# Pupil Premium: Review of outcomes, 2020-21 – Rockwood Academy.

## Pupil premium strategy outcomes:

This details the impact that our pupil premium activity had on students in the 2020 - 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020-21. Given this, evaluations undertaken during the 2020-2021 academic year include standardised teacher administered tests or diagnostic assessments.* *Last year marked the end of the strategy plan for 2020-21. This assessment takes into account how successfully the intended outcomes of that plan were met.* *Rockwood Academy – Analysis 2020-21. Built into the text below is a synopsis against the strategy aspects highlighted in the 2020-21 Pupil Premium Strategy.* **Table A** **TABLE A – Analysis.** * Our internal Teacher Assessment Grades (TAGS) during 2020/21 (Year 11 cohort 2021) suggested that the performance of Disadvantaged Students was in line with the performance of Non-Disadvantaged Students in terms of progress. 50% of the 2020-21 cohort were Disadvantaged.
* TAGS were completed as part of the disruption caused by COVID 19 to formal GCSE tests. The performance overall of Disadvantaged Students was well above the national average as seen in table A.
* The Teaching and Learning (T&L) Strategy “Excellence at Rockwood” provided a basis for “Mastery” teaching which had a positive impact on the overall achievement of Disadvantaged Students.
* The online T&L Strategy, 2020-21 (managed by Lead Practitioners) also enabled students to develop a deeper understanding of subjects and better honed skills. In 2020-21, the strategy expenditure enabled additional core subject specialist teachers to be incorporated into the budget / staffing structure. This has contributed significantly to the progress of Disadvantaged Students.

**Table B** * 4 subjects in 2021 were below national average in relation to progress.

**TABLE C****Table C** indicates that in 2020- 2021 there were no significant GAPS in performance of Disadvantaged Students compared to Non-Disadvantaged students in relation to progress. Further details below.**Table D** **Table D** indicates that the performance of Disadvantaged Students was well above the national average when analysing the basics measure (English and Maths) at both 9-5 and 9-4 grades. **Table E** Table E indicates that the performance of Disadvantaged Students was well above national average for Progress 8 (P8) analysis. Maths P8 calculations demonstrate that Disadvantaged Student performance was better than Non-Disadvantaged Students. **At Rockwood Academy,** there was a 0.07 GAP in performance between Disadvantaged and Non-Disadvantaged Students which indicates a small progress variation. In **English** there was a 0.22 Gap in performance in favour of Non – Disadvantaged students. In **Ebacc** subjects, the GAP was 0.12 and in **Open bucket subjects** the GAP was 0.9 in favour of Non-Disadvantaged Students. This indicates, that there is still work to be done is some aspects of the curriculum to bridge any GAPS in performance of Disadvantaged Students even within the context of high achievement overall. This is something that we will build into our strategy for 2021/22**Subject Analysis: Attainment 2020-21. Disadvantaged V Non – Disadvantaged Attainment.** **Table F:**

|  |  |  |  |
| --- | --- | --- | --- |
| Subject | Non DisadvantagedAttainment 2021 | DisadvantagedAttainment 2021 | Attainment GAP2021 |
| English | 5.18 | 4.47 | - 0.71 |
| French | 1.60 | 1.64 | + 0.04 |
| Geography | 3.96 | 3.67 | - 0.29 |
| History | 5.06 | 4.00 | - 1.06 |
| Hosp/Cat | 3.50 | 3.52 | + 0.02 |
| Imedia | 2.67 | 3.33 | + 0.66 |
| Mathematics | 4.63 | 3.14 | - 1.49 |
| Music | 5.00 | 5.00 | Equal  |
| Religious Studies | 4.82 | 4.33 | - 0.49 |
| Biology | 5.91 | 5.37 | - 0.54 |
| Chemistry | 5.97 | 5.32 | - 0.65 |
| Combined S | 3.05 | 3.36 | + 0.31 |
| Spanish | 4.89 | 4.50 | - 0.39 |
| Physics | 5.91 | 5.42 | - 0.49 |
| BTEC Sport | 3.85 | 3.67 | - 0.18 |
| TOTAL:  | AVG: 4.4  | AVG: 4.09 | * 0.45
 |

* Saturday revision sessions were not able to take place due to the impact of COVID 19. However, intervention did take place after the Academy Day to ensure that students had time to complete work towards their portfolios (TAGS) and work with our dedicated team of teachers.
* Subjects with the strongest Disadvantaged Student attainment figures include: French, Geography, Hospitality, Combined Science and BTEC sport.
* The largest GAP in attainment was in subjects: English, Maths and History.
* PIXL and online resources were utilised and based on the progress of students there is clearly a need to extend this membership so that the resources can continue to be used during 2021-22.
* Revision guides were provided for all students, as well as folders and equipment that enables progression.

