



What is Pupil Premium?

The Government provides all schools with additional funding to help close the gaps in academic results and progress between those students who are on free school meals (or have been during the last six years) and the rest of the students in the school. At The Sir Robert Woodard Academy, we share the Government's determination that there should be no gap between the achievement of students receiving Pupil Premium funding and their peers. We are working hard to ensure that all SRWA students are equally able to take advantage of the opportunities the school has to offer.

Pupil Premium funding was first introduced in 2011. Schools are able to make choices about how they use their allocation of the funding. This is because the Government believes that schools are best placed to use the funding purposefully depending upon their own local circumstances.

At SRWA, our focus on supporting some students through Pupil Premium funding is one important element of our wider 'ASPIRE to Achieve' vision. We want all of our students, regardless of their social and academic background, to fulfil their potential. With approximately one third of our students in receipt of the Pupil Premium each year, we believe that a relentless focus on the quality of teaching for all, including improved classroom pedagogy and targeted support, is how we will make the difference at Sir Robert Woodard Academy.

This document outlines how the Academy has spent this additional income (2018-19) and gives details of our forthcoming plans (2019-20). This also includes an impact statement to show how our plans are narrowing the attainment gap.

Date of most recent Pupil Premium Review: September 2019

Date for next internal review of this strategy: March 2020

External/in-school barriers

Adur is the most deprived local authority area in West Sussex. Just over a quarter of the adult population have no qualifications, the highest level for any local authority area in West Sussex. In certain areas 1 in 10 properties are in fuel poverty.

The attendance of disadvantaged students is below that of non-disadvantaged students and a high number of disadvantaged students are non-attenders or outliers with < 85% attendance.

Almost 30% of disadvantaged students are on the SEND register and the literacy levels of disadvantaged students are below those of non-disadvantaged students.

Academic Year 2018/2019

For the period 1st April 2018 to 31st March 2019 the Academy received £238,425 in Pupil Premium Grant Funding. We continued to recognise that revision and exam preparation was one of the main barriers to the success of our eligible students, and so continued to invest in supporting Pupil Premium students with the SRWA GCSE Intervention Programme, and extended this into school holiday sessions on specific topics led by subject specialists. Through the Autumn and Spring terms of 2018/19, we also continued with our targeted programme of weekly online one-to-one tutoring in English and Maths for selected Pupil Premium and SEN students, which significantly improved outcomes for students who benefitted.

Since maintaining good attendance is a demonstrated success factor for students at SRWA, we have continued to benefit from the work of our Attendance Officer - a significant proportion of her work has been dedicated to successfully improving attendance of, and therefore attainment of, Pupil Premium students. Similar investment has been made in the targeted work of our Careers Officer, who has further developed local contacts in education and industry, and with local and national universities, to ensure that more Pupil Premium students than ever before have benefitted from information, support, inspiration and encouragement to aim high and successfully go on to higher and further education.

Another key area for investment in recent years has been developing literacy, both through programmes available to all Pupil Premium students, and though targeting specific students whose level of literacy forms a barrier to their overall progress. Access to Accelerated Reader, a whole-library reading and comprehension scheme, has yielded an increase in expected progress in Reading for key disadvantaged students at KS3, and has been extended for Pupil Premium students at KS4 who require it. Targeted small-group short-term weekly literacy interventions in Years 7 and 8 have also been successful in raising levels of literacy, allowing participating students to access more complex texts in preparation for the challenging material with which they will need to interact at GCSE level.

As part of our drive to improve outcomes and life chances for all students, especially including those in receipt of Pupil Premium, some initiatives were targeted specifically for Pupil Premium students, whereas others were whole-school, for the benefit of all. Where the strategy was whole-school, a proportionate sum of 26% has been used, to represent our current Pupil Premium cohort. Without the additional funding that the Pupil Premium Grant brings, these invaluable strategies could not be implemented.

