

Pupil premium strategy statement

Royal Wootton Bassett Academy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Reviewed September 2024

Next Full Review September 2025

School overview

Detail	Data
School name	Royal Wootton Bassett Academy
Number of pupils in school	1687
Proportion (%) of pupil premium eligible pupils	23% (inc Services)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2025 – new 3 year cycle to begin
Statement authorised by	Anita Ellis
Pupil premium lead	Mari Roberts / Toby Kirkby
Governor / Trustee lead	Karen Beard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£TBC
Recovery premium funding allocation this academic year	£TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year	£TBC

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and are supported to be the best versions of themselves. The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those from all prior attainment backgrounds. Our approach will be responsive to shared challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Our Pupil Premium students have seen a more significant impact of Covid than their non-PP peers, and the core of this strategy is focused on closing this gap.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The pupil premium strategy will also aim to enhance the life experiences and opportunities for our disadvantaged students, with the intention of building aspiration, ambition and motivation. We believe this will support a long-term enhanced engagement in learning. The strategy aims to provide social and mental support for our disadvantaged students, fostering a positive and respectful culture that builds positive and engaged students who can contribute to our wider school community.

Challenges

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

Challenge number	Detail of challenge
1	<p><i>Progress of Pupil Premium students in English & Maths is significantly below their non-PP peers.</i></p> <p><i>GCSE results from 2022 showed a gap of 32% between non-PP and PP achieving 4+ in English and Maths (73% vs 41%) and a gap of 29% achieving 5+ in English and Maths (53% vs 24%). This gap has significantly increased following the Covid-19 pandemic.</i></p> <p><i>This trend is reflected across year groups across the school.</i></p>

	English Gap		Maths Gap	
Y7	4+ = 14%	5+ = 4%	4+ = 14%	5+ = 4%
Y8	4+ = 26%	5+ = 19%	4+ = 26%	5+ = 19%
Y9	4+ = 8.6%	5+ = 19.9%	4+ = 9.4	5+ = 17.6%
Y10	4+ = 17.7%	5+ = 15.9%	4+ = 11.1%	5+ = 20.8%

2

A lack on engagement in independent study & revision from Pupil Premium students, especially evident in homework.

Following the pandemic, there is a school wide focus on improving the independent learning strategies of students, especially for our PP students.

Homework continues to be the most significant cause of detentions school wide, with the data from the behaviour report highlighting the significance of the problem;

Reason	No of incidents 2021-22
Late Homework	816
Failure to Follow Instructions	425
Defiance	326
Incorrect or Lack of Equipment	274
Full Behaviour Card	187
Poor Uniform	164
Inadequate Classwork	69
Damaged or Lost Behaviour Card	59
Late to School	51
Unkindness	38

Qualitative data from HoYs / SMs suggests that a disproportionality high number of students attending detentions for failure to complete homework were PP students.

Data from Y7 PP survey suggests that PP students have less access to IT resources at home, with 50% of Y7 and 62% of Y9 accessing online resources on their mobile phone. Qualitative data from staff tells us that Pupil Premium students are not as well equipped to lessons and frequently lack the resources and supportive home learning environment to complete homework to the same standard as their non-PP peers.

3

The attendance of Pupil Premium students is below the attendance of their non-PP peers

There is a clear gap in attendance between Pupil Premium students and non-Pupil Premium students. This is shown in the data below and exists in all year groups. This trend is exacerbated between FSM and non-FSM students.

Attendance for 2021-22 – Pupil Premium Students

	PP Attendance	Non-PP Attendance
Y7	95.5%	96.7%
Y8	93.2%	95.0%
Y9	90.4%	93.4%
Y10	91.0%	92.5%
Y11	77.3%	79.1%

Attendance for 2021-22 – Free School Meal students

	FSM Attendance	Non-FSM Attendance
Y7	94.8%	96.5%
Y8	91.1%	94.9%
Y9	87.6%	93.4%
Y10	85.1%	92.6%
Y11	76.3%	78.9%

Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

4

Lack of Parental Engagement in Parents Evenings

There is gap between the attendance and engagement of parents at Parents Evenings, as highlighted in the table below and exists in all year groups and is larger where PP numbers increase.

