- Responsibility
- Resilience
- Achievement
- Creativity & Critical Thought.

Underpinning these values, 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: £35727

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"> <li><i>Rosenshine's Principles</i></li> <li><i>Behaviour management.</i></li> <li><i>Subject based focus on teaching and learning</i></li> </ul>	<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. We are looking to trial Bedrock Literacy with Year 7 this year as a possible alternative.</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 increased 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: £74997

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Small group tuition in English and Maths.</i>	<p>At SWRA KS3 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. At KS4 we are looking to utilise My Tutor or PET Xi to provide similar support.</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</p>	1/5

	+4/ +5 month gain for students accessing one to one/ small group tuition.	
<i>Careers</i>	<p>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:</p> <ul style="list-style-type: none"> <li>• Reduce anxiety about the future.</li> <li>• Encourage constructive decision making</li> <li>• Highlight targets that may need to be met.</li> <li>• Allow pupils to be realistic as well as optimistic in choosing a career path.</li> </ul>	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: £ 147725

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Learning and Pastoral Mentors.</i>	<p>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.</p> <p>Behaviour intervention + 4 Months Mentoring +2 Months Parental Engagement +4 Months</p>	3/5
<i>Pupil Engagement (Attendance)</i>	<p>SWRA has a dedicated attendance team and PP pupils are a significant group that are monitored / supported to achieve good attendance.</p> <p>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 the five per cent of</p>	2/5

	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: £ 258449.9**

## 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 2023 to 2024 academic year.

#### To raise attendance in line with or above national expectation

Attendance for disadvantaged pupils was lower than national at 84.3% versus 88.9% National and also lower than school as a whole 89.2% versus National 89.9%

Increased demand for attendance intervention has led to recruitment of a full-time attendance officer at the end of the 23/24 academic year which generated immediate improvements following the launch of a new school wide attendance strategy.

43% of PP Pupils improved attendance between April – July 2024. 8 persistently absent pupils were supported to move out of this category alongside 1 severely absent pupil.

In the first term of the new academic year 24/25 attendance for disadvantaged has shown clear signs of improvement and stands at 90.5% versus 88.6% in the same period last year. (Sept – Oct)

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

GCSE Outcomes for Year 11 PP Pupils

2024 (39 Pupils )

Att 8 = 32

P8 = -0.57

9-4 Eng/Maths = 31.7 %

9-5 Eng/ Maths = 9.8%

GCSE results were better than those achieved last year but not as good as those achieved historically and reflect the challenges presented by this cohort. 3 pupils were severely absent and accessed EBSA support but this meant they did not meet their potential. One pupil was made homeless and another permanently excluded. P8 would have been -0.4 if EBSA pupils and one who was permanently excluded were removed.

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. 87% versus 86%. This was replicated in Year 7 with 88% of pupils being online or above expectation versus 85% for the rest of the year group. In Year 8 there is a small gap but this is not significant, PP 75% online or above versus 79% for the rest of the year group.

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

Y7 Maths increased pre to post test by 30.5%

Y7 English increased pre to post test by 26%

Y8 English tuition increased pre to post test by 35.3%

Y8 Maths tuition increased pre to post test by 55%

Y9 Maths tuition – increased pre to post test of 32.4%

Y9 English tuition increased pre to post test by 35%

Exit surveys showed high levels of satisfaction and engagement:

Sept – Dec: 96% of pupils agreed they had made progress and 95% said it had improved their confidence.

Jan – March: 98% of pupils agreed they had made progress and 96% said it had improved their confidence.

April – July: 91% of pupils felt they have been successful in improving skills and closing gaps. 93% said it had improved their confidence and 06% would recommend tuition to others.

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

30 Pupils signed up for this with 8 being Pupil Premium. Exit surveys showed that 60% of pupils felt they had improved as a result of the NTP intervention and 84% would encourage others to access the NTP if they were struggling. Attendance for the programme was 79%

(30 students in total - 339 hours planned 244 delivered)

The school Learning Mentor saw 19 students (13 PP) with 12 making progress (9 PP), and 2 remaining the same. 5 did not make progress via academic measures but did improve behaviour with reduced sanctions and better attendance. DR also setup and launched academic mentoring by 6<sup>th</sup> formers for Year11 pupils. 16 Year 11 pupils took part (4 PP). A homework club was also run across the year and attended by 118 pupils of whom 20 were PP.

### To raise literacy levels

Literacy sits at the heart of the curriculum and developing pupil's 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 Years and 5 Months which is 4 months behind average chronological age. They have on average increased 12 months between September and May which is 7 months more than none PP students.

Year 8 PP

Reading Age is now 12 Years and 5 Months from 11 Years and 8 Months in September. Spelling has increased by 12 months from September to May

Year 9 PP

Reading age has increased to 13 Years and 1 Month from 12 years and 4 Months in September.



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

The Pastoral Mentor worked specifically with pupils struggling to engage with education:

Sept – Dec 14 pupils were placed on mentoring diaries. (All are PP). Sanctions reduced by 59% overall and 9 pupils improved outcomes over the 6 weeks. Exit surveys showed that 80% of pupils felt they had improved and 100% valued the input of the Pastoral Mentoring they had received.

April – July 20 pupils were seen (all PP) and 50% reduced their sanctions across the intervention period. 45% saw improved behaviour for learning.

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 are bought into to support.

50 students (11 PP) were seen in total by 2 counsellors. All exit surveys done showed positive impact.

ELSA support is provided in house to support pupils to self - regulate behaviour. 53 Pupils were seen (30 PP) and 89.1% said they had improved their ability to self manage emotions as a result of the intervention and 97% would recommend it to others.

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 a plan for post 16.

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 Yorkshire Wildlife Park and PGL for Year 7 (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.

Based on all the information above the performance of our disadvantaged students has not yet met expectations in all areas. Our evaluation shows that attendance remains stubbornly lower than we would want but is slowly improving. We have adapted our approach in the light of experience to hopefully secure greater gains going forward. Progress is in line with National for PP pupils and literacy improvements seem to be well embedded. We remain both passionate and tenacious in trying to make a difference for our PP students at Sir William Robertson Academy.

## 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)

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