

Pupil premium strategy statement – 2022-23.

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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 – Rockwood Academy.

Detail	Data
School name	Rockwood Academy
Number of pupils in school	1043
Proportion (%) of pupil premium eligible pupils	525
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	David Cooke
Pupil premium lead	Victoria Creedon
Governor / Trustee lead	Richard Ellam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£542,145.05
Recovery premium funding allocation this academic year	£157, 596
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>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</p>	£699,741.05
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Our intention is that all students, irrespective of their background or the challenges they face, make good **progress** with rates of **attainment** in line or above national average figures across the curriculum, particularly in English, Maths and Science.

The focus of our pupil premium strategy is to provide exceptional support for our disadvantaged students to achieve that goal, including good progress for those who are already high prior attainers. We will consider and plan our strategy based upon the challenges faced by our vulnerable students especially in relation to their demographic category and the Mental Health and Wellbeing of all our students. Our students face several challenges in their daily lives, and we are particularly aware of those students who have a social worker or are young carers. One of our aims is to ensure that students who are vulnerable receive the right help at the right time and are able to access a wealth of support both internally and externally. The activities we have outlined in this statement are also intended to support students' personal and social needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit, in the intended outcomes detailed below is the intention that non-disadvantaged students' achievement will be sustained and improved alongside achievement of their disadvantaged peers. The "Excellence at Rockwood" teaching strategy underpinned by the principles associated with the science of learning will remain the cornerstone and foundation for high quality teaching in 2022-23. We will also engage in initiatives that focus on developing reading skills and provide layers of support so that all students can aim to be at a level associated with their chronological reading age. Improving provision for SEND students as part of CORE Education Trust wide provision also remains a key focus for our developments in 2022-23 so that these students progress in line with expectations.

Our strategy is also integral to wider school plans for education recovery; notably in its targeted support through the use of tutoring, targeted intervention, quality of teaching,

mentoring and curriculum innovation for students whose education has been worst affected by the pandemic, including those non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified
- support disadvantaged students to fully access the curriculum
- identify, target and support disadvantaged families through the use of our education welfare support team
- ensure the curriculum meets the needs of the local community and drives aspiration
- adopt a whole school approach in which all staff take responsibility for disadvantaged student' outcomes and raise expectations of what they can achieve through "Excellence at Rockwood"
- provide a range of support to ensure students Social, Emotional and Mental Health needs are being met
- Support staff CPD to ensure highly effective CPD to enhance the "Excellence at Rockwood" teaching strategy.
- Provide CPD for staff in creating a "culture of excellence" that is underpinned by the principles of emotional wellbeing.

Challenges – 2022-23

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

Challenge number	Detail of challenge
1	Attainment for disadvantaged students (Year 11 - 2022) overall is in line with national average particularly in core subjects but remains a priority for all subjects to ensure students can access aspirational post 16 destinations and fulfil their potential.
2	Progress for all disadvantaged students remains a priority as a result of the lost learning through the COVID-19 pandemic. The recovery curriculum and the use of academic tutors continues to be utilised so that GAPS and misconceptions in learning can be eradicated.
3	Whilst improving, assessments, observations and discussions with students indicate that a proportion of disadvantaged students have lower levels of reading comprehension than their peers. This impacts on disadvantaged students' progress in all subjects.
4	Our assessments, observations, monitoring and discussions with students and families suggest that the education and wellbeing of many of our

	disadvantaged students remains a priority. This has been impacted by partial school closures and the pandemic to a greater extent than other students nationally based on our demographic. In 2022-23 our aim is to create a “Culture of Excellence” which is underpinned by emotional wellbeing.
5	Whilst improving, monitoring of behaviour incidents suggest that a significant percentage of disadvantaged students lack metacognitive / self-regulation and leadership strategies that are required when faced with challenging tasks, social time, and independent activities. Some of our disadvantaged students face/live within a challenging local area that can effect the choices they make.
6	Monitoring (from Year Group Co-Ordinator’s and Form Tutors) observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression, low mood, and low self-esteem . This is partly driven by concerns about the slow development of cultural capital and the lack of enrichment opportunities due to the pandemic in their early school years.
7	Our attendance whilst above national average data, indicates that attendance among disadvantaged students has been lower than that of our nondisadvantaged students and remains a priority in 2022-23.
8	Disadvantaged students do not always have access to technology, kit, equipment, resources that support their academic progress and overall achievement.
9	Disadvantaged students often do not have access to the same opportunities to develop their overall cultural capital , which supports their academic and personal growth.
10	Disadvantaged students from challenging backgrounds need to have access to a well-planned and sequenced Personal Development curriculum that ensures they are well prepared for adult life. The Personal Development curriculum also includes statutory Sex and Relationships Education and our priority for 2022-23 is to ensure that students have access to high quality resources and a range of external providers to enhance knowledge in this area of study.