	Whole school attendance	FSM attendance
Y7	84%	68%
Y8	82%	55%
Y9	79%	50%
Y10	77%	33%
Y11	84%	55%

The trend at parents' evenings reflects a wider trend identified in qualitative feedback from staff, that PP parents can be harder to engage in school life.

5	<p>Lack of exposure to cultural capital and wider life experiences for FSM students</p> <p><i>Our afterschool provision was significantly impacted by Covid-19, however, as clubs have relaunched in 2021-22, we have not seen significant numbers of PP students attending them. 46% of PP students surveyed in Y9 said they never attended an afterschool club at RWBA. This figure was 39% in Y7. Students in the survey also showed a lack of experience of wider opportunities outside of school.</i></p> <p><i>Data from the student survey also showed PP students have limited or no experience of wider cultural experiences, such as watching live theatre or sports or attending trips.</i></p> <table border="1" data-bbox="371 638 1407 1099"> <thead> <tr> <th><i>Wider cultural activity</i></th> <th>Y7</th> <th>Y9</th> </tr> </thead> <tbody> <tr> <td>Visiting cinema</td> <td>56%</td> <td>54%</td> </tr> <tr> <td>Watching live theatre</td> <td>6%</td> <td>0%</td> </tr> <tr> <td>Watching live sport</td> <td>11%</td> <td>0%</td> </tr> <tr> <td>Visited an art exhibition</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Residential trip</td> <td>17%</td> <td>31%</td> </tr> <tr> <td>Visited a safari park or zoo</td> <td>11%</td> <td>0%</td> </tr> <tr> <td>Reading a non-school book</td> <td>0%</td> <td>8%</td> </tr> </tbody> </table> <p><i>There was not one single PP student in the outgoing Y11 Music class. All these figures point to a more limited exposure to opportunities and experiences for our PP students.</i></p>	<i>Wider cultural activity</i>	Y7	Y9	Visiting cinema	56%	54%	Watching live theatre	6%	0%	Watching live sport	11%	0%	Visited an art exhibition	0%	0%	Residential trip	17%	31%	Visited a safari park or zoo	11%	0%	Reading a non-school book	0%	8%
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6	<p>External barriers to equitable access to education (issues that having a lack of finance creates) that are likely to be increased due to the cost-of-living crisis.</p> <p><i>Food bank referrals and requests for uniform support have significantly increased in the second half of 2022. This mirrors the cost-of-living crisis that is being felt across wider society and is significantly impacting on our PP families and students. Data from the school canteen also shows FSM eating behaviours, showing an increase in students using their FSM earlier in the day to substitute breakfast. Prices in the school (run by G4S) have also increased by 10%, whilst FSM allocations from Wiltshire council remain the same. Data from the survey of PP students also showed that students could only access the internet through a mobile phone (50% in Y7, 62% in Y9). All of these point to an increase in barriers to education that our PP students are facing.</i></p>																								

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
<p><i>Improved progress of PP students in both English and Maths.</i></p> <p><i>The attainment gap between the progress of PP and non-PP students achieving English & Maths at both 4+ and 5+ is narrowed.</i></p>	<p>All PP students achieve their target FFT grades in the summer 2022-23 exam series.</p> <p>PP students achieving 4+ and 5+ in English and Maths in line with their non-PP peers.</p> <p>Positive P8 score in 2022-23 summer exam series in both English & Maths.</p>
<p><i>Greater engagement in and completion of homework by PP students, resulting in less behaviour logs for PP students and a more positive experience of school.</i></p>	<p>Reduction in the number of behaviour logs for PP students for non-completion of homework.</p> <p>Increased attendance of PP students at after school revision clubs.</p>
<p><i>Improved attendance of PP students, resulting in increased attainment.</i></p>	<p>PP attendance to be in line with that of their non-PP peers and in-line with National Averages.</p>
<p><i>Improved attendance of PP parents at parents evening, especially FSM parents. Resulting in greater engagement in school from parents and PP students alike.</i></p>	<p>Attendance of PP parents at parents evening to be in line with that of their non-PP peers.</p>
<p><i>Increased opportunities for all PP students to experience cultural experiences / wider opportunities.</i></p> <p><i>Improved attendance at afterschool clubs.</i></p>	<p>All PP students to experience a range of cultural experiences / wider opportunities across the school year.</p> <p>All PP students to attend at least one extra-curricular club across their time at RWBA.</p>