2018/19 Expenditure and Impact summary:

AIP Priority	Actions	Cost	Impact
<p>Quality of Education:</p> <p>Reduce variation in the outcomes of key groups of students</p>	<p>APs, subject leads and teachers to use progress/attainment data tracking and targets to focus personal and class interventions to maximise progress of disadvantaged students</p>	<p>£1200</p>	<p>The progress gap between DS and Non-DS students for year 11 in Summer 2019 was -0.5, which is largely in line with the national average, and above the regional average, but nevertheless remains a top priority</p>
	<p>Build capacity within staffing to drive the monitoring, evaluation and review of Pupil Premium students, particularly focussing on engagement, outcomes and destinations</p>	<p>£35,360**</p>	<p>5 Chapter Leaders are responsible for tracking and monitoring the progress of all students within a year group, with particular focus on key groups, of which DS is a main focus</p>
	<p>Ensure parents/carers have easy access to all year-specific academic information through new Year Handbooks</p>	<p>£250</p>	<p>Chapter Leaders have produced a complete guide to all of the information required by parents to make good progress in a year. We ensure that printed copies of these are available for the parents of all Pupil Premium students, and that this information is also available on the SRWA website</p>
	<p>Information evening for the parents/carers of year 11 students to inform of support available</p>	<p>none</p>	<p>Information evening took place in Oct 2018. Feedback from students and parents has been that awareness of support is improved, and an ongoing dialogue has been set up with key Year 11 parents that can now continue through Chapter Leaders in their pastoral capacity, and the Chapter Leader responsible for progress in Year 11</p>
	<p>'My tutor' online one-to one intervention package to support disadvantaged year 11 students in English or Maths</p>	<p>£16,000</p>	<p>MyTutor programme successfully ran until exams in 2018/19, with 36 underperforming students (mostly Disadvantaged and/or SEN) actively completing. Their P8 score was -0.3, compared with an overall P8 score for DS students of -0.83</p>
	<p>Core subject revision guides purchased for Pupil Premium students in years 9, 10 and 11</p>	<p>£1,300</p>	<p>At KS4, the overall progress gap between DS and Non-DS students in 2019 was -0.58, broadly in line with national average</p>
	<p>Evening school and Saturday school to provide additional targeted teaching for students requiring support.</p>	<p>£6,550</p>	<p>Significant numbers of students gained higher grades, helped by use of evening, Saturday and holiday school. Particular success with DS students gaining grades 7-9 or equivalent:-</p> <p>50% 7-9 in Performing Arts Tech Award 40% 7-9 in Physics GCSE</p> <p>Individual GCSE subjects that ran evening and Saturday school interventions</p>

			and achieved excellent outcomes for disadvantaged students include:- Sport BTEC (100% 4+) Physics (100% 4+) Biology (100% 4+)
	Maintain and develop Breakfast Learning Club targeted at Pupil Premium students	£14,613	Breakfast club is attended by a core group of around 20 Pupil Premium Students every day. Students have access to learning resources and teacher-led support to work on homework and literacy tasks
	Maintain and develop Home Learning Club targeted at Pupil Premium students	£14,954	After school sessions available each day, specifically focussed on providing support and resources to enable completion of homework.
	Providing Breakfast for attendees at Breakfast Club	£2, 802	Students are provided with a nutritious meal to start the day ensures that their levels of concentration are maintained until break or lunch time. 'Loyalty bonuses' of a free premium hot meal on Friday if the club is attended every day in a week have encouraged regular attendance.
	1:1 and small group tuition between our year 12 and year 11 students.	£100	Sixth form students successfully supported Year 11 students in small groups in class, and with 1:1 tutor sessions, which counted towards their statutory timetabled hours of Enrichment, and improved their coaching skills, as well as benefiting Year 11
	Redesign our curriculum model and options process to ensure that by 2019 at least 80% of the Pupil Premium cohort will complete an Ebacc curriculum (with the remainder accessing an appropriate support pathway as detailed elsewhere in this plan)	none	The curriculum model for KS4 has been redesigned to ensure that the vast majority of students, including DS, take options which allow them to complete the suite of Ebacc qualifications. In current year 11, who will take GCSEs in 2020, 86.44% of PP students are on course to complete an Ebacc curriculum (87.5% of the whole cohort), a pattern which replicates in Years 9 and 10 and will continue in future years
	Apprentice Teaching Assistant support to KS3 students in core subjects	£7,500	National GL Progress Tests in English and Maths (taken in Summer 2019 by Year 7 and compared to an entry baseline) indicate that Pupil Premium students are performing at the 56th Percentile in English, and at the 51st Percentile in Maths, compared to all students nationally, and have improved upon their September baseline in both subjects Significant numbers of these students will experience in-class support from this source.
Quality of Education:	Relevant strategies for disadvantaged students to be highlighted on DIPs and new curriculum overviews, including strategies for the deployment of any resources bought from PP funding (e.g. revision guides).	£800	Long Term Overviews and Curriculum Maps are now complete across all subjects, and mandatory Medium Term Planning features planning to include, support and challenge key groups of students, including those who receive Pupil Premium..

