



## School Overview

Metric	Data
School name	Roding Valley High School
Pupils in school	1366
The proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£213,920
Academic year or years covered by the statement	2019/20 - 2020/21
Publish date	June 2021
Review date	May 2021
Statement authorised by	Sharon Jenner
Pupil premium lead	Tom Price
Governor lead	Frank Solarz

## Disadvantaged Pupil Performance Overview for Last Academic Year

Progress 8	0.35
Ebacc entry	24%
Attainment 8	42.37
% Grade 5+ in English and Maths	35%

## Strategy Aims for Pupil Premium Grant Pupils

Aim	Target	Target date
Minimise the in-school gap in progress between PPG and NPPG	Achieve a significantly smaller than the national gap on progress made by PPG students, with all students	Sept 21
Positive Progress 8 figure for PPG students	Achieve top quartile for progress made by PPG pupils amongst similar schools	Sept 21
Removal of literacy barriers for PPG students at KS3	Achieve average English 5+ scores for similar schools	Sept 21
Close numeracy gaps in KS3 Students to ensure readiness for GCSE.	Achieve average Maths 5+ scores for similar schools	Sept 21
Increase attainment for most able PPG students in line with their peers		Sept 21
Improve attendance of PPG students	Improve attendance to national average from the current figure	Sept 21

## Teaching Priorities for Current Academic Year

Measure	Activity
PPG and NPPG students achieve in line with national cohorts	<ul style="list-style-type: none"> <li>Ensure a clear focus on 'closing the gap' on progress and supporting student wellbeing following COVID-19 school closure</li> </ul>

PPG students of high prior attainment access Post 16 provision of their choice	<ul style="list-style-type: none"> <li>• Ensure consistent and effective teaching using the ACED framework - Focus on Teach to the Top (TTTT) at both GCSE and A level to reflect more able cohorts - reflect good progress and engagement of all students</li> </ul>
Quality First Teaching	<ul style="list-style-type: none"> <li>• Improve retention skills for all pupils in preparation for linear exams.</li> <li>• Ensure feedback is purposeful and effective.</li> <li>• Develop a consistent structure of sharing good practice</li> <li>• Increased focus and rigour of KS3 assessments.</li> <li>• Home Learning Provision support</li> </ul>
Ensure pupils have as equal access to revision guides as their peers	<ul style="list-style-type: none"> <li>• Revision guides for all GCSE subjects provided.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Retention skills are vitally important with the new linear exam system. Pupils and staff need to learn effective methods of retention and retrieval.</li> <li>• Consistency across assessment and evidence that PP students are supported and intervened with across the curriculum.</li> <li>• Basic resources such as revision guides should be accessible to all pupils. Previous GCSE results demonstrate the effectiveness of this.</li> </ul>
Projected spending	£6,000

### Targeted Academic Support for Current Academic Year

Measure	Activity
Increase GCSE progress and attainment of PP pupils to be in line with NPP pupils in school	<ul style="list-style-type: none"> <li>• Targeted in-class interventions, which raise attainment.</li> <li>• Maths and English intervention, small group work, progress classes and one to one.</li> <li>• Subject level interventions – one to one and group work.</li> </ul>
Close numeracy gaps in KS3 pupils to ensure readiness for GCSE.	<ul style="list-style-type: none"> <li>• Students set on entry. Progress sets and Maths clinic provided for additional one to one support. PP students will remain in the appropriate group for their prior ability and target intervention for those underachieve instead of moving set. Overachievement will still result in a set change.</li> <li>• Baseline testing to ensure a clear strategy of support is implemented</li> <li>• Accelerated Reader and Lexia programmes.</li> <li>• DEAR (Drop Everything and Read) has had a positive impact on the reading culture of the school.</li> <li>• DEAW (Drop Everything and Write) has had a positive impact on the extended writing of students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading and Writing programme linked to the character and culture themes.</li> <li>• Star Writer Award - recognising students in the community for the quality of their written work.</li> <li>• Focused Literacy week once a term.</li> <li>• Word of the Week</li> <li>• English tutor time literacy interventions.</li> </ul>
Quality First Teaching	<ul style="list-style-type: none"> <li>• Improve retention skills for all pupils in preparation for linear exams.</li> <li>• Ensure feedback is purposeful and effective.</li> <li>• Develop a consistent structure of sharing good practice</li> <li>• Increased focus and rigour of KS3 assessments.</li> <li>• Home Learning Provision support</li> </ul>
Increase the proportion of PP pupils progressing to sixth form study.	<ul style="list-style-type: none"> <li>• Director of Sixth form run programme to increase aspirations with KS4 pupils.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Classroom teachers are best placed to offer appropriate intervention - Quality First Teaching (QFT )</li> <li>• Pupils for whom classroom intervention is not sufficient and require more intense support</li> <li>• Literacy is the key building block to academic achievement; any literacy barriers must be identified early in Year 7 and intervened throughout KS3 to ensure pupils are GCSE ready.</li> <li>• All pupils have high aspirations, but not all pupils know what high achievement looks like or how to achieve their best. This programme will ensure pupils are aware of options and that they make an informed and aspirational choice about their future.</li> </ul>
Projected spending	£111,615

