

SRWA Pupil Premium Strategy Statement 2019/20

School overview

Metric	Data
School name	The Sir Robert Woodard Academy
Pupils in school	1088 (as at March 2020)
Proportion of disadvantaged pupils	30% (321students)
Pupil premium allocation this academic year (March 2019 - March 2020)	£226,270
Academic years covered by statement	2019/20 - 2020/21
Publish date	December 2019
1st Financial Review date	March 2020
1st Academic/Pastoral Review date	Sept 2020
2nd Financial Review date	March 2021
2nd Academic/Pastoral Review date	Sept 2021
Statement authorised by	Kieran Scanlon, Principal
Pupil premium lead	Suzanne Pike, Vice Principal
Governor lead	Trevor Crowter

Disadvantaged pupil performance overview for last academic year (2018/19)

Progress 8	-0.88
Ebacc entry	18%
Attainment 8	33.57
Percentage of Grade 5+ in English and maths	21%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	> -0.25	August 2021
Attainment 8	> 40	August 2021
Percentage of Grade 5+ in English and maths	>50%	August 2021
Ebacc entry	70%	August 2021
Other	Reduce absence to 8% (PA 13.5%)	July 2020
	Increase Extracurricular take-up rate to 90%	July 2020

Teaching priorities for current academic year (2019/20)

Measure	Activity
Priority 1	High quality teacher recruitment and development to maximise individual student progress through effective curriculum delivery
Priority 2	Identify underperforming students at KS3 (GL Assessment) and intervene to improve progress by KS4
Barriers to addressing these priorities	Workload - effective planning and evaluation time Ensuring accuracy of assessment Maintaining intervention <u>and</u> inclusion within the classroom
Projected spending	£107,000

Measure	Activity
Priority 1	Literacy Programme - (including reading tracking (GL) up to age 16, and Thinking Reading intervention)
Priority 2	Engage pastoral, support and careers staff (and parents) in supporting students' academic progress
Barriers to learning these priorities address	Student uptake of intervention strategies (including parental support) Developing knowledge/experience of non-teaching staff in discussing outcomes
Projected spending	£75,000

Wider strategies for current academic year (2019/20)

Measure	Activity
Priority 1	Increase DS extracurricular uptake/involvement
Priority 2	Improve FSM PA attendance
Barriers to learning these priorities address	Communication of opportunities to students and parents Cost of some individual activities Availability of time/resources to work with families facing multiple complexities
Projected spending	£44,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development/QA and monitoring of impact	Careful use of whole-school CPD time and departmental support. Maximise opportunities for feedback
	Ensuring that curriculum timetabling efficiently enables staffing to maximise student progress	Careful and efficient curriculum planning allowing timely recruitment and training of high quality teaching staff
	Maximising classroom-based learning interventions for underperforming students	Focus on classroom interventions. Build an additional intervention programme with minimal impact on lesson time.
Targeted support	Literacy programme - ensuring support across all departments to maximise impact	Clear communication and CPD - underpinned by whole-school T&L priorities and actions
	Establishing enough time for a learning-focussed approach as well as safeguarding and wellbeing, etc	Provide clear and useful data to highlight where pastoral and academic intervention needs combine Continuing CPD and support
Wider strategies	Engagement with families facing most attendance challenges	Maintain excellent communication links (Pastoral Support and Attendance Officers) and engage other agencies as appropriate
	Ensure that extracurricular offers are extending reach to those not already participating	Track and respond to % of whole cohort who are engaged in extracurricular enrichment Actively target DS students not currently attending an enrichment

Review: last year's aims and outcomes (2018/19)

Aim	Outcome
P8 gap between DS and non-DS students average for similar schools (EEF Database)	P8 gap -0.58 in 2019 (NA -0.45).
Decrease absence for DS students to national average	Held steady following significant improvement in 2018. Still 2% above NA.
Develop curriculum model - 70% of KS4 DS students studying EBacc by 2019/20	68% of DS in Year 11 studying the Ebacc suite