

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	Royal Wootton Bassett Academy
Number of pupils in school	1761
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019-2020 2020-2021 2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	March 2022 September 2022
Statement authorised by	Mrs M Roberts
Pupil premium lead	Mrs M Roberts
Governor / Trustee lead	Ms Karen Murrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 322,385
Recovery premium funding allocation this academic year	£ TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ TBC
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ TBC

Part A: Pupil premium strategy plan

Statement of intent

Main aims to address barriers to learning:

- 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.
- 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.
- Evaluate the impact of Aims 1 and 2 through the tracking of attendance, attainment and A2L data.
- Build a positive and respectful culture offering social and mental support for students with the intention of building aspirational, successful and engaged students.

Challenges

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

Challenge number	Detail of challenge
1	High on entry attainers underperform against target
2	Low on entry attainers underperform against key progress measures in English and Maths
3	Attendance for PP students is below the rest of the cohort which can lead to gaps in knowledge
4	A lack of engagement in independent revision or intervention
5	Pastoral difficulties - exacerbated during lockdowns
6	Lack of engagement with distance learning during lockdown
7	Lack of parental engagement in some PP students
8.	Some students have pre-existing gaps in knowledge inherited from primary school when arriving in year 7.

9.	Lack of continuity of education for Services students joining mid-phase.
10.	Low aspirations for achievement particularly amongst persistently disadvantaged students.

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
To reduce sanctions for behaviour, homework and incorrect uniform	Sanctions will be comparable with non-disadvantaged cohort
To maintain consistent numbers of disadvantaged students entering the RWBA 6 th form	The proportion of the disadvantaged cohort successfully attending 6 th form will be comparable to the non disadvantaged cohort
To improve attainment across all subjects	The disadvantaged cohort will achieve a positive P8 score.
To reduce the gap in matching English and Maths grades to pre-Covid levels	

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training of staff, students and parents on tracking progress and attainment via various indicators (personalised to stakeholder)</p> <ul style="list-style-type: none"> • QA process to provide accountability, centralised method of sharing successes and concerns • Use of phone calls and video calls to communicate with parents • Texting to be trialled around assessment schedule for a KS3 year group • Group coaching and training of tutor staff to provide guidance for students • PP attainment and support linked to performance measures for teaching staff 	<p>As written in the EEF guidance for implementation, data should be used “to actively tailor and improve the approach.</p> <p>The EEF Pupil Premium guidance states, “As the approaches are implemented it is important to provide support for staff so that they can take ownership of them and deliver them successfully.” A such ensuring staff are trained and are personally accountable in addition to data reviews by the PP lead helps to drive standards.</p> <p>Recommendation 5 of the EEF guidance for implementation states that schools should</p> <ul style="list-style-type: none"> • Reinforce initial training with follow-on coaching within the school. • Use highly skilled coaches. • Complement expert coaching and mentoring with structured peer-to-peer collaboration. <p>A study by the EEF found that text communication had a positive effect on student outcomes and reduced absenteeism. It was also found to be a cost-effective strategy.</p>	<p>1, 2, 3,4,5,6,10</p>

<p>Development and standardisation of departmental tracking and intervention for disadvantaged students</p> <ul style="list-style-type: none"> • Provide best practice examples of trackers to ensure quality of data and ease of use. Monitor through LT line management to ensure departmental accountability • Encourage the use of the PP Support Alert for significant underachievers or concerns • HoDs to share trackers and analysis with PP Lead to ensure cohesion of approach and ensure intervention strategies do not overwhelm and disengage students. 	<p>Data is analysed and interpreted using principles from the EEF gathering and interpreting data summary.</p> <p>The EEF Pupil Premium guidance states, “As the approaches are implemented it is important to provide support for staff so that they can take ownership of them and deliver them successfully.” A such ensuring staff are trained and are personally accountable in addition to data reviews by the PP lead helps to drive standards.</p> <p>Recommendation 6 states that leaders should ” Continually acknowledge, support, and reward good implementation practices.”</p>	<p>1,2,4,6,7,8,10</p>
<p>Development of QA process to include student voice, parent voice, book looks and bespoke CPD with the view to improve consistency across departments.</p> <ul style="list-style-type: none"> • QA will follow LT QA calendar. 	<p>The EEF Pupil Premium guidance states, “As the approaches are implemented it is important to provide support for staff so that they can take ownership of them and deliver them successfully.” A such ensuring staff are trained and are personally accountable in addition to data reviews by the PP lead helps to drive standards.</p>	

