

## Pupil premium strategy statement

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	Roundwood Primary
Number of pupils in school	328
Proportion (%) of pupil premium eligible pupils	2.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Kate Hooft
Pupil premium lead	Mrs Kate Hooft
Governor / Trustee lead	Mrs Amy Morley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14760 8 children (3%)
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16760

# Part A: Pupil premium strategy plan

## Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate additional Learning Support Assistants’ to each Year Group - providing small group work focussed on overcoming gaps in learning (‘Catch Up’)
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

## Challenges

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

Challenge number	Detail of challenge
1	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
2	Our pupil premium children as a group are not making as rapid progress in their reading as non-pupil premium children
3	Frequent behaviour difficulties within a core group of children

## 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
A strong professional dialogue will be kept open between all of the vulnerable group champions	<ul style="list-style-type: none"> <li>• Termly meetings will take place with the vulnerable group champions and the link governor</li> <li>• We will continue to use Arbor system to identify any new additions to the PP register throughout the year and notify class teachers</li> </ul>
- Pupil premium children will make good or better progress in reading – this will help vocabulary acquisition	<ul style="list-style-type: none"> <li>• PP children will develop a love of reading</li> <li>• They will engage in the weekly reading</li> <li>• They will be regularly heard read by an adult at home and an adult in school</li> </ul>
Improved attitudes to learning	Reduction of behavioural incidents on Arbor system
For pupil premium children to enjoy the wide range of enrichment activities we have on offer at Roundwood Primary	<ul style="list-style-type: none"> <li>• A wide range of extra-curricular activities will be offered to tap into our children's passions</li> <li>• Pupil premium children who chose not to join a club in the autumn term will be prioritised in the spring and summer terms</li> <li>• Discounts in line with our charging policy will continue to apply to pupil</li> </ul>

	<p>premium families for all enrichment opportunities to include trips and visits, music lessons, residential etc</p> <ul style="list-style-type: none"> <li>• Children are able to learn a new skill or continue playing an instrument they had been learning.</li> </ul>
<p>These children still feel happy and safe at school and engage with their learning.</p>	<ul style="list-style-type: none"> <li>• Pupil premium children will engage with the wider life at Roundwood Primary School by joining the student voice groups</li> <li>• Children's attendance will remain high (linked to 2) because they are happy coming to school</li> <li>• Pupil voice surveys will report that PP children are happy and safe in school</li> </ul>

## 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: £ [9000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase a new reading (whole school) and phonics intervention scheme and train up staff members to use this	Our children need more that just being listened to when they read. Schools which have a consistent approach achieve good results.	2
The teacher in charge of SEND and the PP champion will work together to identify any support staff who would benefit from further CPD e.g. in speech and language or for EAL pupils	Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see LSAs becoming more confident with monitoring and evaluating the interventions which take place and enabling them to evaluate which strategies lead to good progress and how this is measured.	1
<i>Mentor to support children who are having difficulty accessing learning through behavioural issues, using the STEPs approach to support their management of their own behaviour.</i>	Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. These include : Time to talk programmes which are targeted at students with particular social or emotional needs.	3

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

Budgeted cost: £ 5760

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 pupil progress meetings with teachers and the headteacher & the assistant headteacher	<p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority.</p> <p>There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	2
Support groups will run to accommodate a personalised curriculum	Children were safe and happy in school and were getting the personalised support they needed in a small group	1, 2
Reading interventions will take place during the day	<p>Higher attainment in reading indicates better life chances</p> <p>Reading a wide variety of genres will support vocabulary acquisition</p>	2
Additional teacher in UKS2 for English	<p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Due to Covid we have identified that Writing within Year 6 has some gaps that could be effectively addressed through smaller teaching class</p>	2

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 2000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Exciting trips and visits will be planned to enhance the curriculum including residential for years 5 and 6	Children who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these	2
Peripatetic instrumental lessons	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem	1
Engaging with families	Using emails to inform parents of their child's success e.g. being made Top Banana and celebrated in assemblies	1
Recourses	Items to aid learning and social skills (any identified need)	1

**Total budgeted cost: £ 2000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
n/a	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	