

# Rokeby School's pupil premium strategy statement 2017/18

1. Summary information					
School	Rokeby School				
Academic Year	2017/18	Total PP budget	£438,515	Date of most recent PP Review	Jan 2018
Total number of pupils	788	Number of pupils eligible for PP	469	Date for next PP Review	Jan 2019

## 2. Current Attainment

<i>National figures from SFR01_2018</i>	Attainment 8 score	Progress 8 score	% 9-5 English & maths	% 9-4 English & maths	% Entering EBacc	% achieving 9-5 EBacc	% achieving 9-4 EBacc
Rokeby PP	45.7	0.39	45.5	58.9	54.5	20.5	21.4
Rokeby Other	53.5	0.66	54.3	77.1	57.1	37.1	45.7
<b>Difference</b>	<b>-7.8</b>	<b>-0.27</b>	<b>-8.8</b>	<b>-18.2</b>	<b>-2.6</b>	<b>-16.6</b>	<b>-24.3</b>
National Boys PP	34.2	-0.61	22.1	40.3	20.8	7.4	8.6
National Boys Other	47.1	-0.10	46.1	67.6	37.2	20.7	22.4
<b>Difference</b>	<b>-12.9</b>	<b>-0.51</b>	<b>-24.0</b>	<b>-27.3</b>	<b>-16.4</b>	<b>-13.3</b>	<b>-13.8</b>
National All PP	37.0	-0.40	24.5	44.3	25.4	9.8	11.7
National All Other	49.8	0.11	49.4	71.2	43.0	25.6	28.2
<b>Difference</b>	<b>-12.8</b>	<b>-0.51</b>	<b>-24.9</b>	<b>-26.9</b>	<b>-17.6</b>	<b>-15.8</b>	<b>-16.5</b>

*Green shading indicates the school's result is better than the national average*

**Rokeby's pupil premium students have outperformed national boys and national all pupil premium students in all of the headline measures. The gap between pupil premium students and all other students is much smaller at Rokeby than nationally, except for those achieving the EBacc**

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
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 achieving the Ebacc 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.	
<b>4. Desired outcomes and how they will be measured</b>		<b>Success criteria</b>
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		2017/18			
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, 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 2018
Improved rates of progress across KS4 subjects for students eligible for PP	Use Assessment for Learning (AfL) strategies <b>effectively</b> 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" strategy for teachers to observe outstanding practice.  One of the foci in lesson observations.  Student voice	Assistant Head in charge of assessment	July 2018

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.	Book looks have a focus on extended writing.  Lesson observations  Talk to Learn		September 2018
---	--	--	--	--	----------------

**Total budgeted cost    £217,400**

## 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 &amp; 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	July 2018

			employers invited to give talks, visits.		
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	July 2018
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	July 2018

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	July / September 2018
<b>Total budgeted cost</b>					<b>£179,115</b>
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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
<b>Total budgeted cost</b>					<b>£42,000</b>

2. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Improved rates of progress across KS4 subjects for students eligible for PP.	<p>Train teachers to plan effectively</p> <p>Use Assessment for Learning strategies effectively</p>	<p>The Progress 8 score for pupil premium students rose from 0.29 in 2016 to 0.39 in 2017. Nationally the P8 score for disadvantaged boys went down from -0.53 in 2016 to -0.61 in 2017.</p> <p>The rates of progress for pupil premium students at Rokeby is improving.</p>	<p>Continue with coaching / mentoring programme.</p> <p>Continue promoting various AfL strategies (weekly emails, staff briefings, "open door" weeks).</p>	<p>Staff training, coaching &amp; mentoring; intervention teaching assistants; assistant head; middle leaders conference £217K</p>
High levels of progress in literacy for Year 7 and Year 8 students	Teachers trained in teaching literacy	<p>Analysis of 2016/17 internal data for KS3 students shows that pupil premium students were making similar, if not better, progress than other students. For example, by the summer term 16% of Year 8 pupil premium students had reached a grade 4 in English compared to 11% of other students.</p>	<p>Continue with Talk to Learn and Philosophy for Children.</p> <p>Continue with extended writing across subjects.</p>	
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
High aspirations for PP students	<p>Extend the core school day</p> <p>Use subject specialist Teaching Assistants</p> <p>Challenge the Most Able students</p>	<p>11 pupil premium students in Year 11 achieved an Attainment 8 score of 70 or higher, one PP student achieved 3 grade 9s in the new reformed GCSEs (English Language, English Literature and maths).</p> <p>9 pupil premium students in Year 11 achieved a Progress 8 score over 2.00</p>	<p>Continue offering separate early morning homework clubs for Key Stage 3 and Key Stage 4 students (7:30am – 8:20am).</p> <p>Students are mentored and targeted after school classes are provided.</p>	<p>Learning mentor, student support officer, careers / enrichment activities; homework clubs £173K</p>

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
High aspirations for PP students	Increase parental engagement	Attendance at parents evening has increased across all year groups.  Ethno-linguistic meetings for parents/carers are well attended.  Parents/carers have access to Show My Homework.	Continue with meetings and training sessions for parents/carers.	Show My Homework; marketing, press & publicity; community cohesion officer £44K