

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	Roundhay School Primary Campus
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers	2019-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	David Mitchell, Deputy Headteacher
Pupil premium lead	Marc Hayes, Assistant Headteacher
Governor / Trustee lead	Alison Young

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£117,150
Recovery premium funding allocation this academic year	£4,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Roundhay School's Mission Statement for Pupil Premium:

Our aim is to eradicate the effects of disadvantage: to have the highest expectations of our disadvantaged learners; to identify and support their individual needs; to pinpoint barriers to learning and to help to overcome them; and to have the highest aspirations for our pupils' futures.

As a through school, Roundhay School is in a unique position to make a positive difference in the lives of our disadvantaged and vulnerable learners. For all our disadvantaged learners (and particularly for those who attend from Reception to Sixth Form) we plan and aspire to fully eradicate the effects of disadvantage so that they can achieve their potential.

The intended impact of the Pupil Premium grant is to improve the attainment of disadvantaged pupils (and those that we have identified as vulnerable). We aim to address this by:

- achieving the most effective climate for learning for our disadvantaged learners;
- tailoring our teaching and learning strategies to meet the needs of disadvantaged learners;
- delivering targeted intervention to those who need further support (following diagnostic formative or summative assessment)
- identifying and addressing barriers to learning so that each child can achieve their potential

To maximise the effectiveness of our strategy, we are forensic in our approach to diagnose our pupils' needs (both academic and non-academic) so that we can implement the appropriate support and intervention. We use a range of high-quality research (based on extensive evidence) to ensure that our approach has high impact in terms of progress for our learners, and where possible, has a low cost. We ensure that our Pupil Premium Strategy is clear to all staff so that our support for our disadvantaged learners is consistent and consistently applied across our school. Our whole school approach to disadvantage ensures that staff take responsibility for the outcomes of disadvantaged pupils and have the highest aspirations for their attainment and futures. We monitor and evaluate our strategy regularly through a range of approaches, from informal discussions with senior leaders to termly Pupil Progress Meetings. During our Pupil Progress meetings, a spotlight is placed on both progress and the short- and long-term trajectories of disadvantaged children's attainment flightpath.

Our strategy is also indicative of our whole school needs in regards to education recovery. As such, further information is detailed in this document relating to how we have spent our Recovery Premium. This budget has been used to support both disadvantaged and non-disadvantaged children who have been negatively affected through school closures during the pandemic in their Maths or Reading fluency knowledge.

Challenges

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

Challenge number	Detail of challenge
1	Teacher discussions with pupils, observations of Oracy, Reading and Writing assessments (both through formative and summative assessment as part of our school's forensic and diagnostic approach to identifying gaps in learning) have identified under-developed oracy confidence and knowledge of how to structure oracy responses, and an age-appropriate vocabulary deficit in most pupils. This is evident across the Primary Campus (from Reception to Year 6) and is on balance, more prevalent among our disadvantaged children than their non-disadvantaged peers. We know that children who have age-appropriate oracy knowledge are able to apply this to their reading understanding, independent writing and to the wider curriculum. This leads to higher attainment across the Primary Curriculum.
2	Assessments, observations and forensic diagnosis demonstrates that disadvantaged pupils (when measured as a group) are lower attaining than their non-disadvantaged peers. As Phonics is the foundational knowledge required to develop reading fluency (and therefore the foundation to unlocking the curriculum) we are acutely aware of the compounding impact should this deficit of knowledge be left unaddressed.
3	Diagnostic assessment data as well as statutory test data (taken from the beginning of this 3-year strategy cycle) indicates lower attainment from our disadvantaged children compared with their non-disadvantaged peers.
4	From previous years' assessments of participation in extra-curricular activities and through the parameters of limitation during lockdowns and school closures, as well as through Pupil Premium pupil voice, we have identified that disadvantaged children have been more affected by limited experiences when compared with their non-disadvantaged peers. As a result, they are less-able to consider and apply their wider knowledge of subject areas and the world around them.
5	SEMH and wellbeing

	Our whole class Thrive assessments have identified Social, Emotional and Mental Health (SEMH) issues for many pupils. These issues can be attributed to the effects of school closures and the wider restrictions as a result of the pandemic, and have a significant impact on children's 'readiness to learn'. This impacts particularly on disadvantaged children and their attainment.
6	Attendance Our attendance data shows that disadvantaged children's attendance is 3% lower than non-disadvantaged pupils. Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress and therefore attainment over time.

