

Pupil premium strategy statement (secondary)

1. Summary information		
School	<i>Rockwood Academy</i>	
Academic Year – 2020-21	Total PP budget - £538,620 <i>provisional</i>	Date of most recent PP Review – July 2020
Total number of pupils - 801	Number of pupils eligible for PP – 414*	Date for next internal review of this strategy – Mach 2021

* please note that the total PP figures reduced in Years 7, 9, 10 and 11. The largest difference is in Year 9.

2. Current progress and attainment

	<i>National (2019/20)</i>	<i>Rockwood (overall)</i>	<i>Rockwood's PP</i>
<i>Progress 8</i>	PP -0.45; Non PP 0.13	All 0.52 Non PP 0.44	0.60 <i>(well above national PP and Non PP peers)</i>
<i>Attainment 8</i>	PP 36.7%; Non PP 50.3%	All 45.71 Non PP 45.79	45.64% <i>(well above national PP and broadly similar to Rockwood Non PP)</i>
<i>Basics 9-4</i>	PP 44.7%; Non PP 71.8%	All 64% Non PP 68%	61% <i>(well above national PP peers)</i>
<i>Basics 9-5</i>	PP 24.7%; Non PP 49.9%	All 39% Non PP 40%	38% <i>(well above national PP peers)</i>
<i>P8 English</i>		0.58	0.71 <i>(well above Rockwood's Non PP)</i>
<i>P8 Maths</i>		0.31	0.27 <i>(well above Rockwood's Non PP)</i>
<i>P8 English Baccalaureate</i>		0.70	0.77 <i>(well above Rockwood's Non PP)</i>
<i>P8 open slot</i>		0.47	0.53 <i>(well above Rockwood's Non PP)</i>

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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| A. | Literacy levels for PP students are lower on entry than for other students (PP students' reading ages are on average 1 year below their chronological ages, compared to non PP students' reading ages which are 7½ months below), preventing them from accessing the curriculum and making expected progress in line with non-pupil premium students nationally in all subjects. |
| B. | Low prior attainment of PP students on entry to the Academy is significantly below national, the average KS2 points score is 102 compared to national 104.5, a difference of 2.5 |

C.	PP students in particular lack social skills and maturity which impacts on how effectively they self-regulate their behaviour for learning, which has a detrimental impact on their progress and that of their peers. High ability students in particular cause low-level disruption in lessons or are passive learners, and consequently they do not make the accelerated progress expected.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	PP students' attendance is has fluctuated over the last three years and for the latter 2 years slightly lower than their peers.	
E.	Persistent absence rates for PP students are higher than other students. 64.29% of students with attendance rates below 90% are PP students.	
F.	Parents of PP students can be less willing to engage with the Academy and can have lower expectations and aspirations for their children. Parents' attitudes towards education have been proven to have the highest influence over a child's attitude to learning and achievement.	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		
A.	Increased literacy levels for year 7 and 8 PP students.	PP students in year 7 and 8 will make more progress in literacy, so 100% of them will reduce the gap between their reading age and chronological age to 6 months or less from their starting points at the beginning of the academic year 2017-2018.
B.	Improved progress for PP students who enter the Academy with KS2 results below national expectations across all year groups.	By the end of the academic year 7, PP students have made progress broadly in line with their peers.
C.	Improved social skills and self-regulatory behaviour for PP students.	Number of behavioural incidents recorded for PP students will reduce to be in line with all students or lower. The overall P8 figure for high ability PP students at the end of year 11 will be broadly in line with non-pupil premium students nationally. Predictions for high ability PP students in years 9 and 10 will be broadly in line with national for P8. Progress residuals for high ability PP students in years 7 and 8 will be broadly in line with the rest of the cohort.
D.	Increased attendance and reduced persistent absence for PP students.	Attendance of PP students will increase to at least 95% in line with national expectation. The number of PP students classed as persistent absentees will decrease to be broadly in line with non-pupil premium students nationally.
E.	Increased engagement of parents of PP students with the Academy, and higher aspirations of PP students.	The number of parents of PP attending parents' evenings, support sessions and Academy performances/events will be at least in line with non-pupil premium students nationally. PP students will select a suitably challenging and aspirational post-16 destination in line with the non-pupil premium peers.

