



Pupil Premium Action Plan 2020-2021

Pupil Premium Aims for RWBA 2020- 2021

Main aims to address barriers to learning:

1. Provide life experiences and opportunities regarding personal development with the intention of building aspiration, ambition and motivation. This will support a long-term enhanced engagement in learning.
2. Ensure a personal approach to teaching, learning and intervention across all year groups, subjects and transition points to achieve better than expected progress over a phase.
3. Evaluate the impact of Aims 1 and 2 through the tracking of attendance, attainment and A2L data.
4. Build a positive and respectful culture offering social and mental support for students with the intention of building aspirational, successful and engaged students.

**Royal Wootton Bassett Academy Pupil Premium
Student Profile 2020-2021.**

Group	Number of students	% of school population	Funding per pupil	Total funding 2020-2021 (*1)
Total number of students in the school (Yrs 7-13)	1747			
Adopted, In care or Looked After child	18 in care	1.03%	£2345	£42210
FSM (+E6)	221	12.65%	£955	£211055
Service Children	223	11.56%	£310	£62620
Total Pupil Premium numbers	462	26.44%		£315855

*1 - No funding is received by the school for Year 7 until the following academic year. No funding is received for Sixth Form. Therefore this is not to be calculated against total numbers.

The funds run as a finance year from April to April and do not correlate directly with an academic year.

**Royal Wootton Bassett Academy Pupil Premium
Evidence of Impact
Results 2020- 2021**

2020-2021**

	All	Service	FSM6
% Grade 5+ English and Maths (all national 45%)	55%	31%	32%
% Grade 4+ English and Maths (all national 67%)	74%	60%	51%
Attainment 8 Overall (all national 4.8)	50.57	43.81	38.41
Progress 8 Overall	0.54+	+0.47	-0.08

** COVID-19 closure – outcomes based on internal assessments

Attainment gap between PP and all other students:
 gap on standard pass (grade 4 or above) 23%
 gap on strong pass (grade 5 or above) **23%**

Key Pastoral measures 2020-2021 **

Pastoral areas	20/21 PP	20/21 all pupils	Difference against all pupils
Average Attendance	86.64	85.82	0.82
Behaviour points	TBC	TBC	TBC
Exclusions	TBC	TBC	TBC
Persistent absence	40.26 Pupils are under 90%	39.4% Pupils are under 90%	0.86
Achievement points	TBC	TBC	TBC

****Data is influenced due to COVID disruption**

2019/2020

Standard pass English and Maths Matching = 46% (grade 4 or above)

Strong pass English and Maths Matching = 24% (grade 5 or above)

Attainment gap between PP and all other students:

32% gap on standard pass (grade 4 or above)

35 % gap on strong pass (grade 5 or above)

Pastoral areas	19/20 PP	19/20 all pupils	Difference against all pupils
Average Attendance (7-10 due to study leave)	93.58	95.70	2.12
Behaviour points	4502	17159	12,651
Exclusions	38	28	10
Persistent absence	19.09% PP pupils are under 90%	12.57% Pupils are under 90%	6.52%

	Achievement points	41964	151340	147144
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RWBA Pupil Premium 3 Year Strategy			
Timescale	Priorities	Core Strategies	Review date
Year 1 2020-2021	<p>To create a smooth reconnection process as students return to school</p> <p>To provide opportunities to reduce gaps in knowledge caused by lockdown disruption</p> <p>To reduce pastoral barriers to learning</p>	<p>Mentoring support based on needs identified following reconnection meetings</p> <p>High quality teaching and learning Academic mentoring Online learning platforms Intervention Cycle informed by summative and pastoral data One-to-One tuition</p> <p>Purchase of equipment, uniform, revision materials and trip subsidies. Mentoring Student observation</p> <p>Mentoring</p>	July 2021