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: £TBC

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils.</i></p> <p>School focus on:</p> <ul style="list-style-type: none"> • The Bassett Lesson plan & the Bassett Leader • QFT • Formative Assessment • Closing the Gaps 	<p>EEF Evidence Brief</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.</p> <p>Evidence Based Education’s Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</p> <p>Great Teaching Toolkit - Evidence Based Education</p>	<p>1,2,3,6</p>
<p><i>Technology and other resources focussed on supporting high quality teaching and learning.</i></p> <p><i>Including:</i></p> <ul style="list-style-type: none"> • ARBOR – switch to new student data management system to support behaviour monitoring 	<p>Schools use technology in many ways and with a wide range of aims. RWBA uses technology to support:</p> <p>Behaviour interventions</p> <ul style="list-style-type: none"> • EEF toolkit shows behaviour interventions can have a moderate impact for low cost based on limited evidence. <p>Homework</p> <ul style="list-style-type: none"> • EEF toolkit shows homework can have a high impact for low cost based on very limited evidence. <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2</p>

<p><i>Developing independent learners at RWBA</i></p> <ul style="list-style-type: none"> • <i>Using the Learning Scientists 6 strategies for Independent Learning</i> 	<p>What is independent learning and what are the benefits for students? Meyer et al. 2008</p> <p>Found independent learning:</p> <ul style="list-style-type: none"> • improved academic performance; • increased motivation and confidence; • greater student awareness of their limitations and their ability to manage them; • enabling teachers to provide differentiated tasks for students; • fostering social inclusion by countering alienation. <p>Whatisindependentlearningandwhatarethebenefits.pdf (curee.co.uk)</p>	<p>1,2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£TBC**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>One to one and small group tuition</i></p> <p>Including:</p> <ul style="list-style-type: none"> • School focus on Closing Gaps • Maths & English interventions @ KS4 • Use of external tutoring programme for one-to-one GCSE English & Maths support 	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons.</p> <ul style="list-style-type: none"> • EEF toolkit shows one-to-one tuition can have a high impact for moderate cost based on moderate evidence. • EEF toolkit shows small group tuition can have a moderate impact for low cost based on moderate evidence. <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p><i>Interventions to support language development, literacy, and numeracy</i></p> <p>Including:</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to</p>	<p>1</p>

<ul style="list-style-type: none"> • Catch up at KS3 	specific needs, whilst not inhibiting pupils' access to the curriculum.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£TBC**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Communicating with and supporting parents</i></p> <p>Including:</p> <ul style="list-style-type: none"> • Parent support evenings protocol • Wider parental engagement strategies 	<p>Levels of parental engagement are consistently associated with improved academic outcomes.</p> <ul style="list-style-type: none"> • EEF toolkit shows parental engagement can have a moderate impact for very low cost based on extensive evidence. <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • EEF projects showed that texting parents had a small degree of impact for very low cost based on moderate impact. <p>Texting Parents EEF (educationendowmentfoundation.org.uk)</p>	2,4
<p><i>Extracurricular activities including sports, outdoor activities, arts, culture and trip.</i></p> <p>Including:</p> <ul style="list-style-type: none"> • Extra-curricular Audit • The Bassett Pledge • FSM annual enrichment trip 	<p>Extracurricular activities are an important part of education in its own right.</p> <ul style="list-style-type: none"> • EEF toolkit shows that Arts Participation can have a moderate impact for very low cost based on moderate evidence. • EEF toolkit also shows Extending the School day (including summer schools and extra curricular offerings) can have Moderate impact for moderate cost based on limited evidence. <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	5,6
<p><i>Supporting attendance</i></p> <p>Including;</p> <ul style="list-style-type: none"> • Attendance officer at RWBA • Breakfast Club 	<p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p> <p>Breakfast Club</p> <ul style="list-style-type: none"> • EEF projects showed that the Magic Breakfast Club had a 	3

	<p>moderate impact for moderate cost (although this was focused at KS2)</p> <p>Magic Breakfast EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £TBC

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 2022 to 2023 academic year.

Priority Area 1

Progress of Pupil Premium students in English & Maths is significantly below their non-PP peers.

