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 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	1287
Proportion (%) of pupil premium eligible pupils	416 (32.3%)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2022-25 (Recovery Premium) 2021-2024 (Pupil Premium)
Date this statement was published	September 2023
Date on which it will be reviewed	Yearly
Statement authorised by	Johanne Logan
Pupil Premium Champion	Rekha Gill
Governor / Trustee lead	Pauline Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2022-23)	£358,516
Recovery premium funding allocation this academic year (2022-23)	£96,497
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 aspiration 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 including personal development so our students 'strive to be their best' as we recognise that our disadvantaged students are further impacted upon by any barriers. 11% of the UK population are illiterate. Literacy can be a profound barrier to social mobility, amongst others. Such barriers were exacerbated as a result of the pandemic and the legacy of these barriers are still seen today. No child should leave secondary education unable to function with good levels of literacy and numeracy.

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 in performance between 'disadvantaged' and 'non-disadvantaged' students at Rooks Heath.	September 2024
Attendance and Punctuality	Improve attendance of 'disadvantaged' students. Reduce lost learning time.	September 2024
Attainment 8	To develop awareness and address attainment gaps between characteristic groups.	September 2024
Literacy	Raise attainment of boys. Improve reading ages of disadvantaged students	September 2024
% Grade 5+ in English and Maths	Increase the number of 'disadvantaged' students achieving Grade 5+ in English and Maths to be in line with National Average.	September 2024
Ebacc entry	To maintain a high level of Ebacc entry for 'disadvantaged' students.	September 2024

High Quality Teaching	To develop High Quality Teaching across the school to improve outputs for all learners in response to the pandemic.	September 2024
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 2024
Culture and Ethos	To put measures in place to increase capacity in areas needed to develop the culture and ethos of the school. To increase student sense of belonging.	September 2024
Attainment gap Boys vs Girls	To narrow the progress and attainment gaps between disadvantaged girls and disadvantaged boys	September 2024
Literacy	To improve the reading ages of disadvantaged students	September 2024

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	Social and emotional wellbeing as a result of over exposure to stressors, trauma and causes of childhood anxiety since 2020.
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 be making positive progress across all curriculum areas	Students to be consistently achieving in line with or above their targets across all areas.
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 the National Average. Attendance figure for academic year 2022-23 (1.9.22-21.7.23) for PP students was 2.5% above the national figure.
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 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.	Good 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 disadvantage boys are more in line 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.
Improved wellbeing	Student voice results. Rates of participation in extra-curricular activities.

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: £201,891

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
Curriculum development	At Rooks Heath we are introducing a culturally responsive curriculum to ensure that our diverse community has an enhanced sense of belonging through an inclusive and enriched curriculum.	3,4,8,9
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	1,2,3,4,7,9
HCA 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).	4,6,8,9
ICT Infrastructure	Using ICT in Education – (DfE, 2019). Introduction of Satchel One, an easier, more accessible interface.	1,2,3,4,5,7,9

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, 8
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, 9
ECT Coaching	Early Career Teacher Reforms (DfE, 2021).	1,2,3,4,5,6,7,8, 9
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, 9

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

Budgeted cost: £37,951

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
Disciplinary literacy drive	Improving Literacy in Secondary Schools (EEF, 2018).	1,3,4,5,7
Accelerated Reader Programme	Accelerated Reader Success Stories. Improving Literacy in Secondary Schools (EEF, 2018).	1,2,3,7
Lexia	https://www.lexialearning.com Improving literacy in schools	1,3,4,5,7
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).	4,5,6,9
Smaller class sizes	Teacher Toolkit	1,4,5,7, 8
MyMaths	MyMaths Testimonials. Improving Maths in KS2 and KS3 (EEF, 2021).	1,2,3,4,7
SISRA – data analytics	Assessment and feedback (EEF, 2020).	2,9
Literacy Coordinator	Improving Literacy in Secondary Schools (EEF, 2018).	1,2,3,4,5,6,7,9
Aim Higher Coordinator	Distributed Leadership (Spillane, 2006) and Transformational Leadership (Smith, 2011).	1,2,3,4,5,6,7,9
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
School-led Tuition	Evaluation of Tuition Partners (NFER, 2021). Small Group Tuition (EEF, 2021). National Tutoring Programme Guidance (DfE, 2021).	1,2,3,4,9

Year 11 Master Classes	Evaluation of Tuition Partners (NFER, 2021). Small Group Tuition (EEF, 2021). National Tutoring Programme Guidance (DfE, 2021).	1,3,4,5
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, 8
Development of Parent Ambassador Programme	Working with Parents to Support Children's Learning (EEF, 2018). Parental Engagement (Axford et al., 2019).	1,4,5,7,9
Science Ambassador Programme	Students tutoring each other (Y10 students working with Y7 science students) https://www.teachingtimes.com/ctl73truthaboutpeertutoring/	1,7

