

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the (2022 to 2023 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 | 765 |
| Proportion (%) of student premium eligible students | 47% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 to 2024/2025 |
| Date this statement was published | January 2023 |
| Date on which it will be reviewed | January 2024 |
| Statement authorised by | Jo Doyle |
| Pupil premium lead | Zakir Hussain |
| Governor / Trustee lead | Linda Powell |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £331,292 |
| Recovery premium funding allocation this academic year | £91,633 |
| 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 | £422,925 |

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. As the cost of living has increased this has had an obvious impact on students which has meant supporting students beyond the classroom in many areas such as an increased use of the foodbank being accessed by families. The school has converted to an academy and is part of the Newham Community Learning (NCL) with three local secondary schools and two primary schools.

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

- **To challenge and support all to achieve**
- **To prepare student for life beyond the classroom**
- **To strengthen consistency in policy and practices**
- **To promote and develop strong leadership**

Challenges

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

| Challenge | Detail of challenge |
|-----------|--|
| 1 | <p>Attainment and progress - impact of disturbed learning due to Covid-19</p> <p>Following the continued impact of Covid -19 we are aware from student feedback, observations, assessments and data that some students are falling behind age related expectations. With partial school closures as well as episodes of students unable to attend due to either catching the virus or staying at home to avoid affecting vulnerable family members has caused our disadvantaged students to fall further behind. This can be backed by the (EEF) within their key findings that the “research shows particularly negative impacts for pupils in KS3 (DfE, 2021, 2022). Most evidence shows that despite some recovery by summer 2021, on average pupils were not performing as well in both maths and reading as pre-pandemic cohorts”</p> <p>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.</p> |
| 2 | <p>There is a high number of MPA students joining Rokeby. In the Autumn term of 2022, 39 students have joined so far. In the year 2021-2022 109 MPA students joined Rokeby. The challenge for these MPA students is that the majority are EAL and it is difficult for them to access English and the curriculum. We have a transient population as 22 students in the Autumn term of 2022 have come off roll as families have moved out of Newham. In the year 2021- 2022 78 students came off roll as families moved out the borough. Parental engagement of these new students is vital in order for the students to be successful.</p> |
| 3 | <p>Admissions, attendance and socio economic factors</p> <p>Our attendance data shows that our disadvantaged students have lower attendance (less than 1%) and higher occurrences of being late to school (just over 1%) - Autumn 2022:</p> <p>Attendance PP 92.37%, non PP 93.05%</p> <p>Lateness PP 4.76%, non PP 3.59%</p> <p>Intake: In 2022/23 our Y7 intake came from 22 different primary schools. Y8 intake came from 53 different primary schools.</p> <p>MPAs: Y7 6%, Y8 - 38%, Y9 - 26%, Y10 - 20%, Y11 - 17% (Students joining autumn 2021 to autumn 2022)</p> |
| 4 | <p>Cultural Capital</p> <p>We are aware that students have had limited opportunities and experiences with “the knowledge and cultural capital they need to succeed in life”.</p> |

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

Our intended outcomes for this academic year is for all students to be inline or above their minimum target grades. To reduce the gap between PP students and non PP students in their GCSE result. Our 2021-2022 GCSE results shows that our non PP students outperformed our PP students by a small margin of -0.59. Moreover the number of mid phase students joining Rokeby is higher than the national average and many of these students are EAL. In order to meet the needs of these learners we will be using the literacy strategy to increase their access to English so that all students can meet the needs of the curriculum.