Ensure consistent curriculum planning across departments			All funding for resources directly related to planning for PP, including curricular trips and visits, is now featured in Medium Term Plans, and cross-referenced for impact.
Quality of Education: Ensure consistent implementation in the classroom (School vs Real Curriculum)	CPD on tools for teachers to identify the disadvantaged students in their classes and use appropriate strategies to maximise their progress.	£600	Learning Walk data indicates raised awareness among teaching staff of individual needs of Pupil Premium students.
	Pupil Premium focus in T&L CPD initiative for all staff - addressing the varying needs of students who receive Pupil Premium	£200	Regular weekly before-school session focused on collective understanding of the barriers of different disadvantaged students, informing and empowering staff to help to overcome them
Quality of Education: Develop reading across the curriculum	Small-group literacy intervention for Years 7 and 8 (Autumn and Spring Terms)	£5,821	During Autumn Term: - 100% of Year 8 students made improved progress in spelling ages. During Spring Term: - 67% of Year 7 students made improved progress in spelling ages. 50% also increased their reading age. - 100% of Year 8 students made improved progress in spelling ages. 50% also increased their reading age. During SummerTerm: - 80% of Year 7 students made improved progress in reading and 100% made improved progress with spelling - 100% of Year 8 students made improved progress in reading and spelling
	Purchase of additional Accelerated Reader licenses for disadvantaged pupils to support their reading skills.	£9,000 per annum	Cumulative growth data for PP students in Year 7:- - 8 PP students (15%) are making expected progress in line with national. - 21 PP students (39%) are making rapid progress, above national expectations. Cumulative growth data for PP students in Year 8:- - 9 PP students (20%) are making expected progress in line with national. - 12 PP students (27%) are making rapid progress, above national expectations.
	Whole Academy focus and Action research on Literacy, including CPD and individual performance objectives.	none	Teacher CPD sessions on literacy strategies delivered. 76% of lessons seen showed a demonstrable focus on improving student literacy. 70% of respondents to student survey reported teachers 'encourage and support them to improve their literacy skills'.

