

Pupil premium strategy statement

1. Summary information		
School	<i>Rockwood Academy</i>	
Academic Year - 2016/2017	Total PP budget - £417,012	Date of most recent PP Review - N/A
Total number of pupils - 605	Number of pupils eligible for PP - 358	Date for next internal review of this strategy -

2. Current progress and attainment		
	Pupils eligible for PP (your school)	Pupils eligible for PP (national average)
% of Disadvantaged Year 11 students in 2015-16	71%	28%
Progress 8 score	-0.1	-0.4
Attainment 8 Figure 2015-16	40	41
Progress 8 English	-0.1	-0.3
Progress 8 in Maths	0.3	-0.3
% of students attaining A*-C in E-baccalaureate	18%	12%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	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 all subjects.
B.	Low prior attainment of PP students on entry to the Academy (41% of current year 7 PP students did not meet expected standard in numeracy, 58% did not meet expected standard in literacy) impacts adversely on outcomes at the end of KS4
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 (summer 2016 P8 PP high ability -0.47, NPP high ability 0.17).
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	PP students' attendance is consistently below 94.5%, which equates to almost a term's worth of curriculum time being lost during their time at the Academy.
E.	Persistent absence rates for PP students are higher than other students. 10.1% of PP students are classed as persistent absentees (with attendance under 90%), compared to 9.5% of all 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>)		Success criteria
A.	Increased literacy levels for KS3 PP students.	PP students in year KS3 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.
B.	Improved progress for year 7 PP students who enter the Academy with KS2 results below national expectations.	By the end of year 7, PP students to have made progress so they are now broadly in line with the cohort.
C.	Improved social skills and self-regulatory behaviour for PP students. The Academy exclusion rate is significantly low at 1.33% compared to the national average of 7.4%, however, 8 Students have been excluded, 62.5% of whom were 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 national. 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. The Cumulative figure for PP persistent absence students is 9.49% compared to the overall figure of 9.31% for the Academy. The attendance figure for PP students is 94.8% which is in line with the Academy attendance.	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 all students or less.
E.	Increased engagement of parents of PP students with the Academy, and higher aspirations of PP students. Overall attendance for Year 9 Parents evening was 50%. Only 41% of the 76 pupil premium students attended the parents evening.	The number of parents of PP attending parents evenings, support sessions and Academy performances/events will be at least in line with all students. More PP students will select a suitably challenging and aspirational post-16 destination.

5. Planned expenditure

Academic year

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/ how will you ensure it is implemented well?	What is the evidence and rationale for this choice?	How will you review implementation?	Staff lead	When will you review implementation?
<p>A. Increased KS3 literacy levels.</p> <p>B. Improved progress for KS3 students.</p> <p>C. Improved self-regulatory behaviour.</p>	<p>CPD on effective feedback will be delivered for all teachers, including written and verbal positive feedback.</p> <p>CPD will be delivered on showing PP students on seating plans and seating PP students where they will have most student-teacher interaction, where their books will be marked more frequently and they will get the teacher support in terms of differentiation and challenge.</p>	<p>The EEF Toolkit shows that effective feedback has a high impact on learner progress where the learner is given more information on progress towards learning goals. Students will feel more motivated when their learning is acknowledged by the teacher and will make more progress as a result.</p>	<p>Through weekly book scrutinies, the senior team will monitor the quality of feedback in exercise books, and the book scrutiny proforma will be altered to reflect the need to acknowledge where students have achieved their learning goals.</p> <p>In lesson observations and monitoring, the amount of verbal feedback given to PP students will be monitored as they are identified on seating plans.</p>	R Maxted	End of each term
<p>A. Increased KS3 literacy levels.</p> <p>B. Improved progress for KS3 students.</p> <p>C. Improved self-regulatory behaviour.</p>	<p>A lead member of staff will attend external training on meta-cognition and self-regulation. This will then be cascaded through a series of CPD sessions with all teachers and LSAs.</p>	<p>The EEF Toolkit has found that 'learning to learn' strategies have a high impact, based on extensive evidence. Students will learn how to set their own goals, and then to monitor and evaluate their own performance. They will also learn how to manage their own motivation towards learning.</p>	<p>The lesson cycle will be adjusted once CPD has taken place and teachers will identify on their lessons how they are helping students 'learn to learn'.</p> <p>This can be monitored through weekly book scrutinies when the teacher's lesson plans are submitted, as well as through observations and monitoring.</p>	R Machin	End of each term

