

Pupil premium strategy statement (Secondary)

School overview

Metric	Data
The Rosewood School	Secondary School
Pupils in school	98 (October 2022)
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	£41,080
Academic year or years covered by statement	2022 – 2023
Publish date	October 2022 (draft)
Review date	January 2023
Statement authorised by	T Hamer
Pupil premium lead	T Hamer
Governor lead	D Stanley

Disadvantaged pupil performance overview for last academic year

Progress 8	-2.41
Ebacc entry	0%
Attainment 8	24.51
% Grade 5+ in English and maths	19%
% Grade 4+ in English and maths	45%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Closure in the progress 8 gap between PP and non PP students - maths	August 23
Attainment 8	Achieve national average for attainment for all pupils amongst similar schools	August 23
% Grade 4+ in English and maths	Improve combined average English and maths 4+ grades for those eligible for PP to support future destinations	August 23
Attendance	Improve overall attendance for pupils eligible for PP	July 23

Develop work experience opportunities	All pupils able to share their experiences and develop social skills to support preparation for adult life	July 23
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Teaching priorities for current academic year

Measure	Activity
Priority 1	Recruitment of a dedicated T & L AHT to support practitioners; achieved by implementing an evidence based approach to developing a teaching & learning policy that focuses on literacy and oracy. This will allow us to remain up to date in pedagogy and support the attainment of pupils with a health need
Priority 2	Develop a shared approach to metacognition so that all pupils think more about thinking, allowing them to demonstrate the ability to remember more
Barriers to learning these priorities address	Gaps in knowledge and skills Anxiety that prevents metacognition Fear of failure
Projected spending	£5000

Targeted academic support for current academic year

Measure	Activity
Priority 1	Tutoring in core subjects (English and Maths) for disadvantaged pupils, this will close knowledge gaps for pupils who have had extended periods out of education.
Priority 2	Where necessary add an extra maths lesson to the current allocation to close the gap further for those pupils who are key marginal.
Barriers to learning these priorities address	Health or physical need of the pupil to access additional support. Low levels of parental support relating to attendance.
Projected spending	£6,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Market a community based coffee shop to support communication and interaction of TRS pupils and to equally support and in-house work experience venue where pupils can learn valuable skills that can be applied in life but also in the hospitality industry
Priority 2	Further develop the new catering facilities at Leybourne to provide a nutritious hot meal to our young people and to further support their life skills by providing work experience opportunities.

Measure	Activity
Priority 3	Continue to offer school uniform to TRS Pupils
Barriers to learning these priorities address	Risk assessments Effective marketing to develop a customer base in order for pupils to get realistic work experience.
Projected spending	£30,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development, teachers may have to teach outside of their specialist area.</p> <p>Keep up to date with latest guidance surrounding tackling disadvantage</p>	<p>T & L calendar is well planned making full use of training sessions to enhance quality first teaching.</p> <p>Executive Headteacher to disseminate findings and strategies to teaching and non teaching staff following Marc Rowland workshops</p>
Targeted support	<p>Ensuring enough time for school core subject-leads develop metacognition strategies, enhance SoW – vocabulary acquisition decoding of language to support small groups or 1:1</p> <p>Recruiting good quality tutors</p>	<p>As above</p> <p>Identify tutors from teaching staff first before external recruitment</p>
Wider strategies	<p>Work experience ventures are marketed well to ensure pupils gain a realistic experience in the world of work</p>	<p>Recruitment of a marketing and development officer, who will continue to digitally market across the community and stakeholders as well as work with development officers for each locality that TRS serves.</p>

Review: last year's aims and outcomes

Aim	Outcome
Achieve similar progress made by disadvantaged pupils amongst similar schools	Achieved
Achieve national average for attainment for disadvantaged pupils	Data not published for PRUs
Achieve average English and maths 5+ scores for similar schools	Data not published for PRUs