

# 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	<b>Robert Smyth Academy</b>
Number of pupils in school	1204
Proportion (%) of pupil premium eligible pupils	105 (8.7%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/20223- 2024/2025
Date this statement was published	
Date on which it will be reviewed	September 2024
Statement authorised by	Dan Cleary
Pupil premium lead	Kate Nicholson
Governor / Trustee lead	Darren Turner

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78, 660
Recovery premium funding allocation this academic year	£20, 976
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	£99, 636

# Part A: Pupil premium strategy plan

## Statement of intent

Robert Smyth Academy uses the pupil premium to close the gap between students in receipt of the pupil premium and their peers. To achieve this requires a long-term strategy that is underpinned by an understanding of the research of issues affecting disadvantaged students.

Based on self-evaluation, assessments, and national research, we are focussed on:

- Improving the reading age of disadvantaged students
- Improving the quality of teaching experienced by all students (including disadvantaged)
- Improving the attendance of and reducing persistent absence for disadvantaged students
- Improving attitudes to learning for PP students
- Understanding how students who have experienced trauma in their childhood (adverse childhood experiences) are less likely to attend, behave or achieve in school statistically and how we can support students to overcome these barriers through programmes such as Thrive

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of challenge
1	Some children eligible for the Pupil Premium do not read well enough. NGRT data collected in August 2023 states that 14% of PP students in years 7-10 have a reading that is well below average (2 or more years below chronological age), as compared to 6% of non-PP students.
2	Not all teaching strategies fully support the individual needs of all learners (especially those who are PP and SEND)
3	Absence rates for PP pupils are above that of non-PP children. This has an impact on their education and causes them to fall behind in their learning. In 2020-2021 attendance rates for PP students were 91.1% compared to 95.8% for non-PP – 4.7% In 2021-2022 attendance rates for PP students were 89.7% compared to 93.1% for non-PP – 3.4% <b>In 2022-23 attendance rates for PP students were 89.1% compared to 91.2% for non-PP - 2.1%</b> Attendance of Band B and C children had accounted for the higher absence rates in 2021-2022

	<p>Band B – 80.8%</p> <p>Band C – 89.3%</p> <p>But in <b>2022-2023 it is Band A students that are accounting for higher rates of absence at 85.1%</b></p>
4	17% of students top 100 students with negative behaviour points are PP and 30% of top 20 students are PP.
5	Some PP pupils have a range of adverse childhood experiences that affect their performance and attendance at school causing them to fall behind in their learning. Some pupils have low self-esteem, limited aspirations and a lack of opportunity outside of school. This results in a lack of engagement with extra-curricular activities and opportunities.

## 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
1	PP children become confident readers	The standardised reading age of PP children improve to be in line with their chronological reading age.
2	Improve the quality of teaching experienced by PP children	<p>Work scrutiny identifies there is no clear difference in the work produced by PP students and their peers</p> <p>PP books reflect high-quality education through standards of presentation, work completion, and evidence of progress</p> <p>RPGs indicate that PP students are making at least expected progress</p> <p>Progress of Pupil Premium students at GCSE to be positive as measured by Progress 8 performance measure</p>
3	Improve the attendance of PP students	<p>PP attendance improves to be in line with their peers</p> <p>PP persistent absence falls to be in line with the national average</p>
4	Improved attitudes to learning by PP students	The proportion of students in the top 20 and top 100 students with behaviour points is reduced to zero.
5	Improve the provision for vulnerable students (those who have experienced adverse childhood experiences) based on level of need. Raise self-esteem and aspirations for all	<p>100% of students in Band A and B receive support appropriate to their identified need.</p> <p>Personal interventions have a positive impact on the students</p> <p>Pupil premium students receive funded or subsidised access to activities which</p>

		<p>develop their cultural capital and support their education</p> <p>Improve participation with extra-curricular activities, catch up interventions and revision classes from 90% - 95%</p> <p>0% NEET target at the end of each academic year</p>
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## 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

