



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

| Detail  | Data                      |
|---|---------------------------|
| School name   | Roding Valley High School |
| Number of pupils in school  | 1457                      |
| Proportion (%) of pupil premium eligible pupils   | 265 (18%)                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2025                 |
| Date this statement was published   | 22nd November 2022        |
| Date on which it will be reviewed   | 1st September 2023        |
| Statement authorised by   | LGB                       |
| Pupil premium lead  | Tom Price                 |
| Governor / Trustee lead   | Simon Bostock             |

The [Deprivation Index](#) of the school's location isn't representative of the whole school community.

## Funding overview

| Detail  | Amount          |
|---|-----------------|
| Pupil premium funding allocation this academic year   | £ 225,565       |
| Recovery premium funding allocation this academic year  | £64,032         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0              |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | <b>£289,597</b> |



## Part A: Pupil Premium Strategy Plan

### Statement of Intent

*The intent of our strategy is to meet the needs and aspirations of every young person in our care, irrespective of their circumstance or background. Our strategies are based on the research that was carried out by the [EEF](#) and Addressing Educational Disadvantage in Schools and Colleges - The Essex Way by Marc Rowland.*

*At RVHS, no child gets left behind. However, we recognise that every student is unique and may need different levels of support to achieve their potential. We offer a broad, balanced and ambitious curriculum, where knowledge and skills from subjects are expertly interleaved and carefully sequenced into schemes of learning and developed over a 5 or 7-year journey. This supports retrieval, mastery and deeper linking within and between subjects and the creation of subject schema. Our strategy is a no compromise approach to giving all our pupils the best learning possible, through high expectations, our bespoke ACED Teaching & Learning framework, and our co-curricular enrichment provision which builds their cultural capital.*

*Through our strategy we teach students to respect and look after themselves, others, and the world around them and to recognise their role as positive contributors to society by acting as agents of change. We pride ourselves on establishing good relationships with students and their families to understand their individual context.*

*The school is actively reviewing diversity within its curriculum and how we can ensure an inclusive learning environment.*

*Our school is forward-looking with a live curriculum and a digital strategy, adapting to meet the changing needs of each cohort from the community we serve. We endeavour to provide our students with the tools they need to be happy, confident, and successful citizens of the future. Our goal is to unlock the potential of every individual to become the best versions of themselves.*

*We recognise that the definition of disadvantaged is so much wider than just pupil premium eligible students. Our aim is to break down all barriers for all students, but with a particular focus on those eligible for the pupil premium.*

### Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b>Academic studies/outcomes - weak literacy and numeracy</b></p> <p>The reading age and numeracy gap between Pupil Premium students and the remainder of the cohort remains one of the major contributors to low progress.</p> <p>Baseline assessments of all new students joining the school</p> |



|   |   |
|---|---|
|   | show that roughly 50% of the PP cohort join with below expected levels of reading and numeracy compare to 30% for the non-PP cohort |
| 2 | <b>Relationships</b>  |
| 3 | <b>Wellbeing</b>  |
| 4 | <b>Increased opportunity:</b><br>Discussions with disadvantaged indicate that a significant number do not                           |
| 5 | <b>Resilience</b>   |
| 6 | <b>Independence</b>   |
| 7 | <b>Attendance</b>   |

## 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  |
|------------------|---|
| 1                | <p>Faculties and departments will have reviewed curriculums and embedded support and focus on areas where our disadvantaged students may have suffered (particular focus on social opportunities, and enrichment opportunities)</p> <p>Increased progress of students including focus on reading</p> <p>Curriculum Review documents - curriculum leads planning to overcome barriers identified within their subject area.</p> <p>In class strategies that have been <u>identified</u> through CPD with staff - 'to create a polished learner in each subject' - streams, resilience,</p> |
| 2,3,5,6          | <p>Engaging in a Personal Development Programme. Specific focus on resilience, oracy, communication.</p> <p>Review of assessment at the end of the unit to gain knowledge of disadvantaged students' understanding of key topics.</p> <p>Enrichment Opportunities to overcome barriers to learning as identified in what stops them from becoming a polished learner.</p>   |
| 4                | <p>Higher engagement in the classroom and extra-curricular activities, participation in house competitions. Student Leadership opportunities. Subject specific enrichments as identified through the subject re-focus documents.</p>  |
| 7                | <p>Increased attendance for our disadvantaged students across all year groups</p>   |



