



## Pupil Premium Strategy Statement September 2023

This statement details our school's use of pupil premium for the academic year 2022 – 2025 – it is a three-year plan. 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   | Richard Barnes Academy   |
| Number of pupils in school - PAN - 160  | PAN - 160  |
| Proportion (%) of pupil premium eligible pupils   | 68%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | September 2022 = September 2025                                  |
| Date this statement was published   | September 2022   |
| Date on which it will be reviewed   | It will be reviewed annually, however the plan does span 3 years |
| Statement authorised by   | Claire Everton   |
| Pupil premium lead  | SLT  |
| Governor / Trustee lead   | Rick Carroll   |

### Funding Overview

| Detail  | Amount     |
|---|------------|
| Pupil premium funding allocation this academic year | £75,608.00 |



|   |            |
|---|------------|
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0         |
| <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 | £75,608.00 |

## Statement of intent

Our objectives for disadvantaged pupils are to be able to provide pupil premium learners with the same opportunities, experiences and chances of success as their non disadvantaged counterparts.

We believe that no child should be prevented from achievement and progress due to their socio-economic background. This includes academic achievement and progress, accreditation and qualification, exposure to social and cultural experiences, good physical and mental health, and development of social and emotional literacy.

Our learners face some of the greatest challenges, many are from complex backgrounds, have underdeveloped literacy/numeracy skills and a lack of engagement with education, a lack of emotional literacy and underdeveloped social skills, a lack of exposure to social and cultural experiences, poor physical and mental health, as well as other localised issues pertaining to our learners' background, including exposure to violence, gang related activities and domestic abuse.

In order to address these wide and varying needs, our pupil premium strategy plan is multifaceted. For example, in terms of addressing academic needs such as phonics development, we have invested in Twinkl Phonics program. CPD is also being prioritised for staff and a time for guided/supported reading across the curriculum.

We continue to develop our outdoor curriculum working with outside agencies such as Nene Park Outdoors centre. Alternative provision is also being utilised through Young Technicians Academy, Peterborough Regional College, New Arc, and the Gauntlet, providing enrichment opportunities for learners outside of the conventional school day as well as exposure to cultural experiences.



We also continue to invest in valuable work with NHS practitioners, Educational Psychologists, Therapists, and the Safer Schools Officers to address behavioural, physical, and mental health needs, as well as community issues that are specific to our learners' contexts.

The work of our Elsa is imperative to support the development of emotional literacy across both primary and secondary.

Our core purpose is to provide more than just an education for our young people, we create an innovative, personalised alternative learning environment where everyone acquires the belief, opportunities, and skills to succeed. This is based on our values of Respect, Belief and Achievement. With these in mind, we need to ensure that learners can achieve both currency and character. Our learners must be able to achieve good qualifications that will support life chances, whilst being able to develop as individuals who have the characteristics that will allow them to integrate successfully into a Modern Britain.

## Challenges

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

| Challenge number | Detail of challenge                                 |
|------------------|---|
| 1                | Attendance  |
| 2                | Poor behaviour and social skills                    |
| 3                | Poor literacy skills                                |
| 4                | Weak independent learning skills                    |
| 5                | Lack of exposure to social and cultural experiences |
| 6                | Lack of engagement in Post 16 provision             |

## 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  |
|--|---|
| Attendance to be in line with Academy target | Attendance in line or better than non-PP learners attending the academy |



|   |  |
|---|--|
| Improve the behaviour of pupils (SEMH)                | Reduced exclusion rates, and behaviour tracking for students. Clear interventions that are measurable, tracked and regularly reviewed for sustained improvement. Reduced behaviour incidents over times                        |
| Improved literacy skills                              | Reading assessments will indicate that students are making rapid and sustained progress in their reading age. Bespoke phonics interventions will be utilised to develop practice in this area and rolled out across the school |
| Develop independent learning skills                   | Tracking through measurable evidence, including: Student voice, attendance at clubs, trips and visits and intervention data outcomes   |
| Increased exposure to social and cultural experiences | Continue to develop programme of cultural capitol activities and ensure they are embedded within curriculum and enrichment areas. Data shows that uptake of activities is good and improved                                    |
| Increased engagement in Post 16 provision             | Increase CIAG offer and support for learners in Year 11 and on into Post 16 provision  |



Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

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

(for example, CPD, recruitment and retention)