### Wider Strategies for Current Academic Year

Measure	Activity
Priority 1 To identify complex barriers to learning and create strategies for pupils at risk of exclusion.	<ul style="list-style-type: none"> <li>• Vulnerable Panel to liaise over pupils with complex needs and refer to the Hub Manager. The earlier intervention of students needed to maximise impact.</li> </ul>
To ensure whole school behaviour is impeccable ensuring all students experience a purposeful and calm learning environment.	<ul style="list-style-type: none"> <li>• Whole school behaviour improvement through the embedding of PAL policy and positive environment</li> </ul>
To create positive behaviour change in pupils whose behaviour is a barrier to learning.	<ul style="list-style-type: none"> <li>• Deliver behaviour management programme to staff. Refer to Vulnerable Panel as needed</li> </ul>

Improve attendance and punctuality of students in receipt of PPG	<ul style="list-style-type: none"> <li>● Progress leaders work proactively to intervene swiftly with poor attenders.</li> <li>● Progress leaders intervene with those who turn up late to school</li> </ul>
Reduce persistent absence of PP pupils	<ul style="list-style-type: none"> <li>● Early intervention with pupils whose attendance was weak last year.</li> </ul>
Improve social and emotional skills of pupils at risk of exclusion.	<ul style="list-style-type: none"> <li>● External agencies working with pupils at risk of exclusion.</li> </ul>
To secure smooth transition to secondary school for most vulnerable pupils	<ul style="list-style-type: none"> <li>● Thorough transition programme run by Year 7 progress leader.</li> </ul>
Remove mental health barriers to learning.	<ul style="list-style-type: none"> <li>● Continue to Employ counsellor to support pupils who are facing emotional barriers to learning. Ensure fair allocation and access to this provision for those who need it.</li> </ul>
Increase engagement and cultural capital of disadvantaged pupils	<ul style="list-style-type: none"> <li>● PPG pupils are offered music tuition on an instrument of their choice if appropriate or desired. Target to increase numbers from previous year</li> <li>● Educational trips funded</li> </ul>
Make sure all pupils feel included and physically part of the school.	<ul style="list-style-type: none"> <li>● Fund uniform and PE kit as appropriate. PTA run second hand uniform shop and discuss with Forest Casuals a way to offer a discount for PP students.</li> </ul>
Ensure equipment and nutrition aren't barriers to learning.	<ul style="list-style-type: none"> <li>● Homework club (printing, resources), stationery,</li> <li>● Breakfast available, 50p a day additional given to all FSM students above the funded amount. School policy to keep food cheap (main meal for 1.75 a day)</li> </ul>
Increase resilience of pupils at KS4.	<ul style="list-style-type: none"> <li>● Provide opportunities for year 10 pupils to participate in the DofE. Higher uptake than previous year.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>● Low level disruption can have a significant effect on the learning of vulnerable pupils; this must not be tolerated.</li> <li>● Some pupils require structured behaviour change programme to address social and emotional barriers to learning</li> <li>● National data on attendance and achievement.</li> <li>● Poor attendance for registration and P1. Evidence from P1 intervention in Year 11 last year</li> <li>● Internal data shows bespoke intervention improves attendance of PA pupils.</li> <li>● Internal data and previous experiences show that some pupils require external agency support to help pupils manage their emotions</li> <li>● It is vital that transition lead goes to every primary school to gather information on pupils and potential barriers to learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Mental health is increasingly affecting pupils' progress and attendance. School counsellors, whilst rarely the answer to difficulties, can offer emotional support and methods of building resilience</li> <li>• Some pupils don't have the opportunity to learn an instrument of their choice or play in an orchestra, such opportunities can create different avenues in life</li> <li>• It is important that pupils have equal access to all educational opportunities.</li> <li>• Resilience is best learned through experience. We believe that the DofE award is one of the best ways of developing such resilience.</li> </ul>
Projected spending	£96,500