	A8	P8	Eng / Maths 4+	Eng Maths 5+	P8 by PA
PP	36.12	-0.78	58%	34%	H: -0.49 M: -1.04 L: -0.28
Whole School	47.33	-0.02	70%	51%	H: 0.02 M: -0.08 L: 0.09

	Overall P8	English	Maths	Ebacc	Other
PP	-0.78	-0.98	-0.5	-0.82	-0.87
Whole School	-0.02	-0.15	0.21	-0.09	-0.03

Although the headline figures for English and Maths showed some decreases from 2023-24 at 4+, the figures were significantly impacted by a number of students with significant attendance concerns. The % of students achieving 5+ remained consistent with 2023-24, however, both figures remain below that of their non-PP peers and so this remains a priority. As with 2022-23, the wider progress of PP students outside of English & Maths also remains a priority, with an overall decrease in P8 for PP students.

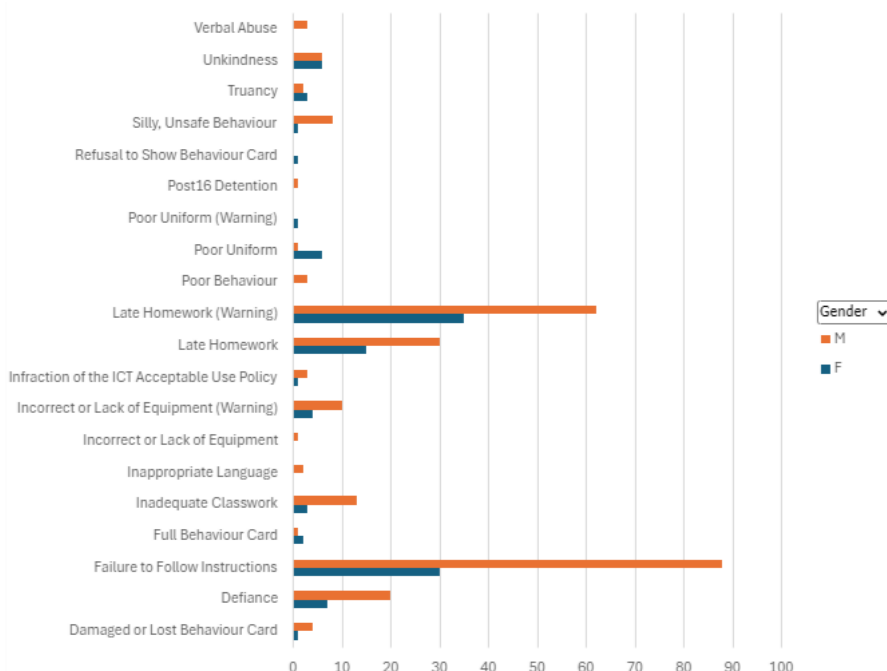
Priority Area 2

A lack on engagement in independent study & revision from Pupil Premium students, especially evident in homework.

Issues around homework continue to be amongst the most significant behaviour concerns for FSM students at RWBA as seen in the graph below. 38% of all FSM detentions for 2023-24

were for non-completion of homework. This trend is replicated across the wider school population (36% of all detentions set are around homework completion) and therefore this has become a school wide focus for 2024/25.

Evidence from the end of year FSM survey suggests that 14% of students never or almost never complete homework. There are still small barriers to students accessing work at home, with 2% of students surveyed stating they have no access to the internet at home. A large number of students surveyed also use their mobile phones to access the internet (41%).



Priority Area 3

The attendance of Pupil Premium students is below the attendance of their non-PP peers

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	All Years
All (Current)	95.06%	92.17%	94.22%	93.87%	77.29%	93.75%	68.92%	89.28%
FSM	92.09%	85.67%	88.83%	87.85%	66.60%	92.49%	67.30%	83.42%
Pupil Premium	93.46%	89.78%	91.33%	91.66%	72.83%	93.80%	68.01%	86.90%
SEN	91.42%	85.44%	91.85%	90.59%	70.90%	90.13%	66.34%	84.93%

The attendance of PP students, and especially FSM, continues to be a significant concern at RWBA. In all year groups it is below that of their non-PP counterparts and in some year groups it is significantly below (it does however remain above the national average). This has become the most important priority PP students at RWBA, as it is having a significant impact on student progress (see Priority Area 1).