<p>A. Increased KS3 literacy levels.</p> <p>B. Improved progress for KS3 students.</p>	<p>The Literacy Across the Curriculum policy will be launched, which gives 5 clear strategies each for reading, writing and oracy, so teachers understand how to improve students' oral language acquisition.</p> <p>CPD will be delivered to teachers and LSAs.</p>	<p>The students' vocabulary and spoken language interactions are noticeably weaker, and this then translates into their written responses. Oral language intervention was found by the EEF Toolkit to have a moderate impact, but it was found to have a greater impact on students from disadvantaged backgrounds so it is a suitable strategy to use. This is based on extensive evidence.</p>	<p>The lesson cycle will be adjusted once CPD has taken place and teachers will identify on their lessons how they are promoting oral language acquisition.</p> <p>This can be monitored through weekly book scrutinies when the teacher's lesson plans are submitted, as well as through observations and monitoring.</p>	<p>A Price</p>	<p>End of each term</p>
Total budgeted cost					<p>£10,000</p>
ii. Targeted support					
Desired outcome	Chosen action/ how will you ensure it is implemented well?	What is the evidence and rationale for this choice?	How will you review implementation?	Staff lead	When will you review implementation?
<p>A. Increased KS3 literacy levels.</p> <p>B. Improved progress for KS3 students.</p>	<p>LSAs will be trained on how to have greater impact on student progress.</p> <p>Teachers will have CPD on using LSAs effectively in the classroom.</p>	<p>LSAs are currently deployed effectively, and would have greater impact on student progress if the 7 recommendations of the EEF were implemented. The evidence shows that TAs can have a positive impact on academic achievement when they support individuals and small groups, and when their work supplements the teaching, rather than replacing it.</p>	<p>The SENCO and HLTA can be given additional free periods to use to conduct observations of the LSAs in the classroom. Each LSA will be observed half-termly.</p> <p>LSAs will have a personal support plan where necessary and additional support will be offered for the teacher if required.</p>	<p>A Price</p>	<p>End of each term</p>

<p>A. Increased KS3 literacy levels.</p> <p>B. Improved progress for KS3 students.</p>	<p>After school catchup sessions and lunchtime literacy and numeracy club will be delivered to year 7 students who entered the Academy with KS2 results below expectations.</p>	<p>In order to accelerate the progress of students with low prior attainment, rather than remove them from their timetabled lessons, they will be given extra support in weekly after-school sessions. Small group interventions with highly qualified staff have been found to be effective by the EEF.</p>	<p>The senior team will visit the after-school sessions weekly to ensure they are being delivered effectively.</p>	<p>S Yousaf H Nawaz A Mahmood</p>	<p>End of each term</p>
<p>A. Increased KS3 literacy levels.</p> <p>B. Improved progress for KS3 students.</p> <p>C. Improved self-regulatory behaviour.</p>	<p>A personalised curriculum will be delivered to students with low prior attainment in year 7.</p>	<p>To support with the transition from Primary school and accelerate their progress, the three lowest sets will have 10 hours per week of Literacy for Life, a programme piloted by Shireland with proven efficacy.</p> <p>The programme will cover Literacy, English, Humanities and Personal Development through thematic units.</p> <p>The most able students in KS3 are offered one hour Stretch and Challenge instead of an English lesson. This is to develop their higher order thinking skills, leadership and decision making skills.</p>	<p>Literacy for Life will be included as a discrete curriculum area on the Academy's monitoring schedule so lessons will be visited twice every half term.</p> <p>The liaison from Shireland will conduct learning walks of the three Literacy for Life classes and give feedback.</p>	<p>S Anjam</p>	<p>End of each term</p>
Total budgeted cost					<p>£46,000</p>

iii. Other approaches					
Desired outcome	Chosen action/ how will you ensure it is implemented well?	What is the evidence and rationale for this choice?	How will you review implementation?	Staff lead	When will you review implementation?
<p>A. Increased KS3 literacy levels.</p> <p>B. Improved progress for KS3 students.</p> <p>D. Increased attendance and reduced PA.</p>	<p>Learning and Outcome (LO) team and attendance officer will be trained by RMN to recognise and deal with attendance patterns to ensure early identification and intervention with PP students with attendance issues.</p>	<p>Improved attendance of PP students will maximise the amount of time they spend in school, improving their progress.</p>	<p>The AVP responsible for attendance will receive weekly attendance figures and patterns from the attendance officer, which will be discussed in Tuesday morning SLT.</p> <p>He will also receive weekly updates from the LO team about home visits undertaken (day 2 rather than day 3 for PP students).</p> <p>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.</p> <p>The weekly attendance figures will show an improvement.</p>	R Machin	End of each term
<p>A. Increased KS3 literacy levels.</p> <p>B. Improved progress for KS3 students.</p> <p>D. Increased attendance and reduced PA.</p> <p>E. Increased engagement of parents.</p>	<p>The Academy will educate students by designing a bespoke PD unit outlining the importance of regular attendance. This will be reinforced to parents through presentations at parents evenings.</p>	<p>Research has shown that parental attitudes to education have the greatest influence over the child's attitude towards their learning, ie parents have the most influence, then the child, then the teachers. Therefore, intervening with both parents and students will have the desired effect.</p>	<p>The LO team will monitor the delivery through tutor time and assemblies of sessions to educate students on the importance of good attendance.</p> <p>The LO team will engage frequently with PP parents and this will be reflected in their call logs.</p> <p>The weekly attendance figures will show an improvement.</p>	R Machin	End of each term
Total budgeted cost					£22,000