## 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: £6,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>CPD for staff - To develop a common understanding of the barriers faced by our disadvantaged learners, recognition of the role the school plays in the improvement of life chances and choices.</p> <p>Maximising Language development and comprehension</p> | <p>To educate all staff through training for supporting our PP students/ disadvantaged students. Language acquisition is a high priority at our school.</p> <p>We are using approaches identified in 'Addressing Educational Disadvantage - The Essex Way'</p> <p>The approach for closing the gap for this select group - focus on Tier 3 vocabulary via engagement with Bedrock, use of 'one voice' in the classroom- the teacher is the expert.</p> <p>CPD sessions - Supporting teachers to appreciate what an 'accomplished learner' looks like in each subject, acknowledge the barriers and create strategies to overcome the barrier.</p> <p><a href="#">Strategy: Maximising the attainment of disadvantaged pupils at Roding Valley High School</a></p> | 1-7                           |
| Wellbeing manager/hub   | Students can access support from the wellbeing manager. one to one emotional support, group work discussing; mental health, social and home life issues.  | 2,3,5,6                       |
| Developed EAL strategy  | Input EAL classroom strategy to improve attainment from this group- specialist SENDco   | 1,3,6                         |
| Support for staff with training to address any shortfalls to teach the Personal Development programme.  | CPD to all staff on issues in modern day Britain. Specific CPD or centralised teaching for more sensitive subjects in the curriculum.   | 3                             |



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

Budgeted cost: £ 187,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Targeted in-class interventions, which raise attainment.   | Classroom teachers are best placed to offer appropriate intervention - Quality First Teaching (QFT)   | 1                             |
| Maths and English intervention, small group work, progress classes and one to one. NTP on site tutors  | Pupils for whom classroom intervention is not sufficient and require more intense support   | 1                             |
| Subject level interventions – one to one and group work.   | Pupils for whom classroom intervention is not sufficient and require more intense support   | 1                             |
| Students set on entry - progress sets and Maths clinic provided for additional one to one support. PP students will remain in the appropriate set for their prior ability and target, intervention in place for those who underachieve instead of moving set. Overachievement will still result in a set change. | Close numeracy gaps in KS3 pupils to ensure readiness for GCSE.   | 1                             |
| <p>Accelerated Reader and Lexia programmes.</p> <p>DEAR (Drop Everything and Read) and DEAW (Drop Everything and Write) has had a positive impact on the reading culture of the school.</p> <p>Bedrock - Vocabulary Hackney Lit for lower ability learners</p>   | 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. | 1                             |



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| Period 1 targeted intervention for year 11                               | Adapting period 1 to have a focus on Maths, Science, English before accessing intervention for other subjects. Based on progress and the needs of individuals.   | 1     |
| Chrome book initiative Y7- financial support                             | Giving all students the chance to access a chromebook to complete home learning tasks. Financial support given by the school.  | 1,4,6 |
| Revision/resource packs for year 10/11                                   | Bespoke revision materials (resources and revision guides/books) supplied for both year groups.  | 1,4,6 |
| Revision evening, RVHS Microsites & Workshops                            | <p>Students and parents all invited to a revision evening to discuss how to do this and support exam <a href="#">preparation</a>.</p> <p><a href="#">Click here</a> for our GCSE microsite- tailor made for our students.</p> <p><a href="#">Click here</a> for the A Level version- tailor made for our students.</p>   | 1,4,6 |
| Tutoring for LAC   | Internal tutoring offered to LAC students- supported by teachers within the school as advised by virtual schools.  | 1,4   |
| Progress classes (smaller class sizes)                                   | <a href="#">Smaller class size</a> , more one to one support by class teacher. LSA able to access students easier (if required). Taught by subject specialists.  | 1     |
| Improve retention skills for all pupils in preparation for linear exams. | <p>Retention skills are vitally important with the new linear exam system. Pupils and staff need to learn effective methods of retention and recall.</p> <p>Staff CPD- Retrieval methods have been a consistent focus of our staff T&amp;L CPD. <a href="#">Click here for examples</a>. We also had a 'Retrieval Week' for our Year 13 cohort, whereby they were given the opportunity in every subject area to recall difficult content and apply our revision techniques before taking part in 'low stakes' assessment.</p> | 1     |
| Ensure feedback is purposeful and effective.                             | Feedback proven to have a significant impact on academic attainment providing it is targeted and purposeful. Our 'Feedback not Marking' policy drives this concept- with our Closing the Gap strategy at the centre of this. <a href="#">Click here</a> for the policy.  | 1     |
| Develop consistent structure of sharing good practice                    | Quality CPD - Coaching model to support ACED principles. Teaching and Learning framework - consistent across the school and rigorously quality assured.  | 1     |