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
Overall Attainment by the end of Year 11 for disadvantaged students to remain in line or above national average in Maths, English and Science.	Disadvantaged student attainment to be in line with the performance of nondisadvantaged students. Overall attainment to be in line with or above national average 2022-23.
Overall Progress for Disadvantaged Students by the end of Year 11 to remain in line or above national average especially in English, Maths and Science.	Overall progress of disadvantaged students to be in line with or above nondisadvantaged students. <ul style="list-style-type: none"> Progress will be within 0.15 for each core subject. (See P8 Spotlight).

	<ul style="list-style-type: none"> • Progress overall at the Academy to continue to be above national average in core subjects. • Progress of students in “open bucket” subjects to be in line with national average and show +0.25 minimum improvement in terms of progress. • Progress of students in “ebacc” subjects to be in line with national average and show +0.20 minimum improvement in terms of progress.
Progress by the end of KS3 will demonstrate that students are on track to meet age related expectations.	<ul style="list-style-type: none"> • A minimum of 80% of all disadvantaged students by the end of KS3 will demonstrate that they have met age related expectations.
More able disadvantaged KS3 students will make progress in line with high expectations.	A planned series of intervention will mean that at least 80% of KS3 disadvantaged students will make progress in line with age related expectations in 2022-23.
Reading ages of disadvantaged students to be show improvement in relation to their chronological reading age in 2022-23.	Reading ages will significantly improve as a result of reading strategies utilised across the academy. A minimum of a 75% of students in each year group (who’s chronological reading age is below expectations) will demonstrate a diminishing gap between actual and chronological reading age by the end of the Academic Year.
Recorded behaviour incidents in the academy report no significant difference between disadvantaged and nondisadvantaged students.	<ul style="list-style-type: none"> - Fixed Term (FTE) and Permanent Exclusions (PEX) of disadvantaged students should not show a significant difference to that of non-disadvantaged students. The figure for disadvantaged students will not be more than 25% higher than that of non-disadvantaged students. - Reported behaviour incidents such as bullying, homophobic language, physical assault should not be significantly different or disproportionate for disadvantaged students. The figure for Disadvantaged students will not be more than 25% of the total reported incidents.
Attendance of disadvantaged students will improve in 2022-23.	<ul style="list-style-type: none"> - Overall attendance of disadvantaged students will be in line with nondisadvantaged students. Overall Disadvantaged students will be within 5% of Non – Disadvantaged students. - Overall school attendance will be above 92%. Disadvantaged students will be in line with their non-disadvantaged peers,

	<p>in 2022-23 up to a maximum of 5% difference.</p> <ul style="list-style-type: none"> - Persistent absence of disadvantaged students will be below 20% in 2022-23.
<p>The Mental Health and Wellbeing of disadvantaged students at Rockwood Academy remains positive and enables students to access all the opportunities available at the Academy.</p>	<ul style="list-style-type: none"> - PASS (Pupil Attitudes to School and Self, GL Assessment) data for disadvantaged students clearly sees a reduction in overall anxiety, depression, low mood, and low self-esteem throughout the course of the year. - Student voice minutes indicate that students understand how to access support within school. 80% or above, of disadvantaged students understand how to access support. - 80% of disadvantaged students will report that they feel happy, safe and well within the school environment. - Disadvantaged students (through data and student council) show an increasing ability to be confident in reporting incidents of bullying, homophobia, and discrimination. - An increasing number of disadvantaged students take part in leadership opportunities within the academy.
<p>Disadvantaged students will access a range of opportunities that develop cultural capital.</p>	<ul style="list-style-type: none"> - All disadvantaged students will have accessed opportunities to develop personal and social skills as well as cultural capital. Each disadvantaged student will go on and have access to at least one external trip during 2022-23.
<p>All disadvantaged students will have access to a high quality Personal Development curriculum, resulting in deeper understanding of a range of topics.</p>	<ul style="list-style-type: none"> - External reviews indicate that the Personal Development curriculum is well planned, sequenced and is equipped with high quality resources by the end of 2022-23. Appropriate age-related content will have been developed in line CORE values, British Values and Character Competencies. - An assessment structure will support character development and the Personal Development curriculum in 2022-23. - The curriculum and timetable will demonstrate well planned weekly coverage of Sex, Health and Relationships Education is planned and coherent with age related expectations.

	<ul style="list-style-type: none"> - 80% or above of Disadvantaged students will report positive experiences and a growth of knowledge associated with SRE, PSHE and Character Competencies.
	<ul style="list-style-type: none"> - 80% or above disadvantaged students will identify that Opportunity Days have increased awareness of topics that keep them safe and well. - 80% of disadvantaged Students will report that they are confident to discuss and talk about complex issues such as: Sex, Health and Relationships education.