Priority Area 4

Lack of Parental Engagement in Parents Evenings

The strategies adopted in 2022-23 have been continued into 2023-24 and have continued to have a positive impact on parental attendance at Parents Evenings. Attendance of FSM

parents at Parents Evenings was within 10% for all year groups. This strategy has also been rolled out to other points of Parental contact, including Y9 Futures Day (FSM = 88%, whole school attendance = 86%) and Y11 Tutor today (figures TBC).

	2021-22		2022-23		2023-24	
	Whole school attendance	FSM attendance	Whole school attendance	FSM attendance	Whole school attendance	FSM attendance
Y7	84%	68%	TBC	TBC	86%	85%
Y8	82%	55%	76%	59%	81%	72%
Y9	79%	50%	81%	61%	81%	74%
Y10	77%	33%	78%	45%	83%	88%
Y11	84%	55%	84%	68%	82%	75%

As this strategy has now become embedded, the next stage for this is the continue to develop a wider menu of opportunities to engage parents with wider school life, including supporting their child with independent learning.

Priority Area 5

Lack of exposure to cultural capital and wider life experiences for FSM students

56% of students claim to have attended at least one extracurricular offer. This correlates with our own data from extra-curricular registers that shows the following attendance at KS3.

Year 7 – 62%

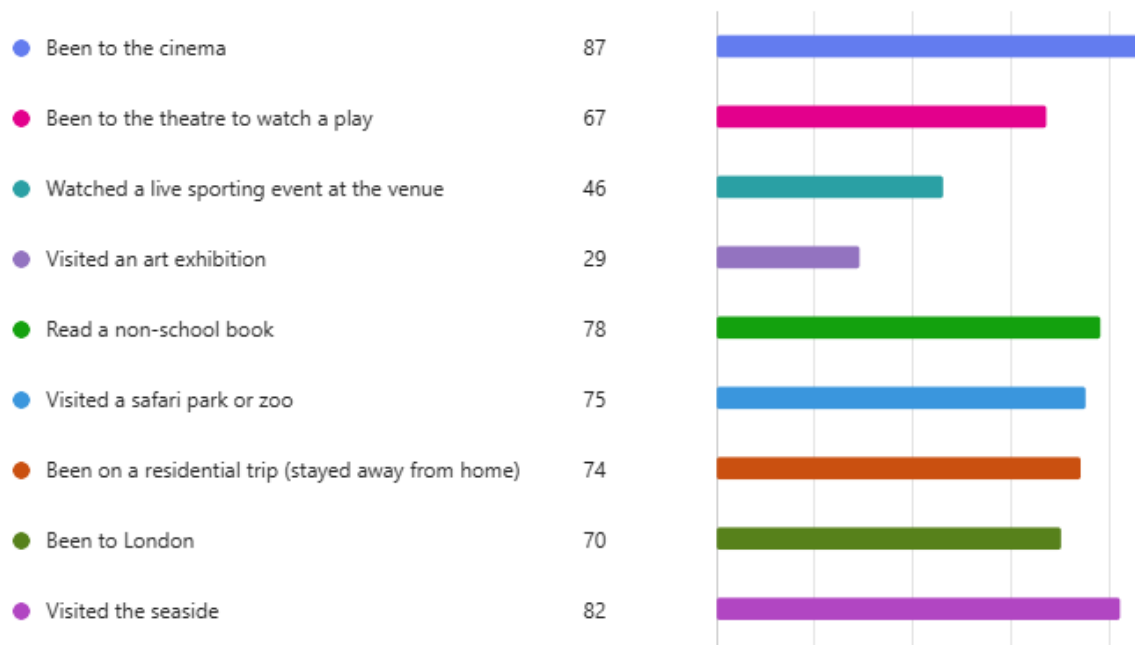
Year 8 – 48%

Year 9 – 47%

Evidence from the student survey suggests that PP students have accessed a range of cultural opportunities. The introduction of the “Bassett Pledge” for 2024-25 is designed to enable us to track individual students and target those who have not. The new school day will also create opportunities for lunchtime extra-curricular activities. A “home enrichment opportunity” is also to be trialed in 2024-25.

21. Have you ever done any of the following? PLEASE TICK ANY YOU HAVE DONE

94 Responses



Priority Area 6

External barriers to equitable access to education (issues that having a lack of finance creates) that are likely to be increased due to the cost-of-living crisis.