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 | <ul style="list-style-type: none">All students can access a challenging and ambitious curriculum <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>-0.25</td><td>-0.11</td><td>-0.17</td></tr><tr><td></td><td>A8</td><td>46.31</td><td>42.77</td><td>44.09</td></tr><tr><td>Y11 Autumn</td><td>P8</td><td>-0.9</td><td>-0.31</td><td>-0.57</td></tr><tr><td></td><td>A8</td><td>39.09</td><td>38.77</td><td>38.89</td></tr><tr><td>Y10 MTG</td><td>P8</td><td>-0.32</td><td>-0.14</td><td>-0.23</td></tr><tr><td></td><td>A8</td><td>44.32</td><td>44.75</td><td>44.58</td></tr><tr><td>Y10 Autumn</td><td>P8</td><td>-1.65</td><td>-1.81</td><td>-1.73</td></tr><tr><td></td><td>A8</td><td>32.97</td><td>31.56</td><td>32.12</td></tr><tr><td>2021/2022</td><td></td><td></td><td></td><td></td></tr><tr><td></td><td>P8</td><td>-0.25</td><td>+0.84</td><td>+0.36</td></tr><tr><td></td><td>A8</td><td>46.48</td><td>54.89</td><td>51.21</td></tr></table> | | | PP | Non PP | All | Y11 MTG | P8 | -0.25 | -0.11 | -0.17 | | A8 | 46.31 | 42.77 | 44.09 | Y11 Autumn | P8 | -0.9 | -0.31 | -0.57 | | A8 | 39.09 | 38.77 | 38.89 | Y10 MTG | P8 | -0.32 | -0.14 | -0.23 | | A8 | 44.32 | 44.75 | 44.58 | Y10 Autumn | P8 | -1.65 | -1.81 | -1.73 | | A8 | 32.97 | 31.56 | 32.12 | 2021/2022 | | | | | | P8 | -0.25 | +0.84 | +0.36 | | A8 | 46.48 | 54.89 | 51.21 |
| | | PP | Non PP | All | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y11 MTG | P8 | -0.25 | -0.11 | -0.17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A8 | 46.31 | 42.77 | 44.09 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y11 Autumn | P8 | -0.9 | -0.31 | -0.57 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A8 | 39.09 | 38.77 | 38.89 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y10 MTG | P8 | -0.32 | -0.14 | -0.23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A8 | 44.32 | 44.75 | 44.58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y10 Autumn | P8 | -1.65 | -1.81 | -1.73 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A8 | 32.97 | 31.56 | 32.12 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2021/2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | P8 | -0.25 | +0.84 | +0.36 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A8 | 46.48 | 54.89 | 51.21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Improved reading and literacy | <ul style="list-style-type: none">Reading age increased through engagement with Accelerated Reader, Bedrock, Departmental Literacy Leaders, Primary liaison and Rokeby Reading Recovery StrategyDisadvantaged students' reading ages will improve. The gap between disadvantaged students and non-disadvantaged students in each year group will be reduced. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Focus on disciplinary literacy in lessons ● As part of the Reading Recovery Strategy, students with reading age 1-3 years below actual age will be assigned a reading mentor in the school to read with everyday ● There are currently 50 students in year 7 and 8 who are PP and have Reading Mentor intervention |
| Close the gap between PP students and non PP students | <ul style="list-style-type: none"> ● Close the gap between P8/A8 scores of PP and non-PP students with a target of equal P8/A8 scores. 2022 results showed that PP students achieved a progress score of - compared to non PP students who achieved 0.08 our aim is to close the gap so they are making at least the expected progress. Difference (-0.59) |
| Increase admission numbers and maintain levels of high attendance (95% national average) | <ul style="list-style-type: none"> ● 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 |
| Use cultural capital given to give students access to experiences and skill development | <ul style="list-style-type: none"> ● Broaden students' outlooks both nationally and internationally ● Promote healthy relationships across the community ● Meet the Gatsby Benchmarks using the careers programme that will increase opportunities for students leaving in year 11 |

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: £126,000

| Activity | Evidence that supports this approach | Challenges addressed |
|--|---|----------------------|
| CPL for teaching and learning | <ul style="list-style-type: none"> 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. 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 |
| Provide students with immediate feedback in lessons to support academic progress | <ul style="list-style-type: none"> Improve the quality of feedback to students to support student academic progress. Feedback Working Party and whole school strategy. CPL in Autumn Term. Further identification of pupil premium students in the classroom and providing them bespoke feedback through 'live marking' strategy. Effective marking and feedback enables all learners to access the curriculum. For our disadvantaged learners the key to accessing the curriculum lies in feedback techniques and strategies that focus on facilitating and checking understanding. All departments create bespoke Marking and Feedback Guidelines to drive progress in their subject area | 1,2 |
| Careers guidance | <ul style="list-style-type: none"> All students offered work experience placements in Y10 (GBM 6) All students have encounters with employers and further/higher education (GBM 5&7) All students given personal guidance with a careers adviser(GBM 8) | 2,3,4 |
| External consultant | <ul style="list-style-type: none"> Provide coaching to improve the quality of teaching and learning. ECT Coaching Programme. Middle Leader Coaching Programme | 1 |
| Google consultancy | <ul style="list-style-type: none"> Further develop systems to capture student progress in line with quality first teaching | 1 |

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

Budgeted cost: £109,000

| Activity | Evidence that supports this approach | Challenges addressed |
|---|---|----------------------|
| Team Up | <ul style="list-style-type: none"> Targeted support for English and Maths for students in years 7 & 8. Criteria for the programme stipulates that 70% of the cohort must be in receipt of pupil premium funding | 1,2,3 |
| Mentoring Plus peer mentoring in place for year 11 students carrying on | <ul style="list-style-type: none"> 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." The mentoring groups and peer mentoring will begin in January 2023 after students have received their mock grades. | 1,2,3 |
| Targeted Phonics Intervention | <ul style="list-style-type: none"> Identified students that have a reading age that is below 3 years or more have 1-2-1 or small group targeted Fresh Start Phonics intervention with the Reading Intervention TA. | 1 |
| Brilliant Club | <ul style="list-style-type: none"> 2 programmes for year 7 & 8 (24 students in total). The focus of this is to raise students' aspirations about Higher Education - Programme targets Disadvantaged students. | 4 |
| Homework support is available after school | <ul style="list-style-type: none"> 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 EEF 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 | <ul style="list-style-type: none"> There is a collective responsibility for monitoring and addressing PP students' progress as well as other disadvantaged groups. | 1,2,3,4 |
| Subscription to Bedrock, STAR Reading and Accelerated Reader | <ul style="list-style-type: none"> 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 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. | 1,2 |