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|  | Our Wednesday afternoon weekly briefing slots are designed for our members of staff to share ideas/ strategies & resources to use in the classroom.   |         |
| Remote Learning support provided during the periods of learning from home during the pandemic.<br>Contingency plans in place for future home learning. | <i>Provision of devices for students who were identified as needing a device.</i><br><br><i>Internet access through increased mobile data for those who didn't have a broadband connection.</i> | 1, 3, 4 |
| Academic engagement with parents of disadvantaged students   | <i>Increasing communication and discussion opportunities. Following them up to ensure that they attend parents evenings.</i>  | 1, 2, 5 |

### Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 96,500

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| Provision of breakfast at breaktime                                | <i>Ensure that students have the opportunity to eat little and often to remain motivated and engaged (break and lunchtime)</i>  | 1,3,7                         |
| Review of curriculum for diversity                                 | To create an inclusive curriculum which supports all students and builds in as many opportunities to build upon diverse topics and contents in each subject area.                                     | 2,3,4,5,6,7                   |
| Well- being hub groups/one to one support                          | The well-being of students supports engagement in lessons.<br><br>Motivation to Learn, Lego to Learn, Anxiety/Stress related support groups, Chatterbox, Talkabout workshops as well as 1:1 sessions. | 3,4,5,6                       |
| Boxing Self esteem intervention                                    | As a result of activities like this, it has had a positive impact on motivation through behaviour and wellbeing of targeted students.   | 5,6,7                         |
| Year Progress Leader Targeted interventions (including Attendance) | <ul style="list-style-type: none"> <li>Attendance rewards motivate students to attend regularly</li> <li>Motivation to learn targeted support strategies</li> </ul>                                   | 1,7                           |





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|  | <ul style="list-style-type: none"> <li>• Celebration assemblies promoting positive attitudes and celebrating success</li> </ul>   |             |
| Chelsea Foundation   | Physical activity, increasing self esteem, leadership skills and motivation to learn  | 7           |
| Use of external agencies to support young people making good choices   | <p>Examples include:</p> <ul style="list-style-type: none"> <li>• Power Project</li> <li>• Essex Young People's Drug and Alcohol Service</li> <li>• Family Innovations Fund</li> <li>• Young Carers</li> <li>• EWMHs</li> </ul>   | 2,3,5,7     |
| Young carers   | Wellbeing and support for those who are young carers and don't have the same support out of school  | 2,3,4,7     |
| Knitting club  | <p>Relaxed, welcoming lunch time activity for students who may struggle to make friends or socialise at lunch time.</p> <p>Creative (ACED)</p> <p>Resilience</p> <p>Communication skills</p>  | 2,4         |
| The Vulnerable Panel meets twice a week to review progress and wellbeing of pupils with complex emotional needs due to numerous possible barriers to learning. Early intervention needed to maximise impact. | Some pupils require additional support to enable them to learn in school and develop as confident, well balanced young people. There are numerous examples of young people who have benefited from internal and external agency support. Students are 'ragged' Red, Amber or Green depending on the level of intervention and support that is required. | 3,7         |
| Enrichment Days to support SMSC.   | <p>Examples include:</p> <ul style="list-style-type: none"> <li>• "Prison Me No Way"</li> <li>• Consequences workshop</li> <li>• Paul Hannaford - County Line</li> <li>• Sexual Harassment - Youth Service</li> </ul>   | 3, 5,6      |
| Whole school behaviour focus through the embedding of Positive Action for Learning (PAL ) policy and positive environment.   | Low level disruption can have a significant effect on the learning of vulnerable pupils; this must not be tolerated. Use of our 'One Voice' strategy in the classroom- allowing all students to be able to listen to the subject expert. The importance of students having access to high level language.   | 1,2,3,4,5,7 |