5. Planned expenditure

Academic year 2020-2021

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?
<p>A. Increased year 7 and 8 literacy levels.</p> <p>B. Improved progress for Pupil Premium students.</p> <p>C. Improved self-regulatory behaviour.</p>	<p>Additional literacy provision through Core X lessons (2x a week) in small focus groups delivered by the HLTAs.</p>	<p>The EEF Toolkit states that reducing class size appears to result in around three months' additional progress for pupils, on average. Reducing the number of pupils with below average literacy skills in a class will improve the quality of teaching and learning, as students receive more high-quality feedback or one to one attention.</p>	<p>Through careful data analysis at every Assessment Point (5x per year).</p> <p>Through weekly book scrutinies and targeted Pupil Premium book scrutinies and Pupil Premium student voice the senior team will monitor the quality of feedback in exercise books.</p> <p>The planning of Pupil Premium teaching strategies will be monitored through lesson observations, focused Learning Walks and Teacher Folders standards checks.</p>	<p>D Cooke DOLs – SSD and HDN</p>	<p>End of Spring 2</p>

B. Improved progress for Pupil Premium students.	Lead Practitioners in English, Maths and Science will lead on the embedding of teaching strategies aimed at PP students, in particular mastery learning.	The EEF Toolkit states that there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	A quality assurance schedule with specific focus on PP students is in place to monitor the quality of teaching, learning and assessment. Data is reviewed at each Assessment Point. Standards checks will be conducted to ensure consistency in the approach of all staff.	D Cooke Lead Practitioners	End of Spring 2
A. Increased year 7 and 8 literacy levels. B. Improved progress for Pupil Premium students.	Accelerated Reader Programmes to improve reading ages and reading comprehension	Accelerated Reader is proven to improve reading ages by 3 months over a period of 3 month on the programme.	Both Accelerated Reader scores will be monitored closely on a session by session basis to determine a fluid transition between both programmes.	D Cooke Librarian HLTAs	End of Summer 1
B. Improved progress for Pupil Premium students.	Saturday revision sessions for Year 11 students in English and Maths. Holiday revision sessions for Year 11 students.	Providing students with additional access to revision time provides them with an opportunity to revise and receive support. Evidence from the EEF toolkit that extended school time impacts on student progress.	The Assistant Headteacher in charge of Data devises a weekly programme and monitors student progress at each Assessment point (1-6).	B.Howes	End of each half term

B. Improved progress for Pupil Premium students.	Continue to be part of the PIXL Schools network	Highly qualified teachers who are using research-based teaching strategies to promote effective learning are proven to have significant impact on outcomes for students. The PIXL network allows further sharing of best practice and moderation of judgements.	The Assistant Headteacher in charge of Data monitors student progress at each Assessment point (1-6). The Deputy Headteacher in charge of Teaching and Learning will monitor the quality of Teaching, Learning and Assessment through lesson observations, learning walks, book scrutinies.	B. Howes D.Cooke	
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Total budgeted cost £90,000 estimated

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?
A. Increased year 7 and 8 literacy levels. B. Improved progress for Pupil Premium students. C. Improved self-regulatory behaviour.	Lexia phonics led reading software will be used to improve the reading skills of students in year 7 and 8. Improved reading skills will lead to increased confidence in accessing the curriculum.	Lexia has been rigorously researched, independently evaluated, and is one of the most respected reading programs in the world, Lexia has been found to accelerate the development of critical foundational literacy skills and has been shown to be effective in remediating struggling readers in secondary school.	The Director for Learning and Outcomes Year 7, 8 and 9 will oversee the implementation and will closely monitor the impact through data analysis at each Assessment Point (1-6).	DOL: SSD and HDN	End of Spring 2

B. Improved progress for Pupil Premium students C. Improved self-regulatory behaviour.	Employment of Lead Practitioner in Core subjects to work with intervention groups. Employment of an additional HLTA to support Core X teaching groups. Adding capacity in the Maths department through employment of Graduate Teachers	In order to accelerate the progress of students with low prior attainment, the lead practitioners will work with small intervention groups to increase skills sets and to build confidence. Small group intervention with highly qualified staff have been found to be effective by the EEF.	The Directors for Learning and Outcomes will closely monitor the impact through data analysis at each Assessment Point (1-6). The Assistant Headteacher with responsibility for data will closely monitor the progress of Year 11 students.	D. Cooke and S.Malik	End of Summer 1
B. Improved progress for Pupil Premium students C. Improved self-regulatory behaviour. D. Increased attendance and reduced persistent absence for PP students	Improved rewards system to motivate students. Rewards based on attendance, academic performance and behaviour.	Research suggests that when students have a sense of control and choice and are challenged just above their level of competence, they have intrinsic motivation, persistence and a belief that they can be successful.	The Assistant Headteacher in charge of Behaviour and Attendance will monitor behaviour and rewards data on a weekly basis.	J.Williams	End of Summer 1