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Remote Learning during COVID may have had a more significant effect on PPG students, and the gaps may have widened	Students remain on-site for support and Period 7 face to face lessons
Targeted support	In class intervention challenging due to maintaining 2m distance and also avoiding cross-bubbling at KS3	Support via other means, including National Tutoring sessions online but carried out on site.
Wider strategies	Homework club and support are limited due to avoiding cross bubbling due to COVID.	Year group sessions run when appropriate. YPL and other staff maintained regular contact with students and their parents

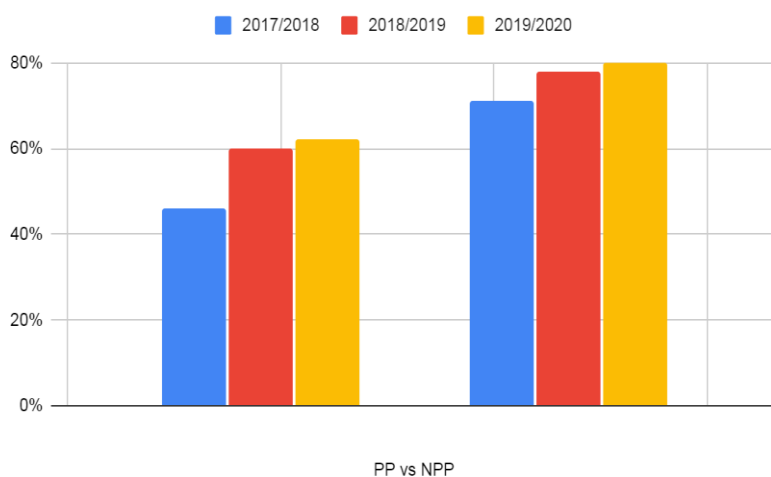
## Review: Last Year's Aims and Outcomes

Aim	Outcome
Minimise the in-school gap in progress between PP and NPP	See below
Positive Progress 8 figure for PP pupils	See below
Removal of literacy barriers for PP pupils at KS3	
Most able PP pupils achieve in line with their peers.	
Attendance of PP pupils is 96%	

## Pupil Premium Impact 2020

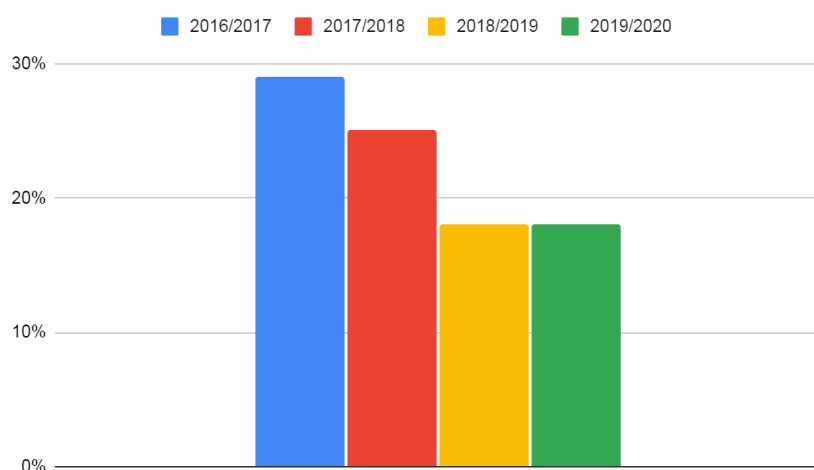
Based on the headline figures for Year 11 Summer 2020, the graph below shows that the percentage of students achieving 4+ in English and Maths for both groups have increased year on year.