Budgeted cost: £22,500.00

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| EEF resources are provided and encouraged to be used with everyday practice  | DfE Guidance heavily supports taking an evidence informed approach to PP and the EEF are recommended as an evidence base and toolkit                             | 2,3,4                         |
| GCSE POD- online platform to support learning/ revision for learners   | AP for QOE to set this up for all KS4 learners to aid with revision, independent learning and Post 16 progression  | 2,3,4                         |
| Revision Sessions supported by discounted Revision Guide purchase opportunities to support the home learning experience in Year 11 | Student requests for additional resources are high, specifically in the lead up to the examination period  | 2,3,4                         |
| Educational Visits   | All excursions at Richard Barnes Academy are linked to educational value and the holistic experience. All students should have access to this.                   | 1,3,5                         |
| Access Arrangements CPD  | Essential to ensuring that staff are suitably trained to be able to address learners needs early, so appropriate allowances are made                             | 2,3                           |
| Forest Schools CPD   | Forest schools is a specialised approach to outdoor learning that aims to develop confidence and self-esteem through hands-on learning in woodland environments. | 1,2,4,5                       |
| Use of Pupil Progress to support effective tracking, monitoring and then   | Accurate tracking of progress and attainment critical to firstly, identification of students for intervention, and then tracking impact of that intervention.    | 2,3,4, 6                      |



|   |   |          |
|---|---|----------|
| analysis of disadvantaged student progress and attainment |   |          |
| Small class sizes   | Provide opportunities for individualised learning / withdrawal groups | 2,3,4    |
| Alternative provision opportunities                       |   | 1, 2 & 4 |

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

Budgeted cost: £52,568.00

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| ELSA & Counselling – dependant on which route is best for each child | <p>ELSAs work with children and young people either individually or in small groups and deliver bespoke interventions tailored to the presenting situation or need. The role of the ELSA is to develop children and young people's:</p> <ul style="list-style-type: none"> <li>• emotional literacy</li> <li>• positive mental health,</li> <li>• social skills</li> <li>• emotional wellbeing</li> </ul> <p>Recent developments within the education system have been primarily focused on academic achievement rather than the development of the child as a whole. Research showed the importance of taking a more holistic view in children's education (Liau, Liau, Liau &amp; Teoh, 2003). It was found that low levels of emotional literacy lead to high levels of internalising behaviours such as stress and depression, as well as externalising behaviours such as aggression and delinquency. Problem behaviours such as these would take away from academic achievement and the ability for the child to succeed in future life. It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell &amp; Baker, 2007). Programmes such as these have been found to reduce problem behaviours such as drug and tobacco use and delinquency and violence (Catalano et al., 2002). Furthermore, research by Sandbrook, (2003) suggests that pupil learning progress can</p> | 2,3                           |



|  |   |       |
|--|---|-------|
|  | increase as the research identifies a correlation between positive emotional literacy and progress in literacy, numeracy and indeed all aspects of learning   |       |
| Breakfast club to improve attendance   | The Pupil Premium: what OFSTED looks at by Lorna Fitzjohn (HMI) states that leaders should pursue attendance relentlessly to ensure attendance is improving in line with national average   | 1     |
| Attendance based rewards   | The new rewards system is being set up to encourage good attendance   | 1     |
| Provide transport/ uniform/ equipment if required for learners who have low levels of attendance | Strong correlation between attendance and outcomes show that it is essential for students as required to provide the necessary means of getting into school/ school uniform so that they have a real sense belonging  | 1, 6  |
| Improve the behaviour of pupils (SEMH)   | Behaviour interventions including: counselling, mentoring, ELSA, Forest Schools, Drama therapy<br><br>The EEF Toolkit suggests that targeted interventions matched to specific students' needs or behavioural issues can be effective, especially for older pupils. | 2     |
| Enrichment   | Enrichment to engage students and raise aspirations   | 1,2,5 |
| Food provided for all learners before school, at break time and a hot meal at lunchtime          | Evidence demonstrates that learners who are well nourished are able to perform and concentrate to a higher standard.  | 1,2   |
| Dedicated member of staff with focus on Post 16 applications/ interviews                         | A dedicated, trusted member of staff will ensure that learners make positive choices about their Post 16 education and support them in the completion of these applications.  | 6     |
| Weekly mentoring sessions at Post 16 providers to ensure engagement levels remain high           | Ensure that learners remain in Post 16 courses when they have transitioned from RBA.  | 6     |



**Richard Barnes  
Academy**

Total budgeted cost: £75,068.00

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.





