

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the (2024 to 2025 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	600
Proportion (%) of student premium eligible students	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 and 2025/2026
Date this statement was published	January 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Jo Doyle
Pupil premium lead	Zakir Hussain
Governor / Trustee lead	Sarah Lawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£342300
Recovery premium funding allocation this academic year	0
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	£342300

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 a significant decrease in the number of students on roll. 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 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	<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. 80% 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 2024, 41 students joined Rokeby the majority are EAL and it is difficult for them to access English and the curriculum. We have a transient population as 27 students in the Autumn term of 2024 so far have come off roll as families have moved out of Newham. In the year 2023- 2024 74 students joined and 68 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 (under 1%) - Autumn 2024: Attendance PP 93.13%, non PP 93.52% Lateness PP 4.76%, non PP 4.53%</p> <p>Intake: In 2024/2025 our Y7 intake came from 22 different primary schools. Y8 intake came from 53 different primary schools. MPAs: Y7 26%, Y8 -3 %, Y9 - 9%, Y10 - 4.5%, Y11 - 11% (Students joining September 2024 to November 2024)</p> <p>Our Roll: 600 students November 2024. The fall of students on roll has slowly declined over the previous years which is similar to other schools in Newham and nationally.</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>
5	<p>Mental Health and wellbeing</p> <p>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 (93.37%), a return to pre covid levels has not been seen.</p> <p>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.</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. Moreover the number of mid phase students joining Rokeby is higher than the national average and many of these students are EAL. 74 students Joined Rokeby in 2023-2024 Academic year. 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 				
			PP	Non PP	All
	Y11 MTG				
		A8	47.47	44.53	45.9
	Y11 Autumn				
		A8	39.23	36.93	38
	Y10 MTG				
		A8	46.36	46.28	46.33
	Y10 Autumn				
		A8	31.85	33.56	32.63
	2023/2024				
		P8	-0.16	0.19	0
		A8	44.83	53.61	48.86

Improved reading and literacy	<ul style="list-style-type: none"> ● 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 a Sparx Reading Coach
Close the gap between PP students and non PP students	<ul style="list-style-type: none"> ● Close the gap between A8 scores of PP and non-PP students with a target of equal A8 scores. 2023-2024 results showed that PP students achieved a progress score of -0.16 compared to non PP students who achieved 0.19. Our aim is to close the gap so they are making at least the expected progress. Difference (-0.35) this academic year there will be no progress score to compare to just attainment scores
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 2023/2024 demonstrated by: our current attendance of 93.37% · 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	<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
Provide meaningful support to students with mental health and wellbeing issues	<ul style="list-style-type: none"> ● 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 Child and Adolescent Mental Health Services (CAMHS) 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 outcome

	<ul style="list-style-type: none">● Provide opportunities such as targeted sports sessions, workshops focussed on gangs and county lines, mental health workshops and power to thrive sessions in primary schools for vulnerable students.● Available support from school based and external agencies is signposted in assemblies and extended registrations
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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: £133,893

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. 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	<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 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	<ul style="list-style-type: none"> 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	<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) All students given Labour market information during weekly CIAG activities Year 8 to Yr11 exposed to non academic technical courses 	2,3,4
External consultants	<ul style="list-style-type: none"> All new classroom teachers (3), including 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 (2) 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. External consultant to raise standards in Design and Technology 	1
Google consultancy	<ul style="list-style-type: none"> 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: £113,046

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 2024 after students have received their mock grades. Students do not have KS2 data and will not have a P8 score. We will look at their A8 score and focus on the students who are borderline 3-4, 4-5 and 6-7. Peer mentoring will be a focus as students have been developing their revision techniques through revision coaching and retrieval practice in lessons. 	1,2,3
PLAY (producing leaders amongst youths)	<ul style="list-style-type: none"> We identified 30 PP KS4 students who have shown an interest in law as a career. This was done through a future pathways survey. Edwards Duthie Shamash is a local law firm who will run the classroom sessions. This is an opportunity to learn how the law applies to issues that may affect their lives, and provide an insight into the legal sector and careers in law. The sports component will consist predominantly of football sessions and will be delivered by Stratford East Football Club. The aim of the football aspect is to make sessions interactive and enjoyable, whilst teaching key transferable skills and attributes such as team-work and the ability to collaborate with people of all ages, personal circumstances and backgrounds. The sessions will be 60-90 minutes twice a month for 4 months. 	1,2,3
Synthetic Phonics	<ul style="list-style-type: none"> The lowest 10% of readers are identified and diagnostically tested using the Ruth Miskin Fresh Start assessment. Students who need phonics are then placed in 1-2-1 or small groups and withdrawn from lessons twice a week. 	1
Sparx Intervention	<ul style="list-style-type: none"> Students who have been identified as being in the lowest 10-20% of readers have a 'Sparx coach', this member of staff supports them to read regularly on Sparx and track/monitor their progress. 	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