**TABLE G:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | All | % | PP (DIS)  | % | Non PP | % |
| All | 123 |  | 61 |  | 62 |  |
| High | 29 | 23.58 | 8 | 13.11 | 21 | 33.87 |
| Middle | 56 | 45.53 | 32 | 52.46 | 24 | 38.71 |
| Low | 27 | 21.95 | 15 | 24.59 | 12 | 19.35 |
| Unset | 11 | 8.94 | 6 | 9.84 | 5 | 8.06 |

* Table G indicates the breakdown of Disadvantaged and Non-Disadvantaged students.
* In 2020-21, there were slightly more students in the middle to lower attainment bands. We are proud of the fact that all attainment bands were well above national average for achievement as illustrated in the tables below:

**Strategy outcomes other than the performance of Year 11 2020-21.**  |
| 1. Increased literacy levels for Year 7 and Year 8 Disadvantaged Students. (Analysis of Reading Ages has been effected by Covid 19).
 | The analysis of reading ages across the school demonstrates that students did make progress compared to their chronological reading age. In all cases, more than two years’ progress was made over a two-year period for Years 9, 10 and 11 based on tests completed in school. In some cases, Disadvantaged Students made more progress than that of Non-Disadvantaged Students. This was particularly the case for Year 10 and Year 11 students. Part of the strategy, over recent years has been to improve reading ages. Reading age analysis does, however, continue to demonstrate a need to accelerate the reading ages so that all students have a reading age equivalent to their chronological reading age.  |
| **TABLE I – Reading Age figures.**

|  |  |  |  |
| --- | --- | --- | --- |
| From Yr 7 - Yr9 | 11-12 Yrs | 13-14 Yrs | Increase |
|  All | 9.26 | 10.95 | 2.10 |
| Non PP | 9.51 | 11.28 | 2.13 |
| PP | 9.04 | 10.67 | 2.07 |
|  |  |  |  |
|  |  |  |  |
| From Yr 7 - Yr10 | 11-12 Yrs | 14-15 Yrs | Increase |
| All | 10.71 | 12.96 | 2.21 |
| Non PP | 10.62 | 12.78 | 2.14 |
| PP | 10.79 | 13.12 | 2.26 |
|  |  |  |  |
|  |  |  |  |
| From Year Yr 9 - Yr11 | 13-14 Yrs | 15-16 Yrs | Increase |
| All | 11.55 | 13.70 | 2.27 |
| Non PP | 11.93 | 12.80 | 2.23 |
| PP | 11.52 | 13.80 | 2.27 |
|  |  |  |  |

In 2020-21, the school used strategies including: LEXIA, Tutor Group book boxes, and the Accelerated Reader programme. These strategies were, however, affected by the impact of Covid 19. The teaching of LEXIA, and the Accelerated Reading Programme, was effected by the impact of COVID 19 and these two reading strategies will be continued in 2021-22 in greater depth.  |
| 1. Improved progress for Disadvantaged Students who enter the Academy with KS2 results below national expectations.
 | * Year 11 cohort: 2020-21 progress overall was of Disadvantaged Students was +0.70 which was well above national average.
* Achievement overall by all groups of students was above national average.
* The achievement of students in the “low” prior band was well above national average.
 |
| 1. Improve social skills and self-regulatory behaviour for Disadvantaged students.
 | **During 2020-21 - 64%** of recorded behaviour incidents in the Academy were by Disadvantaged Students. **36%** were recorded for Non-Disadvantaged Students. There were **14** fixed term exclusions during 2020-21. Disadvantaged Students: 8. Non-Disadvantaged Students: 6.  |
| It is clear that the impact of COVID-19 has meant that the in-school rewards programme has been effected and has not been as fully developed as we would have wanted – particularly extrinsic rewards. As a result of Covid 19, Pastoral Managers were not able to spend as much time as previous years in face-to-face nurturing and supporting students across the Academy.The number of fixed term exclusions remained low as a result of the important role played by all staff including form tutors. When evaluating exclusions, we do, however, see that Disadvantaged Students received more fixed term exclusions.  |
| 1. Increased attendance and reduced persistent absence for Disadvantaged Students
 | School attendance data for students (disadvantaged and non-disadvantaged students is seen in **Table K).**  |
| **TABLE K – Attendance data.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Term  | Students in cohort | All <95% Attendance | Non PP<95% Attendance | Non PP % | PP <95% Attendance | PP % |
| 2020 - 21 | 907 | 466 | 161 | 34.55 | 305 | 65.45 |