<ul style="list-style-type: none"> • Actions will be supportive and create targeted CPD opportunities for HODs to use during performance management rather than punitive measures. • Use of PP team to support LT QA. 	<p>Parental engagement has the potential to increase attainment by 4 months if implemented correctly according to the EEF Teaching and Learning toolkit.</p>	
<p>Track the impact of Mixed Attainment teaching on Year 7 and 8 cohorts using summative data to compare current yr 7 & 8 cohort to previous year. Monitoring impact of MA teaching on Yr 8 and 9 cohort to identify benefits/problems for key students</p> <ul style="list-style-type: none"> • Conduct student voice to provide evidence of impact for staff to reassure them of the rationale • Use of ATL and pastoral data to support summative data and identify non-academic trends. 	<p>In an EEF pilot project, “most interviewees felt that the intervention had a positive effect on pupil outcomes and that those with low prior attainment particularly benefitted”</p> <p>Similarly, a study into the impact of setting or streaming found that, ‘ The impact of setting and streaming is 0 months progress, on average, with lower impacts for low attaining pupils. The evidence around setting and streaming is limited.”</p> <p>As Mixed Attainment teaching enters its 3rd year, as acknowledged in recommendation 6 of the EEF implementation guidance it states that schools should “Plan for sustaining and scaling an intervention from the outset and continually acknowledge and nurture its use.”</p>	1,2,4,5,8,9,10
<p>Whole school Literacy and numeracy coordinators that target reading and maths in I Learn sessions and across the wider curriculum</p> <ul style="list-style-type: none"> • Use of QA process in iLearn to establish 	<p>The EEF guidance on literacy states that schools should “prioritise ‘disciplinary literacy’ across the curriculum”</p> <p>Recommendation 7 suggests that interventions should be in place for students in need of additional support, particularly year 7.</p>	1,2,4,6,8,9

<p>engagement of students and staff.</p> <ul style="list-style-type: none"> • Liaising with HOY and LM of coordinators to ensure accountability • Literacy interventions for struggling students • Student voice • Accelerated reader 		
<p>Promoting the use of online learning platforms to support academic progress such as Hegarty Maths, Tassomai, Educake, GCSE POD, Show My Homework</p> <ul style="list-style-type: none"> • Whole-cohort training • Tracking of usage data • Liaise with HOY to ensure that students who need access are signposted to Success Lounge or Homework club. • Mentoring to support with metacognitive strategies to encourage independent learning • Issuance of a laptop for KS4 student who persistently receive sanctions for lack of homework. 	<p>The use of online learning platforms helps to ensure students engage in effective revision techniques. Supported by mentors using the EEF metacognition toolkit, students are encouraged to use metacognitive strategies to promote independence and better preparation for assessments. The research states that disadvantaged students are less likely to use these strategies without being explicitly taught them so the mentoring in support of the skills taught during iLearn and Skills for Life is crucial.</p> <p>The guidance on the use of digital technology states that 'monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively.'</p>	<p>1,2,4,6,8,10</p>

<p>Increase student and parental engagement by Quality first teaching, improving behaviour for learning and CPD through Academic/pastoral mentoring, staff coaching, student observations, subject specific CPD/Briefing, learning forums and other training opportunities.</p> <ul style="list-style-type: none"> • Placing the responsibility for tracking of data with department heads will free up time for interventions for the team • Ensuring academic mentoring takes place in small groups to increase capacity • Further embedding of the intervention cycle to create a clear structural routine for tracking, monitoring and intervention strategies 	<p>Parental engagement has the potential to increase attainment by 4 months if implemented correctly according to the EEF Teaching and Learning toolkit.</p> <p>Using the structure in place from the EEF Implementation guidance, the PP intervention cycle will continue to evolve to ensure interventions are targeted, effective and timely.</p> <p>The EEF states that mentoring has a small positive effect on attainment though this varies with the quality and consistency of the mentoring. While it can be costly, group mentoring can ensure this resource is used effectively.</p> <p>Mentoring also helps to improve 'pupil confidence, resilience or aspiration' can support pastoral care in order to remove wider barriers to learning.</p> <p>Behaviour interventions are important as FSM students are more likely to receive fixed term exclusions than those who are not FSM. The most common cause is persistent disruption. The EEF Teacher Toolkit suggests, "The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills."</p>	<p>1,2,3,4,5,6,7,8,9,10</p>
<p>Develop primary transition to focus on work level and transfer</p>	<p>The EEF toolkit outlines the importance of a clear transition and "good communication across schools can help foster curriculum continuity, intelligent use of diagnostic</p>	<p>1,2,5,6,7,8</p>