Budgeted cost: 22, 407.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of NGRT tests to enable a baseline assessment to take place in reading.	Tracking key attainment indicators for students.	1 & 2
Reading intervention from Literacy Coordinator matched to student needs [based on NGRT data].	EEF toolkit indicates that "reading comprehension" strategies can generate +6 months. EEF toolkit indicates that "oral language interventions" can generate +5 months.	1 & 2
Further enhance Quality First Teaching and curriculum quality (CPD). Instructional Coaching Lead appointed to coordinate the coaching program and support the drive to improve the quality of teaching	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF	2
Create additional non-contact time for instructional coaches to drive the quality of teaching	Dr Sam Sims argues that Instructional coaching is currently the best-evidenced form of professional development we have. He does this citing numerous studies <a href="https://samsims.education/2019/02/19/247/">https://samsims.education/2019/02/19/247/</a>	2
To improve the quality of education by securing stronger adaptive teaching and formative assessment so that every child, particularly disadvantaged	EEF reports Feedback to have a very high impact for very low cost based on extensive evidence. Quality feedback needs quality formative assessment for feedback to be useful. Dylan William states 'Getting teachers to make greater use of minute-by-minute and day-by-day formative assessment is likely to	2 4

students, makes excellent progress in all lessons	have a greater impact on how much our children learn in schools than anything else'	
Reduced secondary teacher allocation [max. 42hr].	Additional time allocated for professional learning and to prioritise feedback for PP students	2

## Targeted academic support

Budgeted cost: 47, 528

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured reading and academic interventions [1:1 and small group with LSA/HLTA]	EEF toolkit indicates that “small group tuition” can generate +4 months. EEF toolkit indicates that “one to one tuition” can generate +5 months.	1, 2 & 5
Structured reading interventions from literacy coordinator	EEF toolkit indicates that “small group tuition” can generate +4 months. EEF toolkit indicates that “one to one tuition” can generate +5 months.	1,2 &5
Raising Achievement Meetings with subject teachers to raise awareness of barriers to learning so that teaching can be targeted to meet the needs of PP students.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF	1 4
Protected time at tutor time for key curriculum leads to monitor, evaluate and review PP achievement.	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF	1 4
Pastoral mentoring from inclusion team	EEF evidence suggests that mentoring has a small positive impact on attainment. Some studies have found more positive impacts for pupils from disadvantaged backgrounds	3 4
Academic Mentoring from Assistant College Leaders ,including target setting, for targeted PP students following TA1 and TA2 data.	EEF evidence suggests that mentoring has a small positive impact on attainment. Some studies have found more positive impacts for pupils from disadvantaged backgrounds	1 2 5
Targeted mentoring for Band A and Band B students	EEF evidence suggests that mentoring has a small positive impact on attainment. Some studies have found more positive impacts for pupils from disadvantaged backgrounds	3 4 5

## Wider strategies

Budgeted cost: 29, 985.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy [supported by attendance officer].	The link between absence and attainment for disadvantaged students is clearly established (DFE Research 2016. <a href="#">Ref: DFE-00089-2016</a> ).  Actions relate to recommendations including those from The Key for School Leaders (Ref: 9539) and is in line with the DFE Expert report 2012 ( <a href="#">Ref: DFE-00036-2012</a> )	3
Assistant College Leaders to oversee and prioritise PP attendance. This will involve meeting weekly with the Attendance Administrator to monitor all students but PP students in particular. They will initiate PAP meetings, make contact with parents/carers conduct home visits and oversee strategies such as attendance challenges for targeted students	The link between absence and attainment for disadvantaged students is clearly established (DFE Research 2016. <a href="#">Ref: DFE-00089-2016</a> ).  Actions relate to recommendations including those from The Key for School Leaders (Ref: 9539) and is in line with the DFE Expert report 2012 ( <a href="#">Ref: DFE-00036-2012</a> )	3
Breakfast provision for vulnerable students.	EEF " <a href="#">Magic Breakfast</a> " research suggests +2 months progress.  Wellbeing provision to support most vulnerable students.	2 3 4 5
Thrive Training for key support staff (CPD)	EEF toolkit indicates that "behaviour interventions [strand 3]" can generate +3 months.  EEF toolkit indicates that "social and emotional learning" can generate +4 months.	3 4 5
Whole school behaviour training (embedded through the behaviour policy and routines).	EEF improving behaviour in schools guidance report <a href="#">Improving behaviour in schools</a>	4
Thrive practitioners to support students where behaviours have led to higher level sanctions	EEF improving behaviour in schools guidance report <a href="#">Improving behaviour in schools</a> (specifically supporting the EMR approach).	4
Alternative provision placements to support students and prevent permanent exclusion working with South Leicestershire Inclusion Partnership	Support for students who are at significant risk of permanent exclusion who are not able to effectively access the curriculum to secure appropriate destination.  Educational outcomes (A8) are significantly lower for students who are permanently excluded compared to students with similar starting points in Y7 regardless of their Y11 educational provision. <a href="#">FFT Datalab May 2019</a>	3 4 5