 * As an Academy, we aim for 95% attendance. In 2020-21, the strategy set a challenging benchmark of 95%. The table above highlights that in 2020-21 there were 65% of Disadvantaged Students below the expected attendance threshold of 95%. This is compared to 34.55% of Non-Disadvantaged Students. This indicates a significant GAP in overall attendance of Disadvantaged Students.
* Overall Academy attendance in 2020-21 was 92.5%. Disadvantaged Student attendance was: 91.97% and Non-Disadvantaged Student attendance was: 93.3%, indicating lower overall school attendance for Disadvantaged Students.
* Persistent absence figures in 2020-21 was 21.72% Non-Disadvantaged Student persistent absence figure was: 17.95. Disadvantaged Students persistent absence during 2020-21 was: 24.1% indicating that persistent absence in Disadvantaged Students is higher than that of their Non-Disadvantaged peers.
 |
| 1. Increased engagement of parents of Disadvantaged Students within the Academy. Higher aspirations for PP parents.
 | * Parents’ / carers’ evenings have been effected by the impact of COVID 19. Based on the regulations/safety aspects associated with Covid 19 – our normal amount of parents evening schedule did not take place. Parental engagement in 2021-22 remains a priority. Our strategy, was to engage in a phone call/ MS Teams call with parents regarding progress. 99% of all parents were contacted and spoken to but were unable to visit the school. Engagement in 2021-22 will be wider than parent’s evenings and will continue to be a priority.
 |
| **2020-21 in year data Analysis. Core subjects – Year 8 and Year 9.** * In 2020-21, Core subjects: English, Maths and Science achievement tracking shows that Year 8 students made equal amounts of progress in the period AP2 to AP5. The increase in all core subjects was +0.33 for Disadvantaged and Non-Disadvantaged students.
* In 2020-21, Core subjects: English, Maths and Science achievement tracking shows that Year 9 students made varying rates of progress in the period AP2 to AP5. In English, Disadvantaged Students made +0.33 grades of progress compared to Non-Disadvantaged Students who made +0.66 grades of progress. In Maths, Disadvantaged Students made more progress that Non-Disadvantaged Students equating to +0.33 grades of progress. In Science, both Disadvantaged and Non-Disadvantaged students made +0.66 grades of progress during the academic year.

The analysis above indicates an overall increase in attainment/progress for years 8/9 Disadvantaged Students which was a targeted strategy during 2020-21. As a result of Covid 19, we also see clear indications of lost learning and this will need to be a feature of middle leadership during 2021-22. The “Excellence at Rockwood” online and live teaching strategy provided the basis that ensured “mastery” teaching at Rockwood Academy, leading to in year progress for Disadvantaged Students. **Final summary – Review 2020-21.** Our assessment of the reasons / analyses for some of these outcomes points primarily to the Covid-19 impact, which disrupted all of our subject areas to varying degrees. We were, however, delighted that overall achievement data for Disadvantaged Students remains well above national average. The performance of Disadvantaged Students in terms of progress from relative starting points was also in line with Non-Disadvantaged students. As evidenced in schools across the country, partial closure could have been significantly detrimental to our Disadvantaged Students because they were not able to benefit from our Pupil Premium funded improvements to teaching and targeted interventions to the degree that we intended. Our Year 11 cohort have, however, benefited from 5 years of support and intervention. The impact was mitigated by our resolution to maintain a high quality online curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and CPD, which targeted the use of “Mastery” approaches within online teaching. The dedication of our staff to create evidence rich portfolios were at the heart of our achievements. Although overall attendance in 2020/21 was lower than expected for Disadvantaged Students, it was higher than the national average. At times, when all students were expected to attend school, absence among Disadvantaged Students was lower than their peers and these gaps are in line with previous years but remains a priority for 2021-22. Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for Disadvantaged Students. As a result of this, we will use pupil premium funding to provide wellbeing support for all students, and targeted interventions where required. We are building on that approach in our new plan for behaviour which aims to focus on fostering relationships with students, coach and correct behaviour as well as nurturing the growth of model citizens of the 21st century.  |

## 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 |
| My Tutor – Aimed at supporting year 11 students through the GCSE content in core subjects – English, Maths and Science.  | My Tutor.  |
| Online podcasts | GCSEPod |
| Raising Standards materials | PiXL |

## 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  |