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: £ 34,982.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional small group tuition (academic coaches) to support progress and attainment of disadvantaged students in targeted subjects.	Small group tuition can lead to impact at a low cost as identified by the EEF. Evidence: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit	1,2,3
Teaching and Learning focus on evidencebased strategies to support Quality First Teaching. "Excellence at Rockwood".	Supporting the attainment of disadvantaged students (DFE, 2021) (EEF Toolkit) suggests high quality teaching, including mastery teaching is a key aspect of successful schools and raising attainment among students. Evidence: https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit	1,2,3

Design and implement a CPD programme for 2022-23 (in house which builds on CORE Education Trustwide	Ensuring an effective teacher is front of every class' (EEF 2021) highlights the importance for a comprehensive programme of support, guidance and CPD for our staff. Evidence gained by SLT/ML through drop ins, observations, book scrutiny, QA cycle demonstrates the effectiveness of staff following the teaching model in ensuring regular	1,2,3
developments) underpinned by the development of the "Excellence at Rockwood" teaching model and the science of learning.	consistent practice. (EEF identify quality teaching includes approaches to developing metacognition and self-regulation. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF.	
Embed Homework expectations and process across the academy. Home learning policy to provide targeted support for disadvantaged students.	EEF (2020) highlights the effectiveness of a tiered approach. This will include homework clubs, access to ICT facilities and wider opportunities to overcome barriers to learning. Homework will also contribute to the recovery curriculum.	1,2,3

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

Budgeted cost: **£147,014.88**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maximise the effectiveness of Reading Plus for students reading below chronological age, particularly in Y7 / Y8/ Y9.	Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015). Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	3

<p>To continue to provide appropriate reading CPD for all staff to enable targeted support. For example: Reading plus resources and staff / student CPD.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3</p>
<p>Provide opportunity for students to extend learning out of school hours. (Especially to support MHWB through sport). Subjects such as PE, ART, Music and Drama are to be prioritised.</p>	<p>COVID restrictions dictated that learning outside of school hours have been challenging. EEF toolkit 2021.</p> <p>There is a positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance.</p>	<p>1,2.4.5,6</p>
<p>Provide opportunity to support students MHWB through the services of an appointed school councillor, Art therapist and Music therapist.</p>	<p>The aim of the project is to enhance personal and academic performance through effective support and guidance. Research reports significant gains to academic outcomes within schools that have effective provision.</p> <p>https://onlinedegrees.bradley.edu/blog/the-positive-impact-school-counselors-can-have-on-students/</p> <p>Art therapy became established as a mental health profession in the 1930s and is now practiced in hospitals, clinics, public and community agencies, wellness centres, educational institutions, businesses, and private practices. The benefits include help and support with post pandemic issues such as:</p> <ul style="list-style-type: none"> • Anxiety • Depression • Stress • Attention deficit hyperactivity 	<p>4,5,6</p>

<p>Provide additional tutoring and intervention programmes during Saturday's and Holiday periods.</p>	<p>This targeted approach will have an impact on outcomes for disadvantaged students. The EEF Toolkit highlight that periods of lost learning can be achieved with this approach: "Small group tuition has an average impact of four months' additional progress over the course of a year". EEF 2021. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</p>	<p>1,2</p>
<p>Utilise the additional support of a Speech and Language therapist so that students' language development is enhanced.</p>	<p>CPD for staff regarding S&L is also incorporated in the annual work to enhance teacher expertise of speech and language development. The NHS report on the significance of providing this level of support: "Speech and language therapists provide lifechanging treatment, support and care for children and adults who have difficulties with</p>	<p>1,2,3,4,5,6</p>
	<p>communication, eating, drinking and swallowing". https://www.healthcareers.nhs.uk/exploreroles/allied-health-professionals/roles-alliedhealth-professions/speech-and-languagetherapist</p>	
<p>Utilise the support for Disadvantaged students offered from PETXI and other external agencies.</p>	<p>All of these companies/ external partners (PETXI) have extensive evidence to show that they have a positive impact on student outcomes. Research demonstrates that intensive intervention can lead to +1 grades attainment.</p>	<p>1,2</p>
<p>Utilise the support for more able Disadvantaged students through targeted support and intervention.</p>	<p>All of these companies have extensive evidence to show that they have a positive impact on student outcomes. Research demonstrates that intensive intervention can lead to +1 grades attainment.</p>	<p>1,2</p>
<p>Offer weekly tutoring (graduate coaches) to disadvantaged students in English, Maths and Science.</p>	<p>Small group tuition (National Tutoring programme) is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. https://educationendowmentfoundation.org.uk/</p>	<p>1,2</p>