<p>Subscription to Bedrock, STAR Reading and Accelerated Reader Sparx</p>	<ul style="list-style-type: none"> • The Rokeby Reading Strategy ensures that all students have opportunities to improve their reading age and develop a love of reading. <p><u>Bedrock Vocabulary</u></p> <ul style="list-style-type: none"> • Students with limited access to these platforms are invited to homework clubs and encouraged to complete their Bedrock/ Sparx Reader homework there with the support of TA's. • Students in the lowest sets have one AR lesson a week. This helps close the gap with their reading ages and allows for closer monitoring of their reading age and teacher intervention in the form of guided reading. <p><u>STAR Reading and Accelerated Reader</u></p> <ul style="list-style-type: none"> • The library used as a central location in the school. Library staff host weekly library reading groups, lessons using Accelerated Reader / Star reading test and as morning interventions. 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. 	<p>1,2</p>
<p>Ongoing Holiday intervention programmes</p>	<ul style="list-style-type: none"> • Christmas, Easter, Summer half term breaks including weekend intervention programmes for students who need targeted support 	<p>1,2,3,4</p>
<p>MPA/EAL induction process</p>	<ul style="list-style-type: none"> • Literacy Strategy and Reading Strategy, EAL students have a pathway within this to support their language acquisition and reading. All teachers are teachers of Literacy and EAL. • Experienced EAL lead teacher who has sole responsibility for beginner learners. 	<p>1,2,4</p>
<p>Careers programme</p>	<ul style="list-style-type: none"> • Start profile is being used with all students in Years 7, 8 and 9 through computer science lessons. Students examine selected sectors every half term paying attention to pay, qualifications, duties and workforce. 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. 	<p>2,4</p>
<p>Lunch time reading club</p>	<ul style="list-style-type: none"> • Targeted for the more able students, this runs for KS3 at lunchtime, they all read the same text with the librarian and have group discussions and activities. 	<p>1,2,3,4</p>

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

Budgeted cost: £95,380

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	<ul style="list-style-type: none">• 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.• Moreover peer mentoring to yr 9 and 10 in supervised lunchtime art based interventions	1,3,5

Place2Be Therapist	<ul style="list-style-type: none"> ● 30 minute drop in service for Place to Talk self referrals for students and staff ● 6 week counselling service for referred students ● Expanded our provision to include group therapy, a journey of hope for students with students who have issues with self esteem and friendship. 	1,3,5
Trauma Informed Practices	<ul style="list-style-type: none"> ● Aims to increase practitioners' awareness of how trauma can negatively impact on students, and their ability to feel safe or develop trusting relationships ● Training delivered through South East Psychology package ● 2 sessions delivered on NCL training day ● 3 45 minute sessions delivered through staff twilight 	1,2,3,4
Health and Wellbeing Week	<ul style="list-style-type: none"> ● All Year 9 students as part of Health and Wellbeing Week received workshops on building healthy relationships, sex education, 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 ● Born for Sport work with all year groups introducing new sports and activities to support physical engagement of students. ● Friendship workshop with year 7 from Place 2 be/ Year 8 mental health awareness workshop 	5
Power to Thrive	<ul style="list-style-type: none"> ● 16 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. ● Students working with KS1 primary students. 	1,4
Ambition, Aspire and Achieve Zone	<ul style="list-style-type: none"> ● 12 week programme for 12 KS3 students & 12 KS4 students ● Engaging students in a range of projects to build confidence, encourage personal development and support them in achieving their full potential. ● Mentoring ● Relationship building (Healthy relationships) ● Improving communication & Interpersonal skills ● Problem solving 	4

<p>Improve range of activities and experiences (cultural capital) for all students to access</p>	<ul style="list-style-type: none"> ● Educational visits ● CEIAG across all year groups ● Saturday morning sports ● Outward Bound opportunities ● Future pathways ● Trampolining ● Futsal ● Handball 	<p>2, 4</p>
<p>Communicating with, and supporting parents</p>	<p>Parent/carer information 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.</p>	<p>1,2,3,4,5</p>

Total budgeted cost: £342,319

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 **2023-2024** academic year.

