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 students.

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	Rokeby School
Number of students in school	781
Proportion (%) of student premium eligible students	42%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2023/2024
Date this statement was published	January 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Charlotte Robinson
Pupil premium lead	Zakir Hussain
Governor / Trustee lead	Linda Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 320,710
Recovery premium funding allocation this academic year	£ 47850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£368,560

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium strategy aims to ensure that all students who attend Rokeby School, irrespective of their background, prior challenges or socio economic barriers, have

- access to quality first teaching
- opportunities to achieve to their potential and beyond
- wellbeing at the core of their learning

The changes in housing policies both locally and nationally have resulted in a significant increase in the number of families being made homeless, often at very short notice. This can impact negatively on a range of measures such as attendance, achievement and well-being for those students. The school has experienced a turbulent roll in recent years. The population of Canning Town has reduced as many families have been moved out due to redevelopment of much of the local housing. We are now seeing an increase in student numbers as families are moving back into new housing developments in Canning Town. The borough has the largest transient immigrant population in London. The school has converted to an academy and is part of the Newham Community Schools Trust (NCST) with three local secondary schools.

The key principles which underpin this strategy are our whole school priorities. Those priorities are:

1. **to consolidate and innovate to make sustained progress**
2. **to support all of our community to make the right choices**
3. **to empower all students to become active citizens**
4. **to utilise our strong leadership structures**

Challenges

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

Challenge	Detail of challenge
1	Attainment and progress - impact of disturbed learning due to Covid-19
	Following the unprecedented events of the past two years, we are aware from student feedback, observations, assessments and data that some students are falling behind age related expectations. New technologies are a big part of this and students/families without access are prioritised. 66% of our students speak English as an additional language, nationally this is 16%. Over 50 different languages are spoken at Rokeby.
2	Mental health and well being
	Our wellbeing surveys, student voice and observations in school suggest that the education and wellbeing of many of our disadvantaged students has been impacted by full and partial school closures to a greater extent than for other students and that they are likely to suffer with anxiety, low self esteem, lack of confidence and working in teams/groups.
3	Admissions, attendance and socio economic factors
	Our attendance data shows that our disadvantaged students have lower attendance and higher occurrences of being late to school - Autumn 2021: Attendance PP 93.75%, non PP 95.08% Lateness PP 4.78%, non PP 3.61% Intake: In 2021/22 our year 7 intake came from 53 different primary schools. Y8 intake came from 47 different primary schools. MPAs: Y8 - 18%, Y9 - 17%, Y10 - 43%, Y11 - 45%
4	Cultural Capital
	We are aware that students have had limited opportunities and experiences with "the knowledge and cultural capital they need to succeed in life".

Overcoming barriers to learning is at the heart of our pupil premium strategy. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals and allocate a budget accordingly.

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
Improved quality first teaching for all	- All students can access a challenging and ambitious curriculum - Disadvantaged students to achieve P8/A8 score of score showing that they are making at least expected progress <table><tr><td></td><td></td><td>**PP**</td><td>**Non PP**</td><td>**All**</td></tr><tr><td>Y11 MTG</td><td>P8</td><td>-0.13</td><td>0.16</td><td>0.04</td></tr><tr><td></td><td>A8</td><td>44.85</td><td>39.3</td><td>41.12</td></tr><tr><td>Y11 Autumn</td><td>P8</td><td>-0.84</td><td>-0.11</td><td>-0.43</td></tr><tr><td></td><td>A8</td><td>40.14</td><td>38.29</td><td>38.89</td></tr><tr><td>Y10 MTG</td><td>P8</td><td>-0.09</td><td>0.13</td><td>0.04</td></tr><tr><td></td><td>A8</td><td>48.78</td><td>42.94</td><td>44.92</td></tr><tr><td>Y10 Autumn</td><td>P8</td><td>-1.37</td><td>-1.04</td><td>-1.18</td></tr><tr><td></td><td>A8</td><td>36.47</td><td>31.58</td><td>33.24</td></tr><tr><td>TAGS 2020/2021</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>P8</td><td>0.41</td><td>0.63</td><td>0.49</td></tr><tr><td></td><td>A8</td><td>49.86</td><td>49.13</td><td>49.52</td></tr></table>
Improved reading and literacy	- Reading age increased through engagement with Accelerated Reader, Bedrock, Departmental Literacy Leaders, Primary liaison and Rokeby Reading Strategy - Disadvantaged students' reading ages will improve (from January 2022 - January 2023). The gap between disadvantaged students and non disadvantaged students in each year group will be reduced. - Focus on disciplinary literacy in lessons

Provide meaningful support to students with mental health and wellbeing issues	- Increased offer of opportunities for students to engage in enrichment activities to support wellbeing and improved mental health eg breakfast club, Saturday morning sports, games club - Interventions for students - Team Up, Brilliant Club, Subject intervention
Increase admission numbers and maintain levels of high attendance (95% national average)	- Punctuality and attendance percentages increased for all key groups across the school - Sustained high attendance from 2021/22 demonstrated by: · the overall attendance rate for all students being more than 95% and the attendance gap between disadvantaged students and their non-disadvantaged students being reduced, with both aiming to at least 95% - the percentage of all students who are persistently absent being below 10% and having a smaller disparity between the scores of disadvantaged and non disadvantaged. - Improved primary transition to increase uptake into Y7 - NOR 2021 124
Increased opportunities for students to engage with high quality cultural capital	- Broaden students' outlooks both nationally and internationally - Promote healthy relationships across the community