<ul style="list-style-type: none"> • Create online transition materials such as video newsletters to develop early positive relationships between parents and school • Create greater links between Success Lounge and primary schools • Ensure PP students take part in the Our World transition events 	<p>assessment, along with specific planning to address pastoral needs and academic support”</p> <p>Additional research can be found here</p>	
<p>Develop a comprehensive provision map for PP students across all year groups</p> <ul style="list-style-type: none"> • Use of administrative staff to monitor and update the provision map • Sharing of the provision map with teaching, support and pastoral staff. 	<p>Mirroring SEND provision mapping tools, a provision map for PP strategies will ensure consistency of support and foster communication between stakeholders to ensure barriers to learning are reduced.</p>	1,2,3,4,5,6,8,9
<p>Develop transition process for Services students who arrive to and depart from the school</p> <ul style="list-style-type: none"> • Use of administrative staff to action transition documents when students are due to leave • Increased parental communication and introduction of 	<p>As shown in the DFE examples of best practice document, continuity of education and support is common amongst the examples given.</p> <p>Using a similar pastoral approach to tackling attainment issues for the disadvantaged cohort, ensuring parental engagement and reducing barriers to learning helps to safeguard wellbeing of these students.</p>	1,2,4,5,6,7,8,9

<p>a forms tool for sharing information with the school</p> <ul style="list-style-type: none"> • Invitation to Success Lounge/Homework club to work on missed work. Teaching staff to provide guidance on work to be completed. • Use of reduced timetables and Q5 at GCSE if significant gaps in knowledge persist despite intervention • Promotion of online learning platforms to assist with gaps in knowledge 		
<p>Improve parental engagement for all PP families</p> <ul style="list-style-type: none"> • Parental newsletters to include a video option to support EAL and low literacy families • Family events such as activity evenings, family fishing weekend and others to engage families positively with school • Regular communication about the support on offer 	<p>Parental engagement has the potential to increase attainment by 4 months if implemented correctly according to the EEF Teaching and Learning toolkit.</p>	<p>1,2,3,4,5,6,7,8,9,10</p>

<ul style="list-style-type: none"> • Support with booking parents evenings appointment, options selection and other online functions • Parent voice surveys – to be conducted over the phone. 		
<p>Embed Online feedback system and the PP support pages of the portal to communicate strategies for improvement.</p> <ul style="list-style-type: none"> • Invitation to Success Lounge/Homework club to work on missed work. Teaching staff to provide guidance on work to be completed. • Use of reduced timetables and Q5 at GCSE if significant gaps in knowledge persist despite intervention 	<p>The EEF Pupil Premium guidance states, “As the approaches are implemented it is important to provide support for staff so that they can take ownership of them and deliver them successfully.” A such ensuring staff are trained and are personally accountable in addition to data reviews by the PP lead helps to drive standards.</p> <p>Recommendation 6 states that leaders should ” Continually acknowledge, support, and reward good implementation practices.”</p>	1,2,3,4,5,8,9

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT to oversee the training of a new PP lead and PP coordinator to follow national strategy, set the	The EEF guidance on implementation suggests in recommendation 2 that schools should “create a leadership environment and school climate that is	1,2,3,4,5,6,7,8,9,10

<p>vision and priorities for PP whole school narrow the gap.</p> <ul style="list-style-type: none"> • Former PP lead to conduct handover and be available for questions and guidance • Regular line management of new PP lead to ensure progression 	<p>conducive to good implementation.” Through the following:</p> <ul style="list-style-type: none"> • Set the stage for implementation through school policies, routines, and practices. • Identify and cultivate leaders of implementation throughout the school. • Build leadership capacity through implementation teams. 	
<p>One-to-One and small group mentoring for underachieving disadvantaged students guided by pastoral and summative data.</p> <ul style="list-style-type: none"> • Targeted intervention for underachieving students across KS3 and KS4 • Use of relationships, liaising with the HOY and SMs to determine the appropriate strategy for each student. • Academic mentoring can be easier for groups and can students will be determined by attainment profiles via 	<p>The EEF teaching and learning toolkit outlines that mentoring has a small positive impact on attainment but also has “positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour”</p>	<p>1,2,3,4,5, 6,8, 9,10</p>