Grade 4+ English and Maths



The attainment gap showed a clear downward trend over the last few years. However, the cancellation of the exams had a larger impact on our disadvantaged students as the available evidence did not accurately reflect their likely outcomes.

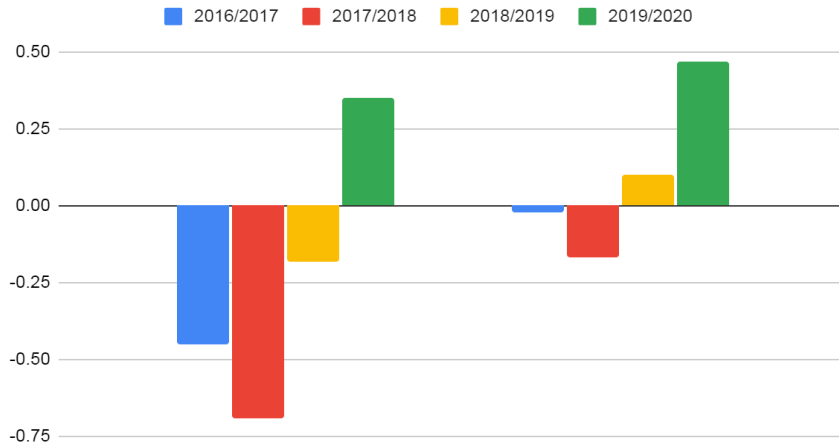
4+ Maths and English Gap - Trend



## Progress 8 Comparison

When we consider the Progress 8 measures from the past two years and the indicative figure from SISRA, it is evident that both groups show a strong upward trend..

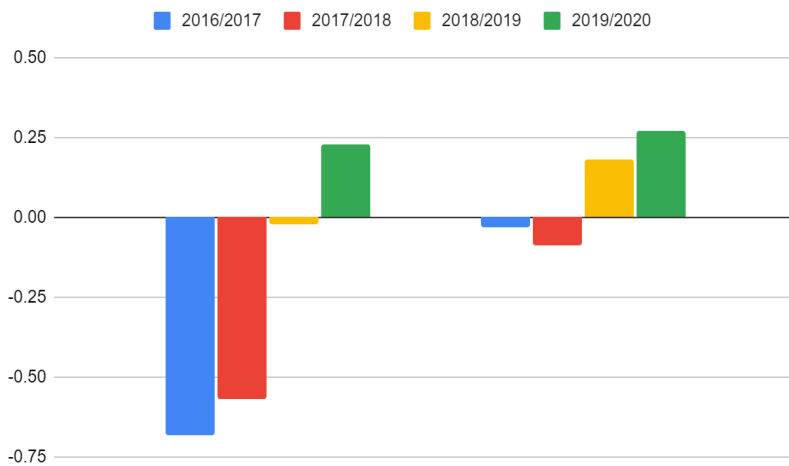
Progress8 PP vs NPP



## Progress 8 Measure for English

When we consider just the measure for English, there has been a significant impact this year, with the indicative P8 figure showing a significant increase for both groups. The gap has also reduced significantly.