Significant work has been done to support PP students with equitable access to education. All FSM students were offered a free place on the end of year enrichment trips, with significant numbers taking up opportunities to attend Bowood House, Bristol Zoo, Stonehenge or ZaaZa Bazar in Bristol (see data below). In total, there were over 200 instances where FSM students were fully or part funded to attend school trips. The school has continued to support FSM students with the cost of music tuition and provides ongoing support with the cost of uniform.

Evidence from the student survey also suggests students' needs are being met with the support for equipment and uniform.

- 93% of students say they do have somewhere to complete work outside of school.
- 85% have the equipment they need for school
- 96% state they have the uniform they require for school

Referrals to the Swindon Food Collective (local food bank) were also down from 2022-23.

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
One-to-one English & Maths tuition	MyTutor

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

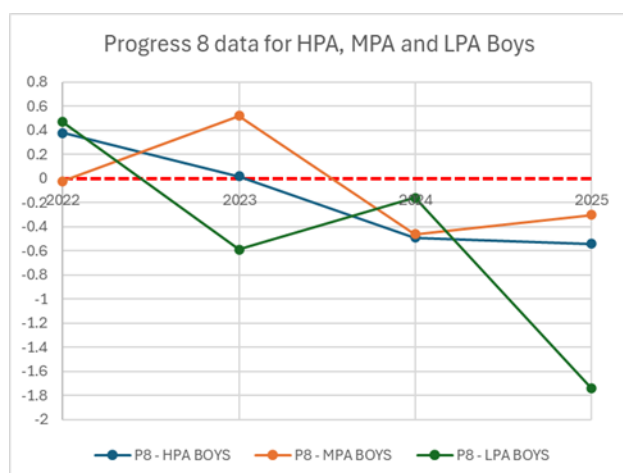
Measure	Details
How did you spend your service pupil premium allocation last academic year?	Paid for a TLR position for a Service Student Coordinator.
What was the impact of that spending on service pupil premium eligible pupils?	

Progress of Service Students 2023-24

Progress - HEADLINES

	A8	P8	Eng / Maths 4+	Eng / Maths 5+	P8 by PA	PP boys / girls	PP Serv. SEND
2024	45.82	-0.04	61%	32%	H = 0.22 M = -0.44 L = 0.44	Males = -0.43 Females = 0.63 Gender GAP = 1.07	-0.23
2023	50.25	0.1	79%	59%	H = -0.65 M = 0.51 L = -0.12	Males = 0.13 Females = 0.07 Gender GAP = 0.06	-0.38

P8 for Service students at RWBA roughly in-line with the whole school performance, however 4+ / 5+ in Eng & Maths was slightly down. Closer examination of results showed a significant gender gap, a trend which is echoed in the current year 11 progress data (2025 examination groups). It is evident that high prior attaining, middle prior attaining, and low prior attaining boys all have a negative progress 8 score.



Target for 2024-25

We will work closely with this target group of students around management of independent study, revision techniques and embed the 'Bassett Learner' attitudes and behaviours. Intervention is required to ensure that there is a positive impact on their progress.

Transitions process

Upon arrival at Royal Wootton Bassett Academy, there is a comprehensive transition process applied to all students. However, for our service students, it is often the case that they have moved educational establishments on multiple occasions. 'if military children are to thrive at

school it is imperative that they have some stability in their education and always receive appropriate support (*Living in our shoes report, MOD, 2020*).

Target for 2024-25

We will look to develop our transitions process and have a tailored approach, fully supporting our service students. This will entail a holistic approach to ensure that the student feels fully embedded in the RWBA community, building solid academic and pastoral foundations for them to thrive during their time at Royal Wootton Bassett Academy.

Community development

At Royal Wootton Bassett Academy, we are extremely proud of our close ties with the military. We currently have 189 service students on roll at the Academy, just over 10% of our entire pupil body.

Target for 2024-25

It is important that we develop and maintain strong community links with key stake holders, ensuring that we are fully supporting our students academically and pastorally. We will continue to develop our relationship with the Army welfare team and the local authorities, ensuring that our students and their families are fully supported.

Further information (optional)

Whole Document Review September 2024 led by Pupil Premium Lead, Service Premium Co-ordinator and Deputy Headteacher