<p>analysis of summative data</p>		
<p>One-to-One and small group tutoring in English and Maths for targeted students through face-to-face tutoring or online via MyTutor.</p> <ul style="list-style-type: none"> • Small group tutoring can feel less threatening to under confident students. • Providing options for tuition to mitigate lack of engagement. • Small group mentoring to increase capacity and reduce the per-person cost. 	<p>The EEF Teaching and Learning toolkit outlines that “Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average.”</p> <p>It also states that ‘Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact.’</p> <p>Small group tuition shows similar benefits but, “the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.”</p> <p>It states that this method “should be considered as part of a school’s pupil premium strategy.”</p> <p>This strategy is also supported by the government National Tutoring Programme</p>	<p>1,2,4,6,</p>
<p>Coordinators and other key TLR holders trained in student observation to identify classroom based barriers to learning and provide evidence of impact for intervention strategies.</p> <ul style="list-style-type: none"> • Increase observation capacity through training of tutor staff 	<p>A strategy developed through work conducted with Achievement For All, student observations are used to identify barriers to learning within the classroom in order to inform bespoke interventions and mentoring.</p>	<p>1,2,4,6,7,8,9</p>

<ul style="list-style-type: none"> • Ensuring all new SMs have completed observation training 		
<p>Embed the PP alert system to allow teaching staff to raise a support call for advice, equipment or a request for intervention for PP students.</p> <ul style="list-style-type: none"> • Completing training for new staff • Use of Monday staff bulletin to promote. • Prompting staff who submit requests by email to resubmit using the alert form. 	<p>The EEF Pupil Premium guidance states, “As the approaches are implemented it is important to provide support for staff so that they can take ownership of them and deliver them successfully.”</p>	<p>1,2,3,4,5,6,7,8,9,10</p>
<p>Track the impact of intervention on outcomes Summative data, ATL, attendance and other key pastoral indicators tracking. Student, staff and parent voice.</p> <ul style="list-style-type: none"> • Liaising with data team to ensure swift access to data on 4Matrix • Action points will be generated following data 	<p>Data is analysed and interpreted using principles from the EEF gathering and interpreting data summary. As written in the EEF guidance for implementation, data should be used “to actively tailor and improve the approach.</p>	<p>1,2,3,4,5,6,7,8,9,10</p>

<p>analysis to ensure interventions are meaningful and data driven.</p>		
<p>The use of rewards to promote engagement in interventions, mentoring and other targeted strategies such as trips, reward letters, canteen treats, revision bingo cards, prom tickets and leavers hoodies.</p> <ul style="list-style-type: none"> • Create opportunities for rewards that fit within current COVID restrictions • Reward ATL, attendance of interventions, enrichment opportunities etc • Use mentoring and Success Lounge to find bespoke reward strategies that are individualised to the students. 	<p>Though evidence of clear links between attainment and aspiration rewards is weak our experience of providing such interventions promotes engagement and builds positive relationships with school. It is also believed that these interventions ‘raise aspirations by developing general self-esteem, motivation, or self-efficacy.’</p> <p>A study by the EEF found there was no correlation between attainment and financial incentives but that ‘further research should explore the level of incentive required to induce pupil effort, and the long-term impact of such schemes’. This suggests that incentives may be helpful but they must be bespoke and linked to engagement in other measurably effective strategies.</p> <p>The EEF teaching and learning toolkit outlines that mentoring has a small positive impact on attainment but also has “positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour”</p>	<p>1,2,3,4,6,10</p>
<p>Ensure disadvantaged students continue to have access to electronic devices and wifi in the</p>	<p>The EEF guidance on distance learning outlines the importance of access to technology as nearly all distance learning requires internet access and</p>	<p>1,2,4,6,</p>

<p>event of further lockdowns</p> <ul style="list-style-type: none"> Laptops to be processed so they are ready to be issued quickly. 	<p>the ability to work on an electronic device.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide opportunities for enrichment and personal development such as Mentoring of targeted students - Coordinators and 6th 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.</p> <ul style="list-style-type: none"> Ensure that school based services can be offered in year group bubbles to mitigate having to suspend the support 	<p>Though evidence of clear links between attainment and aspiration rewards is weak our experience of providing such interventions promotes engagement and builds positive relationships with school. It is also believed that these interventions 'raise aspirations by developing general self-esteem, motivation, or self-efficacy.'</p> <p>Success Lounge includes the promotion of Arts Intervention. The EEF toolkit suggests that results of this approach are 'positive but moderate, about an additional three months progress.' It also suggests 'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</p> <p>Parental engagement has the potential to increase attainment by 4 months if implemented correctly according to the EEF Teaching and Learning toolkit.</p>	<p>1,2,3,5,7,10</p>