To ensure disadvantaged students gain full access to Music tuition from the local LA services.	It is a declared priority of the school to enable disadvantaged students to access a broad and balanced curriculum. www.gov.uk . Identifies the national curriculum offer.	1,2,10
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£355,701.92**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To appoint 5 Year Group Co-ordinators to oversee and lead all aspects of	The DFE identify that pastoral care is a priority particularly in respect to the effects of COVID 19 and periods of lockdown. The DFE state:	4, 5, 6, 7, 9, 10.

pastoral care and development within each year groups 7-11. YGC will be pivotal in the recovery premium action plan.	“Schools are aware that some students will require additional emotional and pastoral support when they return to school, so making time for pastoral care is a priority”. https://www.gov.uk/guidance/pastoral-care-in-the-curriculum	
To invest in the GL assessment suite that supports the tracking and monitoring of all disadvantaged students.	“Standardised GL assessments will help us judge whether the strategy is having the required impact”. Stephen Tierney Leader of the Key Stage 3 Literacy Project. https://www.gl-assessment.co.uk/assessments/trusts/evidencingimpact/	1,2,6

<p>To ensure Rockwood Academy disadvantaged students take a full and active part in the Echo Eternal and Horizon trust wide project.</p>	<p>The Henley Review 2012 (cultural education in UK) identifies the importance of creativity and cultural education for YP, particularly supporting disadvantaged young people, supporting creative industries and enabling creative people of the future) https://www.gov.uk/government/publications/culturaleducation-in-england</p> <p>Particularly strong emphasis on the need for every child to gain access to cultural knowledge has been identified.</p>	<p>5, 9, 7,10</p>
<p>To ensure Rockwood Academy disadvantaged students take a full and active part in the CORE US trust wide project.</p>	<p>Character Education in School identifies the added value of such projects. The <i>Character Education in UK Schools</i> report was launched by Professor Sir Anthony Seldon. (This particularly supports Theatre and Choir as developing strong character among our disadvantaged students) https://www.jubileecentre.ac.uk/1571/projects/character-education-research/character-education-in-ukschools</p> <p>The EEF Report (2020) also states that there is intrinsic value in teaching students creative and performance skills and ensuring disadvantaged students access a rich and stimulating arts education, and that participation in arts can gain +3 months of academic development.</p>	<p>5,9,7,10</p>
	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>To ensure Rockwood Academy disadvantaged students take a full and active part in the CORE LOT project.</p>	<p>Research by the SSAT and associated CPD suggests: “Student leadership has been shown to be the driving force behind many of the most successful schools”. Our disadvantaged students will benefit from being fully involved in CORE Education Trust projects. https://www.ssatuk.co.uk/cpd/studentleadership/making-student-leadership-effective/</p>	<p>5,9,7,10</p>

<p>To ensure Rockwood Academy disadvantaged students take a full and active part in the CCF project.</p>	<p>We recognise that taking part in a range of activities is of huge benefit for our disadvantaged students. Becoming a cadet within the CCF can be a lifechanging experience. Being a cadet will give students the opportunity to take part in a huge range of exciting and adventurous, military-themed activities.</p> <p>https://combinedcadetforce.org.uk/getinvolved/benefits-of-being-a-cadet/</p>	<p>5,9,7,10</p>
<p>To ensure Rockwood Academy Disadvantaged Students take a full and active part in the Duke of Edinburgh award scheme.</p>	<p>Through the DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and university and job applications.</p> <p>https://www.dofe.org/do/benefits/</p>	<p>5,7,9,10</p>
<p>To ensure that Rockwood Academy Disadvantaged Students take part in a range of trips and visits that support both the academic and personal development of students.</p>	<p>DfE Report 'An Unequal Playing Field', shows huge disparities in children's participation rates across a wide range of extra-curricular activities depending on their social background. A key aim for us is to ensure that our disadvantaged students have equal opportunities in their lives</p> <p>https://www.gov.uk/government/publications/extracurricular-activities-soft-skills-and-social-mobility</p> <p>The 2021 report by CFY about the Importance of outdoor learning, social action and enrichment in ed-</p>	<p>5,7,9,10</p>
	<p>ucation also highlights the importance for our Disadvantaged Students to take part in a range of activities for academic and personal development.</p> <p>https://cfey.org/2021/11/what-next-for-enrichment/</p>	