Progress8 English PP vs NPP

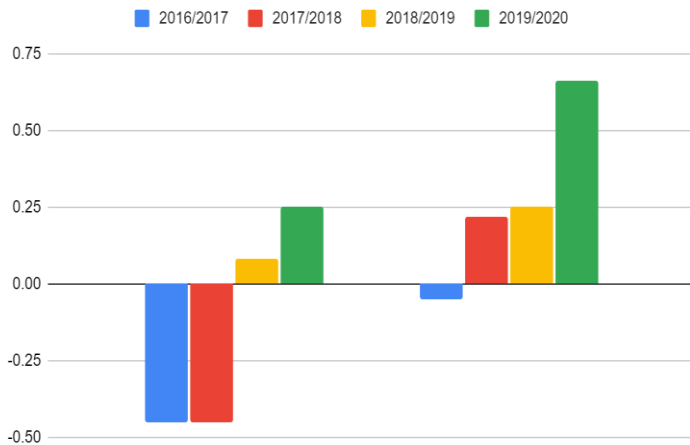


## Progress 8 Measure for Maths

In a similar way to English, there has been a big impact on Pupil Premium students this year. The performance of both groups has improved significantly. The gap, however, has increased.

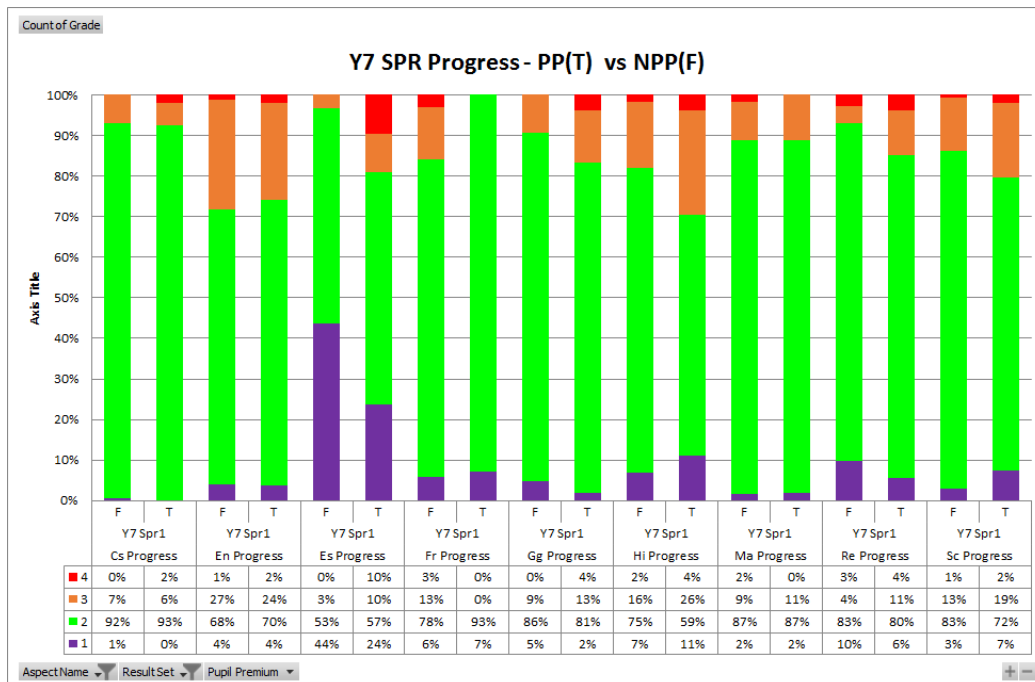
However, the cancellation of the exams had a more considerable impact on our disadvantaged students as the available evidence did not accurately reflect their likely outcomes.

Progress8 Maths PP vs NPP



When we look further down the school, the tracking data shows that the progress of Pupil Premium students compared to the rest of the cohort is broadly the same.

