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	682
Proportion (%) of student premium eligible students	46.67%
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 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Jo Doyle
Pupil premium lead	Zakir Hussain
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	372,025
Recovery premium funding allocation this academic year	98,532
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	470,557

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 a negative impact on students and their families. Which has meant supporting students beyond the classroom in many areas such as an increased use of the school food bank 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 develop an effective behaviour for learning culture
● To challenge and support all to make at least expected progress
● To deliver a well sequenced and adaptive curriculum
● To strengthen leadership and collaboration to improve outcomes for all
● To prepare students for life beyond the classroom

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 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 the "research shows particularly negative impact on 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"(DfE, 2021,2022) New technologies are a big part of this and students/families without access are prioritised. 81% of our students speak English as an additional language, nationally this is 16%. Over 50 different languages are spoken at Rokeby.
2	**There are a high number of MPA students joining Rokeby.** In the Autumn term of 2023, 31 students have joined so far. In the year 2022-2023 76 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 23 students in the Autumn term of 2023 have come off roll as families have moved out of Newham. In the year 2022- 2023 57 students came off roll as families moved out of the borough. Parental engagement of these new students is vital in order for the students to be successful.
3	**Admissions, attendance and socio economic factors** Our attendance data shows that our disadvantaged students have lower attendance (-2.01%) and higher occurrences of being late to school (-2.01%) - Autumn 2023: Attendance PP 92.46%, non PP 94.47% Lateness PP 5.45%, non PP 3.44% Intake: In 2022/23 our Y7 intake came from 51 different primary schools. Y8 intake came from 22 different primary schools. MPAs: Y7 16%, Y8 - 17%, Y9 - 5%, Y10 - 7%, Y11 - 1% (Students joining autumn 2022 to August 2023)
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".
5	**Mental Health and wellbeing** Following the Covid 19 Pandemic there has been a significant rise in student disengagement across the country this has manifested itself in reduced student attendance, issues around self harm, anxiety and various other student behaviours that diminish outcomes

and wellbeing. Rokeby is no exception. Despite attendance being 2% above national average (94%), a return to pre covid levels has not been seen.
	Mental health carries a stigma that is prevalent in the Canning Town community especially in the attitudes of boys. This has made it inherently challenging engaging them in activities, counselling sessions and other interventions. Though successful (152 sessions delivered to 42 students), place to talk meetings are almost entirely engaged as 'drop in's' rather than referred counselling.sessions (1 student) where parents have to give consent before students can engage.

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 results. Our 2022-2023 GCSE results shows that our non PP students outperformed our PP students by a margin of 0.8. 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	● All students can access a challenging and ambitious curriculum |		PP	Non PP	All
---	---	---	---	---
Y11 MTG	P8	-0.1	+0.07	-0.01
	A8	43.51	45.75	44.09
Y11 Autumn	P8	-1.11	-1.01	-1.07
	A8	36.58	38.36	37.46
Y10 MTG				
	A8	44.7	41.61	42.85	

	Y10 Autumn				
		A8	33.68	30.43	31.76
	2022/2023				
		P8	-0.12	+0.68	0.30
		A8	44	51	48

Improved reading and literacy	● Reading ages will be increased through engagement with Accelerated Reader, Bedrock, Departmental Literacy Leaders, Primary liaison and Rokeby's Reading Recovery Strategy ● Disadvantaged students' reading ages will improve. The gap between disadvantaged students and non-disadvantaged students in each year group will be reduced. ● 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 ● For the 2023-2024 year the lowest 20% are getting reading support. The 0-10% have synthetic phonics Fresh Start Programme and the 10-20% get either a student or adult reading mentor. This year 40 students who are PP are receiving this.
Close the gap between PP students and non PP students	● Close the gap between P8/A8 scores of PP and non-PP students with a target of equal P8/A8 scores. 2023 results showed that PP students achieved a progress score of -0.12 compared to non PP students who achieved 0.68. Our aim is to close the gap so they are making at least the expected progress. Difference (-0.8)
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 2022/2023 demonstrated by: our current attendance of 94.46% · 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 be 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	● 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

Provide meaningful support to students with mental health and wellbeing issues	● Develop the role of Place to Be and Place to Talk offers by working with the charity to evaluate the work done so far and identify potential opportunities to broaden the scope of their effort to support students in different contexts ie group therapy's. ● Self referral box for students in the Library. ● Engage the designated CAMH's worker to develop her program of support for more challenging mental health referrals from within school. ● Use CAMhs workers to develop a mentoring system for up to 12 students to work with younger children to improve their outcomes. ● Provide opportunities such as Bushcraft bikers, table tennis mentoring and bike mechanics to vulnerable groups to allow opportunities for social and physical development. ● Available support from school based and external agencies is signposted in assemblies and extended registrations.