| | | |
|--|--|---------|
| | Similarly, Clark and Rumbold (2006) argue that reading for pleasure could be one important way to help combat social exclusion and raise educational standards. | |
| On going Holiday intervention programmes | <ul style="list-style-type: none"> Christmas, Easter, Summer half term breaks including weekend intervention programmes for students who need targeted support | 1,2,3,4 |
| MPA/EAL induction process | <ul style="list-style-type: none"> Use of the MPA / EAL induction to identify students with a package of support that best meets their needs | 1,2,4 |
| New courses | <ul style="list-style-type: none"> Identify courses within curriculum areas that will suit EAL students to bridge the gap between disadvantaged and non disadvantaged students. | 1,2,3,4 |

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

Budgeted cost: £187,925

| Activity | Evidence that supports this approach | Challenges addressed |
|---|--|----------------------|
| Attendance team to track, monitor and improve the attendance of some of our most vulnerable students. | <ul style="list-style-type: none"> 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 |
| Million mentors | <ul style="list-style-type: none"> Professionals who spend an hour a month mentoring year 11 students focusing on future pathways Planning/Guidance | 3,4 |
| Teens and toddlers | <ul style="list-style-type: none"> 18 week programme for 10 Yr10 students Targeted external qualification Level 1 National Award in Interpersonal Skills Aims are to develop life skills, aspiration & new positive life goals, emotional literacy. Educate about the responsibilities of caring for a child and improve interpersonal skills | 1,4 |
| Ambition, Aspire and Achieve Zone | <ul style="list-style-type: none"> 12 week programme for 12 students Engaging students in a range of projects to build confidence, encourage personal development and support them in achieving their full potential. Mentoring. | 4 |
| Improve range of activities and experiences (cultural capital) for all students to access | <ul style="list-style-type: none"> Educational visits Residentials DofE CEIAG across all year groups Saturday morning sports Outward Bound opportunities Future pathways Trampolining Futsal Handball Rugby | 2, 4 |

Total budgeted cost: £422,925

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 2021 to 2022 academic year.

Improved quality first teaching for all

- Homework working party established to capture student, parent/carers and teacher voice on how homework supports students' progress. Findings were shared with all staff during twilight.
- External consultant provided coaching sessions for teachers to improve the quality of teaching learning, including Early Career Teachers
- Staff enrolled on NPQ programmes to develop the school curriculum, pedagogy and leadership capacity
- Strategies to support adaptive teaching through Assessment for Learning, were shared with all staff during twilight.

Improved reading and literacy

- All staff phonics training during Twilight, English dept and Inclusion department whole day training with Ruth Miskin Fresh Start Phonics programme.
- Students below reading ages identified in KS3 to have either a Reading Mentor or phonics intervention
- English dept become Literacy Leaders to support all curriculum areas in the delivery of disciplinary literacy
- All lower sets in KS3 English and KS4 English have an hour a week doing the Accelerated Reader Programme

Provide meaningful support to students with mental health and wellbeing issues

- Silver Mental health Carnegie award achieved
- Wellbeing email established and launch across the school
- Parental sessions held to enable parents to support their children
- Training conducted via twilight providing strategies for coping with mental health issues for both staff and students
- Mental health initiatives and interventions embedded into the pastoral curriculum

Increase admission numbers and maintain levels of high attendance (95% national average)

- Attendance was maintained at 95% cumulative for the end of the academic year. Achieved through regular and rigorous reporting and recording of figures and a highly proactive team who follow up on all attendance matters
- Building relationships with local primary schools through sporting competitions, Newham HAF Holiday programmes, STEAM enthuse projects, MCFL Language links, P4C and induction days. DSL has attended parent events of local primary schools and has built relationships with leadership teams of key feeders. Middle leaders primary links audit completed, with a view to build curriculum planning and CPL links with 8 key feeder primaries.

Increased opportunities for students to engage with high quality cultural capital

- Increased the opportunities for school visits for all students using the new visits process
- Training given to all staff through twilights on the visits process and using Evolve
- School awarded Healthy Relationships School Status
- All staff given diversity awareness training and all year 9 students received workshops on tackling violence against women and girls, delivered

by Tender (external charity) and the Mayor's Office for Policing and Crime

- Student Equalities group attended educational visit to Roundhouse Theatre to experience being podcasters and disc jockeys
- Student Equalities group visited at school by Mayor of London, Deputy Mayor of London and Mayor of Newham, and were able to share their experiences with broadcasters such as BBC and ITV

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 Residential in Wales | The Outward Bound Trust |
| Careers guidance | 15 Billion |

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? | |