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|---|---|---------|
|   | Effective use of the PAL system has limited disruption to learning and improved the outcomes of students  |         |
| Early intervention with pupils whose attendance was weak last year. | <i>Internal data shows bespoke intervention improves attendance of PA pupils.</i><br><br><i>Response to COVID and attendance in school</i>  | 7       |
| External agencies working with pupils at risk of exclusion.         | <i>Internal data and previous experiences show that some pupils require external agency support to help pupils manage their emotions.</i>   | 2,3,7   |
| Thorough transition programme run by Year 7 progress leader.        | <i>Make students feel safe and enable them to settle into the school. Proactive and preventative. Our current Y7s have settled very quickly, feeling comfortable sooner due to the summer school opportunity with disadvantaged students targeted. (funded separately)</i><br><br><i>This provision included a 'RVHS' Summer School for 5 days during the summer holidays that was offered to all students. (No cost). Academic, enrichment &amp; extra-curricular activities offered to students to give them a broad experience of secondary school life.</i> | 3,5,6,7 |
| Employ school counsellor  | Number of students have benefitted from the opportunity to speak 1:1 with a trained teenage counsellor.   | 2,3,5,7 |
| Designated Mental Health Lead Training (DHT 2021/22)                | It is important to have the right expertise and guidance to respond to issues around teenage mental health issues.  | 2,3     |
| Individual Music Lessons  | Disadvantaged students are offered subsidised lessons as we recognise that this improves their wellbeing and develops their skills through an enrichment activity.  | 3,4     |
| Educational Curriculum Trips funded.                                | All students should have access to the opportunities by going on trips. Teachers are encouraged to ensure that disadvantaged students attend curriculum trips and that finances aren't a barrier.<br><br>Duke of Edinburgh financially supported. Resilience is best learned through experience. We believe that the DofE award is one of the best ways of developing such resilience.  | 4       |



|  |  |              |
|--|--|--------------|
| Fund uniform and PE kit as appropriate. PTA run second hand uniform shop   | Vital for inclusion and well-being.  | 3,4,7        |
| Revision guides for all GCSE subjects provided.  | Basic resources such as revision guides should be accessible to all pupils. Pupils receive a 'bespoke' revision pack that contains the guides relevant for their subjects & tiers. Previous GCSE results demonstrate the effectiveness of this.  | 1,4          |
| Homework club  | Homework clubs, extended school day. (printing, resources), stationery,<br><br>Opportunities to work in school with the support of staff. Increased access to computers and resources.   | 1,4          |
| The Director of Sixth Form runs programmes to increase aspirations with KS4 pupils.  | All pupils have high aspirations and we ensure that all pupils know what high achievement looks like or how to achieve their best. This programme ensures pupils are aware of options and that they make an informed and aspirational choice about their future.   | 1,4          |
| Academic Lectures  | The Challenge & Enrichment team run a series of lectures that are now made available to all students (from academic year 2021). These lectures are run by different members of staff on interesting topics outside of the curriculum to provide cultural capital experiences,  |              |
| Remote Learning support provided during the periods of learning from home during the pandemic.<br><br>Contingency plans in place for future home learning. | Home Learning Guides and 'How to' guides provided to all parents & carers on accessing our Home learning provision- this continues to be in place for 'normal' schooling.<br><br>Internet access through increased mobile data for those who didn't have a broadband connection.<br><br>Welfare calls to support wellbeing and offer assistance where needed.<br><br>Food parcels/boxes for families who required additional financial support while learning from home. | 1, 3, 4, 5,6 |



|   |  |           |
|---|--|-----------|
|   | <p>Onsite provision for families that require support for numerous different reasons</p> <p>Reintegration meetings held prior to returning to school following 'lockdown' periods to support students and families returning to school where there had been previous attendance concerns</p> |           |
| <p>Careers Guidance and support - prioritise disadvantaged students</p> <p><a href="#">Baker Clause</a></p> | <p>Greater opportunities for students to find out about careers and enhance their future pathways.</p> <p>Students are given a wealth of opportunities to find out about the various different pathways available to them to continue their educational journey.</p>                         | 1, 4, 6   |
| <p>Support with travel to school</p>  | <p>Attendance is vital to improve the success of students and ensure that they develop good relationships.</p>   | 1,2,3,4,7 |