	To support the pastoral teams to safeguard the well-being of the Pupil Premium Cohorts	KS3&4 Success Lounge Provision mapping	
Year 2 2021 -2022	<p>To reduce pastora and academic l barriers to learning</p> <p>To reduce sanctions for homework and low level disruption</p> <p>To develop rewards and opportunities for cultural capital experiences</p> <p>To fully embed the intervention cycle to support all year groups</p> <p>To improve key performance measures for the Year 11 cohort</p>	<p>Purchase of equipment, uniform, revision materials and trip subsidies. Mentoring Student observations One-to-One and small group tuition</p> <p>Online learning platforms Intervention Cycle informed by summative and pastoral data Restorative strategies for staff/students</p> <p>Mentoring rewards KS3 and KS4 Rewards trips Success Lounge</p> <p>Group and one to one mentoring Increasing student observation capacity by training tutors and TAs</p> <p>Standardisation of departmental tracking and intervention approach Integrated interventions for underperforming students</p>	September 2022

<p>Year 3 2022-2023</p>	<p>An ongoing commitment to reduce pastoral and academic barriers to learning</p> <p>To increase the proportion of disadvantaged students applying to and gaining places at 6th form</p> <p>To ensure academic outcomes for disadvantaged students across all year groups are comparable to the rest of the cohort</p>	<p>Purchase of equipment, uniform, revision materials and trip subsidies. Mentoring Student observations One-to-One and small group tuition</p> <p>Mentoring Careers opportunities – talks, trips to universities Departmental academic interventions Commitment to maintaining high quality teaching and learning</p> <p>High quality teaching and learning Mentoring Rewards Intervention cycle to be fully embedded across all year groups Consistent approach to tracking and intervention for younger cohorts</p>	<p>September 2023</p>
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Royal Wootton Bassett Academy Pupil Premium

Action Plan Strategies 2020-2021

Focus – Leadership	Planned Strategies	Outcome	Evaluation of Impact
Development of PP/SEND Coordinators	AHT to oversee Head of PP/SEND Coordinators 2 Coordinators – one with a Services responsibility	To line manage the PP coordinators, follow national strategy, set the vision and priorities for PP whole school narrow the gap. To improve P8 and A8 and deliver all areas of the action plan.	Greater mentoring capacity allowed for more students to receive support. Outcomes - TBC - GCSE examinations were cancelled. Coordinators developed relationships with key students through mentoring which provided pastoral and academic support through lockdowns.
Service PP coordinator focus	Welcome interviews for new PP Services students		

	<p>Services bulletin for parental engagement</p> <p>Buddy programme</p> <p>Handover procedure for students who leave mid-year</p> <p>Services Staff identification</p> <p>Parental engagement – meetings/events for families of new/existing students</p>	<p>Establish links with service community for the purpose of sharing information.</p> <p>Communicate role of Service PP Coord to students and parents and foster parental engagement</p> <p>To ensure a smooth transition through peer support</p> <p>To ensure continuity in education for students whose family is deployed.</p> <p>Identification and publication of staff members with significant service family experience in order that students, staff and parents can identify those with a deeper understanding gained through personal experience with services.</p> <p>To provide an opportunity for new students and their families to familiarise themselves with key staff</p>	<p>Greater tracking and support for Services students. Positive outcomes in November mock – Services students performed better in English and Maths than the rest of the cohort.</p> <p>Regular In Touch emails and a survey to parents has increased our awareness of eligible student. Positive response from parents and gained useful information regarding deployment and barriers to learning for Services students.</p> <p>New students are paired with other Services students from their tutor group. Services students receive fewer pastoral sanctions than their peers. Provided additional layer of support in the transition. Encouraged new students to attend Success Lounge.</p> <p>Destination schools have praised the level of detail of our handover documents. This gives the departing students the best chance at continuity in their new school.</p> <p>Display in The Street which identifies staff with a services background. Services badges were planned for staff and students but have not had a significant impact. This strategy should be more fully developed in the coming academic year and linked to mentoring.</p> <p>Unable to achieve this due to COVID restrictions.</p>
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	<p>School events to publicise and celebrate the Armed Forces</p> <p>Success Lounge – create STEM opportunities linked to Forces</p>	<p>members and the school environment. Will provide social opportunities for families new to the area and create open communication channels.</p> <p>Raise the profile of the Forces. Develop community links</p> <p>Provides emotional and pastoral support for Forces students.</p>	<p>Resources produced for tutors to deliver during ilearn. Competition to design services badges was not as well publicised as it should have been and had minimal impact. Ilearn programme has been disrupted due to staggered starts and therefore statutory PHSE requirements have been prioritised.</p> <p>This has continued in year group bubbles and is widely attended by our Forces cohorts in years 7,8 9 and 11. This has created informal mentoring opportunities for vulnerable students.</p>
<p>Raising Standards in Subject Areas</p>	<p>Whole school Literacy and numeracy coordinators that target reading and maths in I Learn sessions.</p> <p>Accelerated reader programme, rising readers, Nussy, Elsa.</p> <p>Heggarty Maths</p>	<p>Target KS3 and transition to address gaps in learning and improve reading ages in line with age.</p> <p>Online support of the above strategy.</p> <p>IT programmes to encourage home learning.</p>	<p>100% engagement in the I Learn programme but staggered starts to the day has limited the effectiveness of this. Reading is a significant part of the ilearn programme at KS3.</p> <p>Accelerated reader has struggled this year due to inability to book iPads as a result of COVID restrictions.</p> <p>PP had high numbers of GCSEPod an Hegarty usage against cohort ahead of the final assessment window for Year 11.</p>