<ul style="list-style-type: none"> • Mentors, Tutors and HOYs who work with students refer students to the correct support. Rewards for attendance. 		
<p>Increasing attendance to Success Lounge for KS3 and KS4 to provide wellbeing and academic support</p> <ul style="list-style-type: none"> • Increase SL from one session to 2 sessions per week to offer greater choice for students. • Combine Success Lounge with Thrive to increase staffing capacity. • Return to pre-COVID format of using staff to support the running of SL sessions to broaden the offering for students. 	<p>Though evidence of clear links between attainment and aspiration rewards is weak our experience of providing such interventions promotes engagement and builds positive relationships with school. It is also believed that these interventions 'raise aspirations by developing general self-esteem, motivation, or self-efficacy.'</p> <p>Success Lounge includes the promotion of Arts Intervention. The EEF toolkit suggests that results of this approach are 'positive but moderate, about an additional three months progress.' It also suggests 'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.'</p> <p>Parental engagement has the potential to increase attainment by 4 months if implemented correctly according to the EEF Teaching and Learning toolkit.</p> <p>Success Lounge also supports the emotional and pastoral welfare of the students and leaders reinforce the 'core competencies at the heart of SEL' which include:</p> <ul style="list-style-type: none"> • Self-awareness; • Self-regulation; • Social awareness; • Relationship skills; and • Responsible decision making 	<p>1,2,3,4,5,7,8,9,10</p>

<p>Creating opportunities for rewards and cultural capital trips for disadvantaged students of all year groups</p> <ul style="list-style-type: none"> • Short day visits to replace planned residential towards the end of the school year if allowed. • Success Lounge to create opportunities through internal and externally run sessions 	<p>Though evidence of clear links between attainment and aspiration rewards is weak our experience of providing such interventions promotes engagement and builds positive relationships with school. It is also believed that these interventions 'raise aspirations by developing general self-esteem, motivation, or self-efficacy.'</p> <p>Success Lounge includes the promotion of Arts Intervention. The EEF toolkit suggests that results of this approach are 'positive but moderate, about an additional three months progress.' It also suggests 'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently</p>	<p>3,5,7,10</p>
<p>Ensure pastoral support for HOY through Student Managers in each pastoral year term for pastoral support regarding referrals – CAMHS, counsellor, PLO etc. PP coordinators can focus on academic issues.</p> <ul style="list-style-type: none"> • Coordinators to provide pastoral support through mentoring where issues can be dealt with without a counsellor referral. • Use of the Pod to assist with mental health support 	<p>Pastoral issues act as significant barriers to learning as outline in the EEF guidance for Pupil Premium. Well being and mental health is identified as a significant issue to tackle. Pastoral support managers support a wider delivery of mental health support through iLearn and provide targeted support for students with pastoral issues where this affects their well-being and subsequently their attainment.</p>	<p>3,5,7,10</p>

<ul style="list-style-type: none"> Elsa to support the development of emotional literacy 		
<p>Employment of a school counsellor to support the mental health wellbeing of students and improve confidence, engagement, aspiration and resilience.</p> <ul style="list-style-type: none"> Coordinators to provide pastoral support through mentoring where issues can be dealt with without a counsellor referral. Use of the Pod to assist with mental health support Elsa to support the development of emotional literacy 	<p>Pastoral issues act as significant barriers to learning as outline in the EEF guidance for Pupil Premium. Well being and mental health is identified as a significant issue to tackle. Pastoral support managers support a wider delivery of mental health support through iLearn and provide targeted support for students with pastoral issues where this affects their well-being and subsequently their attainment.</p>	<p>3,5,7,9, 10</p>
<p>All students in KS4 to be prioritised for Careers appointments and further supported in future planning</p>	<p>In a study commissioned by the EEF (p.38) “Yates and colleagues (2011) have shown that young people who were uncertain or unrealistic about career ambitions at 16 went on to be three times more likely to spend</p>	<p>9,10</p>

<p>through Success Lounge KS4 and mentoring</p> <ul style="list-style-type: none"> • Coordinators and tutors to discuss careers options with students through follow-up mentoring sessions. • Advice and guidance on finding the right work experience place. 	<p>significant periods of time being NEET as an older teenager than comparable peers. “ Consequently good careers advice has the potential to influence outcomes for disadvantaged students.</p>	
<p>Reintroduction of tutor mentoring to ensure regular and ongoing pastoral support and relationships building is provided for all students across all Key stages.</p> <ul style="list-style-type: none"> • Tutor mentors to be given training to ensure they feel confident in delivering effective mentoring. • Coordinators will pick up students identified as needing more long-term and complex support to lessen the 	<p>The EEF states that mentoring has a small positive effect on attainment though this varies with the quality and consistency of the mentoring. While it can be costly, group mentoring can ensure this resource is used effectively.</p> <p>Mentoring also helps to improve ‘pupil confidence, resilience or aspiration’ can support pastoral care in order to remove wider barriers to learning.</p> <p>Pastoral issues act as significant barriers to learning as outlined in the EEF guidance for Pupil Premium. Well-being and mental health is identified as a significant issue to tackle. Pastoral support managers support a wider delivery of mental health support through iLearn and provide targeted support for students with pastoral issues where this affects their well-being and subsequently their attainment.</p>	<p>1,2,3,4,5,6,7,9,10</p>