Trip funding and subsidised / funded enrichment activities (e.g. music tuition).	EEF toolkit indicates that “physical activity” can generate +1 month. EEF toolkit indicates that “arts participation” can generate +3 month.	5
Support with uniform costs and academic supplies such as revision guides	To ensure that students are not disadvantaged in comparison to peers, which could negatively impact upon self esteem	2 5
Careers advisor – all PP students have one personalised external interview per year	DFE guidance states that ‘high quality careers education and guidance in school or college is critical to young people’s futures.’	5
Pupil Premium Leadership Committee meetings (4 times each year) to monitor and review PP provision. This will include executive and non-executive governance		1 2 3 4 5

**Total budgeted cost: £99,921.65**





# 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 2020 to 2021 academic year.

### **Pupil Premium Children become Confident Readers**

Research suggests that students vulnerable to disadvantage are more likely to be behind. We also know that PP progress in English, as measured by P8, was negative

We tested all Year 7 and 8 PP students last year and interventions have begun this year with our newly appointed Literacy Coordinator, at the end of 2022 27% of year 7 and 8 students were reading 2 or more years below their chronological age, at the start of this year (2023) this number had fallen to only 7% of these two years groups.

Subject-based reading strategies are in place across the school - evidenced via climate walks and discussions with curriculum leaders in link meetings.

Reading features as part of the RSA5 and all colleagues experience CPD as part of the 4 SIP CPD twilights, there were some individual successes for five PP students, their average increase in reading age was 22 months within the academic year.

A number of PP students are regularly engaging with their library in their own time, this year (2023) 17 PP students have library badges (16% of all library badge holders).

### **Improve the Quality of Teaching**

#### **Teaching and Learning**

The quality of teaching, learning and assessment is good with some outstanding practice. The quality of teaching has improved over time, and it is consistently at least good, and almost all students make good progress

We know from our QA that our Teaching and Learning strategies are having an impact on our students. In our best lessons we identified that our teachers had an excellent climate for learning, strong checking for understanding, provided opportunity for reflection and prioritised PP students for feedback.

Departments came up with their own approach to prioritise and address progress of these groups.

Common strands included:

- QFT
- Strategic seating
- Regular checking
- Targeted Questioning
- Checking books and prioritising for feedback
- Building relationships (including praise and positive recognition)

Internal Quality Assurance suggests these techniques are embedded in most lessons and are benefiting PP students although there remains a need for greater consistency. Book looks last year suggest that the majority of PP books meet the standard and are of good quality. For most students there is little discernible difference with their peers in terms of tasks set and work attempted. The aim will be to have checking embedded in all lessons.

#### **Student voice**

In the summer term we conducted a student voice for PP students, and they were very clear that when circulating was taking place it was very helpful but that there needed to be greater consistency in this area. They were also grateful for those staff that always checked for their understanding before moving on, but again they said that there was a need for greater consistency in this strategy.

### Executive Governance

The Executive Principal's report in March 2023 stated that in PP learning walks it was observed the on average half the Band A and B students had good recall of previous learning and that their books, for the majority of students were presented well and featured completed work. Teaching strategies last year were focused on gaining consistency in improving recall for students (whiteboards and guerilla assessment) and this will continue this coming year as there is still work to be done here. There was also an acknowledgment in the report that greater clarity and focus on PP banding and attendance had taken place.

### National Outcomes Overview 2023

National outcomes data supports the above, most PP students made some progress. The progress 8 score for PP students was -0.24 (all students +0.012). Whilst there is a gap in progress with the whole school average, this is closing. PP progress for both English Language (-0.45) and Maths (-0.05) was negative but had improved since the last unaffected results in 2019 where English Language was -0.07 and maths was -0.28.

- 54% of PP students entered the EBacc (14% in 2019 & 45% in 2022)
- PP Attainment measured by A8 (24.6) was impacted on by the small number of year 11 PP and the statistical outliers, e.g. student on roll but education managed by local authority, this figure remains constant with last year (24.6)
- The PP gap in English and Maths is high but in Maths has fallen from 2019. The PP gaps in English and maths last year were English Language -0.39 and in maths -0.41. PP outcomes are a focus for both these subjects this year.

### Internal Data

Internal assessment data suggests that the majority of PP students in all year groups are making good progress. Internal data suggests that PP underachievement is an issue in Years 8 and 9 with the gap widening between our first assessment point and second.