<p style="text-align: center;"><u>Improved quality first teaching for all:</u></p> <p>CPL for teaching and learning Three consecutive years of students making more than expected progress SEND students made exceptional progress 23/24 Design and Technology improved both progress and attainment 3 whole school twilights Two joint twilights and one learning days held across the trust</p> <p style="text-align: center;"><u>Provide students with immediate feedback in lessons to support academic progress</u></p>
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Lesson Observations

Lesson observations show that most lessons were secure of exemplary- where not coaching and other appropriate support was provided

Philosophy for Children

9 sessions were held. 8 new staff and 18 students have received Level 1 P4C training accredited by SAPERE.

P4C provision has been mapped against the PSHE and RSHE curriculums to ensure that students at Rokeby develop crucial skills of critical thinking and decision making, preparing them to be successful both inside of school and beyond.

External consultants

8 days of coaching by external teaching and learning consultants. All ECT 2's completed induction successfully. All ECT's were retained or given promotion.

3 days of Design and Technology support by an external consultant- Improvements in attainment and progress in GCSE scores in Design and Technology. Change in exam board has ensured that students' interests and strengths are addressed and catered for.

Google consultancy

Termly sessions with DSL to devise a workflow and system to identify vulnerable students (including PP). System is used to identify, plan and review strategies and interventions to mitigate: risks to children, student behaviour and welfare concerns, social and personal development concerns and academic underachievement.

Improved reading and literacy:

Targeted Phonics Intervention

43 students received synthetic phonics intervention and the average reading age increased by three years. Students who no longer needed the phonics programme were withdrawn but still had regular fluency practice with the reading TA.

Homework support is available after school

This is attended by students from Years 7-11.

Students have the opportunity to get 1:1 support with homework from a TA or peer support. They can also use the computers to work independently . The impact is that students can successfully undertake/engage with homework more effectively and therefore access the curriculum to a greater extent.

Several Year 11 students currently access this at lunch time to support their exam preparation as they can access and print past papers/mark schemes.

Student progress meetings held by SLT with ML / YC / KSC: 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, with key stage teams offering academic and pastoral support

Subscription to Bedrock, STAR Reading and Accelerated Reader: In KS3 English, all students were given weekly homework on Bedrock learning and have fortnightly Bedrock learning lessons in class whether they can access the platform on chromebooks.

- For 2023-24 student engagement was at 73% and students made excellent progress with their vocabulary.
- 9 students won the Bedrock Race for Reward and were celebrated in the Rokeby Recorder for their top position(s) on the Bedrock leaderboard.
- English Student voice survey data shows that “My teacher regularly checks my homework” was in the top three strengths of the department.

MPA/EAL induction process

- 20 students have currently been through or are in the EAL groups last academic year:
- 6 have moved back into mainstream,
- 4 have left the school
- The rest of the students finished the course at the end of the academic year
- 100% of the students involved in the course have moved up a proficiency level.

Close the gap between PP students and non PP students:

Communicating with, and supporting parents

Twilight delivered last academic year- staff aware of the importance of parental engagement and good practice around the school is recognised and shared. Departments embed parental engagement strategies in their DDPs.

Up to 6 parent information morning sessions taking place every term. Staff from key areas (e.g. Science, English, Maths, Pastoral) have delivered parent information sessions- which have given parents a detailed understanding of subjects and routines in the school. Liaising with parents has allowed parents to ask key questions and support student learning.

Ongoing Holiday intervention programmes

4 HAF (Holiday, Activity and Food) programmes ran last year. PP students are given priority. Students are not required to pay for the sessions.

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

Work Experience Placements:

51 students have taken part in work experience in the year 23/24. A further 18 students have taken part in work experience with the FCA in July 2024. Students have experienced the world of work and developed key skills to help them make informed choices about the future.

Encounters with Further/Higher Education:

All year 11 students have had morning assemblies which have been delivered by Colleges. Year 11 information evening. Students in year 11 have a detailed understanding about courses, types of pathways - including technical and non-academic qualifications and entry requirements from a range of providers.

Personal Career Guidance:

All year 11 students have had a personalised careers interview which has resulted in a detailed action which highlights the next steps for them moving into post-16. Pastoral leads are consulted and students are targeted with SEN students being given priority. Some students required more than one interview to address their changing needs. The personal guidance allowed students to make realistic and informed choices about their next steps after leaving school. 2.4% NEET figure for Rokeby.

Careers programme

The Careers programme is guided by the Gatsby benchmarks and bespoke to the needs of year groups. Students start KS3 with an emphasis on key skills for work and guidance on how to develop those skills. As students approach KS4 they are guided in developing their interview skills and all students are given the opportunity to take part in work experience in year 10.