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: £ *[160,000]*

Activity	Evidence that supports this approach	Challenges addressed
CPL for teaching and learning	- Whole school and individual CPL will help teachers obtain new teaching techniques, share best practice and apply fresh approaches to teaching that allows them to improve their ability both for students, as well as expand their own personal opportunity within the teaching industry. - Effective differentiation enables all learners to access the curriculum. For EAL learners the key to accessing the curriculum lies in differentiation techniques and strategies that focus on facilitating and checking understanding. - All students need to understand and be able to use the language of the curriculum in order to achieve at or above age expectations "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium." The EEF guide to pupil premium	1,2,3
Using blended learning to support gaps caused by Covid 19 Lockdowns.	- Digital technology can add up to +4 months progress (Education Endowment Foundation, 2020) - Use chromebooks and Google Education to support learning for all	1,2,3
Literacy Leads	All curriculum areas to have identified Literacy Leads to support the curriculum and accessing/improving disciplinary literacy	1,2
Google consultancy	Integrated technology improves outcomes for all	1

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

Budgeted cost: £ *[100,000]*

Activity	Evidence that supports this approach	Challenges addressed
NTP delivered by The Brilliant Club - Group sessions	• Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind • Supporting disadvantaged students will increase attainment of students. As well as the emotional/social development of vulnerable students. • A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.	1,2,3
Chromebooks distributed to all students who are in need	• To enable students to access one-to-one tutoring and online catch up programmes.	1,2,3
Mentoring Plus peer mentoring in place for year 11 students	• Peer Tutoring teaching strategy from the EEF teacher toolkit. "Peer tutoring approaches have been shown to have a positive impact on learning with an average positive effect equivalent to approximately five additional months of progress than one academic year."	1,2,3
Homework support is available after school	• Homework strategies from the EEF teacher toolkit shows that homework has a positive impact on average five-months particularly with students in secondary schools. "The evidence shows that the impact of homework, on average, is five months' additional progress." The Education Endowment Foundation found that: "The quality of the task set appears to be more important than the quantity of work required from the pupil" (EEF). • Class Charts used for homework for all students	1,2
Student progress meetings held by SLT with ML / YC / KSC	• There is a collective responsibility for monitoring and addressing PP students' progress.	1,2,3,4
Subscription to Bedrock, STAR Reading and Accelerated Reader	• Rokeby Literacy Strategy ensure that all students have opportunities to improve their reading age and develop a love of reading • Targeted reading groups in place for students	1,2

	● The library used as a central location in the school. Library staff weekly library reading groups, lessons using Accelerated Reader / Star reading test and as morning intervention. Sullivan and Brown's study (2015) shows that childhood reading is linked to substantial cognitive progress between the ages of 10 and 16. Evidence from the OECD (2002) found that reading enjoyment is more important for children's educational success than their family's socio-economic status.Similarly, Clark and Rumbold (2006) argue that reading for pleasure could be one important way to help combat social exclusion and raise educational standards.	
Holiday intervention programmes	● Easter, half term and weekend intervention programmes for students who need targeted support	1,2,3,4

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

Budgeted cost: £ *[72,000]*

Activity	Evidence that supports this approach	Challenges addressed
Attendance team to track, monitor and improve the attendance of some of our most vulnerable students.	● Tracking and monitoring attendance allows key stakeholders to identify patterns and attendance issues early allowing action to be taken to address the issues in a timely manner.	2
Mental Health and wellbeing curriculum to deal with the of Covid 19 lockdowns	● 1 in 4 people will experience a mental health problem each year (MIND.ORG)	3
Improve range of activities and experiences (cultural capital) for all students to access	● Educational visits ● Residentials ● DofE ● Greenhouse Coach ● CEIAG across all year groups ● Saturday morning sports ● Outward Bound opportunities ● Future pathways	2, 4

Total budgeted cost: £332,000

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 students in the 2020 to 2021 academic year.

Ensure staff have time for professional development, increasing their knowledge and skills using packages such as Google classroom to deliver online learning.
- Google is now the primary learning platform in school. All staff have received CPL to support their learning
- All departments have one hour per week in timetables time
- Eight members of staff on NPQ programmes

Ensure senior leaders have adequate time to deliver the induction plans successfully and effectively.
- T&L team in place
- Two Lead Practitioners on SLT

Student's engagement with remote learning.
- Chromebooks offered to all PP students
- Every department has access to their own chromebook trolley to use in lessons
- Registers show a clear increase in engagement in last lockdown

Middle leaders to adapt the curriculum for remote learning to ensure it meets the needs of learners.
- MER and DDP show a clear focus on improved remote learning and processes

Update website to engage parents
- New website launched
- School Cloud used for online parents evenings. Link on school website

Support students who are vulnerable during Covid-19
- email account set up to support families and students
- well being survey carried out each term to get feedback
- check ins for all vulnerable students with safeguarding team

Training staff to recognise mental health issues.
- gained silver wellbeing award
- Twilight run for all staff to support understanding

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
The scholars programme	The Brilliant Club
Team up	Team Up
Power 2 Discover	Teens and toddlers
Five day programme/ In school KS3 resilience	The Outward Bound Trust

Service student 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 student premium allocation last academic year?	
What was the impact of that spending on service student premium eligible students?	