

Rokeby School's pupil premium strategy statement 2016/17

1. Summary information					
School	Rokeby School				
Academic Year	2016/17	Total PP budget	£434,775	Date of most recent PP Review	Jan 2017
Total number of pupils	788	Number of pupils eligible for PP	465	Date for next internal review of this strategy	Sep / Oct 2017

2. Current Attainment – Summer 2016 KS4 Results								
National figures from DfE SFR03/2017 Table CH1	Disadvantaged Boys		All Other Boys		All Boys		All Students	
	Rokeby (94%)	National (28%)	Rokeby	National	Rokeby	National	Rokeby	National
Attainment 8	49.35	38.6	48.56	51.1	49.31	47.7	49.31	49.9
Progress 8	0.29	-0.53	0.59	-0.03	0.32	-0.17	0.32	-0.03
% Achieving A*-C in English & Maths	56%	39%	44%	66%	55%	59%	55%	63%
% Achieving Ebacc	13%	9%	22%	24%	14%	20%	14%	25%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	The rate of progress for students who are eligible for PP is slower than for other students in Year 10 and 11, which could prevent them achieving their full potential by the end of KS4.
B.	The percentage of students choosing Ebacc subjects is lower for PP students than other students, which limits their post-16 choices.
C.	The percentage of students entering Year 7 achieving the expected standard in reading at KS2 is lower for disadvantaged students than for other students, which could prevent them from making good progress through KS3.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
C.	Lower socioeconomic status with less stable home environments, financial constraints, housing issues, immigration status affect the attendance and educational outcomes of PP students.

4. Desired outcomes and how they will be measured		Success criteria
A.	Improved rates of progress across KS4 subjects for students eligible for PP.	Students eligible for PP make as much progress in their subjects as other students. This will be evidenced using the progress 8 scores from the termly data analysis, comparing PP students with 'other' students. Fewer PP students will have a negative progress 8 score at the end of KS4.
B.	High aspirations for PP students.	Students at the end of KS4 are able to choose from a range of learning and training options. Most students continue in full-time education or work-based learning and the NEET rate for PP students is in line with other students.
C.	High levels of progress in literacy for Year 7 & Year 8 pupils eligible for PP.	Students eligible for PP in KS3 make more progress by the end of the year than 'other' students so that at least 50% exceed progress targets and 100% meet expected targets. This will be evidenced using reading ages, English assessments and termly data collections.

1. Planned expenditure					
Academic year		2016/17			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved rates of progress across KS4 subjects for students eligible for PP	Train teachers on how to use their expertise and subject knowledge to plan effectively and as a result develop students' knowledge, skills and understanding. Teachers should focus on every student as an individual and tailor lessons accordingly.	The Sutton Trust review of <i>'What makes great teaching?'</i> reports: the most effective teachers have deep knowledge of the subjects they teach. As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions.	HODs and SLT links review schemes of work, twilight focus on grade descriptors. Middle leaders training on lesson observations. NQT induction programme; Coaching / mentoring programme. Organise the timetable to ensure each department has one free period a week together to allow for additional joint planning and review.	Deputy Head in charge of CPD and Staff Training	September / October 2017
Improved rates of progress across KS4 subjects for students eligible for PP	Use Assessment for Learning (AfL) strategies effectively to engage students in their learning, so they know how to develop their own work independently. All feedback should be specific, accurate and clear as well as meaningful.	The EEF Toolkit reports that research evidence about feedback shows very high effects on learning. Evaluation of AfL indicates an impact of half of a GCSE grade per student per subject is achievable.	Sustained professional development to improve teaching practice. AfL strategies to be emailed weekly to all staff, and announced / described in staff briefings. "Open door" weeks for teachers to observe outstanding practice. One of the foci in lesson observations. Student voice	Assistant Head in charge of assessment	Summer Term 2017

High levels of progress in literacy for Year 7 & Year 8 pupils eligible for PP.	Teachers in all subject areas receive training in teaching literacy and include an objective for literacy in their lessons	Students benefit from being taught in a rich literacy environment, involving a range of strategies such as oral language interventions focusing on spoken language and verbal interaction, as well as reading comprehension focusing on learners' understanding of text.	Literacy twilight. Year 7 book look has a focus on extended writing. Lesson observations Talk to Learn		September / October 2017
---	--	--	---	--	--------------------------