<p>Ensure that the Library equipment and resources meet our value of “Excellence”. This supports our literacy drive and provides additional motivation for students who attend the library for social and academic reasons.</p>	<p>Reading comprehension strategies can have a positive impact on students’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4, 5</p>
<p>To ensure that disadvantaged students take a full and active part in CORE Sports and InterAcademy competitions.</p>	<p>DfE Report ‘An Unequal Playing Field’, shows huge disparities in children’s participation rates across a wide range of extra-curricular activities depending on their social background. A key aim for us is to ensure that our disadvantaged students have equal opportunities in their lives and access a range of extra-curricular activities.</p> <p>https://www.gov.uk/government/publications/extracurricular-activities-soft-skills-and-social-mobility</p> <p>The 2021 report by CFey about the Importance of outdoor learning, social action and enrichment in education also highlights the importance for our Disadvantaged Students to take part in a range of activities for academic and personal development.</p> <p>https://cfey.org/2021/11/what-next-for-enrichment/</p>	<p>5,7,9,10</p>
<p>Utilise the services of Anna Smith (PP LEAD) to provide additional impact monitoring and support for classroom development.</p>	<p>The support for disadvantaged students is a declared priority from our Government.</p>	<p>1,2,3,4,5,6,7,8,9,10</p>
<p>To access curriculum support from outstanding schools that support the academic and personal</p>	<p>As a school we will be working with an outstanding provider to further enhance a range of aspects of School life including, Teaching, Learning and Pastoral support. CORE Education Trust and Dixons Trinity (TRUST) have formed a collaborative partnership that will enable further improvements to be made.</p>	<p>1,2,3,4,5,6,7,8,9,10</p>

development of		
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students and provide excellent CPD for staff.		
Utilise the services of re-creat8now, and mosaic mentoring to develop the MHWB of a range of targeted Disadvantaged Students.	For over 15 years, Recre8now have been working with young people. Recre8now have used proven drama-based psychology techniques to creatively rehabilitate and develop young people in the justice system or who are at risk of offending.	4,6,7,9
Utilise additional online resources that support the academic development of students, for example (PiXL, Twinkl, Linguascope Mathswatch, and GCSE pod.	As a school we will utilise a range of widely accepted resources that enhance outcomes for all students. For example: What is PiXL in schools? The PiXL (Partners in Excellence) Club are a collaboration of over 1300 schools across the UK and abroad, who share a common goal to raise standards and inspire students, through purposeful and vibrant conferences, networks, training opportunities and sharing online resources. https://www.pixl.org.uk/leadership-strategies	1,2
Provide breakfast every morning so all students are ready to learn It is well documented that students are better placed to learn having had breakfast.	(healthyeating.org 2012) Ensuring we provide a breakfast for our PP students will not only ensure they are prepared for their day but will also help encourage attendance and punctuality.	1,2,4

Maximise the effectiveness of paired readers during tutor time through guided reading so students read widely / often. This programme is supported by the recovery funding.	EEF Teaching and Learning Toolkit states places peer tutoring as being effective (EEF online) + 5 months' progress for one to one tuition Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	3
Provide additional ICT equipment and resources for our SEND, disadvantaged	Research by the Education and Training foundation identifies a number of ways that technology can enhance learning for SEND students. Examples of this can be found at:	1,2,3

students to support their academic and personal development.	https://send.excellencegateway.org.uk/digitaltechnologies	
Utilise the support of "Flash Academy" to support our Disadvantaged EAL Students.	With Flash Academy, over 90% of EAL students made at least 1 proficiency grade of progress with over 50% of them achieving 2 grades of progress last year." Hollie O'Sullivan, Director of EAL at Fortis Academy. www.flashacademy.com	1,2
Offer subsidies for uniform, kit and equipment for disadvantaged students. This will include football boots for the use of the 3G pitch.	Gov.uk signposts parents to ask local councils/schools directly for support with school uniform. BCC (website) states schools should also offer arrangements so that no family feels unable to apply for a place because of the cost of uniform.	1,2,3,4,5,6,7
Provide additional study support revision materials for disadvantaged students. (Particularly KS4).	In July 2021 Third Space Learning (Sam Southall) identifies that breaking down any barriers to success is crucial in the overall achievement of disadvantaged students. https://thirdspacelearning.com/blog/how-to-spendpupil-premium-funding-primary/	1,2

<p>Offer a rewards programme in school to provide incentives for our most disadvantaged students. This aspect of our strategy will complement our development of Class Charts.</p>	<p>Attendance has a significant impact on pupil attainment. According to DFE data, Schools that have introduced Class Charts have on average saved 500 pupil learning days. We fundamentally believe that better attendance will result in better achievement. Class Charts will also enable every parent and teacher to track and monitor rewards and sanctions.</p> <p>https://pages.classcharts.com/class-charts-inseptember/</p>	<p>1,2,4,5,6</p>
<p>Utilise the services of Victor Allen (BASE strategy) to support the development of students' ability to self-regulate. Victor Allen will also provide support for staff with a package of CPD centred on</p>	<p>Victor Allen is a keynote speaker and author specialising in the BASE theory.</p> <p>(BASE) theory will play an essential part in creating and maintaining the optimum learning and working environment.</p> <p>https://www.victorallen.co.uk/mental-security-1</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p>	<p>4,5,6</p>
<p>the BASE strategy.</p>	<p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	

