

Pupil premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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 | Rooks Heath School |
| Number of pupils in school | 1017 |
| Proportion (%) of pupil premium eligible pupils | 293 – (28.81%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-22 (Recovery Premium) 2021-2024 (Pupil Premium) |
| Date this statement was published | 17 th December 2021 |
| Date on which it will be reviewed | Yearly |
| Statement authorised by | Miriam Manderson |
| Pupil premium lead | Johanne Logan |
| Governor / Trustee lead | Pauline Hughes |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £315,080 |
| Recovery premium funding allocation this academic year | £47,488 |
| 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 | £N/A |

Part A: Pupil premium strategy plan

Statement of intent

Rooks Heath School intends to support all students to have equal access to education and the opportunities available to live an independent and successful life. Rooks Heath School recognises that students and families can be unfairly disadvantaged due to factors beyond their control. We therefore plan to provide equity through the Pupil Premium strategy and recovery premium to minimise the impact of such factors.

The plan below outlines a holistic approach to improving circumstances for learners at Rooks Heath School. It is worth noting that the plan may be adapted as new or different challenges arise.

The table below shows our key aims.

| Aim | Target | Review Date |
|---------------------------------|--|--------------------|
| Progress 8 | Maintain positive residuals for Progress 8 and continue to narrow the gap between 'disadvantaged' and 'non-disadvantaged' students at Rooks Heath. | September 2022 |
| Attendance and Punctuality | Improve attendance of 'disadvantaged' students. Reduce lost learning time. | September 2022 |
| Attainment 8 | To develop awareness and address attainment gaps between characteristic groups. | September 2022 |
| % Grade 5+ in English and Maths | Increase the number of 'disadvantaged' students achieving Grade 5+ in English and Maths in line with National Average. | September 2022 |
| Ebacc entry | To maintain a high level of Ebacc entry for 'disadvantaged' students. | September 2022 |
| High Quality Teaching | To develop High Quality Teaching across the school to improve outputs for all learners in response to the pandemic. | September 2022 |
| Targeted Support | To plan and implement a suite of research-based interventions and targeted support to improve outputs across the school in response to the pandemic. | September 2022 |
| Culture and Ethos | To put measures in place to increase capacity in areas needed to develop the culture and ethos of the school. | September 2022 |

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Disruption to learning caused by the pandemic. |
| 2 | Access to accurate/reliable data for HODs and subject teachers to diagnose areas of focus and plan targeted support for learners. |
| 3 | Literacy and Numeracy proficiency. |
| 4 | Access to high quality teaching meeting individual needs including SEND, EAL and MA. |
| 5 | Attendance and punctuality. |
| 6 | Recruitment and retention. |
| 7 | Under-developed learner independence, metacognition, and growth mindset. |
| 8 | Leadership capacity to foster a nurturing environment. |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|--|
| For all learners to have access to high quality teaching that addresses their individual needs and enables progress for all. | Evidence of ongoing High-Quality Teaching in every classroom. |
| For all learners to have returned to school with consistent good attendance and punctuality (unless there is a valid reason). | Attendance figures to be over 96% or in line with National Average. |
| For all learners to be back on track with learning the curriculum as intended. | Students still achieving without adjustments made by exam boards. |
| For students to be more proficient with both literacy and numeracy. | More positive progress checks in both English and Maths. Reading ages and Maths standardised scores to have increased on average. |
| For intervention to happen sooner further down the school with easier access to accurate and reliable data. | Student progress checks improving before Year 11. Reduced need for intervention in Year 11 allowing for more targeted support. |
| For learners to have a heightened sense of belonging. | Improved behaviour, punctuality, attendance in school and at extra-curricular activities, increased engagement, and improved outcomes. |

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| Recruitment and retention improved to be able to provide learners with consistency and continuity. | Increased learner engagement. Improved behaviour due to consistency of staff and getting to know the students holistically over time. |
| Improved independence, metacognition and growth mindset. | Learners able to tackle higher level answers. Increased staff capacity due to reduced 'chasing'. Staff able to concentrate on learners that need most support with individual topics. Improved engagement, effort and results. |
| Leadership able to provide support to middle leaders and other staff in addressing school priorities. | Improved behaviour and culture of the school. |
| For Rooks Heath to be the desirable option for families across the closest boroughs. | First choice for more learners moving from Year 6 to Year 7 and into Sixth Form. |

