

Pupil Premium Strategy Statement 2018-19

Summary

Academic Year	2018/19	Total PP budget	£368,390	Date of most recent PP Review	25/09/18
Total number of pupils	1282	Number of pupils eligible for PP	474	Date for next internal review	January 2020

Pupil Premium is funding received by the academy specifically focused on addressing the inequalities between disadvantaged students and their peers. The Pupil Premium was introduced in April 2011 and is allocated to improve the outcomes of students who have registered for free school meals at any point in the last 6 years, Looked After Children (CLA) and children of service personnel. RSA Academy is due to receive £368,390 for the academic year 2019/20. The academy uses this funding to ensure that all disadvantaged students achieve in line with their potential and are supported to close any gaps with their peers. The following document details specific actions together with costs and impact for each element of our Pupil Premium spend. It should be noted that our core belief of social mobility regardless of background drives everything we do to improve students' life chances. With this in mind, RSA Academy's allocation of funds for the support of disadvantaged students (to close the achievement gap) is higher than the actual allocation of Pupil Premium.

Key Principles

Disadvantaged Students funding was used to support a raft of interventions around the 38% of students with Disadvantaged Students status in Year 11 and the students with this status throughout the other year groups for 2019-20. The key principles of the use of our Disadvantaged Students funding are addressing individual need where there are difficult circumstances and providing strong additional academic support for our Disadvantaged Students with the allocated funding.

A portion of the funding goes to supporting students' equality of opportunity. This included, but is not exclusive to, free resources such as: revision guides, stationery, peripatetic music tuition, trips and after school activities with no charge.

A portion of the funding goes towards staffing costs to support specific initiatives that will benefit all students including PP students, a proportion of the staffing costs (based on the proportion of PP students involved) is allocated from the PP budget (such as: learning facilitators, academic coaches, catch up tutors for CLA.)

Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	Lack of active participation in lessons especially group and paired discussion because of limited conversational opportunities at home and in school
B.	Access to the curriculum – through lower reading and writing skills
C.	Lack of engagement and aspiration in learning
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Low attendance rates for PP students
E.	Parental involvement eg attendance at parents' evenings and ability for their child to participate in events and trips

Desired outcomes (desired outcomes and how they will be measured)

Success criteria	Monitoring
Raising of teaching standards across the academy to more closely reflect the pedagogy of our best teachers and departments	External and internal reviews to show improvement in overall quality of teaching and learning
Increased oracy levels and fluency	External and internal reviews to show improvement in overall quality of oracy
Students completely engaged in lessons with work which is structured to meet their needs.	Pupil trails to show increased engagement in lessons
Systematic targeting and support for underachieving PP students to minimise the opening of the gaps	Evidence of impact in terms of progress of targeted students
Improved reading and writing skills	As measured by external tests eg Accelerated reader and GL Assessment
A fair proportion of PP students represented in different aspects of school life	Closing the gaps in terms of PP students in extra curricular opportunities, joining the sixth form,
Increased parental engagement	Attendance at parents evenings, information evenings,
Raised aspirations and systematic introduction of the world of work and CEIAG with exposure of all year groups on a spiralling programme	Successful completion of the Gatsby Benchmarks
Improved behaviour and attendance data for PP students	To support the attendance of targeted disadvantaged students. To more closely monitor behavioural issues amongst PP students and to intervene to reduce the number and severity of incidents

2019 Results (unvalidated data).

Year 11: Actuals 2019	Overall Progress 8	
	RSA	Nat
All Pupils	-1.12	-
Disadvantaged	-0.99	-
Non DS	-1.15	-
DS HPA	-1.3	-
DS MPA	-0.92	-
DS LPA	-0.52	-

% Basics at 4+	
RSA	Nat
48.77	-
37.25	-
54.05	-
35.5	-
11.6	-
0	-

% Basics at 5+	
RSA	Nat
25.93	-
15.69	-
30.63	-
22.6	-
2.45	-
0	-

Attendance	
RSA	Nat
93.31	93.97
92.30	-
93.37	-
-	-
-	-
-	-

DS – Disadvantaged students PA – prior attainment based on KS2 results (L – lower, M - middle, H – high)

3 Year trends.

		Progress 8	
		RSA	Nat
Year 11: 2019	All Pupils	-1.12	-
	Disadvantaged	-0.99	-
	Non DS	-1.18	-
Year 11: 2018	All Pupils	-0.87	-0.02
	Disadvantaged	-0.71	-0.44
	Non DS	-0.97	0.13
Year 11: 2017	All Pupils	-0.45	-0.03
	Disadvantaged	-0.73	-0.40
	Non DS	-0.26	0.11

% Basics at 4+	
RSA	Nat
48.77	-
37.25	-
54.05	-
47.3	64
36.7	45
53.3	71
51.2	64
39.7	44
59.6	71

% Basics at 5+	
RSA	Nat
25.93	-
15.69	-
30.63	-
29.3	43
25	25
31.8	50
25.5	43
15.1	25
38.4	49

Attendance	
RSA	Nat
	-
	-
	-
93.7%	94.8%
91.8%	91.5%
95.1%	95.3%
94.6%	94.8%
93.4%	91.5%
95.1%	95.3%

Commentary:

Last year non-disadvantaged pupils attainment was higher than all others students, however, the progress of the disadvantages pupils is better than all other pupils. There has been an issue with progress, curiously disadvantaged pupils performed better against non-disadvantaged pupils. This suggests that strategies have been successful although in the context of low ambition. The gap between disadvantaged HPA students and all others is wider than that between MPA and LPA and will be a key priority for 2019-20.