Behaviour & Attitudes: Reduce absence and persistent absence to be no greater than national average, with a focus on disadvantaged students	Appointment and training of a full time Attendance Officer to support the attendance monitoring and interventions for disadvantaged students, including home visits and liaisons with external agencies.	£15,686	DS attendance has remained steady after significant improvements in 2018 DS Persistent absence is down by 3.5% to 28.7% and is closing the gap on National Average
	Attendance talk at year 11 preparation for GCSE Success Evening to promote the importance of attendance.	none	Year 11 attendance averaged at 94%, maintained by messages reinforced on the <i>Preparation for GCSE Success</i> evening
	Development of Pastoral Support Officers to support increasing attendance in each Chapter.	£46,554*	DS attendance has remained steady after significant improvements in 2018 DS Persistent absence is down by 3.5% to 28.7% and is closing the gap on National Average
Personal Development:	Maintain a central tracking document for the collective monitoring, evaluation and review of the support for disadvantaged students.		Tracking sheet implemented to track interventions and provision, and launched to leaders, DS specialists and chapter teams. Maintained by pastoral teams, it has enabled the provision for DS students to be mapped, to ensure coverage.
	Ongoing commitment to the development of the Pastoral Support Officers to support aspiration and personal development in Chapter, with a focus on DS students.	Included above (See*)	PSO knowledge and support of DS students and their families has been a highly successful and integral part of the personal development and success of individual students from each chapter. PSOs are actively engaging with families on all aspects, including attendance, focus in lessons, attitude to learning and aspiration. Practical and logistical barriers to learning have also been overcome with PSO support of families, and outside agencies have regularly been engaged to support students to thrive and achieve as a result of their input.
	Ensure identified disadvantaged students are given priority in accessing alternative/additional provision and intervention services (e.g. IPEH, outreach programmes, school counsellor etc) to support attendance, wellbeing and engagement.	£13, 868	DS students make up significantly more than 30% of students accessing these services Improved attendance and closing attainment gaps indicate that such strategies are proving successful in keeping students safe in school and encouraging their wellbeing. Improved provision-mapping through Edukey will enable easier analysis of collective impact of individual provisions, and potentially to link this to improved academic outcomes
Personal Development: Ensure high	Specifically target disadvantaged students for all trips and visits that support aspiration: 65% target.	£2,000	All widening participation trips at least 65% DS students Many departments actively built trips into their curriculum to widen horizons and enhance aspiration and cultural capital. PP and FSM students have received appropriate subsidies for such trips.

extra-curricular participation across a high proportion of students, including those who are disadvantaged or most at risk	Ensure disadvantaged students have access to subsidised music lessons if requested/identified.	£2160	Provision set up for 5 students benefiting from free tuition Funds not allocated to in-school tuition during the week have been reallocated to support DS students at the Saturday morning Junior band run at SRWA - linking SRWA students with students from our primary school feeders to ensure smooth transition and enrichment, subject extension and engagement with the community
	Parents of pupil premium students can receive complimentary tickets for performances and sporting fixtures involving their children.	£900	Complimentary tickets were issued at the discretion of department staff (with pastoral knowledge) for around 60 individual performances and sports events
Personal Development: Increase stakeholder voice to evaluate impact	Appointment of a marketing manager and attendance officer to support the work on parental engagement and perception, with a particular focus on disadvantaged and harder to reach families.	£3,377 (Attendance Officer listed above)	Parents' engagement with attendance has led to improvements in overall attendance of DS students (see above) Greater numbers of students (including DS students) are now attending transition events and requesting tours and information about the Academy, and engaging more positively on transition, to ensure a smooth and productive start.
Personal Development: Further develop careers and future provision in line with Gatsby benchmarks	AP and Careers Advisor to develop networks to engage more students and promote widening participation	£750	Following CPD and networking opportunities, Widening Participation involvement has continued to develop, and links with local and international universities have been strengthened further:- 40 year 8 students (mostly DS and/or underachieving first generation scholars) have taken part in a course of visits in a programme with Sussex University Last year 337students engaged in events at the University of Sussex, 44% male and 56% female, of these students 78% of the students are First Generation Scholars, many PP and FSM. Parents/carers had 20 engagements with the university. PP students in Year 10 took part in work placements 6 Careers Lunches took place to enable meaningful engagements with employers

	Ensure all disadvantaged students in year 10 and 11 have a 1:1 careers interview and receive follow up input (to students and parents/carers).	Included above (See**)	<p>The Academy's figures for onward destinations are good when compared locally and nationally. Rates of NEETs are very low - we track destinations for all students, and to our current knowledge (to be confirmed in Autumn 2019), there are no reported NEETS for 2019</p> <p>In order to support students vulnerable to being NEET, small group interactions with local college providers and work with WSCC is followed up over the summer break.</p>
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The remainder of the allocation (£43,267) was directed to key whole school priorities which have an impact upon all students, including Pupil Premium students, such as maintaining relatively small class sizes across the Academy (average 27) and underpinning the employment of additional staff to grow our support provision. We also continue to internally promote colleagues who have most successfully closed the gap in their own classrooms in order to give them the opportunity to share best practice with colleagues.

In light of the impact monitoring which has taken place with the Senior Executive Team and members of the Academy Council, spending and monitoring of the Pupil Premium Grant have been thoroughly reviewed for 2019-20. A detailed Action Plan is in place and a summary of the main aspects is below.

