

Pupil premium strategy statement

School overview

Metric	Data
School name	Rokeby School
Pupils in school	774
Proportion of disadvantaged pupils	45%
Pupil premium allocation this academic year	£323,510
Academic year or years covered by statement	2019/2020 – <u>2020/2021</u> – 2021/2022
Publish date	February 2021
Review date	January 2021
Statement authorised by	Ms Robinson
Pupil premium lead	Mr Hussain
Governor lead	Ms Powell

Disadvantaged pupil performance overview for last academic year

Progress 8	Not applicable – no performance data for the last academic year due to the covid-19 pandemic and cancellation of external GCSE exams.
Ebacc entry	
Attainment 8	
Percentage of Grade 5+ in English and maths	

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Close the gap between disadvantaged and all other students.	Sep 2022
Attainment 8	Maintain performance scores and percentages significantly above the national average for disadvantaged boys in the headline measures.	
Percentage of Grade 5+ in English and maths		
Ebacc entry	Keep Ebacc entry above the national average	Sep 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Provide Middle Leaders with opportunities to develop their skills, knowledge and expertise.
Priority 2	Strengthen the induction programme for new staff, including NQTs, ECTs, and BTs
Barriers to learning these priorities address	Retention of experienced staff across all departments; recruitment of high quality staff, including NQTs / ECTs.
Projected spending	£168,870

Targeted academic support for current academic year

Measure	Activity
Priority 1	Improve literacy, oracy and reading to develop students' confidence and ability to access the curriculum and associated assessments.
Priority 2	Ensure that the curriculum is fit for purpose and meets the needs of disadvantaged pupils, especially in the light of covid-19 and remote teaching and learning.
Barriers to learning these priorities address	The reading standards of students entering year 7 are lower for disadvantaged students, which could prevent them from making good progress through KS3.
Projected spending	£104,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide a clear vision and strategy for staff, students and families to promote positive mental health and wellbeing.
Priority 2	Promote and support students' preparation for the next stage of their education/training.
Barriers to learning these priorities address	Lower socioeconomic status with less stable home environments, financial constraints, housing issues, and immigration status affect the educational outcomes of PP students.
Projected spending	£50,640

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching priorities	<p>Ensure staff have time for professional development, increasing their knowledge and skills using packages such as Google classroom to deliver online learning.</p> <p>Ensure senior leaders have adequate time to deliver the induction plans successfully and effectively.</p>	<p>Two middle leaders have joined the NPQML course.</p> <p>In-school support as well as the use of a Google consultant to train staff on the use of Google classroom.</p> <p>Two Lead Practitioners joined the Senior leadership Team to increase capacity.</p>
Targeted academic support	<p>Student's engagement with remote learning.</p> <p>Middle leaders to adapt the curriculum for remote learning to ensure it meets the needs of learners.</p>	<p>Laptops / chromebooks given to all PP students (and others); monitor and track student's engagement to lessons during lockdown.</p> <p>Review process in all areas; agenda items within line management meetings between SLT and HODs including discussion departmentally and the updating of the MER and DDP.</p>
Wider strategies	<p>Update website to engage parents</p> <p>Support students who are vulnerable during Covid-19</p> <p>Training staff to recognise mental health issues.</p>	<p>Community Relations and Media Officer continually engages parents through the school website and makes weekly contact through the parent bulletin.</p> <p>Identify vulnerable students and ensure ongoing contact and support is maintained; re-organise the DSL team to better meet the needs of vulnerable students.</p> <p>Have in-school mental health lead supporting staff, as well as using external service providers.</p>

Review: last year's aims and outcomes (2019-2020)

Aim	Outcome
Teaching priorities Ensure staff have time for professional development, without adversely impacting on their departments.	Achieved
Endure senior leaders have adequate time to plan successful and effective induction programmes.	Achieved
Targeted support Widen students' vocabulary and embed more frequent use of tier 2 words in student responses using Bedrock learning and Accelerated reader.	Achieved/Ongoing
Middle leaders regularly review their delivery of the curriculum to ensure it meets the needs of all students.	Achieved/Ongoing
Wider strategies Engaging with parents/carers	Achieved/Ongoing