Total budgeted cost £217,600

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High aspirations for PP students.	<p>Extend the core school day, using targeted before and after school programmes, and Saturday morning classes.</p> <p>Extend the library core hours to allow students to use computers and complete homework.</p> <p>Subject specialist teaching assistants to work with targeted students one-to-one and in small groups to support low attaining students.</p> <p>SLT and Middle Leaders challenge & support Most Able students in Year 11 who are at risk of underachieving.</p>	<p>Whilst the students have high aspirations they do not always know how to achieve them, especially for our disadvantaged students. We need to close the gap between the aspirations that do exist and the knowledge and skills required to achieve them. Evidence shows that on average students make more progress from targeted before and after school programmes and this is particularly beneficial for disadvantaged students. Before and after school programmes that support and encourage students academically while providing stimulating environments and activities are more likely to have an impact on attainment. (EEF Toolkit)</p>	<p>There will be a timetable of classes, covering all KS4 subjects, clearly prioritised and rotated termly so all departments have fair and equal access to students taking their subjects.</p> <p>Students are always aware of when and where the classes are being held (through assemblies, Rokeby Recorder, display boards, form time).</p> <p>HODs to ensure the teaching assistants have the necessary training and expertise to deliver interventions, provide feedback and monitor progress.</p> <p>SLT and Middle Leaders report back weekly on the students they are mentoring.</p> <p>Work with ELBA and Rokeby Business Support Group –</p>	Headteacher	September 2017

			employers invited to give talks, visits for example to Accenture for Portuguese and Spanish speakers.		
High aspirations for PP students	Students are actively involved in their learning and take responsibility for their own achievement and progress	Incorporate social and emotional learning (SEL), alongside academic or cognitive learning, to improve attainment. SEL interventions have a significant impact on attitudes to learning, social relationships and attainment itself (four months' additional progress on average). The EEF has found that SEL programmes appear to benefit disadvantaged or low-attaining students more than other students.	Classroom based: P4C; Talk to Learn School level to develop positive ethos and engagement: Passport Days Homework Club Greenhouse Sports Active Newham Extended Schools Programme Specialised Programmes for targeted students: Outward Bound Team Up Brilliant Club Learning Mentors/Student Support One to one therapy	Deputy Head in charge of behaviour	October 2017
Develop age appropriate literacy skills for students	Use Accelerated Reader for set 3 students in Years 7 & 8 Use DEAR (Drop Everything And Read) on a weekly basis, with the whole school	The accelerated reader programme increased the reading age of pupils by three additional months in 22 weeks. The effect on low-income pupils was even greater with their reading age improving by five additional months in the same amount of time. (EEF & Durham University study)	Subscribe to Accelerated Reader. CPD for staff Lesson time in the library DEAR programme mapped out for the year; and promoted and publicised throughout the year	Assistant Head in charge of Literacy	Summer Term 2017

High levels of progress in literacy for Year 7 & Year 8 pupils	Targeted one to one support for students who are below the expected standard in reading at the end of Key Stage 2	The strategic use of small group and one to one tuition can be useful in preventing students from falling too far behind in their literacy skills. An EEF evaluation showed that one to one reading intervention for struggling readers had a positive impact on the reading ability of students in year 7 who had not achieved a Level 4 in English at Key Stage 2 (or are below the expected standard for current year 7s).	Subject specialist teaching assistant to work with students in groups and one to one. Assistant Headteacher to co-ordinate the Barclays Reading Scheme and the reading / EMA support provided by in-house teachers.	Assistant Head in charge of EMA	September 2017
Total budgeted cost					£172,950
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High aspirations for PP students.	Community Cohesion Officer employed to support parents with the education of their children, help parents to understand the British education system, see the value of progressing to Level 3 qualifications. Parents have access to Show My Homework.	Parental engagement is strongly associated with student success.	Meetings held for specific ethnic groups (e.g. Somali parents, Bangladeshi parents) as well as general information sessions. Parents calendar for the academic year, showing all meetings, sent home and on the website. In depth knowledge of who our parents are; the challenges they face and how we as a school can help and support them. All parents shown & encouraged to access Show My Homework.	Community Cohesion Officer	September 2017
Total budgeted cost					£44,225

Summary of pupil premium grant spending (September 2015 – August 2016)

Number of students eligible:	485
Amount per student:	£935
Total received 2015-16:	£453,475

Objectives in spending pupil premium grant:

- To ensure rapid progress in Literacy and numeracy
- To ensure that students make expected progress in English and maths
- To close the gap for groups so that they exceed national averages
- To ensure the curriculum meets the needs of students
- To create memorable experiences and rich learning opportunities

Summary of spending and actions taken:

Spending of the Pupil Premium has been wide-ranging and varied, covering all aspects of school life, whilst ensuring the underlying reasons of raising attainment and progress have been upheld. It has allowed the school to introduce and develop new projects, continue with existing ones and employ additional staff.