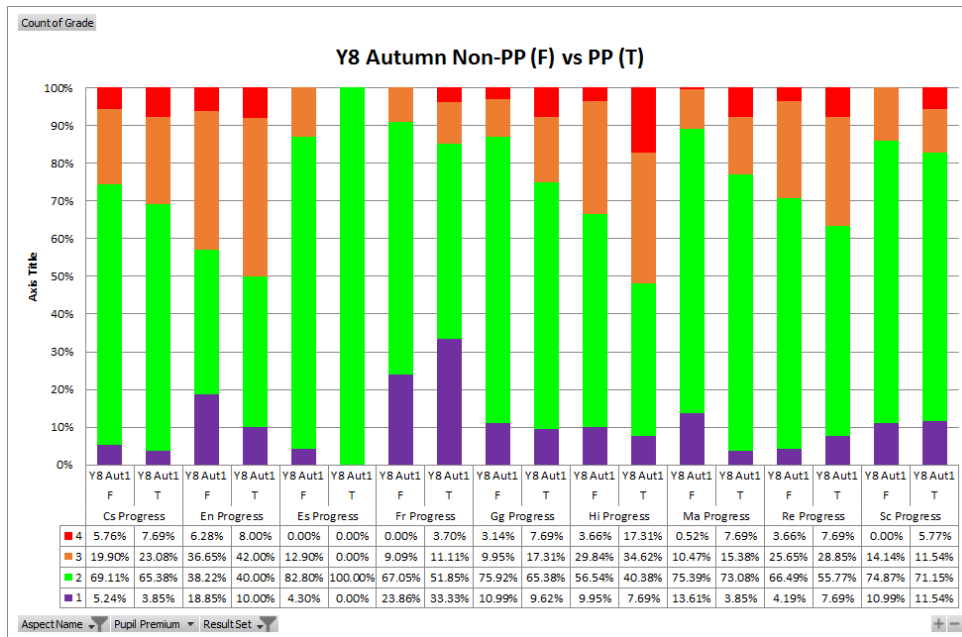
## Year 8



The performance of PPG students is broadly in line with NPPG.



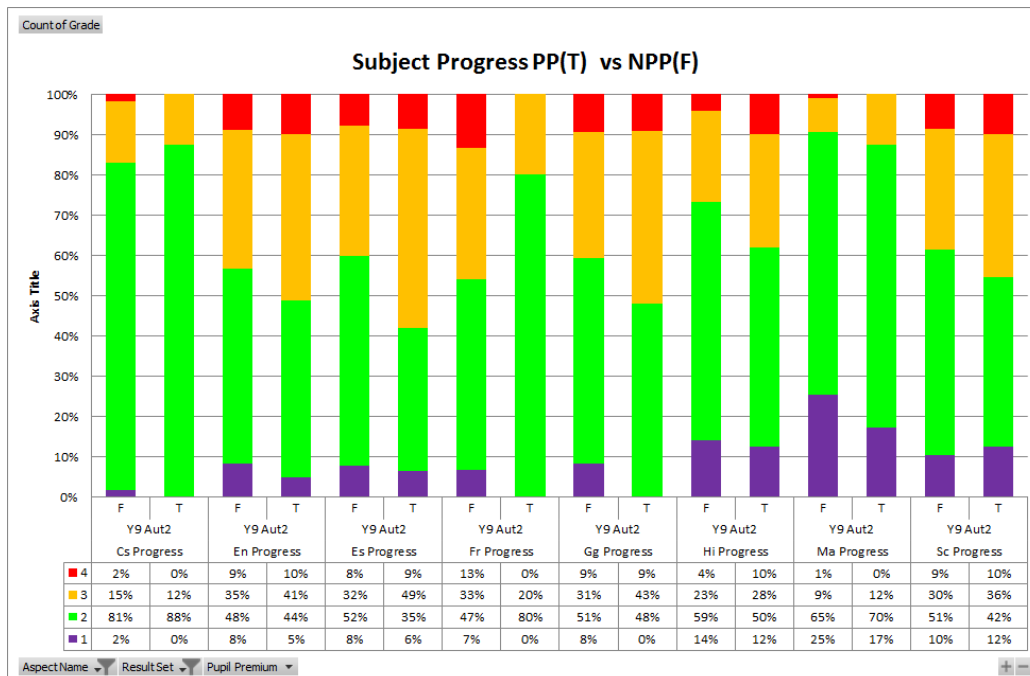
## Year 9



The performance of PPG students is broadly in line with NPPG.

## Year 10

The students have just started their options. The last data capture early in the previous year only focused on the EBacc subjects.



The progress for Year 10 Pupil Premium students is broadly in line with the rest of the cohort.