



School overview

Metric	Data
School name	Rooks Heath College
Pupils in school	997
Proportion of Disadvantaged pupils	36.91%
Pupil premium allocation this academic year	£314,852
Academic year or years covered by statement	2018 / 2019
Publish date	October 2020
Review date	October 2021
Statement authorised by	Miriam Manderson
Pupil premium lead	Johanne Logan
Governor lead	Pauline Hughes

Disadvantaged pupil performance overview for 2018/19 Academic Year

Disadvantaged students in Year 11	67
Progress 8	-1.04
Ebacc entry	46%
Attainment 8	33.4
% Grade 5+ in English and maths	15%

Strategy aims for Disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve positive residuals for Progress 8 and narrow the gap between Disadvantaged and Non Disadvantaged students in the College.	Sept 2020
Attainment 8	Achieve at least at national average for Disadvantaged students.	Sept 2020
% Grade 5+ in English and maths	Increase the amount of Disadvantaged students achieving Grade 5+ in English and Maths in line with National Average. Ensure high quality and effective delivery of English and maths.	Sept 2020



Pupil premium strategy statement (2018 – 2022)

Ebacc entry	To maintain a high level of Ebacc entry for Disadvantaged students. Ensure inclusive teaching approaches to maximise on the Ebacc languages available across the examination cohorts.	Sept 2020
Attendance	Improve attendance of Disadvantaged students.	Sept 2020
Culture, ethos and community	Improve the quality of provision and a sense of belonging to the culture, ethos and school community of all Disadvantaged students.	Sept 2020

Teaching priorities for current academic year

Measure	Activity	Barriers to learning addressed
1	Professional development focus on narrowing the attainment gap across the curriculum.	High quality pedagogy and practice which adequately addresses the needs of disadvantaged students.
2	Recruitment of high calibre teachers – particular focus on English and Science.	Access to subject specialists across the curriculum impinge in the knowledge and understanding at a greater level for Disadvantaged students.
3	Subject department assessment and rewards drive.	PP students lacking motivation and purpose who would benefit from increased of positive strategies to engage and support progress.
4	Literacy and Numeracy assessments	PP students at Rooks Heath often have EAL needs or weaker literacy and numeracy due to social barriers impeding on their progress both within and out of school.
5	Training delivered by teachers to parents on how to support their child at home.	Parents may not have the knowledge of strategies to employ at home to support their children.
Projected spending		£130,000

Targeted academic support for current academic year

Measure	Activity	Barriers to learning addressed
1	Targeted interventions for key students for intensive support to expedite progress.	Disadvantaged students often require additional 1-2-1 time or smaller groups to allow them to focus on areas of weakness and to make enhanced progress.



Pupil premium strategy statement (2018 – 2022)

2	Catch Up Literacy & Accelerated Reader, Catch Up Numeracy, Flash Academy	Low levels of literacy and numeracy.
3	Peer to Peer mentoring.	Motivation and sense of belonging.
4	Student Support Hub development.	Complex social/emotional needs which impede access to the curriculum and therefore learning and progress.
5	Access to online materials for all students	Additional hours for ICT suites to be supervised. This could be in the morning before school, at lunch time or after school. This could be a resource that is combined with the additional tutoring and coaching above. Setting up a model where students can loan equipment from the school such as laptops. Look into Wi-Fi options for Disadvantaged students.
6	Homework club – resourced and in an ICT room	Disadvantaged students often need a quiet space to learn or an environment conducive to study and access to specialist help and resources.
Overall spending		£130,000

Wider strategies for current academic year

Measure	Activity	Barriers to learning addressed
1	Data understanding and manipulation by all leaders to have effective strategies to address barriers to learning.	Development of effective strategies to analyse and meet the needs of Disadvantaged students.
2	MAT relationship development	Increasing networking opportunities between the two schools to develop knowledge in key areas such as KS2 literacy and numeracy development and support progress for Disadvantaged student.
3	Literacy, numeracy and digital literacy for parents	Parents ability to support their child at home.
4	Extra-curricular: Wide variety of extra-curricular opportunities made accessible for students.	Broaden horizons and expose students to aspects of the world they may not have come across. Increase cultural understanding.
5	Breakfast club	Hungry children are unable to focus and this impacts on ability to learn.
Overall spending		£50,000



Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development to address areas of improvement.	Calendar PD and ensure adequate time and space given for staff to engage – DHT lead.
Targeted support	Ensuring enough time for the all subjects but specifically members of the English team to support small groups across the year.	Support for subject teachers of all subjects but in particular English to deliver adequate supplementary provision, access to resources and supporting with the coordination of targeted small groups.
Wider strategies	Engaging the families facing most challenges and who are most hard to reach.	Regular communication with parents via standard communication, including newsletters targeting specific groups (SEN). Liaison with the borough and other schools as required.

Review: last year's aims and outcomes

Aim	Outcome
Development of a Student Support Centre to provide interventions, support and offer alternatives to exclusion for disadvantaged students.	Fully met.
Development of the BfL policy to reflect the development of the Student Support Centre	Partially met. More work on this area to be done.