	<p>Tassomai</p> <p>Educake GCSE POD</p> <p>Show My Homework</p> <p>Rewards Student of the week/term, bingo revision cards, rewards trips, incentives for engaging in interventions</p> <p>KS4 Success Lounge - Providing revision and homework support and coaching for key PP students in years 10 and 11.</p>	<p>To develop independent learning, link to data tracking and improve revision engagement.</p> <p>Track quality, quantity and the impact on attainment and progress that HW has for PP.</p> <p>To improve motivation and incentivise engagement in support and revision.</p> <p>To improve motivation, promote active revision techniques and provide access to technology that assists revision to support outcomes in summative assessment</p>	<p>Mentoring promotes the use of online learning platforms and rewards usage through revision Bingo cards. We were unable to use these with Year 11 but have had positive engagement with the Year 10 cohort during their summer assessments. We have seen an improvement in the outcomes of disadvantaged cohort since their October assessments.</p> <p>Incomplete homework remains a significant reason for pastoral sanctions amongst persistent offenders but we have seen a reduction in the volume of disadvantaged students being sanctioned.</p> <p>Bingo cards very positively received with Year 10 cohort. Unable to use these with Year 11 due to the disruption caused by cancellation of GCSEs. Rewards trips unable to take place this year. Informal rewards such as hot drinks from the canteen have helped to develop good relationships with mentors.</p> <p>Well attended by Year 11 before lockdown and provided an opportunity for revision, mentoring and future planning. Will be continued into next year for the next cohort.</p>
<p>Increase student engagement by Quality first teaching, improving behaviour for learning and CPD</p>	<p>Academic/ pastoral mentoring, staff coaching, student observations.</p>	<p>Students are engaged, on task, challenged and supported in accelerating progress regardless of soft barriers.</p>	<p>All mid-high on entry students mentored by Coordinators. Others mentored by Tutors where existing relationships are more beneficial.</p>

Commented [AD1]: Although we did have the bowling, bouncing and burger event.

	Subject specific CPD/Briefing, learning forums and other training opportunities.		CPD opportunities have been limited due to COVID and a reduction in meetings for staff wellbeing.
Primary transition	Year 6 visits and training to focus on work level and transfer to drive standards up.	PP coordinators and Primary Liaison Coordinator visits to engage pupils and parents	Unable to complete due to COVID-19 restrictions.
Provision mapping	Develop a comprehensive map of available provisions for PP students across all year groups	To provide clarity and ease the direction of strategies for PP Coordinators, HODs, Tutors and teaching and support staff.	Provision mapping is being developed as a whole-school strategy rather than PP specific and is ongoing.