<p>Provide targeted support through a home-school attendance support worker to improve attendance, punctuality and links with families.</p>	<p>EEF Teaching and Learning toolkit states that behaviour interventions and parental engagement are both effective strategies that have positive impact. (EEF online) +3months progress</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>In a recent publication by the DfE, improving school attendance was highlighted as an essential element to school improvement in 2021-22.</p> <p>https://www.gov.uk/government/publications/schoolattendance.</p>	<p>7</p>
<p>Invite aspirational speakers into the academy to present to students involving a range of issues such as Personal Development, career aspirations and the SRE curriculum.</p>	<p>It has been widely understood that guest speakers for a wide range of reasons including student enrichment, play an important, motivational part in the personal development of all students.</p> <p>www.educationandemployers.org</p>	<p>4,5,6</p>
<p>To develop and improve resources that support our Personal Development programme for all students including RSE curriculum so that lessons and opportunity days meet our value of “Excellence”</p>	<p>The PSHE national association suggests that good PSHE education begins with a well-planned programme. Our strategy will aim to co-ordinate a well-planned sequence of learning for the Personal Development of all disadvantaged students.</p> <p>https://pshe-association.org.uk/content/resourcesand-curriculum</p>	<p>10</p>

<p>To ensure that parents and teachers have access to a cloud based parents evening via school cloud to ensure that barriers that are associated with COVID-19 do not effect overall achievement.</p>	<p>School Cloud is the most popular and trusted parents' evening platform which will mean that we can remain in contact with all our parents if required during any future lockdown.</p> <p>https://www.parentseveningsystem.co.uk/</p>	<p>1,2</p>
<p>Provide additional opportunities for disadvantaged students to gain access to a range of alternative activities that are not easily accessible such as, DJ, Basketball Coach and Boxing.</p>	<p>DfE Report 'An Unequal Playing field', shows huge disparities in children's participation rates across a wide range of extra-curricular activities depending on their social background. A key aim for us is to ensure that our disadvantaged students have equal opportunities in their lives and access a range of extra-curricular activities.</p> <p>https://www.gov.uk/government/publications/extracurricular-activities-soft-skills-and-social-mobility</p> <p>The 2021 report by CFey about the Importance of outdoor learning, social action and enrichment in education also highlights the importance for our Disadvantaged Students to take part in a range of activities for academic and personal development.</p> <p>https://cfey.org/2021/11/what-next-for-enrichment/</p>	<p>9,10</p>
<p>To provide music and art therapy to support the MHWB of Disadvantaged students.</p>	<p>Intervention to help students who have experienced some trauma emotionally or psychologically. Through engagement with live music, students can explore and connect with the world around them.</p> <p>Using art methods to enhance mental health. Creative expression can foster healing and mental well-being.</p>	<p>1,2,10</p>
<p>Provided targeted support for a range of Disadvantaged students who have become disengaged with school life and are at risk of exclusion.</p>	<p>This level of intervention will be based around Physical Activity as well as support for Social and Emotional development. The EEF toolkit recognises at least 4 months development for students when engaging with this development. Our work with Victor Allen also ensures that the BASE principles are clearly understood by staff.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,10</p>

Part B: Review of outcomes in the previous academic year (2021-22)

Pupil premium strategy outcomes

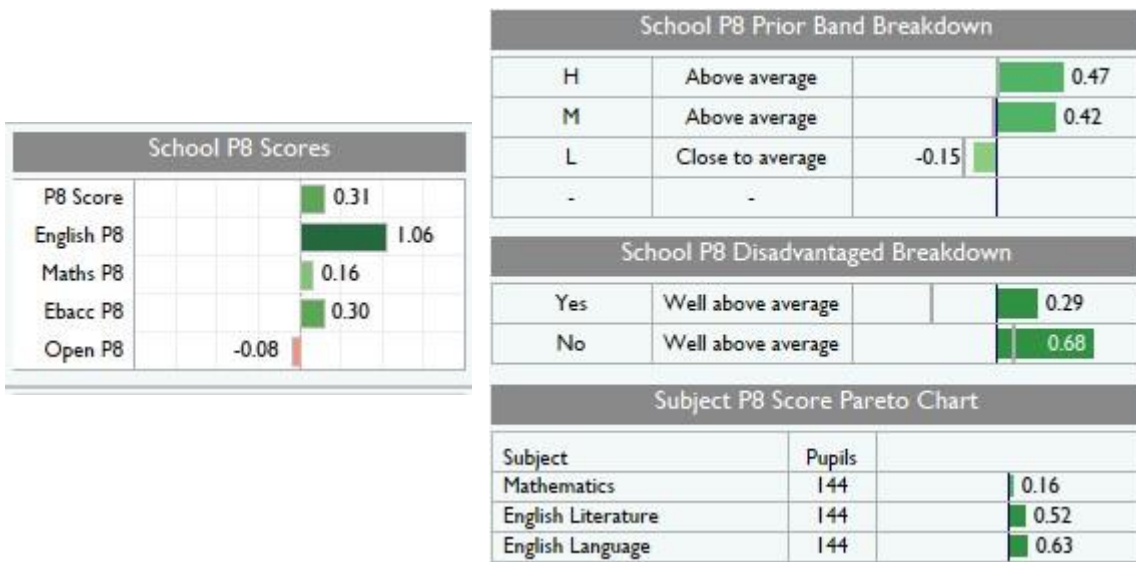
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Evaluation of Intended Outcomes 2021-22.