workload for tutors.		
<p>To build on the increased parental engagement following multiple lockdowns by creating a video newsletter, regular communication home via mentors and improvements to the PP section of the school website.</p> <ul style="list-style-type: none"> • The creation of video newsletters and the redevelopment of the PP pages on the website to provide visual and verbal sharing of information to engage and signpost families for support. 	<p>Parental engagement has the potential to increase attainment by 4 months if implemented correctly according to the EEF Teaching and Learning toolkit.</p>	7
<p>Reduce pastoral sanctions for lack of equipment and incorrect uniform through the purchase of essential equipment for Free School Meals students. Financial support offered to FSME6 on a case by case basis determined by financial need.</p>	<p>Pastoral issues act as significant barriers to learning as outline in the EEF guidance for Pupil Premium. Well being and mental health is identified as a significant issue to tackle.</p> <p>Behaviour interventions are important as FSM students are more likely to receive fixed term exclusions than those who are not FSM. The most common cause is persistent disruption. The EEF Teacher Toolkit suggests that managing behaviour can improve attainment. Reducing sanctions for incorrect equipment or uniform will foster a more positive</p>	3,5,7

<ul style="list-style-type: none"> • Increased uniform budget allocation to allow for the purchase of uniform and equipment. • The PP alert system to coordinate ordering process for efficiency • Promotion of the LYN uniform shop to reduce reliance on the school for uniform support • PP bursary for FSME6 families struggling financially • Winter Grant money to support all families who may be struggling financially 	<p>relationship with school and positively engage parents.</p>	
<p>Increase engagement in academic trips, revision and other curriculum based activities by providing a subsidy for disadvantaged students to ensure parity of access to opportunities.</p> <ul style="list-style-type: none"> • Subsidise the cost of curriculum trips for FSM and selected FSME6 	<p>Though evidence of clear links between attainment and aspiration rewards is weak our experience of providing such interventions promotes engagement and builds positive relationships with school. It is also believed that these interventions ‘raise aspirations by developing general self-esteem, motivation, or self-efficacy.’</p> <p>Arts intervention has positive effects on attainment as well as the cultural capital benefits it brings. The EEF toolkit suggests that results of this approach are ‘positive but moderate, about an additional three months progress.’ It also suggests ‘Wider benefits such as more positive</p>	<p>3,5,7,10</p>

<p>students in need.</p> <ul style="list-style-type: none"> • ALL FSM and FSME6 students to receive revision guides free of charge 	<p>attitudes to learning and increased well-being have also consistently</p>	
<p>Subsidised music tuition for disadvantaged students to increase school involvement, confidence and aspiration.</p> <ul style="list-style-type: none"> • Publicise the offering in newsletters, information evenings and via HOY. • Music department is able to offer the loan of instruments in many cases. 	<p>Though evidence of clear links between attainment and aspiration rewards is weak our experience of providing such interventions promotes engagement and builds positive relationships with school. It is also believed that these interventions 'raise aspirations by developing general self-esteem, motivation, or self-efficacy.'</p> <p>Arts intervention has positive effects on attainment as well as the cultural capital benefits it brings. The EEF toolkit suggests that results of this approach are 'positive but moderate, about an additional three months progress.' It also suggests 'Wider benefits such as more positive attitudes to learning and increased well-being have also consistently</p>	<p>5,10</p>
<p>To ensure that the Free School Meals provision provided by G4S is healthy and meets the needs of the students. Helping students to manage their money through Terry's menu cards.</p> <ul style="list-style-type: none"> • FSM lunch menu card issued to all FSM students to offer guidance on 	<p>Pastoral issues act as significant barriers to learning as outline in the EEF guidance for Pupil Premium. Well being and mental health is identified as a significant issue to tackle.</p>	<p>5,7</p>

<p>how to spend their allocated money</p> <ul style="list-style-type: none">• Introduction of a FSM 'Meal deal' each day to include a healthy meal and a hot/cold drink within budget		
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