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: £150,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Professional Development on High Quality Teaching | High quality teaching is the most valuable contribution to progress that a teacher can give. (DfE, 2014), Rosenshine’s Principles of Instruction (Rosenshine, 2012). EEF – High Quality Teaching (EEF, 2021), Five evidence-based strategies to support high-quality teaching for pupils with SEND (EEF, 2020). | 1,2,3,4 |
| PD Wednesday | ‘Professional development must be prioritised by school leadership’ (DfE, 2016). Teachers should be able to ‘fully commit’ to professional development (DfE, 2016). | All |
| GCSEPod | Case Studies at GCSEPod | 1,2,3,4,7,8 |
| HCTSA courses | ‘Professional development must be prioritised by school leadership’ (DfE, 2016). Teachers should be able to ‘fully commit’ to professional development (DfE, 2016). Leadership have the highest impact on learner progress through their interactions and leadership of other staff (Day et al., 2009). | 4,6,8 |
| ICT Infrastructure | Using ICT in Education – (DfE, 2019). | 1,2,3,4,5,7,8 |
| Teaching resources | High quality teaching is the most valuable contribution to progress that a teacher can give. (DfE, 2014), Rosenshine’s Principles of Instruction (Rosenshine, 2012). EEF – High Quality Teaching (EEF, 2021), Five evidence-based strategies to support high-quality teaching for pupils with SEND (EEF, 2020). | 1,2,3,4,6,7 |

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| Incentives – BFL badges and rewards | Intrinsic and extrinsic motivation (We Are Teachers, 2018) and Improving Behaviour in Schools (EEF, 2019). | 1,5,7 |
| Administrative staff to support HODs | Measuring School Capacity, Maximizing School Improvement (Beaver & Weinbaum, 2012). Improving teaching capacity to increase student achievement (Lynch et al, 2016). | 1,2,4,5,6,8 |
| ECT Coaching | Early Career Teacher Reforms (DfE, 2021). | 1,2,3,4,5,6,7,8 |
| Impactful transition programme | Summer School Guidance (DfE, 2020). Identifying factors that predict successful and difficult transitions to secondary school (Rice et al., 2015). | 1,2,3,4,5,7 |
| Leadership PD | ‘Professional development must be prioritised by school leadership’ (DfE, 2016). Teachers should be able to ‘fully commit’ to professional development (DfE, 2016). Leadership have the highest impact on learner progress through their interactions and leadership of other staff (Day et al., 2009). | 1,2,3,4,5,6,7,8 |

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

Budgeted cost: £150,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------|--|-------------------------------|
| Diagnostic Assessments | EEF Diagnostic Assessment Evidence Insights (EEF, 2020). Access Maths Tests , Access Reading Tests . | 1,2,3,4,7 |
| Accelerated Reader Programme | Accelerated Reader Success Stories . Improving Literacy in Secondary Schools (EEF, 2018). | 1,2,3,7 |
| TLR Middle Leadership | Measuring School Capacity, Maximizing School Improvement (Beaver & Weinbaum, 2012). Improving teaching capacity to increase student achievement (Lynch et al, 2016). Distributed Leadership (Spillane, 2006) and Transformational Leadership (Smith, 2011). | 4,5,6,8 |
| Literacy initiatives | Improving Literacy in Secondary Schools (EEF, 2018). | 1,3,4,5,7 |

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| Smaller class sizes | Teacher Toolkit | 1,4,5,7 |
| MyMaths | MyMaths Testimonials . Improving Maths in KS2 and KS3 (EEF, 2021). | 1,2,3,4,7 |
| SISRA – data analytics | Assessment and feedback (EEF, 2020). | 2,8 |
| Literacy Coordinator | Improving Literacy in Secondary Schools (EEF, 2018). | 1,2,3,4,5,6,7,8 |
| Aim Higher Coordinator | Distributed Leadership (Spillane, 2006) and Transformational Leadership (Smith, 2011). | 1,2,3,4,5,6,7,8 |
| National Tuition Programme: Tuition Partners | Evaluation of Tuition Partners (NFER, 2021). Small Group Tuition (EEF, 2021). National Tutoring Programme Guidance (DfE, 2021). | 1,2,3,4 |
| Academic Mentors | Evaluation of Tuition Partners (NFER, 2021). Small Group Tuition (EEF, 2021). National Tutoring Programme Guidance (DfE, 2021). | 1,2,3,4,8 |
| School-led Tuition | Evaluation of Tuition Partners (NFER, 2021). Small Group Tuition (EEF, 2021). National Tutoring Programme Guidance (DfE, 2021). | 1,2,3,4,8 |
| Year 11 Booster Courses | Evaluation of Tuition Partners (NFER, 2021). Small Group Tuition (EEF, 2021). National Tutoring Programme Guidance (DfE, 2021). | 1,3,4,5 |
| Catch Up Literacy | Improving Literacy in Secondary Schools (EEF, 2018). Catch Up Intervention Research (Catch Up, 2021). | 1,3,4,7 |
| Catch Up Numeracy | MyMaths Testimonials . Improving Maths in KS2 and KS3 (EEF, 2021). Catch Up Intervention Research (Catch Up, 2021). | 1,3,4,7 |
| FlashAcademy | The Bell Foundation Research Reports (The Bell Foundation, 2021). FlashAcademy Information. | 1,2,3,4,5,7 |
| Academic Support Clubs | Evaluation of Tuition Partners (NFER, 2021). Small Group Tuition (EEF, 2021). National Tutoring Programme Guidance (DfE, 2021). | 1,3,4,7 |
| Wider Curriculum Options | SEND Code of Practice (DfE, 2015). | 1,3,4,5,7 |
| Homework support | Homework impact report (EEF, 2021). Working with Parents to Support Children’s Learning (EEF, 2018). | 1,2,3,4,5,7 |
| Development of Parent Ambassador Programme | Working with Parents to Support Children’s Learning (EEF, 2018). Parental Engagement (Axford et al., 2019). | 1,4,5,7,8 |

