

## Pupil Premium Strategy Statement – Roundwood Primary School

Pupil Premium is a government initiative that provides additional funding to schools to help children from lower-income families achieve their full potential, both academically and socially. The amount allocated to each school is based on the number of pupils who are eligible for Free School Meals (FSM). This funding plays a vital role in supporting those most in need.

At Roundwood Primary, the number of pupils eligible for FSM is small. However, while this funding remains available, we strongly encourage all parents and carers who may qualify — including those whose children currently receive Universal Free School Meals — to apply for FSM.

For more information, please visit [www.hertfordshire.gov.uk/freeschoolmeals](http://www.hertfordshire.gov.uk/freeschoolmeals).

For Early Years applications, please contact the school office for the relevant forms. If you need assistance with your FSM application, you can call the Customer Service Centre on **0300 123 4048** (8am–8pm Monday to Friday, 9am–4pm Saturday), or speak directly with the school office, who will be happy to help.

Our school uses Pupil Premium funding to provide targeted support, including individual tuition and small-group interventions. We regularly monitor progress through achievement and assessment data to evaluate the impact of these strategies and adjust our approach where necessary. All teachers are responsible for the progress of Pupil Premium pupils in their classes, and discussions about their attainment form an integral part of staff appraisals.

This statement outlines our school's strategy for using Pupil Premium funding — detailing how we plan to allocate funds in the current academic year and summarising the outcomes achieved by disadvantaged pupils in the previous year.

### **School overview**

<b>Detail</b>	<b>Data</b>
Number of pupils in school	331
Proportion (%) of pupil premium eligible pupils	10 pupils 3 post LAC
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2028
Statement authorised by	Mrs Hooft
Pupil premium lead	Mrs Hooft
Governor / Trustee lead	Mrs Shaw

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£12,120 (FSM) £10,520 (LAC/Post-LAC)

£1,515 for each primary-aged pupil eligible for free school meals (or with recent eligibility) and £2,630 for looked-after children (or those previously looked-after)	
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	n/a
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	<b>£22,640</b>

## 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 support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- 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.

### **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 Teaching Assistants to each Year Group - providing small group work focussed on overcoming gaps in learning (Keep 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 residential. 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	Children have limited access to wider opportunities (enrichment, cultural capital, extracurricular activities).
2	Children not consistently achieving national expectations in attainment and progress in Reading, Writing and Maths.
3	50% (5/10) of PP children are also on the SEN register, including two with an EHCP.
4	One PP child has EAL and requires additional support for vocabulary acquisition and language comprehension.

### 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
Children to have access to wider opportunities	<ul style="list-style-type: none"> <li>Children will take part in enrichment experiences</li> <li>Children will have music lessons</li> <li>Children will experience school trips/residential experiences</li> <li>Children will have access to extracurricular activities</li> </ul>
Children to achieve national expectations in progress and attainment	<ul style="list-style-type: none"> <li>Children will achieve national average progress scores in Reading, Writing and Maths</li> <li>Children will attain in line with non-disadvantaged pupils/national averages RWM % (EXS/GDS)</li> <li>Children will achieve national average GLD%</li> <li>Children will achieve national average phonics %</li> <li>Children will have accessed small group in class support</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>
Children with SEN needs in addition to PP will reach their potential	<ul style="list-style-type: none"> <li>Children progress will be tracked, in small steps, from their starting point</li> <li>Additional adult support will be considered where appropriate</li> </ul>
These children still feel happy and safe at school and engage with their learning.	<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 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 funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2.5k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Feedback to pupils</b>  Teachers and support staff will prioritise feedback to pupils through live marking to celebrate success and respond to misconceptions.	Providing feedback is well-evidenced and has high impact on learning outcomes. It tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Impacts are highest when feedback is delivered by teachers. Studies of verbal feedback show slightly higher impacts overall (+7 months). (EEF –Teaching and Learning Toolkit - Feedback)	2
<b>CPD for support staff</b>  All support staff will benefit from a regular schedule of training sessions designed to meet support staff specific needs to support learning and ensure a consistent approach in teaching and learning	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. (+4 months) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. (EEF – Teaching and Learning Toolkit – Teaching Assistant Interventions)	2 4

<p><b>CPD for teachers</b> CPD opportunities are planned and delivered regularly through the year including:</p> <ul style="list-style-type: none"> <li>→ Safeguarding</li> <li>→ English</li> <li>→ Mathematics</li> <li>→ Science</li> <li>→ EYFS</li> <li>→ Subject Coordinating</li> <li>→ SEND</li> <li>→ Enrichment</li> </ul> <p>CPD meetings will involve quality pedagogical discussions about learning. Senior leaders design the schedule and plan delivery. Leaders at all levels contribute to these sessions with additional INSET days involving experts from other schools and subject specialists. Developing the team's subject knowledge supports recruitment and retention of quality staff.</p>	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. The average impact of oral language interventions is approximately an additional six months progress over the course of a year. (EEF Teaching and Learning)</p>	1 2 3
<p>Teachers, SENDCo and PP champion will work together to identify any support staff who would benefit from further CPD</p>	<p>Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see TAs 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.</p>	1