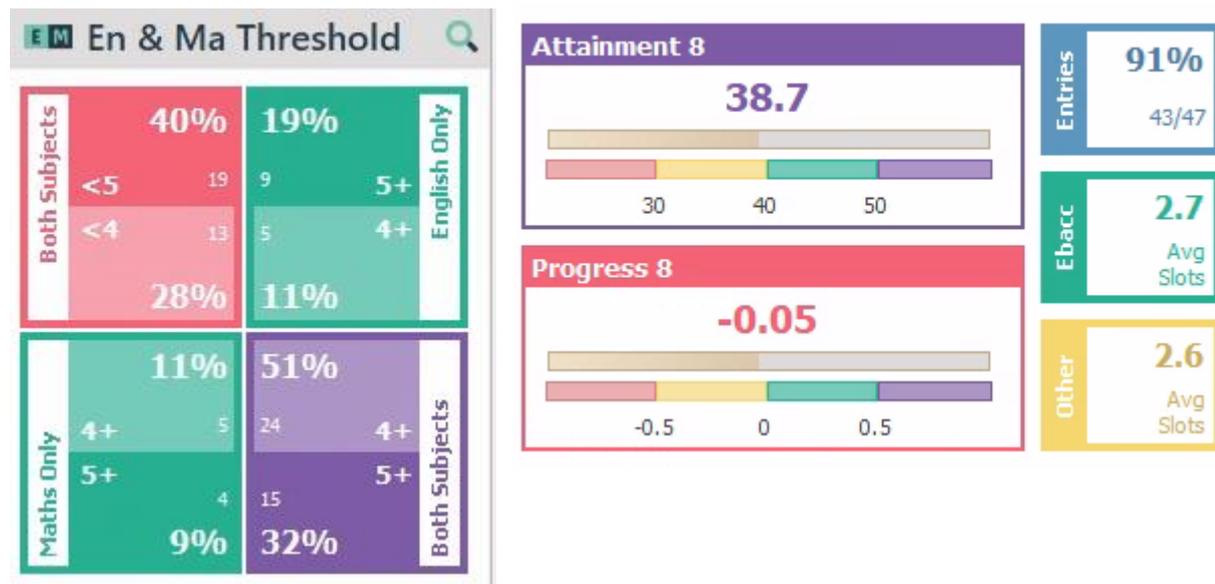
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to the new format introduced this year the evaluation of our PP strategy for 2020-2021 can be found [here](#).

A breakdown of our PP outcomes for the year 2020 to 2021 can be found below:

Disadvantaged



4:4 Matching – 51 % Gap = 23 %

5:5 Matching - 32 % Gap = 23%

A8 – 38.41

P8 - 0.08

Results excluding 2 student not entered for any exams

4:4 Matching – 53% Gap 21%

5:5 Matching – 33% Gap 22%

A8 - 40.21

P8 - +0.01

Students not entered for 8 or more removed

4:4 Matching – 57% Gap = 17%

5:5 Matching – 36% Gap = 19%

A8 = 41.93

P8 = + 0.07

Positive P8 scores

18 Students achieved positive P8 scores

Top achievers**RB**

4 x 5 grades

3x 7 grades

2x 8 grades

1 x 6 grades

LC

2x7 Grades

5x8 Grades

3 x 9 Grades

(8 and 9 Eng and Maths)

SC

2x4 Grades

4x5 Grades

1x6 Grades

2x7 Grades

1x D*2

(7 and 5 Eng and Maths)

ZC

3x 6 Grades

2x 7 Grades

2x8 Grades

1x9 Grade

(9 and 6 in Eng and Maths)

FE

7 x 5 Grades

1x6 Grade

1x7 Grade

1x8 Grade

(7 and 5 in Eng and Maths)

LJ

3x5 Grades

3x6 Grades

4x7 Grades

1x8 Grade

PW

1x4 Grades

2x5 Grades

1x7 Grade

4x8 Grades

1x D2 Grade

Mentoring (Students who received mentoring – face-to-face/remote)

11 mentored students achieved matching English & Maths grade 4 or higher

My Tutor – student receiving Eng/Maths online tuition)

90% on target in tutored subject

80% Achieving matching 4:4 or above

70% Achieving matching 5:5 or above

Key = Eng:Ma

RB - 5: 7 (Eng tutoring)

ZC 9:6 (Maths tutoring)

IF 6:5 (Maths tutoring)

DK 5:6 (Maths tutoring)

RJ 3:3 (Maths tutoring)

AR 5:3 (English tutoring)