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

Budgeted cost: £62,568

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Sunrise Activity Programme | Increasing student attendance (Northwest Region Education Laboratory, 2004). | 1,4,5,7 |
| Teaching spaces | Classroom design (Clever Classroom Design, 2021). | 4,5,6,7 |
| Careers and employability-focused teaching. | Gatsby Principles (Gatsby, 2021). | 3,4,5,7 |
| Quad spaces | Classroom design (Clever Classroom Design, 2021). Impact of Behaviour and Wellbeing on Learner Outcomes (DfE, 2012). | 4,5,6,7 |
| Attendance early intervention | Increasing student attendance (Northwest Region Education Laboratory, 2004). | 1,3,4,5,7,8 |
| Subsidised Music lessons | Impact of Music Therapy on Mental Health (NAMI, 2012). Why Music is great for your mental health (MIND, 2011). | 1,4,7 |
| Subsidised trips and school activities. | Travel Education improved educational outcomes (WYSE, 2013). | 1,4,7 |
| Visiting practitioners – revision workshops and problem solving. | Metacognition and Self-Regulated Learning (EEF, 2018). Five evidence-based strategies for High Quality Teaching (EEF, 2021). | 1,3,4,5,7 |
| Development of ICT systems | Using ICT in Education – (DfE, 2019). | 1,2,3,4,5,6,7,8 |
| STEAM | Reviewing the potential and challenges of STEAM in education (BERA, 2016) | 1,3,4,5,7 |
| Wellbeing | Creating space and belonging in schools (UCL, 2021). When the Adults Change, Everything Changes (Dix, 2017). | 1,2,3,4,5,6,7,8 |
| School Council | Real Decision Making? School Councils in Action (Whitty and Wisby, 2007). DfE Student Voice- Higher Standards, Better Schools for All (DfE, 2005). | 5,7,8 |
| Accessible extra-curricular activities | SEND Code of Practice (DfE, 2015) | 1,4,5,7 |
| Increase roll in Sixth Form | Creating space and belonging in schools (UCL, 2021). | 4,6 |
| Development of Rooks Heath Alumni | Role Model Theories (FutureFirst, 2021). | 5,7 |
| Development of the School as a Learning Organisation/Professional Learning Community | What makes a school a learning organisation? (OECD, 2016). | 4,6,8 |

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| Development of an Inclusion plan based on Index of Inclusion and the Inclusion Quality Mark | The Inclusion Quality Mark (IQM, 2021). The Index for Inclusion (CSIE, 2020). Creating space and belonging in schools (UCL, 2021). | 4,5,6,7,8 |
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Total budgeted cost: £362,568

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 pupils in the 2020 to 2021 academic year.

| Aim | Target | Review |
|--|---|--|
| <i>Progress 8</i> | Achieve positive residuals for Progress 8 and narrow the gap between 'disadvantaged' and 'non-disadvantaged' students at Rooks Heath. | <ul style="list-style-type: none"> - National Average Progress 8 for 'disadvantaged' learners was -0.45. In both 2019-20 and 2020-21 the Progress 8 was significantly above the National Average figure. - Progress 8 measures have been positive for PP students for the past two years (+0.2 in 2020 and +0.34 in 2021). - The progress gap between disadvantaged learners and non-disadvantaged learners has been narrowed by almost half a grade (0.38) between 2019 and 2021. - Progress figures will need to be maintained/improved with the re-introduction of external assessment. Despite heavy moderation and stringent procedures, there may be an impact on student progress as more content is re-introduced. |
| <i>Attainment 8</i> | Achieve at least at National Average for 'disadvantaged' students. | <p>Attainment was not measured nationally during 2020 and 2021. The 2019 National Average for 'disadvantaged' learners was 36.7. The following can be said regarding attainment:</p> <ul style="list-style-type: none"> - In both 2019-20 and 2020-21 Attainment 8 was above the National Average. - Difference in A8 between 2019 and 2020 was +14.24. Difference in A8 between 2020 and 2021 was -7.65. Difference in A8 between 2019 and 2021 was +6.59. This shows a positive trend on average. - The attainment gap between disadvantaged learners and non-disadvantaged learners has narrowed by 19.81 points. |
| <i>% Grade 5+ in English and Maths</i> | Increase the number of 'disadvantaged' students achieving Grade 5+ in English | <ul style="list-style-type: none"> - Between 2019 and 2020 the number of PP students achieving Grade 5+ in English increased by 26%. Between 2019 and 2021 the number of PP students |