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: £135,000

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. The new Rokeby Lesson Structure to be shared with all classroom based staff, and this will be supported with pedagogical updates being shared through Google Classroom with staff. Staff will use weekly department development time to embed these strategies, which focus on recall and retrieval practice. - All students need to understand and be able to use the language of the curriculum in order to achieve at or above age expectations. Curriculum journeys to be shared with all stakeholders including, students and parents/carers on the school website and at the start of all lessons with clearly defined lesson objectives and outcomes. "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	- Improve the quality of feedback to students to support student academic progress. Feedback Working Party and whole school strategy. CPL in Autumn Term through Middle Leadership meetings which is then disseminated to all classroom teachers in department development time. 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 review bespoke Marking and Feedback Guidelines to drive progress in their subject area	1,2

Philosophy for Children	• All new classroom bases staff and new student P4C Champions to receive Level 1 P4C training to support sustained student leadership across the school, a high quality PSHE and RSHE provision and promoting the school values of respect and harmony	
Careers guidance	• 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 consultants	• All new classroom teachers (3), including new ECT's (2) receiving teaching and learning coaching through external consultant, with focus on quality first teaching and adaptive teaching techniques (recruitment) • Current ECT's at the school (5) continue to receive coaching to ensure they maintain progression in their practise as they meet the Teaching standards (retention) • Middle Leader Coaching Programme to support new and experienced Middle Leaders with the identification of underperforming student sub-groups, and the intervention of classroom based interventions. This links with the newly established Rokeby School Lesson Structure. • All members of the Senior Leadership Team receiving leadership coaching	1
Google consultancy	• Further develop systems to capture student progress in line with quality first teaching, such as book look, lesson observation and subject/year review pro-formas which support the triangulation of affective monitoring	1

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

Budgeted cost: £136,560

Activity	Evidence that supports this approach	Challenges addressed
Team Up	• 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. In the academic year 2022/2023. 3 programmes ran in Autumn, Spring and Summer terms. Average progress between baseline tests and final test = Autumn (Yr 7) Maths 0.7 grades, English 0.3 grades; Spring (Yr 8) Maths 0.4, English 0.5; Summer (mixed Yr 7/8) Maths 1.3, English 1.1	1,2,3

Mentoring Plus peer mentoring in place for year 11 students carrying on	● 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	● 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	● 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	● Homework strategies from the EEF teacher toolkit shows that homework has a positive impact on average, adding five-months of progress 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	● 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	● 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. Similarly, Clark and Rumbold (2006) argue that reading for pleasure could be one important way to help combat social exclusion and raise educational standards	1,2
Ongoing Holiday intervention programmes	● Christmas, Easter, Summer half term breaks including weekend intervention programmes for students who need targeted support	1,2,3,4
MPA/EAL induction process	● Use of the MPA / EAL induction to identify students with a package of support that best meets their needs	1,2,4
Careers programme	● Start profile is being used with all students in Years 7, 8 and 9 through computer science lessons. Students are able to log their skills, interests and qualities through surveys which	1,2,4

	results in a profile to guide them to make informed choices for the future. Start profile also gives students up to date information on labour market information and allows them to see job growth over a 5 year period. Students will use this program to identify and develop their work related skills and make choices about post-16 provision in a holistic way. This should have a direct impact on all students reducing NEETS by giving students bespoke guidance	
Lunchtime reading club	Students are encouraged to attend the lunchtime reading club, so that they have a space to read to their peers and students are supported with selecting an appropriate challenging book and are offered a school lunch	1

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

Budgeted cost: £199,000

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
CAMHS Clinician	● To work with targeted students referred with considerable mental health barriers to improve their wellbeing and performance. This is implemented by following a 6 week program of support with the referee to provide strategies, advise and monitoring.	1,3,5
Place2Be Therapist	● 30 minute drop in service for Place to Talk self referrals for students and staff ● 6 week counselling service for referred students	1,3,5
Trauma Informed Practice	● Delivered by South East Psychology to all staff as twilight training ● Aims to increase practitioners' awareness of how trauma can negatively impact on students, and their ability to feel safe or develop trusting relationships	3,5
Health and Wellbeing Week	● All Year 9 students as part of Health and Wellbeing Week received workshops on building healthy relationships, eliminating discriminatory behaviour and supporting the Rokeby boys to be allies of those who may be victims ● Health and wellbeing week- drugs/alcohol/vaping workshops	3,5
Teens and toddlers	● 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	● 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	● Educational visits ● Residentials ● DofE ● CEIAG across all year groups ● Saturday morning sports ● Outward Bound opportunities ● Future pathways ● Trampolining	2, 4

	- Futsal - Handball - Rugby	
Communicating with and supporting parents	Parent/carer coffee mornings are held regularly to ensure families are updated on key areas of school life. Sessions are led by a variety of staff from curriculum leads, Year coordinators and safeguarding team. Parents/carers of disadvantaged students are targeted through the pastoral team.	1,2

Total budgeted cost: £470,557

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 2022 to 2023 academic year.