Attendance for DS students is lower than non-DS students, and mirrors national patterns. Non-DS student have lower attendance than the national average for all students.

PP Financial Spend 2018-19

Item of Expenditure	Spend	Funded by DS Allocation (usually pro rata on the basis of % DS students supported)
Revision Guides - Yr 10 and 11	£ 3,800.43	£ 1,444.16
FSM	£ 53,326.71	£ 53,326.71
School Uniform - Support	£ 9,039.01	£ 3,434.82
Enrichment Activities	£ 1,359.92	£ 516.77
Accelerated Reader	£ 12,390.47	£ 4,708.38
Maths Wizz	£ 8,438.82	£ 3,206.75
Lexia	£ 309.33	£ 117.55
Counselling	£ 5,500.00	£ 2,090.00
Connexions	£ 4,896.00	£ 2,741.76
Alternative provision	£ 109,854.76	£ 41,744.81
GL Assessments	£ 24,178.44	£ 15,499.00
external PP review	£ 1,200.00	£ 1,200.00
SEN resources	£ 558.44	£ 212.21
Trips	£ 1,359.92	£ 1,359.92
Disadvantaged support	£ 9039.01	£ 9039.01
mandatory session 6 staffing for Y7	£ 108,296.00	£ 49,816.16
Student support	£ 143,629.00	£ 54,579.02
PP champion extra leadership capacity	£ 45,296.00	£ 25,365.76
LRC Hub staffing	£ 35,872.00	£ 13,631.36
CEIAG co-ordinator	£ 34,567.00	£ 13,135.46
Student & Family Welfare	£ 5,500.00	£ 2,090.00
Ed Psych	£ 10,925.00	£ 4,151.50
SENCO	£ 62,469.29	£ 23,738.33
LF's	£ 142,622.59	£ 54,196.58
TEEP level 1 staff training for all	£ 28,956.72	£ 18,562.00
TOTAL		£ 381,346.02
Expenditure in Excess of Income 2017/18 As a school we decided to invest above the DS grant monies as it is deemed a priority area to address		-£ 11,696.02

Pupil Premium Plan 2019-20

Key areas to develop this next year include

Increased student progress and curriculum entitlement

- A member of the Senior Leadership team will be appointed PP Champion and ensure all staff are aware of initiatives and programmes funded through the PP grant.
- A member of the leadership team will take oversight of intervention programmes and manage a cohort of students in year 11 to boost their attainment through high quality teaching and learning, support and intervention and developing wider experiences,
- Middle leaders now present as part of their examination analysis on PP performance. This is built into student progress meetings with the designated student progress lead, based on data collections across all year groups.
- Further work to redesign/refine the curriculum to increase experiences and oracy skills across all key stages and all CRSAAT schools.
- Learning facilitators to support PP students and English and Maths intervention coaches target underachieving PP students.

Increased student participation and involvement in extra curricular activities

- Funding is available for trips and peripertatic music lessons
- Extra curricular activities and participation in trips will be monitored via tracker to ensure increased participation rates
- Prioritised appointments for CEIAG, connexions and counselling for PP students

Increased quality of teaching in the classroom

- A robust plan for developing teaching and learning and oracy to be implemented by the teaching and learning lead
- Disadvantaged Students is an identified and now monitored attribute for students at a whole school and departmental level. All teaching staff are aware of these students within their classes and are asked to be mindful of when and where support needs to be drawn from the funding to provide equality of opportunity

Current Context of disadvantaged students at RSA Academy – September 2019

Year Group	Total No: of Students	Non Disadvantaged	Disadvantaged	% Disadvantaged
Year 7	232	167	65	28
Year 8	228	128	100	43.8
Year 9	231	140	91	39.3
Year 10	182	112	70	38.4
Year 11	161	106	55	34.1
Total Cohort	1034	653	381	36.8

Year Group	Total No: of Disadvantaged Students	With KS2 Data	SEN	EAL	HPA	Male	Female	LAC
Year 7	65	65	16	2	6	33	32	0
Year 8	100	98	16	3	10	46	54	1
Year 9	91	87	19	6	12	48	13	4
Year 10	70	69	18	0	2	36	34	2
Year 11	55	68	12	1	21	29	26	3
Total Cohort	381	387	81	12	51	192	189	10

Year Group	Total No: of Non Disadvantaged Students	With KS2 Data	SEN	EAL	HPA	Male	Female	LAC
Year 7	167	163	28	19	29	87	80	2
Year 8	128	126	13	12	17	71	57	1
Year 9	140	131	9	11	28	69	71	0
Year 10	112	104	19	5	5	57	55	0
Year 11	106	108	14	6	63	61	45	2
Total Cohort	653	632	83	53	142	345	308	5