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|--------------------|---|--|
| | and Maths in line with National Average. | <p>achieving Grade 5+ in English increased by 16.2%.</p> <ul style="list-style-type: none"> - Between 2019 and 2020 the number of PP students achieving Grade 5+ in Maths increased by 19%. Between 2019 and 2021 the number of PP students achieving Grade 5+ in Maths increased by 3.1%. - Between 2019 and 2020 the number of PP students achieving Grade 5+ in English and Maths increased by 23%. Between 2019 and 2021 the number of PP students achieving Grade 5+ in English and Maths increased by 6.5%. - Between 2018 and 2021 Rooks Heath has reduced the gap between disadvantaged and non-disadvantaged learners achieving Grade 5+ in English (22%) and English and Maths (4%). The gap for Maths has been maintained (0%) between 2018 and 2021 but was reduced between 2019/2020 (19%). |
| <i>Ebacc entry</i> | To maintain a high level of Ebacc entry for 'disadvantaged' students. | <ul style="list-style-type: none"> - Ebacc entries have fluctuated each year with an increase in entries for PP learners between 2019 and 2020 (19%). However, this was reduced between 2020 and 2021 (-27%). Overall there is a downward trend of -7.9% between 2018 and 2021. This is something that needs more input after the pandemic. - Between 2019 and 2021 there was a 2% decrease in the gap between disadvantaged and non-disadvantaged learners entered for the Ebacc. |
| <i>Attendance</i> | Improve attendance of 'disadvantaged' students. | <p>The pandemic (including two lockdowns) has had a significant impact on attendance across many schools in the country. This focus will continue into the new Pupil Premium and Recovery Premium Plan moving forward.</p> <ul style="list-style-type: none"> - Average attendance for PP students was 91.77% in 2019-20. Unfortunately, average attendance has decreased to 86.80% in 2020-21. Work will need to be done to address these figures. - For Non-PP students the average attendance was 94.10% in 2019-20 and this decreased to 91.97% in 2020-21 showing that this is an ongoing difficulty impacting all groups of learners. |

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|-------------------------------------|---|--|
| | | <ul style="list-style-type: none"> - The gap between attendance of PP learners and non-PP learners has increased to 5.17%. |
| <i>Culture, ethos and community</i> | Improve the quality of provision and a sense of belonging to the culture, ethos and school community of all disadvantaged students. | <ul style="list-style-type: none"> - An inclusive reward system called TRACK has been embedded within the school celebrating Teamwork, Resilience, Achievement, Creativity and Kindness. - Posters aimed towards tackling bullying and discrimination titled 'Call it Out' have been created and distributed across the school. - Outside agencies have been brought in to deliver assemblies and workshops around inclusion. - Careers workshops have been organised to inspire learners. - Work was completed on the online platforms used in the school to improve connectedness between learners at home and other members of the school community. - Displays have been developed to improve the overall look of the school. - School motto of 'Strive to Be Your Best' included in letterheads and included in language used in classrooms. - Professional Development around values, school ethos and scripts to develop confidence as a staff in tackling undesired behaviour. |

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

| Programme | Provider |
|------------------------------|----------------|
| FlashAcademy | Learning Labs |
| MyConcern | One Team Logic |

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|--|-----------------------------|
| Boxall Profile | Nurture UK |
| Accelerated Reader | Renaissance |
| Online Access Maths Tests | Hodder Education |
| Online Access Reading Tests | Hodder Education |
| Kerboodle | Oxford University Press |
| Seneca | Seneca Learning |
| MyMaths | Oxford University Press |
| Microsoft Office 365 | Microsoft. |
| Problem Solving Day | The Problem Solving Company |
| Study Skills | |
| MyOn | Renaissance |
| Centre for ADHD and Autism | Centre for ADHD and Autism |
| Diversity Training and Workshops | Diversity Role Models |
| Social Workers in Schools | DfE |