Total budgeted cost £260,000 estimated

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?
A. Increased year 7 literacy levels. B. Improved progress for Pupil Premium D. Increased attendance	The Pastoral Managers, the Head of Wellbeing and the attendance officer will be trained by the Assistant Headteacher in charge of Behaviour and attendance	Improved attendance of PP students will maximise the amount of time students spend in the academy, improving their progress.	The Assistant Headteacher responsible for attendance will receive weekly attendance figures and patterns from the attendance officer, which will be discussed in Pastoral Team meetings	S.Malik	End of Spring 2 Attendance-

and reduced PA.	Attendance to recognise and effectively deal with attendance patterns to ensure early identification and intervention with PP students with attendance issues. The Pastoral Team will be strengthened by the employment of 2 further Pastoral Managers and a Head of Wellbeing.		He will also receive weekly updates from the Pastoral Team about actions taken to positively impact on the attendance of Pupil Premium students. The threshold for PA students will be raised to 94% and the Academy PA figures will be measured against that threshold to support early identification. The weekly attendance figures will show an improvement.		
B. Improved progress for Pupil Premium students. D. Increased attendance and reduced PA. E. Increased engagement of parents.	The Academy will strengthen parental engagement through a bespoke programme addressing factors impacting barriers to achievement.	Research has shown that parental attitudes to education have the greatest influence over the child's attitude towards their learning, i.e. parents have the most influence, then the child, then the teachers. Therefore, engaging parents in the education of their child will have the desired effect.	The Pastoral team will monitor the attendance of parents to learning review and parents' evenings. Home visits will be conducted to parents who do not attend these events. The Deputy Headteacher will oversee the parent engagement programme covering a range of topics.	P. De Jesus S.Malik	End of Summer 1
Total budgeted cost					£188,620 estimated

6. Review of expenditure

Previous Academic Year (2019-2020)

i. Quality of teaching for all ii. Targeted support iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Increased literacy year 7 and 8 PP literacy levels	Deploying an Assistant Headteacher for Teaching and Learning	Teaching and Learning has improved significantly with positive impact on outcomes, in particular for the Year 11 cohort (see performance data section 2)	Established procedures need to be clearly	£50,000
B. Improved progress for PP students	Saturday School for Year 11 students in Maths and English	Providing students with additional access to structured revision time had a significant impact on the performance of the Year 11 cohort (see performance data section 2).	Communicated to new staff to ensure consistency. Strategy will be carried forward.	£20,000
C. Improved social skills and self-regulatory behaviour			Attendance needs to be closely monitored to ensure that targeted students attend. Communication with parents and students is key. Strategy will be carried forward.	£10,000
D. Increased attendance and reduced PA	Holiday Revision sessions for Year 11 students	As above		
E. Increased engagement of parents	Alternative Provision/Student Development Centre	Students who need a smaller learning environment that can cater for their specific needs were enabled to attend the alternative provider	With the Student Development Centre on site being established it will be possible to deliver small group teaching with a tailored curriculum on site which will enable the academy to monitor progress even more closely.	£36,000
	Accelerated Reader Programme for Year 7 and 8	The programme improved students' reading ages allowing them to access the curriculum more fully which contributes to outcomes when sitting their GCSE examinations in future years.	Basic literacy needs (phonics) in Year 7 and 8 need to be addressed further. The Lexia literacy programme will be considered.	£7,612
	Revision Guides/Materials	Students received free revision guides which complimented their revision efforts and impacted on their overall exam successes (see section 2). Student feedback stated that they were favoured annotating the revision guides and make them their own.		£27,000
	Peripatetic Music Lessons	The numbers of students having taken up music lessons has increased enabling them to access a broader co-curricular programme. Learning an instrument has given the students the opportunity to take part in performances thus increasing their confidence and ability to collaborate. It has also provided them with increased levels of self-discipline. This will contribute to outcomes when sitting their GCSE examinations in future years.	Folders to organise students' own revision material need to be purchased to further support this strategy. This strategy will be carried forward.	

	<p>Maths x 2 staff</p> <p>English x 2 staff</p> <p>Science x 2 staff</p> <p>Attendance officer (part funding)</p>	<p>The Maths, English and Science Departments were overstaffed by 2 teachers per department to allow for smaller group sizes. This strategy has significantly improved the outcomes for students in middle/lower ability sets (see performance data section 2).</p> <p>Student attendance has remained stable over the academic year (95.4%), with PP at 95%. An improvement of 0.69% on 2018-2019 data.</p>	<p>Deploying staff strategically is an additional factor to take into consideration. The strategy will be carried forward.</p> <p>On the basis of the narrowing of the gap between pupil premium and non-pupil premium students' efforts have to be undertaken to further increase attendance levels. The strategy will be carried forward.</p>	<p>£85,000</p> <p>£85,000</p> <p>£85,000</p> <p>£12,000</p>
Total budgeted cost:				£ 417,012

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.