The Careers programme allows students to develop according to the challenges and opportunities they have in each phase of their school. The graduated approach gives students a chance to explore the various skills and qualities needed to make informed choices about their future.

Brilliant Club

Two programmes were completed. Autumn term Year 8s this was the 2nd group from this year group to undertake the programme. 14 students in total enrolled on the programmes. 8 of these submitted the final assessment. Unfortunately 6 students who did not submit their work, had actually handed in a piece which was then deemed to have been AI produced. The tutor did not alert the school to this problem and by the time the school had determined what had happened, it was too late. Coordinator raised this matter with The Brilliant Club directly. 2 students received 2:1 s; 4 students 2:2s and 2 students 3rds. The Graduation Event took place at the Courtauld Institute. The second, summer programme was more successful and involved year 7 students. 1 student did not submit the final assignment. 6 students achieved a 2:2; 2 students a 2:1 and 3 students a 1st. the Graduation Event for this group was held at UCL's new East London campus in the Queen Elizabeth Park.

Team Up

Two programmes were completed - Autumn term with 20 year 8 students. Spring Summer 20 year 7 students. Autumn term programme - 19/20 students made progress on baseline assessment. 13 students met or exceeded the target progress from the programme. Average Grade progress for students studying English = 0.8, Maths 0.8. For the Summer term 17/20 made progress of at least 0.5 of a grade. The highest being 2.8. Average progress for English = 0.9, Maths = 1.0

Mentoring Plus peer mentoring in place for year 11 students carrying on

Students had been identified after the mock exam data was published. SLT and pastoral leaders mentored the students. Senior prefects supported through peer mentoring and monitored regularly. The emphasis this year is parental support and linking to revision coaching.

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

Mental health and wellbeing:

Attendance team to track, monitor and improve the attendance of some of our most vulnerable students:

We built the attendance tracker for all staff and students. Identify clearly defined roles for various staff to create a whole school staged response to attendance concerns. Attendance finished 93%. This was above the national average 91.5% So our PP students above 5%.

CAMHS Clinician: Clinician has successfully completed the 6 week course CBT with 11 students. Which improved their attendance and engagement with the school.

Place2Be Therapist: Successfully launched a "journey of hope" group therapy for year 8 students in the summer term. 10 students are currently involved and will expand into all KS3. Students developed friendships with each other and formed support groups outside of these sessions.

Place to talk: Though successful (207 sessions delivered to 68 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. 6 students have undergone regular counselling and have received 89 sessions. As a result of these interventions, 20 safeguarding disclosures have been passed on to the school, of which 16 were considered a high threshold.

Place to talk have also held 15 parent support meetings and 12 staff support meetings.

Place to talk has a worry box in the library for students to self refer. The main reasons for self referral are academic pressures (29), Family relationships(28), Anger and Anxiety (28) and issues with staff (7).

Trauma Informed Practices: Two twilight training completed and the feedback from all teachers had been positive. This is an ongoing initiative the principals have developed into our working practices in managing classroom behaviour and building consistency in our approach as a staff team. As a result we have introduced restorative detentions and a staged response to low level classroom disruption following a reminder, warning and sanction.

Health and Wellbeing Week: Years 7 -10 engaged in our Health and Wellbeing week. Feedback from students was good and the activities available were wide ranging. Including Born 4 Sport supervised games activities, Friendships workshops (Year 7), Mental Health Workshops (Year 8), Tender relationships workshops (Year 9)

Teens and toddlers: 10 students engaged successfully in this course. Attendance improved and the behaviour of students changed positively during the process. Students expressed very favourable opinions of the course, Students spent 16 weeks working in primary schools in the afternoon on a Tuesday.

Ambition, Aspire and Achieve Zone: 10 KS4 pupils successfully completed the 12 week workshop. As a result 50% of the selected pupils recorded 98% or above for their school attendance. Some pupils have shown an increased interest in participating in wider school functions such as school performances, sporting activities and applying for student leadership opportunities. Strong friendships and relationships have been formed.

Other wider strategies:

- Whole staff supervision has supported staff wellbeing
- (school advisory service)SAS Health is available to all staff to support their mental health and wellbeing
- A range of (Relationship, sex and Health Education)RSHE curriculum events to support student wellbeing
- Many parent events and communications to support parent/carer and student wellbeing
- (Pupil Placement Panels)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
Power 2 Discover	Teens and toddlers

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?	