Item/project	Objective	Outcome
Assistant Headteacher	To increase the focus on both attendance and data, by splitting the responsibilities between two AHTs instead of one.	Increased attendance and punctuality by all students. Regular and timely analysis of data by SLT, and the pastoral team. The overall percentage attendance for pupil premium students was up by 0.4% compared to the previous year, and percentage of lates fell by 1.5%. (SIMS)
Assistant Headteacher	To lead on literacy development across the school and throughout the curriculum.	Students, especially those with low starting points, make rapid progress in literacy. The Progress 8 score for English for Year 11 pupil premium students was +0.26. Internal data analysis for other year groups showed good progress in literacy. (4 Matrix)
Specialist Intervention Teaching Assistants for core subjects: English, maths and science.	To work with small groups of underachievers, low attainers and C/D borderline students. More progress is made by these students because of the small group setting which allows for more sustained engagement from the students, work that is more closely matched to learners' needs and more effective feedback.	More students achieving a GCSE grade C in English & maths; more students making and exceeding expected progress between Key Stage 2 to 4. The percentage of pupil premium students who achieved a grade C in English & maths was up by 6% from the previous year. The overall Progress 8 score in 2015/16 for pupil premium students was +0.29 showing students exceeded the expected progress between KS2 to 4. (4 Matrix)
Additional Teaching Assistants	To work with disadvantaged students within the classroom across all subjects.	Close the gap between groups of students. Termly monitoring of data collected for each year group showed the gap was either closing or pupil premium students were exceeding 'other' students. (4 Matrix).
Additional Student Support Officer	To work with students who are persistently absent or late and increase parental awareness and engagement.	Percentage of unauthorised absence drops; punctuality to school improves. Unauthorised absence for pupil premium students fell from 2.4% in 2014/15 to 1.55% in 2015/16. (SIMS)

Additional Learning Mentor	To work with students whose behaviour is a barrier to their learning.	Improve attainment by reducing challenging behaviour both within and outside the classroom. The number of fixed term exclusions for the year was the lowest since 2012/13, with 14 fewer students compared to 2014/15. (School Census Returns)
Total Staffing Costs	£327,700	
Extended School Programme: - breakfast club; - homework clubs; - lunchtime activities; - after school clubs; - Saturday classes	Structured and targeted programmes run before and after school, as well as lunchtimes and Saturday mornings, to support disadvantaged and low attaining students. Evidence shows that after school programmes that support and encourage students academically while providing stimulating environments and activities are more likely to have an impact on achievement (<i>The Sutton Trust</i>).	The majority of students are in school and ready to learn at the start of the school day. Breakfast club continued to run very successfully with about 100 students attending each day. (Breakfast club register) Students build on their existing skills and capabilities and are able to apply these to their learning. All clubs were well attended, with an increasing variety of sports, hobbies, tuition and coaching on offer. Student voice showed that students from all year groups enjoyed and took part in the extra-curricular activities. (Registers, student voice)
Total Extended School Costs	£66,275	
Outdoor Adventure Learning: - Passport Days; - Outward Bound; - OITC	To provide students with collaborative learning experiences with a moderate to high level of physical and emotional challenge. To develop their non-cognitive skills such as perseverance and resilience through adventure learning.	Students have increased their self-confidence, self-efficacy and motivation, which leads to higher academic outcomes. 36 Year 11 students went on the 'Man Up Challenge' weekend to Aberdovey with Outward Bound in January 2016. All Year 7 students had a team building day at Outdoors In The City. A very successful Passport Day took place in July where the whole school went on an educational visit, or took part in a sporting activity.
Total Outdoor Learning Costs	£38,500	
Learning and behaviour interventions: - Absolute Inspirations; - Greenhouse Sports	To work with disengaged students, reducing challenging behaviour both within and outside the classroom. To raise students' aspirations so they are motivated to work harder; and to show them how to develop their aspirations to achieve the steps necessary for later success. Close the gap between the aspirations that exist and the knowledge and skills that are required to achieve them.	Students regularly attend school and are ready for learning. Students have high personal aspirations and keep on track to achieve them. The Greenhouse sports coach worked with 87 disadvantaged students, across all year groups. All students reported an increase of at least 30% in their social, thinking, emotional and physical skills, and overall school attendance for this group was higher than the rest of the school. (Greenhouse Report 2015/16)
Total Intervention Costs	£21,000	
Total pupil premium grant spent	£453,475	