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

Budgeted cost: £18.9k

Activity	Evidence that supports this approach	Challenge number(s) addressed

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 collective 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 3
Continued professional dialogue with all stakeholders to ensure	<p>Children are safe and happy in school and are able to access the curriculum through personalised support and deliveries materials- Targeted vocabulary support and oral language interventions for the EAL pupil.</p>	1, 2,3 4
Effective delivery of personalised curriculums	Children make progress using the CAPPS assessment	1
Effective TA deployment and support in class	<p>Targeted support: Provide individual or small-group intervention.</p> <p>Emotional and wellbeing support: Implement strategies to help pupils manage their emotions and be ready to learn.</p> <p>Support and facilitate activities that increase disadvantaged pupils' access to cultural capital, such as trips, after-school clubs, or specific in-class activities.</p> <p>Motivation and self-esteem: Challenge and motivate pupils to improve self-esteem, and guide them in making choices about their own learning</p> <p>Support and facilitate activities that support disadvantaged pupils' with EAL barriers by increasing fluency, confidence and word knowledge</p>	2, 4

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

Budgeted cost: £ 1.2k

Activity	Evidence that supports this approach	Challenge number(s) addressed

Enrichment activities, including residential trips are carefully planned to enhance the curriculum and pupils' contributions to the wider community	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	1
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 to ensure strong relationships	Clear effective communication and an awareness of family needs and dynamics, including regular catchups and support with transitions and future events	1 2 3
Resources are considered in advance to ensure effective delivery of personalised adapted curriculum.	Items to aid learning and social skills	1 2 3

**Total budgeted cost: £22.6k**

#### **Part B: Review of the previous academic year**

##### **KS2 Outcomes**

##### **Attainment**

6 pupils were in receipt of pupil premium funding. 5/6 pupils also had identified SEND.

2 pupils were disapplied from taking standardised assessments.

4 pupils	WTS	EXS	GDS
Reading	0	3	1
Writing	4	0	0
Maths	2	2	0

## Progress – Based on Teacher Assessments Only

						Total	Light + Dark Green		Dark Green		
READING		No Data	PRE-CE	WTS	EXS	GDS	No.	No.	%	No.	%
Prior Attainment	No Data			1			1				
	PRE		2				2		-		-
	WTS			1	1		2	2	100.0		-
	EXS					1	1	1	100.0	1	100.0
	GDS								-		
	Total	0 (0%)	2 (33.3%)	2 (33.3%)	1 (16.7%)	1 (16.7%)	6	3	50.0	1	16.7

						Total	Light + Dark Green		Dark Green		
WRITING		No Data	PRE-CE	WTS	EXS	GDS	No.	No.	%	No.	%
Prior Attainment	No Data			1			1				
	PRE		2	1			3	1	33.3	1	33.3
	WTS			1			1	1	100.0		-
	EXS				1		1		-		-
	GDS								-		
	Total	0 (0%)	2 (33.3%)	4 (66.7%)	0 (0%)	0 (0%)	6	2	33.3	1	16.7

						Total	Light + Dark Green		Dark Green		
MATHS		No Data	PRE-CE	WTS	EXS	GDS	No.	No.	%	No.	%
Prior Attainment	No Data			1			1				
	PRE		2				2		-		-
	WTS			2	1		3	3	100.0	1	33.3
	EXS								-		-
	GDS								-		
	Total	0 (0%)	2 (33.3%)	3 (50%)	1 (16.7%)	0 (0%)	6	3	50.0	1	16.7

## Phonics Outcomes

No Y1 pupils allocated PP funding 24/25

Year 1	34 or higher	87%
Year 2 retakes (5 children) (1 not eligible)	34 or higher	100%
Key stage 1 pass		88%

## Attendance

Attendance for PP group from September 2024 – October 2025 – 94.54%

The national attendance rate for Pupil Premium pupils in primary schools is approximately 91.4%, based on a 2023 report. Our PP group is significantly above that although we strive for 100% attendance working together with individual families where necessary, ensuring families are supported and appropriate actions are taken if required.

Attendance for all pupils for the same period – 96.44%

The national attendance percentage for primary schools in England is around 94.48% for the 2025/26 academic year to date, or a 5.52% absence rate.

## Pupil Enrichment Opportunities

Pupils have a wide range of enrichment opportunities in the school which includes clubs, summer camps, trips and events. For our PP pupils we fund some of these places and will pay for part or all of the trips as and when required to ensure no pupils miss out on these opportunities.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Literacy Gold	Literacy Gold
White Rose Maths	White Rose