

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	1,286
Proportion (%) of pupil premium eligible pupils	421 – (32.73%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23 (Recovery Premium) 2021-2024 (Pupil Premium)
Date this statement was published	September 2022
Date on which it will be reviewed	Yearly
Statement authorised by	Miriam Manderson
Pupil Premium Champion	Rekha Gill
Governor / Trustee lead	Pauline Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,808
Recovery premium funding allocation this academic year	£48,050
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. The factors can vary for each student. Some factors faced by our disadvantaged students include financial difficulties with paying for materials, resources and educational trips. Other students may not have the ambition or awareness to succeed and continue their education further. Other students may need further support with literacy or numeracy. To minimise the impact of such factors we intend to provide a school curriculum which targets learning needs as well as a nurturing pastoral environment to cater to the needs of every child, including those who are high attainers. Our priority is to provide high quality teaching and learning which is proven to have the greatest effect on pupil outcomes.

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 2023
Attendance and Punctuality	Improve attendance of 'disadvantaged' students. Reduce lost learning time.	September 2023
Attainment 8	To develop awareness and address attainment gaps between characteristic groups.	September 2023
Literacy	Raise attainment of boys. Improve reading ages of disadvantaged students	September 2023
% 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 2023

Ebacc entry	To maintain a high level of Ebacc entry for 'disadvantaged' students.	September 2023
High Quality Teaching	To develop High Quality Teaching across the school to improve outputs for all learners in response to the pandemic.	September 2023
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 2023
Culture and Ethos	To put measures in place to increase capacity in areas needed to develop the culture and ethos of the school.	September 2023
Attainment gap Boys vs Girls	To narrow the progress and attainment gaps between disadvantaged girls and disadvantaged boys	September 2023
Literacy	To improve the reading ages of disadvantaged students	September 2023

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. (See table below)
6	Recruitment and retention.
7	Under-developed learner independence, metacognition, and growth mindset.
8	Leadership capacity to foster a nurturing environment.
9	The Progress 8 scores for disadvantaged students with a focus on disadvantaged males

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 through lesson observation.
For all learners to have consistent good attendance and punctuality (unless there is a valid reason).	Attendance figures to be over 96% or in line with National Average. Current attendance figures: 88.24%
For all learners to be making positive progress across all curriculum areas	Students to be consistently achieving in line with or above their targets across all areas.
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 have increased on average.
For reading assessments figures should demonstrate a narrower gap between the expected reading age of the disadvantaged cohort and that of their non disadvantaged peers.	Reading assessment figures will reflect a narrower gap between both cohorts.

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.
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 our disadvantaged male students to achieve progress and attainment figures that are more in line with our disadvantaged female students.	Progress 8 data will show that disadvantages boys are more inline with our disadvantage girls.
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: £189,569

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 delivered to staff	‘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 broken into easily accessible videos 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). Introduction of Satchel One, an easier, more accessible interface.	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
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
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: £12,910

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

Budgeted cost:
£157,379

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
Y11 Mentoring Strive to be your best	Raise aspirations and support motivation for students who are at risk of under-achieving. Students are assigned mentors who act as a positive role-model and follow a programme of mentoring to help raise confidence and address concerns.	1,2,3,7,8,9
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
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
Higher Parental engagement	Encouraging wider parental engagement in order to improve outcomes of less motivated pupils through parent information evenings and regular online communication. Research demonstrates the positive effects of engaged parents and the impact of their involvement in their child's learning. <i>“The more engaged parents are in the education of their children the more likely their children are to succeed in the education system. School improvement and school effectiveness research consistently shows that parental engagement is one of the key factors in securing higher student achievement”.</i> (DfE Practitioner summary)	1, 3, 5, 9

Total budgeted cost: £359,858

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 2021 to 2022 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"> - The progress gap between disadvantaged learners and non-disadvantaged learners has been narrowed from 0.59 in 2020-21 to 0.22 in 2021-22. - The progress score of disadvantaged male students is lower than the cohort of disadvantaged girls. However, the gap has decreased significantly since the last academic year from 0.937 in 2020-21 to 0.437 in 2021-22. - However, progress figures retaining to closing the gap between disadvantaged learners and non-disadvantaged learners will need to be maintained/continue to improve through targeted intervention strategies. - Progress 8 figures for disadvantaged learners will need to continue to be improved moving forward.

