

# 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 28/03/23

Next Review 04/09/23

## School overview

| Detail  | Data                          |
|---|-------------------------------|
| School name   | Royal Wootton Bassett Academy |
| Number of pupils in school  | 1720                          |
| Proportion (%) of pupil premium eligible pupils   | 25.3% (inc Services)          |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022 to 2025                  |
| Date this statement was published   | December 2022                 |
| Date on which it will be reviewed   | August 2023                   |
| Statement authorised by   | Anita Ellis                   |
| Pupil premium lead  | Mari Roberts / Toby Kirkby    |
| Governor / Trustee lead   | Oliva Thomas                  |

## Funding overview

| Detail  | Amount      |
|---|-------------|
| Pupil premium funding allocation this academic year   | £281,120.00 |
| Recovery premium funding allocation this academic year  | £56,304.00  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0.00       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £337,424.00 |

# 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><b><i>Progress of Pupil Premium students in English &amp; Maths is significantly below their non-PP peers.</i></b></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> |

|            | <b>English Gap</b> |               | <b>Maths Gap</b> |               |
|------------|--------------------|---------------|------------------|---------------|
| <b>Y7</b>  |                    |               |                  |               |
| <b>Y8</b>  |                    |               |                  |               |
| <b>Y9</b>  | 4+ =<br>8.6%       | 5+ =<br>19.9% | 4+ =<br>9.4      | 5+ =<br>17.6% |
| <b>Y10</b> | 4+ =<br>17.7%      | 5+ =<br>15.9% | 4+ =<br>11.1%    | 5+ =<br>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;*

| <b>Reason</b>                  | <b>No of incidents 2021-22</b> |
|--------------------------------|--------------------------------|
| 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

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

*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.*

|                                | <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="371 342 1404 806"> <thead> <tr> <th><i>Wider cultural activity</i></th> <th><b>Y7</b></th> <th><b>Y9</b></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> | <b>Y7</b> | <b>Y9</b> | 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% |
|--------------------------------|---|--------------------------------|-----------|-----------|-----------------|-----|-----|-----------------------|----|----|---------------------|-----|----|---------------------------|----|----|------------------|-----|-----|------------------------------|-----|----|---------------------------|----|----|
| <i>Wider cultural activity</i> | <b>Y7</b>   | <b>Y9</b>                      |           |           |                 |     |     |                       |    |    |                     |     |    |                           |    |    |                  |     |     |                              |     |    |                           |    |    |
| 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%                             |           |           |                 |     |     |                       |    |    |                     |     |    |                           |    |    |                  |     |     |                              |     |    |                           |    |    |
| 6                              | <p><b>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.</b></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 &amp; 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 &amp; 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.<br/>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.<br/>Improved attendance at afterschool clubs.</i></p>         | <p>All PP students to experience a range of cultural experiences / wider opportunities across the school year.<br/>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: £100,000

| 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><b>School focus on:</b></p> <ul style="list-style-type: none"> <li>• <b>The Bassett Lesson</b></li> <li>• <b>Challenge</b></li> <li>• <b>Differentiation</b></li> <li>• <b>Literacy</b></li> <li>• <b>Questioning</b></li> <li>• <b>Quality First Teaching</b></li> <li>• <b>Whole school focus on diagnostic assessment</b></li> </ul> | <p><b>EEF Evidence Brief</b></p> <p><a href="https://www.educationendowmentfoundation.org.uk">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></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><a href="#">Great Teaching Toolkit - Evidence Based Education</a></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"> <li>• <b>ECHO</b> – to support personalised learning &amp; behaviour interventions</li> <li>• <b>Team Satchel</b> – to support effective Homework</li> <li>• <b>GSCE Pod</b> – to support student revision</li> </ul>   | <p>Schools use technology in many ways and with a wide range of aims. RWBA uses technology to support:</p> <p><b>Behaviour interventions</b></p> <ul style="list-style-type: none"> <li>• EEF toolkit shows <b>behaviour interventions</b> can have a <b>moderate impact for low cost based on limited evidence.</b></li> </ul> <p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• EEF toolkit shows <b>homework</b> can have a <b>high impact for low cost based on very limited evidence.</b></li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>1,2</p>                    |

|  |   |     |
|--|---|-----|
|  |   |     |
| <i>Mentoring and coaching</i><br><i>Including:</i> <ul style="list-style-type: none"> <li>• <i>Development of a <b>coaching culture</b> at RWBA</i></li> </ul> | A common form of support for teacher professional development is mentoring and/or coaching. | 1,2 |

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

Budgeted cost: £118,200

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>One to one and small group tuition</i><br><b>Including:</b> <ul style="list-style-type: none"> <li>• <b>Maths &amp; English interventions @ KS4</b></li> <li>• <b>Use of external tutoring programme for one-to-one GCSE English &amp; Maths support</b></li> </ul> | 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. <ul style="list-style-type: none"> <li>• EEF toolkit shows <b>one-to-one tuition</b> can have a <b>high impact for moderate cost based on moderate evidence.</b></li> <li>• EEF toolkit shows <b>small group tuition</b> can have a <b>moderate impact for low cost based on moderate evidence.</b></li> </ul> <a href="https://www.educationendowmentfoundation.org.uk">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a> | 1                             |
| <i>Interventions to support language development, literacy, and numeracy</i><br><b>Including:</b> <ul style="list-style-type: none"> <li>• <b>Catch up at KS3</b></li> </ul>   | Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.   | 1                             |