## 3 Improve the attendance of PP students

SECONDARY INDICATORS	Pupils eligible for PP (your school)				
	2019	2020	2021	2022	2023
Attendance rates for pupils eligible for PP	89.3%	88%	92% (91.1% inc. lockdown)	89.7%	91%
% - Persistent absence rates for pupils eligible for PP	25%	27.7%	23.9% (26.8% inc. lockdown)	39.2%	27.3%

PP attendance for the year was 91%. We are very happy that our attendance for PP students last year was higher than the previous year. Attendance rates for pupils eligible for PP are still below the target for all children of 95% and must be improved further. This reduces their educational access and causes them to fall behind.

Attendance is very much related to the degree of disadvantage faced by our students. Band D students attended better than the whole school average. The attendance of Band B and C students is lower than whole school average but only by 1.5% and 1.2% respectively. We are proud of our Band D attendance as we are an inclusive school, and we know students are taught well. Our Band A students have more issues outside of

school and this is reflected in their school attendance rates that were 8.3% below that of all students, we focused our attendance strategies on this group of 22 students through the year and will remain a focus for the year 2023/24.

## Improve behaviour of students in receipt of Pupil Premium

	Suspension data				
Second-ary Indicators	Students eligible for PP				
	2019	2020	2021	2022	2023
Number of PP students receiving suspensions	10 (14.1%)	8 (12.3%)	11 (15.5%)	10 (12.3%)	17 (17.7%)
Number of days lost for PP students due to suspensions	63	15	23	44	23

Whilst most students behave well suspension rates remain too high for PP students. 17 PP students were suspended for 1 day or more last academic year with a total of 23 days lost to suspension (This is lower or equal to the two previous years.) 3 students received more than one suspension.

For some PP students learning habits are not embedded and this leads to a higher number of sanctions. For example, 30% of the top 100 students with negative behaviour points are PP and 30% of the top 20 are PP. This reflects that many PP students behave well and that we need to focus on supporting these key students with the challenges that they face when in the classroom to reduce suspensions and behaviour points for these students.

## Improve the provision for vulnerable students (those who have experienced adverse childhood experiences) based on level of need. Raise self-esteem and aspirations for all.

We know that some PP pupils have a range of ACES that can impact on their performance and attendance. Our SEMH manager has coordinated interventions to support these, with our Band A and B students prioritised. This has meant that 98% of PP students engaged with extra-curricular participation of some description and 90% have engaged with extra-curricular participation that is not a subject intervention. Progress was made in providing support for these students and in ensuring interventions have been recorded. Systems are now in place to ensure that interventions by our SEMH team are recorded with impact criteria developed and scores recorded.

## Overall

The Pupil Premium strategy has been seen to have real impact in several areas. Successes have included:

- Sustained attendance during a time when attendance rates have been falling nationally
- Most Pupil Premium students behave and attend well
- Improved quality of teaching, leading to the gap between non PP and PP students narrowing

Despite the progress made we recognise that there is still much work to be done. Attendance rates are still too low and learning habits need to improve for some Pupil Premium students. We also recognise that further improvements in the quality of teaching will be our most important lever to improve outcomes for disadvantaged students and close the gap between them and their peers. Some Pupil Premium students also need support to ensure that they become confident readers.

## Externally provided programmes

Programme	Provider
NGRT Testing	NGRT
Thrive Assessment	Thrive

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information

We have engaged with research and support available from professional bodies such as the EEF and The Sutton Trust.

The School Improvement Plan (SIP) and PP plan are aligned and we recognise that any improvements made to the quality of teaching will benefit our disadvantaged learners the most.

### **Pupil Premium Alert Score**

Pupil premium pupils should not be regarded as a homogenous group. Schools must sensitively differentiate and personalise learning to meet need.

TGAT has used the research completed by the Education Policy Institute, information from FFT and research commissioned by the DfE

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/748514/Understanding\\_KS4\\_LSYPE2\\_research-report.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/748514/Understanding_KS4_LSYPE2_research-report.pdf) to devise a points system based

on risk factors that cause toxic stress and can affect pupils' progress. This scoring system enables leaders to effectively allocate resource and ensure the **most disadvantaged** children are able to access a wide and diverse curriculum that supports their needs and ensures they achieve in line with their more advantaged peers.

Risk Factor	Points
ACES(Adverse childhood experience)	10 each
Other factors causing toxic stress	5 each
FSM for 90% or more of school life	50
FSM for 50% - 89% of school life	30
FSM for less than half school life	25
SEND E	10
SEND K	5
LAC+(more than one placement in an academic year)	30
LAC	20
Asylum seekers	100
FFT Alerts	1 each
IDACI band 1	15
IDACI band 2	12
IDACI band 3	9
IDACI band 4	6
IDACI band 5-10	3

PP pupils will be allocated an alert score and placed into a disadvantage band.