Royal Wootton Bassett Academy Pupil Premium

Action Plan Strategies 2020-2021

Focus – Teaching and Learning	Planned Strategies	Outcome	Evaluation of Impact
Training of staff, students and parents on tracking progress and attainment via various	Develop processes to increase engagement in PRs,	Targeted students on aspirational trips (Covid-19	Rewards and trips have been limited due to COVID restrictions. Summative data is monitored and analysed by the PP Team for mentoring and internally by each department. PP team

<p>indicators (personalised to stakeholder)</p>	<p>ATL data and link to aspiration.</p> <p>Summative data, ATL, attendance and other key pastoral indicators tracking. Student, staff and parent voice.</p>	<p>restrictions dependant)/other reward. Students more aware of progress and next steps.</p> <p>To determine the success and engagement in intervention strategies to inform the development of new initiatives.</p>	<p>communicate concerns to HoD where appropriate but subject specific intervention are under departmental remit.</p> <p>Pastoral data monitored on a two-weekly basis and students are taredted for the intervention cycle. Students are observed, met with and strategies for improvement identified and shaed with teaching staff. This was developing well until the lockdown where reconnection and pastoral support became the priority of the coordinators.</p>
<p>Student observation process</p>	<p>Coordinators and other key TLR holders trained in student observation</p> <p>Targeted intervention for underachieving students across KS3 and KS4</p> <p>Online feedback system Use of electronic communication and Bitesize briefing to communicate strategies for improvement.</p>	<p>To provide evidence to inform effective mentoring and strategies to promote progress.</p> <p>Addresses barriers to learning and ensures a consistent approach for teaching staff</p> <p>To facilitate effective sharing to information for teaching and pastoral staff and aid communication.</p>	<p>All new coordinators, leadership and key TLR holders are now trained in student observations. Feedback conducted has been shared with wider staff through the creation of PP Support pages on the intranet.</p> <p>This has been well received by teaching staff. Coordinators have all completed the OLEVI Coaching training and are employing these skills in mentoring. Student feedback on mentoring has been positive but consistency has been an issue due to the disruption this year.</p> <p>PP Support pages provide guidance for teaching staff, CPD and links to best practice to support staff.</p>

<p>Improving student outcomes through mentoring/coaching</p>	<p>MyTutor Online mentoring programme for high attainers One-to-one/small group mentoring by coordinators guided by summative data</p> <p>Online feedback system</p> <p>Communication system to feedback to parents</p> <p>Fortnightly monitoring of key pastoral data to include detentions, C1s, attendance and other available data for early identification of issues.</p>	<p>Provides academic support and guidance to remove barriers to learning and improve academic and wider outcomes.</p> <p>Supports teaching staff to address barriers to learning and target classroom support</p> <p>Improves parental engagement.</p> <p>Early identification will allow for barriers to learning to be identified and managed before they lead to an impact on learning/attainment.</p>	<p>MyTutor mentoring was successful as 100% students said it improved their confidence. We will consider small group options for the next academic year/ Face-to-face mentoring prioritised Year 10 students and those disengaged during lockdown. Mentoring of target year 11 disrupted by lockdown. Year 10 students have responded positively. Progress made between summative data dops.</p> <p>PP Support pages are established and beginning to be used more widely by staff. Further work to fully embed student profiles and intervention cycle is required.</p> <p>In Touch is used to communicate important information. Redevelopment of the website PP pages to include signposting to services is being developed but not currently operational.</p> <p>Admin staff highlight PP students on data spreadsheets for HoY. Students who appear regularly have been mentored or referred for Inclusion strategies in the Pod. Some progress in reducing C1s for a small number of students. A few core students remain on the spreadsheet consistently.</p>
<p>Track the impact of intervention on outcomes</p>	<p>Summative data, ATL, attendance and other key pastoral indicators tracking. Student, staff and parent voice.</p>	<p>To determine the success and engagement in intervention strategies to inform the development of new initiatives.</p>	<p>Summative data analysed each term – some promising outcomes but data cycle has been disrupted due to isolating year groups and lockdowns so we are unable to determine success conclusively.</p>
<p>Track the impact of Mixed Attainment teaching on Year 7 and 8 cohorts</p>	<p>Using summative data to compare current yr 7 cohort to previous year. Monitoring</p>	<p>Identifying successes and areas for improvement in the context of PP outcomes.</p>	<p>Due to year group lockdowns and disruption this has been difficult to evaluate. Data is comparable year on year between the two cohorts.</p>