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

Budgeted cost: £215,171

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching spaces	Classroom design (Clever Classroom Design, 2021).	4,5,6,7, 8
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 including coffee mornings for parents	Increasing student attendance (Northwest Region Education Laboratory, 2004).	1,3,4,5,7,8, 9
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).	1,2,3,4,5,6,7,9
STEAM	Reviewing the potential and challenges of STEAM in education (BERA, 2016) (workshops??)	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, 8

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).	4,6,8,9
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, 9
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. "T*he 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". (DfE Practitoner summary)*	1, 3, 5, 8, 9

Total budgeted cost: *£455,013*

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 2022 to 2023 academic year.

Aim	Target	Review
Progress 8	Achieve positive residuals for Progress 8 and narrow the gap between 'disadvantaged' and 'non-disadvantaged' students at Rooks Heath. Progress 8 figure in 2021-22 for the whole school cohort was –0.35. The progress 8 figure for 2022-23 is 0.09. Figures show that there have been significant improvements in the performance of boys, girls and overall, in the P8 score from the previous year.	See tables below.

	PP 2021-22	PP 2022-23
RHC Progress 8	-0.51	-0.13
National Progress 8	-0.55	-0.57

	2021-22	2022-23
Boys	-0.66	-0.22
Girls	-0.22	-0.06
Difference	-0.44	-0.16

Aim	Target	Review
Attainment 8	Achieve at least at National Average for 'disadvantaged' students. Outcomes have improved for the school, in terms of the average A8 for disadvantaged students which is above the national average.	The Attainment 8 figure for RHS PP students in 2022/2023 was **2.86%** higher than the national average.

	2021-22	2022-23
Attainment 8 National Figures	48.8	46.2
RHS Figures Overall	40.53	42.54
Average Attainment 8 National Disadvantaged	37.6	34.9
RHS Figures PP	36.87	37.76

Aim	Target	Review
% Grade 5+ in English and Maths	Increase the number of 'disadvantaged' students achieving Grade 5+ in English	

	and Maths in line with National Average. Students achieving a Grade 5+ in English has increased significantly. Outcomes overall have significantly improved in the performance of PP and all students for those attaining G5+. There is still a gap for G5+ in maths between PP and non-PP.		

Grade 5+ in English	2021-22	2022-23
PP Students	38.9%	53.4%
Non-PP Students	43.3%	55.9%
Difference in %	4.7%	2.5%

Grade 5+ in Maths	2021-22	2022-23
PP Students	33.3%	30.1%
Non-PP Students	40.8%	41.1%
Difference in %	7.5%	11%

Ebacc entry	To maintain a high level of Ebacc entries for 'PP' students. Disadvantaged students achieving a standard or strong pass has increased from 2021-22 to 2022.2023. We have seen aspiration built into outcomes by the numbers entered for the EBACC and improvements in the performance of students at standard and strong passes.

	2021-22	2022-23
Ebacc Entry PP	66.7%	65.8%

	2021-22	2022-23
Standard Pass PP	25.9%	28.8%
Strong Pass PP	11.1%	17.8%

Attendance	Improve attendance of 'disadvantaged' students.	The pandemic (including two lockdowns) continues to have an impact on attendance across many schools in the country. This focus will continue into the new Pupil Premium and Recovery Premium Plan moving forward. The national PP attendance figure has decreased from 90.39% to 85.3% in 2022-23(Figures taken from FFT). In 2022-23 the RHS attendance for disadvantaged students was 2.5% above the national average. RHS has introduced many new initiatives to narrow the attendance gap between PP and non-PP students including coffee mornings for parents and an attendance board.

| | | **Period 01/09/2022 to 1/07/2023** |
| | | |

Whole school percentages

	Pupils in group	Attendance in %
Pupil Premium	416	87.80
Not Pupil Premium	871	91.34

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.	- An inclusive reward system called TRACK continues to be embedded within the school celebrating Teamwork, Resilience, Achievement, Creativity and Kindness. - Students are rewarded heavily and this contributes to the positive ethos enjoyed at the school. - Positive points attributed to the TRACK values compared to negative points. - Posters aimed towards tackling bullying and discrimination titled 'Call it Out' have been created and distributed across the school. The impact of this is to foster a culture of kindness and to make sure all pupils feel safe, included and happy in the school environment. - 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.

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Externally provided programmes

Programme	Provider
FlashAcademy	Learning Labs
MyConcern	One Team Logic
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
Khulisa Project	Khulisa Charity
Lexia	Lexia
The Performance Learning Group	The Performance Learning Group