



Pupil Premium Strategy Statement Roding Valley High School

This statement details our school's use of pupil premium (and recovery premium for the 2024-2025 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	1441
Proportion (%) of pupil premium eligible pupils	275 (19.14%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	22nd November 2024
Date on which it will be reviewed	1st September 2025
Statement authorised by	LGB
Pupil premium lead	Jarrold Anandappa
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	£268,444
Recovery premium funding allocation this academic year	£70,794
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£339,238



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- Student Leadership will play a significant role in shaping our new approach.

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 far 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	Low prior attainment and progress
2	Low attendance
3	Complex SEMH needs leading to increased suspensions



4	Low levels of engagement with extracurricular activities
5	Low self-efficacy
6	Low reading age on entry
7	Challenges in building and maintaining relationships

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	Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	GCSE results. Reduce the gap between disadvantaged and non-disadvantaged in terms of progress and achievement
2	Improved attendance for all pupils, particularly our disadvantaged pupils	Increased attendance for disadvantaged students
3	Reduced suspensions for all pupils, particularly our disadvantaged pupils.	Suspensions in line with non-disadvantaged students
4	Greater involvement in extracurricular opportunities by all pupils, particularly our disadvantaged pupils	Monitoring and tracking of attendance to extracurricular activities shows improved uptake by disadvantaged pupils
5	Improved wellbeing for all pupils, particularly our disadvantaged pupils	Qualitative and quantitative data from pupil voice (surveys and focus groups), parent voice and staff observation will show that pupils feel supported and have the necessary provision to prevent escalation
6	Improved literacy for all pupils	Disadvantaged cohort closer to age-related norms
7	Strengthened relationships between peers, peers and staff	Fewer instances of bullying and discriminatory behaviour



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: £9,000

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>Embedding of strategies to support revision, exam preparation and independent study habits across KS3 – KS5.</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>Strategy: Maximising the attainment of disadvantaged pupils at Roding Valley High School</p> <p>EEF: Teaching & Learning Toolkit EEF Toolkit: Feedback; Metacognition and self-regulation EEF Toolkit: Oral language interventions EEF Toolkit: Metacognition and self-regulation</p>	<p>1-7</p>
<p>Wellbeing manager/hub</p>	<p>Students can access support from the wellbeing manager. one to one emotional support, group work discussing; mental health, social and home life issues.</p>	<p>2, 3, 5, 7</p>



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

Budgeted cost: £ 196,000

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.	Pupils for whom classroom intervention is not sufficient and require more intense support	1, 6
Subject level interventions – one to one and group work.	Pupils for whom classroom intervention is not sufficient and require more intense support	1, 6, 7
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, 2, 6
Accelerated Reader DEAR (Drop Everything and Read) and DEAW (Drop Everything and Write) has had a positive impact on the reading culture of the school.	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.	6



<p>Bedrock - Vocabulary Hackney Lit for lower ability learners</p> <p>Thinking Reading - a reading programme that is delivered on a one-to-one basis, three times a week. Suitable for students with a Reading Age and a Chronological Age that are more than two years apart.</p> <p>Reading Fluency Programme - an eight week reading programme that is designed to support fluency and comprehension.</p>		
<p>Period 1 targeted intervention for year 11</p>	<p>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.</p>	<p>1, 2</p>
<p>Chrome book initiative Y7- financial support</p>	<p>Giving all students the chance to access a chromebook to complete home learning tasks. Financial support given by the school.</p>	<p>1,2, 6</p>
<p>Revision/resource packs for year 10/11</p>	<p>Bespoke revision materials (resources and revision guides/books) supplied for both year groups.</p>	<p>1, 2, 6</p>
<p>Revision evening, RVHS Microsites & Workshops</p>	<p>Students and parents all invited to a revision evening to discuss how to do this and support exam preparation</p>	<p>1,2, 6</p>
<p>Progress classes (smaller class sizes)</p>	<p>Smaller class sizes, more one to one support by class teacher. LSA is able to access students easier (if required). Taught by subject specialists.</p>	<p>1</p>
<p>Improve retention skills for all pupils in preparation for linear exams.</p>	<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&L CPD. We also had a 'Retrieval Week' for our Year 13 cohort,</p>	<p>1</p>