	impact of MA teaching on Yr 8 cohort to identify benefits/problems for key students		
Royal Wootton Bassett Academy Pupil Premium Action Plan Strategies 2020-2021			
Focus – Wider support			Evaluation of Impact
Provide opportunities for enrichment and development.	Mentoring of targeted students - Coordinators and 6 th form University Open Days Workshops Success Lounge Juniors KS3 Success Lounge Seniors KS4 Enrichment Breakfast club Parental engagement events Development community links with businesses and the military Trips Run sessions to help with writing letters to parents away from home.	To address aims 1 and 4 as the main outcome. Improve aspiration, identify barriers, provide enrichment opportunities that impact attendance and facilitates an improved engagement in outcomes.	Mentoring of Year 11 has been difficult to evidence due to the cancellation of exam and alteration of the assessment cycle. 78% of mentored students achieved a positive P8 score. Increased attendance to Success Lounge with retention of students from previous years particularly strong. Attendance of year 11 students increasing. Breakfast club has not run this year due to staffing of 'bubbles'. Reward trips and visits unable to run. Success Lounge has continued with creative ways to provide fun activities in house. Merging the group with Thrive has had benefits as their members model more resilience and academic focus. Military links – developing remotely. Successful grant bid will enable us to develop this further next year.
Mentoring - CBT	Mental Health and resilience support using CBT principles	Awareness of wider barriers and support for PP coordinators in mentoring.	Due to unpredictability of this year this has been tabled as CBT requires consistency that we have been unable to provide.

	to facilitate lasting change in behaviours		
Student support	<p>Student Managers in each year with a responsibility to track and support PP</p> <p>Tutor mentoring programme</p>	<p>Pastoral support regarding referrals – CAMHS, counsellor, PLO etc. PP coordinators can focus on academic.</p> <p>Developed relationships with student and tutor to identify barriers to learning and highlight CP issues.</p>	<p>CPOMs to record support has helped PP mentors to focus on academic areas.</p> <p>SMs have maintained communication with vulnerable students throughout lockdowns.</p> <p>Relationships have been developed more organically this year due to communication throughout lockdowns. Tutor mentoring has not taken place due to staggered starts to the day.</p>
Welfare Support	<p>School Counsellor Restorative support in after school detentions.</p> <p>Options careers advice</p> <p>Mental Health support Home / School relationship programme</p> <p>Local Youth Network Uniform shop Text books/ Library books Exams</p>	<p>Improved confidence, engagement, aspiration and resilience.</p> <p>Students to engage in decisions regarding their future.</p> <p>Build parental engagement and relationships to impact the student in a positive motivational manner.</p> <p>Inclusion and a reduction in detentions linked to equipment, books, uniform etc.</p>	<p>Referrals made where necessary. Slots opened by year 11 and 13 leaving have been filled by PP students in need.</p> <p>Careers interview in place for all Year 10 / 11 students. Many delivered remotely.</p> <p>Options guidance with Tutors and PP Coordinators for Year 9 students. Options support delivered remotely via Teams during lockdown. Future planning as part of SL and mentoring.</p> <p>CPOMs to record support has helped PP mentors to focus on academic areas.</p> <p>Mentors communicating academic issues that arise in mentoring with parents</p> <p>Successful and well used by parents. PP students are given priority.</p> <p>We have provided more uniform due to changes in PE uniform policy during COVID and as a result of an increase in need. Detentions data tracked weekly. Student and tutors</p>

	Trips/Travel	Inclusion in costly experiences that link to motivation.	intervened with to decrease numbers. Successfully fulfilled until lock down began. Trips have not run until T6. FSM students provided with financial support.
Music lessons	Subsidised music tuition	Increase school involvement, boost confidence and inspire.	students received subsidised tuition.