<i>Attainment 8</i>	Achieve at least at National Average for 'disadvantaged' students.	Attainment 8 figures at RHS continue to be higher than the National average Attainment 8 figures.			
			<u>2019</u> <u>-20</u>	<u>2020-21</u>	<u>2021-22</u>
		Attainment 8 National Figures	36.7	39.1	Yet to be released
		RHS Figures	47.94	45.96	40.53
<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"> - 59.18% of students achieved a Grade 5+ in English with 76% of students being Non-PP and 24% of students being PP. - 44.89% of students achieved a Grade 5+ in Maths with 23% of these students being PP and 77% being from Non-PP. - Between 2021 and 2022 the number of PP students achieving Grade 5+ in their English compared with Non-PP students was 28%. Between 2020 and 2022 the number of PP students achieving Grade 5+ in their English compared to their Non-PP peers was 28%. Although this number has unchanged, more work needs to be done to decrease this number further. 			

	and Maths in line with National Average.	<ul style="list-style-type: none"> - Between 2021 and 2022 the number of PP students achieving Grade 5+ in Maths compared with their Non-PP peers was 54%. Between 2020 and 2021 the number of PP students achieving Grade 5+ in their Maths compared to their peers was 34%. This means that there is a considerable difference between the 2020, 2021 and 2022 figures. More work needs to be done to reduce this difference. - Between 2021 and 2022 the number of PP students achieving Grade 5+ in English decreased by 6% and decreased by 16% from 2020. However, in comparison to our last external results in 2019 it is an increase of 5%. - Between 2021 and 2022 the number of PP students achieving Grade 5+ in Maths remained the same (0%) but decreased by 10% in comparison to 2020. 						
<i>Ebacc entry</i>	To maintain a high level of Ebacc entry for 'disadvantaged' students.	<ul style="list-style-type: none"> - There has been an increase from 40.6% to 66.7% this year in the number disadvantaged students entering the Ebacc pathway since last year. This is an increase of 26.1%. - The number of disadvantaged students achieving a standard pass in an Ebaac subject has increased by 2.7% from 2020-21 to 2021-22. 						
<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"> - The attendance gap between disadvantaged and non-disadvantaged students has narrowed from 4.64% in 2020-21 to 3.1% in 2021-22. See tables below. <p>Period: 01/09/2020 AM to 21/07/2021 PM</p> <p>Whole School Percentages</p> <table border="1"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>418</td> <td>84.29</td> </tr> </tbody> </table>		Pupils in group	Attendances	Pupil Premium	418	84.29
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		<table border="1"> <tr> <td>Not Pupil Premium</td> <td>833</td> <td>88.93</td> </tr> </table> <p>-</p> <p>Period: 01/09/2021 AM to 21/07/2022 PM</p> <p>Whole School Percentages</p> <table border="1"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>421</td> <td>88.24</td> </tr> <tr> <td>Not Pupil Premium</td> <td>865</td> <td>91.34</td> </tr> </tbody> </table>	Not Pupil Premium	833	88.93		Pupils in group	Attendances	Pupil Premium	421	88.24	Not Pupil Premium	865	91.34
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<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 continues to be 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. 												

Externally provided programmes

Programme	Provider
FlashAcademy	Learning Labs
MyConcern	One Team Logic
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
MyOn	Renaissance
Centre for ADHD and Autism	Centre for ADHD and Autism
Diversity Training and Workshops	Diversity Role Models
Social Workers in Schools	DfE