	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.	
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. Click here 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. Our Wednesday afternoon weekly briefing slots are designed for our members of staff to share ideas/ strategies & resources to use in the classroom.	1
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, 5, 7

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

Budgeted cost: £ 104,238

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of breakfast at breaktime	Ensure that students have the opportunity to eat little and often to remain motivated and engaged (break and lunchtime)	1, 2, 4, 5, 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, 6, 7
Well- being hub groups/one to one support	The well-being of students supports engagement in lessons.	2, 7



	Motivation to Learn, Lego to Learn, Anxiety/Stress related support groups, Chatterbox, Talkabout workshops as well as 1:1 sessions.	
Year Progress Leader Targeted interventions (including Attendance)	Attendance rewards motivate students to attend regularly Motivation to learn targeted support strategies Celebration assemblies promoting positive attitudes and celebrating success	1, 2, 6, 7
Chelsea Foundation	Physical activity, increasing self esteem, leadership skills and motivation to learn	5, 7
Use of external agencies to support young people making good choices	Examples include: Power Project Essex Young People’s Drug and Alcohol Service Family Innovations Fund Young Carers EWMHs	5, 7
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.	1-7
Enrichment Days to support SMSC.	Examples include: “Prison Me No Way” Consequences workshop Paul Hannaford - County Line Sexual Harassment - Youth Service	5-7
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.	1-7



	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.	Internal data shows bespoke intervention improves attendance of PA pupils. Response to COVID and attendance in school	1, 2, 5, 6, 7
External agencies working with pupils at risk of exclusion.	Internal data and previous experiences show that some pupils require external agency support to help pupils manage their emotions.	3
Thorough transition programme run by Year 7 progress leader.	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) This provision included a 'RVHS' Summer School for 5 days during the summer holidays that was offered to all students. (No cost). Academic, enrichment & extra-curricular activities offered to students to give them a broad experience of secondary school life.	1-7
Employ school counsellor	Number of students have benefitted from the opportunity to speak 1:1 with a trained teenage counsellor.	3, 5, 7
Designated Mental Health Lead Training	It is important to have the right expertise and guidance to respond to issues around teenage mental health issues.	1,2, 6, 7
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.	5
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.	5, 7



	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.	
Fund uniform and PE kit as appropriate. PTA run second hand uniform shop	Vital for inclusion and well-being.	2, 4, 5, 6, 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
Homework club	Homework clubs, extended school day. (printing, resources), stationery Opportunities to work in school with the support of staff. Increased access to computers and resources.	1, 2
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, 2, 4
Careers Guidance and support - prioritise disadvantaged students 1:1 advice sessions for all potential Level 2 pupils post-16; work experience	Greater opportunities for students to find out about careers and enhance their future pathways. Students are given a wealth of opportunities to find out about the various different pathways available to them to continue their educational journey.	1, 4, 6

Total budgeted cost: £339,238



Part B: Review of Outcomes in The Previous Academic Year

Pupil Premium Strategy Outcomes

Analysis of outcomes

At GCSE, we saw the following in terms of gaps in progress and attainment between disadvantaged and non-disadvantaged pupils (internal data i.e. including early entry):

- The EM 5+ gap decreased by 3.7%
- The EM 4+ gap decreased by 10.9%
- The A8 gap decreased by 0.44
- The P8 gap decreased by 0.18
- % of students entered for Ebacc increased by 8.9%

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

Strategies to support attendance:

- First-day texts - Daily absence calls
- Half-termly letters
- Fortnightly meetings between Heads of Year and the Attendance Officer
- Weekly Vulnerable Panel to discuss pupils at risk of persistent absence
- Continued sanctions for lateness
- A range of interventions where attendance was falling behind (tiered attendance approach in line with Working Together to Improve attendance Statutory Guidance)

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 Form tutors, Heads of Year or SLT. Students each have their own learning materials and resources. A significant proportion of the curriculum comes from JIGSAW- this is being reviewed during 2024-25. The themes are assessed half termly and following the assessment, we close the gaps in knowledge and understanding. Students have a further 60 minutes 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.

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

Programme	Provider
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