Academic Year 2019-2020 (Statutory Information)

Declaration:

The Sir Robert Woodard Academy has been allocated Pupil Premium funding of an anticipated £226,270 for the period March 2019 to April 2020 This is to help meet the needs of our Pupil Premium cohort which, as at the data collection point of October 2018 (school census) totalled 242 students across Years 7-11. This was made up of:

Year 7	Year 8	Year 9	Year 10	Year 11
55 students	54 students	48 students	57 students	42 students

Total: 242 students out of 874 students across years 7-11, approximately 27% of our cohort.

Aims of the Academy & Desired Outcomes 2019-20:

We at SRWA aim to:-

- ensure that disadvantaged students at SRWA achieve at least as well as their classmates, thereby reducing the attainment gap to zero.
- ensure that disadvantaged students make at least nationally-expected progress by the end of KS4.
- reduce the level of persistent absenteeism among disadvantaged students, so that it is in line with the National Average; we recognise that good attendance is perhaps the single biggest contributory factor to their progress.
- further increase the number of disadvantaged students successfully accessing further and higher education,

Key Strategies and Planned Expenditure for Pupil Premium Development 2018-19:

In order to improve outcomes, wellbeing and life chances for disadvantaged students in our care during 2019/20, our main focus for Pupil Premium students (and all others vulnerable to underachievement) will be to strengthen systems that enable us to know, plan for, and empower each individual to Aspire to Achieve their very best.

Actions to achieve this fall broadly under 3 main areas of a student's experience at SRWA: **Academic/Curricular, Pastoral and Extra-curricular:-**

Academic/Curricular

- Continue to focus on curriculum support and challenge - develop high quality planning, captured within robust Medium Term Overviews, that enables disadvantaged students to access learning and make accelerated progress
- Ensure quality first teaching through excellent CPD, robust monitoring and support of Teaching and Learning
- Accurately assess and identify students/groups who require intervention and build appropriate in-class intervention to address their needs
- Ensure prioritisation of effective tracking, monitoring and intervention for disadvantaged students, in order for interventions to be as timely and impactful as possible
- Further develop the academic intervention programme across year groups to ensure that it is targeted and forensic - use detailed assessment feedback to identify candidates and the specific areas/questions that they need to address, and map impact over the duration of the programme
- Ensure that adequate numbers of the complete library of revision guides and textbooks are accessible from the LRC for all disadvantaged students (and others) to borrow or work with onsite, and that all online resources are easily accessible and signposted to students and parents/carers
- Further develop excellent relationships between academic/pastoral staff and parents/carers through effective communication on the academic and personal development of the whole child, including available support

Pastoral

- Further improve attendance, particularly with students for whom absence is a persistent issue, through engagement, communication and high expectations
- Continue to build personalised support for families struggling with attendance issues
- Introduce tracking and development of SRWA core personal attributes through creation and monitoring of the personal ASPIRE score and profile
- Develop the relationship between disadvantaged student, parent/carers and tutor by introducing Tutor ASPIRE days to focus on key personal attributes

and behaviours, and offer highly personalised levels of support and challenge

- Continue to raise awareness of the varied needs of disadvantaged students through CPD, prioritisation and discussion amongst colleagues of how barriers to learning may be overcome
- Continue to focus on behaviour for learning, utilising our robust systems and highly-skilled staff to work with disadvantaged students for whom behaviour is a barrier to their progress, engaging their families and outside agencies where necessary.

Extra-Curricular

- Continue to expand the breadth of our extra-curricular offer
- Widely publish the full list of all extra-curricular clubs that are provided without cost (and continue our ethos of making them free to include as many students as possible)
- Use the pastoral support system to prioritise disadvantaged students in our bid to actively encourage all students to participate in extra-curricular activities
- Track uptake, participation and impact of extra-curricular clubs in relation to disadvantaged students, to ensure inclusivity and maximum value
- Respond to student voice in providing extra-curricular opportunities.
- Ensure full open access to study resources (study books, revision guides, internet access and computers, etc)