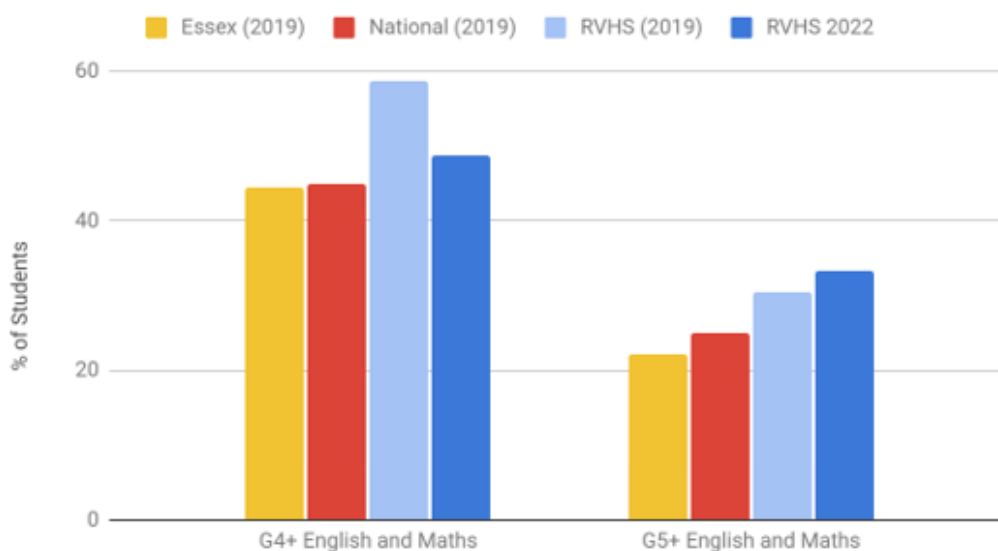
**Total budgeted cost: £289,500**



## Part B: Review of Outcomes in The Previous Academic Year

### Pupil Premium Strategy Outcomes

#### Disadvantaged Students



2022 our disadvantaged students achieved exceptionally well and their outcomes were in line with all students nationally. There was a continual increase in GCSE outcomes for our disadvantaged pupils over the last 3 years.

2021/2022- attendance for our disadvantaged students across all year groups was lower than our non disadvantaged. To further improve attendance of our disadvantaged students, this is a whole school priority to be addressed by strategies above and attendance action plan.

Students in all seven year groups have equal access to our Personal Development Programme (both statutory and bespoke elements). The curriculum is delivered through a weekly, one hour rolling programme by Academic Mentors, Year Progress Leader's or SLT. Students each have their own learning materials and resources. A significant proportion of the curriculum comes from JIGSAW. The themes are assessed half termly and following the assessment, we close the gaps in knowledge and understanding. Students have a further 60 minutes (2 x 30mins) per week to take part in sessions that deliver cultural capital, knowledge and foster discussion, debate and shared and individual activities. This is further developed within assembly time for all year groups.

Feedback from a recent whole school questionnaire showed that:

- 95.8% of students know how to access help and support if required via the [iamnotok@rodingvalley.net](mailto:iamnotok@rodingvalley.net) email address.
- 68% felt that personal development sessions were supporting their mental health.
- More than 66% felt that they were being supported in their careers preparation



All year 11 students also have 3 x 20 minute intervention sessions in period 7 each week, in either Maths, English or Science

## Externally Provided Programmes

| <b>Programme</b>                                    | <b>Provider</b>              |
|---|------------------------------|
| Bedrock Learning Vocabulary                         | Bedrock                      |
| Lexia   | Lexia Learning               |
| Hackney Lit   | Hackney Services for Schools |
| Accelerated Reader                                  | Renaissance                  |
| Snap Revise   | Snap Revise                  |
| Secondary PSHE / Health & Well-being for Ages 11-16 | JIGSAW                       |
| Sixth Form PSHE and Careers                         | Cre8tive Resources           |