Attainment & Progress.

Our five-year curriculum offer ended with students sitting a range of GCSE and Vocational qualifications. In 2022, the progress of our Year 11 cohort was significantly above national average including in the performance of Disadvantaged Students.

Below is a summary of the 2021-22 Year 11 progress data:



- Progress of Disadvantaged Students in English was exceptional



- During 2021-22, the overall attainment of students was in line with national average. Disadvantaged Student attainment was lower than Non-disadvantaged Students, which is why attainment remains a priority for this cohort.

- Progress and attainment in some subjects (particularly open bucket subjects) has room for improvement and will remain a key priority for 2022-23.

KS3 Achievement and Progress.

Key Stage 3 students were graded against age related expectations in their subjects. There is little difference between PP and non PP students which highlights the good support and provision for those students. Detailed below:

2021/22	Eng Attainment		Eng Effort	Math Attainment		Math Effort
	Expected	Above Ex-pected	Good +	Expected	Above Ex-pected	Good +
Year 7	Expected	Above Ex-pected	Good +	Expected	Above Ex-pected	Good +
Year 7 All	184	8	147	147	99	184
211	87%	4%	70%	70%	47%	87%
Year 7 PP	96	3	76	74	46	92
107	90%	3%	71%	69%	43%	86%

2021/22	Eng Attainment		Eng Effort	Math Attainment		Math Effort
	Expected	Above Ex-pected	Good +	Expected	Above Ex-pected	Good +
Year 8	Expected	Above Ex-pected	Good +	Expected	Above Ex-pected	Good +
Year 8 All	171	3	104	157	60	173
207	83%	1%	50%	76%	29%	84%
Year 8 PP	95	2	51	87	34	93
116	82%	2%	44%	75%	29%	80%

Teaching and Learning.

Quality first teaching CPD has enabled the Academy to meet the ambitious academic targets.

- CPD sessions were delivered and have upskilled teachers on the following: cognitive load theory; memory; retrieval practice and metacognition.
- The Teaching and Learning Team have also delivered additional best practice CPD on memory and retention of knowledge, which has supported progress of all students.
- A staff survey has highlighted the fact that CPD sessions improved staff knowledge and understanding of the Cognitive Load Theory; memory, learning and metacognition. Staff also explained that they had a greater understanding of concepts such as: The Split-attention Effect and The Redundancy Effect and how to reduce these in their own planning.
- Furthermore, understanding of retrieval practice, interleaving and spaced practice has improved.
- Impact can also be seen in the staff survey. 82% of staff felt that the annual CPD calendar including CORE Education trust CPD had had a positive impact on their teaching practice.

Reading ages of disadvantaged students to be show improvement in relation to their chronological reading age in 2021-22.

Reading ages will significantly improve as a result of reading strategies utilised across the academy. A minimum of 30% of students in each year group (whose chronological reading age is below expectations) will reach their chronological reading age by the end of the academic year.

A number of reading strategies have now been implemented. Strategies include 'Control the Game'; Ruth Miskin 'Fresh Start Training', Lexia and Reading Plus.

In addition to this, reading CPD for all staff has taken place to develop the expertise of staff and drive improvement to the quality of teaching with a particular focus on incorporating reading development within the classroom.

A culture of Reading has been established with many new resources being invested into the School Library. The Academy now sees over

Impact of whole school reading strategy:

- Overall, the Academy has seen a reduction in the % of Disadvantaged students with an average SAS score 88 or below. This figure was from 42% to 37% at the end of the Academic year.
- In year 7 there was a reduction in the % of Disadvantaged students with a below average SAS score from 51% to 42% at the end of the year. This is due to the targeted fresh start reading intervention which helped develop phonics understanding of the lowest 20% of readers.
- The % of Disadvantaged students (year 7, 9 and 11) with an average or above average reading score increased to 58% and 79% respectively indicating that over time the Academy has significant impact and is closing the reading age gap.
- Whilst reading data demonstrates a improving picture we have identified that year 8 students 2021-22 remain a key focus for the year ahead as their rates of progress have not accelerated at the same pace as other year groups.