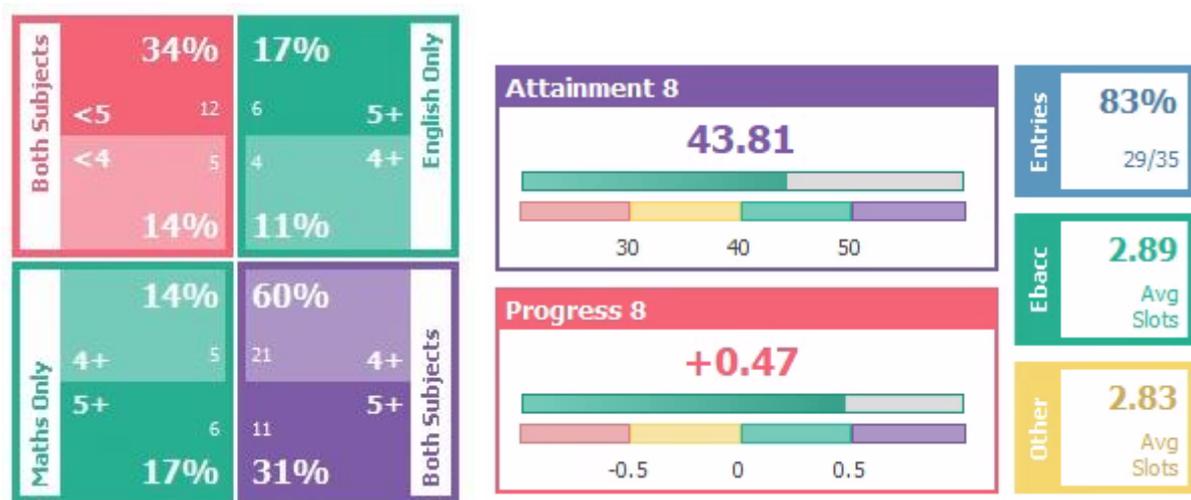
RT 7:6 (Maths tutoring)

KVO 5:5 (Maths tutoring)

PW 8:4 (Maths tutoring)

LC 8:9 (Maths tutoring)

Services



Matching 5:5 - Gap 24%

Matching 4:4- Gap 14%

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
Online one-to-one tuition in English or Maths	MyTutor

In person one-to-one tuition in English and Maths	Launch2Learn
Online maths programme	Hegarty Maths
Online revision platform	GCSEPod
Reading programme	Accelerated Reader

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?	<p>Due to the change in format please find the evaluation of our Services Premium Funding at the links below</p> <p>PP Action Plan 2020-2021</p> <p>Details of outcomes can be found earlier in this action plan.</p>
What was the impact of that spending on service pupil premium eligible pupils?	As above.

Further information (optional)

Royal Wootton Bassett Academy Pupil Premium

Action Plan Strategies For isolation 2020-21

Focus – Shutdown provision	Planned Strategies	Outcome	Evaluation of Impact
Student communication	<p>All students assigned a primary staff contact via Head of Year, Tutors, Student Manager, PP team.</p> <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>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. 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>Visits allow the monitoring of well-being and</p>	

		<p>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>	
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<p>Free School Meals provision</p>	<p>Weekly food packages delivered to eligible students and those in significant financial hardship. Referrals to the local foodbank available.</p> <p>Parent voice conducted on effectiveness of the food deliveries</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 encourage engagement in the support</p>	
<p>KW&V In-school provision- in the event of total shutdown.</p>	<p>Key worker and Vulnerable students are invited into school during the wider closure for other students</p>	<p>Provides support for distance learning by offering access to technology and enables vulnerable students to access distance learning.</p> <p>Enables vulnerable families by providing a safe environment for their children</p> <p>Provides additional safeguarding where concerns for students wellbeing exist.</p>	

<p>Equipment and Resources</p>	<p>Provision of mini I pads and donated laptops</p> <p>New IPads purchased with Vinci Foundation grant money. PP students have priority over these resources. Laptops for key Year 11 students from government scheme</p> <p>Wifi Hotspots</p> <p>Paper, stationary and work packs provided where needed</p>	<p>Electronic and physical resources provided to help facilitate home learning and barriers to completing work.</p> <p>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.</p> <p>Paper work packs delivered to non-internet families prior to the delivery of Wifi hot-spots.</p>	
<p>Reintegration</p>	<p>Monitoring of pastoral data upon school return to identify any issues upon return to school</p> <p>Success Lounge provides an opportunity to catch up on missed learning and emotional support during transition into normal routines</p>	<p>Identifies difficulties in returning to a normal school environment</p> <p>Ensuring well-being and academic support during periods of turbulence.</p>	