Royal Wootton Bassett Academy Pupil Premium

Action Plan Strategies For isolation 2020-21

Focus – Shutdown provision	Planned Strategies	Outcome	Evaluation of Impact
Student communication	All students assigned a primary staff contact via Head of Year, Tutors, Student Manager, PP team.	Ensures safeguarding and provides academic support with distance learning. Highlights any barriers to learning such as lack of technology. Reduces multiple communications that may make them feel uncomfortable. Building tutor relationships.	HOY and SMS took responsibility for the coordination of this which ensured all students had a point of contact. This ensured continuity of care and support. Barriers to online learning were quickly identified and intervention such as internet, computer and resources access were provided. Disadvantaged students lockdown engagement remained lower than the rest of the cohort but significantly improved from the previous year. Reconnection meetings provided valuable insight for targeted mentoring for PP Team.

	<p>CPOMS to monitor communication</p> <p>Monitoring of distance learning engagement through Heads of Year and Tutor team</p> <p>Home visits</p>	<p>Pastoral team work with the most vulnerable to provide targeted support.</p> <p>Safeguarding and the sharing of information with relevant staff.</p> <p>Identifies barriers to learning</p> <p>.</p> <p>Visits allow the monitoring of well-being and provide face-to-face support. Allows for the delivery of resources for students and engages parents positively through the ability to check on the well being of the family.</p>	<p>COVID communication tag of CPOMS successful at highlighting issues for intervention.</p> <p>Regular monitoring of live lesson attendance and work submission via SMH to highlight students in need of additional support or a need to work in school on the Key Worker and Vulnerable provision.</p> <p>Home visits conducted by PP team to safeguard well being and troubleshoot distance learning engagement issues.</p>
Free School Meals provision	<p>Weekly food packages delivered to eligible students and those in significant financial hardship. Referrals to the local foodbank available.</p>	<p>Continuity of usual provision to support families on lower income and ensure students have enough to eat.</p> <p>Ensures families are satisfied with the provision and will</p>	<p>Food parcels provided through year group isolations via minibus deliveries each week. Moved to supermarket vouchers following concerns over quality of provision via Schoolvouchers.com</p> <p>Supermarket vouchers provided through council funding over holidays.</p> <p>Increase in food bank referrals for particularly vulnerable families.</p>

	Parent voice conducted on effectiveness of the food deliveries	encourage engagement in the support	Food parcels were appreciated but the quality of the service from G4S was not sufficient so supermarket vouchers were provided instead. These were very appreciated.
KW&V In-school provision- in the event of total shutdown.	Key worker and Vulnerable students are invited into school during the wider closure for other students	Provides support for distance learning by offering access to technology and enables vulnerable students to access distance learning. Enables vulnerable families by providing a safe environment for their children Provides additional safeguarding where concerns for students wellbeing exist.	All vulnerable PP students were invited. Those who did not attend were encouraged and some joined later in the lockdown. Face-to-Face mentoring for key vulnerable PP students.
Equipment and Resources	Provision of mini Ipads and donated laptops New IPads purchased with Vinci Foundation grant money. PP students have priority over these resources. Laptops for key Year 11 students from government scheme Wifi Hotspots	Electronic and physical resources provided to help facilitate home learning and barriers to completing work. Improves the ability to communicate – providing internet access to families who do not have it will support our ability to keep in touch and promote the mental health of the family.	All FSM and FSME6 students offered a laptop. LAC students provided with a laptop using LAC funding. All FSM students with a need were issued a laptop/ ipad as a priority. Most FSME6 students were issued a laptop at least one per household by the end of the lockdown. This was due to a delay in the arrival of government issued equipment.

	Paper, stationary and work packs provided where needed	Paper work packs delivered to non-internet families prior to the delivery of Wifi hot-spots.	Wifi hotspots from last year were reactivated and supported those with no wired internet at home. Donations from BT provided data SIM cards where bandwidth was an issue. Paper work packs provided where connectivity remained an issue and delivered during home visits.
Reintegration	Monitoring of pastoral data upon school return to identify any issues upon return to school Success Lounge provides an opportunity to catch up on missed learning and emotional support during transition into normal routines	Identifies difficulties in returning to a normal school environment Ensuring well-being and academic support during periods of turbulence.	Fortnightly monitoring of pastoral data identified potential reintegration issues. Success Lounge began again to provide consistency of support for vulnerable students and to return to positive school routines.