Improved quality first teaching for all:
Observations: 120 lesson observations conducted ,67% of areas deemed exemplary, 30% identified as secure.Staff with areas not secure received follow-up support, long-term cover teachers in Art and Design Technology replaced with full-time staff   **Live marking:**   - Integrated into Rokeby School's lesson structure, emphasised in 45 post-lesson observation discussions and continuing focus in the upcoming year for consistent delivery   **External consultant:**   - Conducted 12 full-day sessions,collaborated with 24 staff members, all 5 Early Career Teachers (ECTs) completed successful induction, 9 Middle Leaders coached on using assessment data for student progress   - School's provisional Progress 8 score last year: +0.28   **Improved reading and literacy:** Star reader was used successfully to find students starting point of all year 7 students reading age

Bedrock

All KS3 students are expected to complete 20 minutes of independent Bedrock Vocabulary learning homework a week.

- 93% of students made progress towards their target.
- 41% met the lesson completion expectation and required encouragement.
- 22% exceeded the lesson completion expectation and required praise
- 27% were identified as "needing intervention"
- There was only a 3% gap between the attainment of PP/ non-PP students

Our lead learner QA 8R spent an impressive 63 hours and 12 minutes on Bedrock last year

Targeted Phonics Intervention

- Lowest 10% performance in reading age targeted
- KS3- Avg 10 months per student increase in reading age
- KS4- Avg 11 months per student increase in reading age

Reading Mentor Impact

- KS3- Avg 9 months per student increase in reading age

Close the gap between PP students and non PP students:

Student Progress Meetings:

- SLT meetings post-data drops across all year groups identify students not progressing and guide teacher actions for improved outcomes. Data informs class placements for suitable challenge levels, with key stage teams offering academic and pastoral support to identified students

Ongoing Holiday Intervention Programs:

- Conducted HAF programs in Autumn, Winter, and Summer holidays Priority given to PP, LAC, and SEND students. Activities included sports, science experiments, school visits, computing. Provided hot meals, snacks, and daily food parcels with recipe cards.Filled 130 places throughout the year

Ambition, Aspire and Achieve Zone:

- 100% PP pupils achieved 95% attendance, 94% achieved 95% punctuality.89% showed significant improvements in social, emotional, and mental health.Improved teamwork and communication skills evidenced by conduct points achieved

Homework Support & Other Initiatives:

- Homework Club available Monday-Friday, offering computer access or TA support .TAs aid Y7, SEND, and MPA students with online platforms and homework

- MPA/EAL Induction: 76 mid-phase admission students assessed in Maths and English.Grouping based on test results for tailored progress and challenge
- Careers Guidance: Year 11 receives detailed one-to-one guidance with action plans shared with parents.Year 9 engages in Careers Day for GCSE Options selection preparation
- Brilliant Club involves 14 Year 8 students in seminar sessions led by a PhD student, undertaking a dissertation
- Attendance Team conducts weekly tracking, support, and improved parental engagement via weekly HV.Targeted intervention plans designed for students with below 60% attendance
- Million Mentors Program supports 23 students monthly in developing personal action plans for their future

Use cultural capital given to give students access to experiences and skill development:

Work Experience Placements:
- Increased uptake in Y10 placements; 36 students completed in April 2023.Additional 18 students participated in WEX with FCA in July 2023

Encounters with Further/Higher Education:
- Assemblies and workshops from colleges for all students in Year 11 sessions with 15 colleges, aiding course inquiries and supporting the understanding college life

Personal Career Guidance:
- Individualised guidance provided by careers advisors, shaping action plans with parents/carers.Guidance lowered NEET figures below National levels

Year 11 Peer Mentoring:
- 50 students mentored by 20 senior prefects, implemented opportunities for enhancing metacognition and exam preparation beneficial for 70 (40%) Year 11 students, contributing to Rokeby's P8 score

Enrichment Activities & Experiences:
- Varied experiences provided through school visits, workshops, work experience, and clubs. Diverse range of activities includes D of E sign-ups, CEIAG experiences, after school clubs and school visits

Academic Intervention Programs:
- 27 students offered English or Maths intervention, all in receipt of P.P
- 20 parents enrolled students in targeted after-school sessions for English/Maths intervention.Baseline testing done prior to the 11-week program, 2 students withdrew with parental consent

Mental health and wellbeing:
- There is one Place2Be counsellor and one CAMHS practitioner. This has reduced the number of CAMHs referrals and forms an integral part of our Early Help approach
- Fully resourced Mental Health and Wellbeing room- we have purchased a range of sensory toys and equipment, as well as a 'cool down' bean bag area. The use of this has reduced high level behaviour events

- Whole staff supervision has supported staff wellbeing
- SAS Health is available to all staff to support their mental health and wellbeing.
- A range of RSHE curriculum events to support student wellbeing.
- Many parent events and communications to support parent/carer and student wellbeing.
- PPP intervention ran last year to offer counselling support and parenting advice to parents and carer

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
Five day programme Residential in Wales	The Outward Bound Trust
Careers guidance	Inspire

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?	