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £119,224

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|          |                                      |                               |



|   |  |     |
|---|--|-----|
| <p><i>Communicating with and supporting parents</i><br/>Including:</p> <ul style="list-style-type: none"> <li>• <b>Parent support evenings protocol</b></li> <li>• <b>NPe – Parent Workshop</b></li> </ul>  | <p>Levels of parental engagement are consistently associated with improved academic outcomes.</p> <ul style="list-style-type: none"> <li>• EEF toolkit shows <b>parental engagement</b> can have a <b>moderate impact for very low cost based on extensive evidence.</b></li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>• EEF projects showed that texting parents had a <b>small degree of impact for very low cost based on moderate impact.</b></li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk/texting-parents">Texting Parents   EEF (educationendowmentfoundation.org.uk)</a></p> | 2,4 |
| <p><i>Extracurricular activities including sports, outdoor activities, arts, culture and trip.</i><br/>Including:</p> <ul style="list-style-type: none"> <li>• <b>Extra-curricular Audit</b></li> <li>• <b>The Bassett Pledge</b></li> <li>• <b>FSM annual enrichment trip</b></li> </ul> | <p>Extracurricular activities are an important part of education in its own right.</p> <ul style="list-style-type: none"> <li>• EEF toolkit shows that <b>Arts Participation</b> can have a <b>moderate impact for very low cost based on moderate evidence.</b></li> <li>• EEF toolkit also shows Extending the School day (including summer schools and extra curricular offerings) can have <b>Moderate impact for moderate cost based on limited evidence.</b></li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>   | 5,6 |
| <p><i>Supporting attendance</i><br/>Including;</p> <ul style="list-style-type: none"> <li>• <b>Attendance officer at RWBA</b></li> <li>• <b>Breakfast Club</b></li> </ul>   | <p><a href="https://www.gov.uk/government/news/working-together-to-improve-school-attendance">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p> <p><b>Breakfast Club</b></p> <ul style="list-style-type: none"> <li>• EEF projects showed that the Magic Breakfast Club had a <b>moderate impact for moderate cost</b> (although this was focused at KS2)</li> </ul> <p><a href="https://www.educationendowmentfoundation.org.uk/magic-breakfast">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a></p>  | 3   |

**Total budgeted cost: £337,424**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

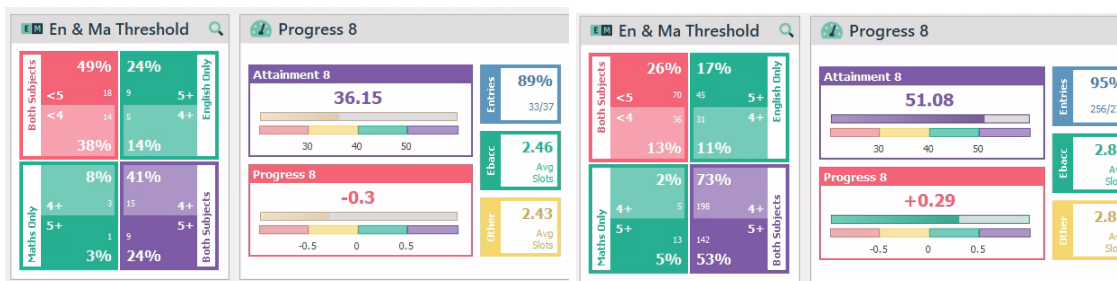
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

### GCSE Summer Results 2022 – validated results – November 2022

### GCSE Summer Results 2022 – unvalidated results – August 2022

#### PP Results Headlines

#### Whole School Headlines



#### **Headlines**

**P8 gap of -0.59 (+0.29 vs -0.3)**

**A8 gap of 14.93 (51.08 vs 36.15)** both of these gaps have increased from our pre-pandemic results in 2019.

**Performance in English / Maths was behind that of their non-PP peers**

- 4+ in English & Maths = 73% vs 53%
- 5+ in English & Maths = 41% vs 24%

**Low prior attaining students fared worst with middle prior attaining PP students performing in line with their non-PP peers. P8 scores for these groups below.**

- HA = 0.08
- MA = 0.23
- LA = -0.98
- When explored, the most significant lack of progress comes from bucket 3 where progress = -1.47.

## 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?    | <p>Paid for a TLR position for a Service Student Coordinator.</p> <p>We have established a student leadership group that gives our service students a voice in the school.</p> <p>Developed the “Service Student Badge” and subsequent iLearn and assemblies to support.</p> |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

## Further information (optional)

Mid Review completed for 'Activity Area 1 - Term 4 led by Headteacher and T&L team.

Mid Review completed for Activity Area 2, and 3 Term 4 led by Pupil Premium Lead and Deputy Headteacher

Whole Document Review September 2023 led by Pupil Premium Lead and Deputy Headteacher