# Pupil premium strategy statement

## School overview

|  |  |
| --- | --- |
| **Metric** | **Data** |
| School name | RSA Academy |
| Pupils in school | 1282 |
| Proportion of disadvantaged pupils | 39.4% |
| Pupil premium allocation this academic year | £369,325 |
| Academic year or years covered by statement | 2019-20 / 2020-21 |
| Publish date | September 2020 |
| Review date | January 2021 |
| Statement authorised by | Claire Price |
| Pupil premium lead | Owen Morgan |
| Governor lead | Jo Goodman |

## Disadvantaged pupil performance overview for last academic year (19/20)

|  |  |
| --- | --- |
| Progress 8 | -0.22\* |
| Attainment 8 | 39.61 |
| Percentage of Grade 5+ in English and maths | 28.3% |
| EBacc entry | 8% |
| \*Progress 8 figure is based on 2019 estimates and therefore does not take into account national performance this year, which is not being published by the DfE. | |

## Strategy aims for disadvantaged pupils (20/21)

|  |  |  |
| --- | --- | --- |
| **Aim** | **Target** | **Target date** |
| Progress 8\* | -0.22 | Sept. 21 |
| Attainment 8 | 45 | Sept. 21 |
| Percentage of Grade 5+ in English and maths | 30% | Sept. 21 |
| EBacc entry | 13% | Sept. 21 |
| \*Progress 8 figure will be calculated for the first time using KS2 scaled scores, and therefore A8 estimates do not exist for these scores currently. | | |

# Teaching priorities for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Implement a recovery curriculum that addresses students’ gaps in skills and knowledge. |
| Priority 2 | Improve the quality of teaching and learning for disadvantaged students, focusing particularly on improving their oracy skills and developing a rich vocabulary. |
| Barriers to learning these priorities address | The gaps in knowledge and skills due to the gap in school from COVID-19, |
| Projected spending | £92331 |

## Targeted academic support for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Embed targeted reading interventions (Accelerated Reader) to develop reading skills for disadvantaged students in KS3. |
| Priority 2 | Conduct PASS survey with all students to identify wider needs (attitude to learning, school, homework, ability to self-regulate) to inform intervention and support | . |
| Barriers to learning these priorities address | Poor reading skills that is a barrier to students’ progress.  Low self-esteem and resilience impacts on students’ confidence to access learning. |
| Projected spending | £184,663 |

## Wider strategies for current academic year

|  |  |
| --- | --- |
| **Measure** | **Activity** |
| Priority 1 | Improve the attendance of disadvantaged students Improve the learning habits of students |
| Priority 2 | Identify the barriers to parental engagement at parent events and modify the accessibility including opportunities for online and remote engagement, |
| Barriers to learning these priorities address | Low parental engagement in their students’ learning results in lower school attendance and for disadvantaged students. |
| Projected spending | £92331 |

## Monitoring and implementation

|  |  |  |
| --- | --- | --- |
| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Ensuring that enough time is given to the professional development of staff to develop of oracy skills in the classroom. | Oracy development made a high priority in the teaching and learning strategy and protected time for staff professional development. |
| Targeted support | Time for staff to deliver targeted reading intervention | Assistant Principal and librarian assigned time to plan and deliver intervention |
| Wider strategies | Engaging families facing the most challenging circumstances | Working with wider agencies to engage in outreach work. Dedicated personal in school to engage families. |

## Review: last year’s aims and outcomes

|  |  |
| --- | --- |
| **Aim** | **Outcome** |
| Progress 8 (-0.5) | Achieved at -0.22, this was 0.28 above the target |
| Attainment 8 (41.67) | Not achieved at 39.61, this was 2.06 below the target |
| Percentage of Grade 5+ in English and maths (21%) | Achieved at 28.3%, this was 7.3% above the target |
| Ebacc entry (6%) | Achieved at 8%, this was 2% higher than the target |