**Richard Barnes  
Academy**

|                         |                |
|-------------------------|----------------|
| <b>Total - Year 11</b>  | <b>35</b>      |
| Female                  | 9              |
| Male                    | 26             |
| Total SEND              | 19             |
| Total PP                | 24             |
| Total EAL               | 5              |
| Total LAC               | 2              |
| KS2 Average Scale Score | SJ to complete |



## Whole School Performance Data



|   | RBA<br>Whole School<br>( 35 Students) | RBA<br>Male ( 26<br>Students) | RBA<br>Female<br>(9 Students) | RBA<br>SEND<br>(19 Students) | RBA<br>PP<br>(24 Students) | RBA<br>EAL<br>(5 Student) | RBA LAC<br>(2 Student) | Trinity<br>Campus<br>(12 Onsite<br>Students) | Fitzwilliam<br>Campus<br>( 6 Onsite<br>Students) |
|---|---------------------------------------|-------------------------------|-------------------------------|------------------------------|----------------------------|---------------------------|------------------------|--|--|
| 100% accreditation of 1 single Qualification                              | 83%                                   | 85%                           | 78%                           | 74%                          | 88%                        | 100%                      | 50%                    | 100%   | 100%   |
| At least 1 GCSE or equivalent 1-9   | 69%                                   | 65%                           | 78%                           | 58%                          | 67%                        | 100%                      | 50%                    | 92%  | 100%   |
| 5 or more 1-9 Qualifications  | 9%                                    | 4%                            | 22%                           | 5%                           | 4%                         | 20%                       | 0%                     | 0%   | 33%  |
| 5 or more 4-9 Qualifications  | 0%                                    | 0%                            | 0%                            | 0%                           | 0%                         | 0%                        | 0%                     | 0%   | 0%   |
| 5 or more 5-9 Qualifications  | 0%                                    | 0%                            | 0%                            | 0%                           | 0%                         | 0%                        | 0%                     | 0%   | 0%   |
| % achieving Level 2 Pass/ 4+ in English and Maths Functional Skills/ GCSE | 0%                                    | 0%                            | 0%                            | 0%                           | 0%                         | 0%                        | 0%                     | 0%   | 0%   |
| % achieving a Entry Level or above in English                             | 54%                                   | 50%                           | 67%                           | 47%                          | 54%                        | 60%                       | 50%                    | 75%  | 100%   |
| % achieving a Entry Level or above in Maths                               | 69%                                   | 69%                           | 67%                           | 68%                          | 75%                        | 80%                       | 50%                    | 83%  | 83%  |
| % achieving a Entry Level or above in Maths and English                   | 46%                                   | 42%                           | 56%                           | 47%                          | 46%                        | 40%                       | 50%                    | 58%  | 83%  |
| % achieving a Level 1 (inc GCSE 1-3) or above in English                  | 34%                                   | 31%                           | 56%                           | 26%                          | 38%                        | 40%                       | 50%                    | 42%  | 83%  |
| % achieving a Level 1 (inc GCSE 1-3) or above in Maths                    | 37%                                   | 35%                           | 44%                           | 32%                          | 38%                        | 40%                       | 50%                    | 33%  | 67%  |
| % achieving a Level 1 (inc GCSE 1-3) or above in Maths and English        | 26%                                   | 19%                           | 44%                           | 26%                          | 25%                        | 20%                       | 50%                    | 17%  | 67%  |

We adopt a wrap-around approach to our learners, starting with the provision of breakfast available from 9.00am, snacks at break time and a hot meal at lunchtime for all learners. We aim to create a cohesive climate of support for all, therefore learners and staff share mealtimes in our school canteen to create a sense of community.

Our approach to determining who benefits from our range of interventions is based on need and is planned in advance for academic and mentoring sessions wherever possible. Dynamic intervention also takes place daily as and when the need arises.



- Breakfast club, snack at break and a hot meal at lunch for all pupils
- Funding of all school trips
- Improving our technology to support access to the online platform to lost learning
- Uniform provided for all pupils to develop the sense of community
- Accessing additional Speech and language therapist support
- Dedicated Assistant Principal for Quality of Education

#### **Provision of equipment**

We have a policy of providing learners with the equipment they need in order to be successful in their learning. This includes ensuring all learners have the correct uniform, equipment and home learning tools needed to feel ready for learning and therefore to make progress academically