Behaviour and Attitudes.

- During the academic year 2021-22 exclusions at the academy were used to reinforce standards and expectations. Reducing exclusions, will remain a key focus within the Academy for 2022-23. Analysis of exclusions shows a reducing trend across the Autumn Term to the Summer Term for Disadvantaged Students. A 28% reduction in exclusions for Disadvantaged students was seen across the course of the year.

The total number of exclusions for Disadvantaged students was higher than

- non-disadvantaged students and as a result of this remains a priority for 2022-23.

- During 2021-22, the Academy invested in the use of Class Charts, which has proven to be an exceptionally motivational tracking and monitoring system for our Disadvantaged Students. In all years, a high number of reward points for attitudes to learning were issued by staff. The data analysis showed that there were no significant gaps in the distribution of rewards points for Disadvantaged Students, indicating that these students were on task and demonstrating an excellent work ethic.

- Class Charts also tells us that Disadvantaged Students have performed better than Non-disadvantaged Students in the Academic Year. For example: improvements in attitude, being an excellent ambassador, remaining on task, problem solving and engaging positively with learning are all areas that Disadvantaged Students receive a higher number of merit points for.

- External reviews, conducted during 2021-22, have also highlighted the progress being made in terms of the positive culture and highly focused learning environment found at Rockwood Academy which is having a marked impact on Disadvantaged students. It was also noted by Anna Smith (Pupil Premium consultant) that “the impact on student outcomes both academically and pastorally has been significant. The work of the leader is a ‘shining example of what is possible in order to improve outcomes for disadvantaged students”.

Attendance.

- Students have high levels of attendance, and, through strategic interventions, attendance has remained well above the national average. During 2021-21, whole Academy attendance was 92.3%, which is well above the national average. Analysis demonstrated that there was no significant difference in attendance for Disadvantaged students.

- Students come to school on time and are punctual to lessons. 97% of students have 100% punctuality to school which is a clear indication of the increasing value students place on their education.

- Currently, attendance for Disadvantaged students is above national average indicating highly positive attitudes of students to schooling. This is because of clearly defined consequences both for attendance that does not meet expectations and attendance that is not yet outstanding.

- The Academy has seen a 5% reduction in persistent absence for Disadvantaged students throughout the course of this year. This is because of the academy’s prioritisation of Persistent Absence, diligence, and strategic intervention.

Development

broader de
 ilum extends beyond the academic and vocational and provides for students’ velopment. Leaders within the Academy have established opportunities to idents’ spiritual, moral, social and cultural development through form time velopment, weekly assemblies, timetabled one-hour lessons, Opportunity Days, abled dedicated Personal Development session which addresses a wide range

and national issues. As a result of the effective Personal Development of Disadvantaged students the impact has been:

- The Personal Development curriculum (including Sex, Relationships education) is now fully in place which was a key focus during the year and will remain a priority in 2022/23.
- The vast majority of Disadvantaged students suggest that work is challenging (evidence of differentiation).
- A very large proportion of Disadvantaged Students report that they enjoy school.
- The majority of Disadvantaged students state that appropriate feedback is given to them to enhance the quality of work.
- Disadvantaged students said that they far feel safe in the Academy.
- The vast majority of Disadvantaged students note that the school encourages “respect” from other backgrounds.

The Academy also prepares students for future success in education, employment, or training. Leaders use the compass tool to ensure that the Gatsby Benchmarks, are being met. A recent evaluation showed that the Academy was 100% compliant with all the benchmarks with 5 being rated at 100%. The broad curriculum coverage of careers education ensures that training providers speak to students in Years 7-11 as part of Opportunity Days. All students receive unbiased information about potential next steps and high-quality careers guidance; from external providers such as Gordon Franks and our new school-based Careers Team, working alongside a trust-wide careers satellite group.

This is further supported from external providers such as Aston University, University of Birmingham, Birmingham South and City College, Gordon Franks, Birmingham Careers Hub and Birmingham Careers Service. The Academy has 0 NEET Disadvantaged students. Destination data for summer 2022 indicate 83% of Disadvantage students will go onto study a level 2 course at a range of local providers.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA

What was the impact of that spending on service pupil premium eligible pupils?	NA
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

The school improvement plan 2022-23 highlights a range of key developmental objectives that will improve provision for disadvantaged students but are not solely dependent on pupil premium or recovery premium funding.

This improvement plan is regularly reviewed by the Governing body and a range of School Improvement Partners that evaluate the quality of school leadership in the context of Pupil Premium students. An annual Pupil Premium review takes place by external consultants to ensure that leadership of this aspect of school life remains exemplary.