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
To continue to develop and embed a love of reading and stories for all children; to ensure that they leave the Primary Campus with a lifelong passion for reading and the key application of knowledge (decoding and comprehension) needed to be fit and ready for their future	Improved oracy knowledge and vocabulary knowledge for disadvantaged pupils. Reading and Writing assessments to demonstrate expected or accelerated progress; observations of oracy opportunities to indicate a significant improvement of oracy knowledge and application of this knowledge for disadvantaged pupils. This is triangulated with ambitious vocabulary used in writing books. Phonics Screening Check (PSC) attainment to be above the national expected standard (95-100%). Reading and writing progress to continue to be above national average progress scores (1-3.5).
To continue to develop and refine our maths curriculum to ensure that children are secure in the appropriate fluency knowledge for their year group, and can apply this in a variety of contexts (problem solving and reasoning).	Improved maths knowledge and fluency for disadvantaged pupils. Maths assessments to demonstrate expected or accelerated progress. Observations of maths learning to indicate development of knowledge and application of knowledge to a range of presentations (fluency, varied fluency, reasoning and problem-solving). Maths progress to continue to be above national average progress scores (1-3.5).

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: £102,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy, Oracy and Language Leader role created 2020-21 and continued for this academic year</p>	<p>Extensive research evidence demonstrates that a focus on both oral language interventions and reading comprehension strategies has significant impact on accelerating learning (an increase of 6 months over the course of a year).</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Read, Write, Inc Phonics Programme including a dedicated Phonics Lead to deliver CPD for both teaching and support staff</p>	<p>Phonics is the foundation and building blocks to achieving success in reading, the key necessary to unlocking the curriculum for our learners. The benefits of this are supported by extensive evidence. Therefore, we place great emphasis on ensuring that our learners achieve a high level of proficiency in their knowledge and application of this knowledge during their time at school.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>2</p>
<p>Access to standardised, diagnostic assessments through an online package. Training for staff to ensure a whole-school, consistent approach to analysis and targeted interventions.</p>	<p>Diagnostic tests provide reliable insights into the specific independently-applied knowledge of each pupil. Through this, teachers can forensically identify gaps in learning and target specific interventions for specific, fluid groups of children to address this missing knowledge through a diagnose, intervention, immediate check and revisit (at a later date to identify whether</p>	<p>3</p>

	<p>this has transferred to long term memory).</p> <p>Diagnostic Assessment Tool.pdf (educationendowmentfoundation.org.uk)</p>	
ECT Coordinator role created to provide dedicated support and CPD to Early Career Teachers	<p>Dedicated support and mentoring for Early Career Teachers ensures that they are inducted well into school and have an in-depth knowledge of the school's systems, pedagogical approach and ways to access support from subject leaders, SLT and specialists. This also ensures that the children that they are responsible for receive a similar learning experience to that delivered by more experienced teachers.</p> <p>Early career CPD: exploratory research (publishing.service.gov.uk)</p> <p>ECT Support Pilot Report - final.pdf (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5, 6
Regular CPD to develop the effectiveness of support staff in the classroom	<p>Based on moderate evidence, Teaching Assistant interventions have a positive impact of four months over the course of a year. To ensure that this is maximised upon, we develop our Teaching Assistants through regular CPD to ensure that they have the necessary knowledge and skillset to support our learners.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5
Additional support staff deployed to work alongside teachers to deliver regular, bespoke, high-quality feedback to children	<p>We recognise that bespoke, high-quality feedback benefits learners significantly. This is also acknowledged through extensive evidence and demonstrates a 6 month improvement over the course of a year (according to evidence).</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5

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

Budgeted cost: £11,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Teaching Assistant Interventions	<p>Whilst we recognise that this research is based on moderate evidence and the cost of the implementation is moderate, research is clear that whilst teaching assistants can provide a large positive impact on learner outcomes, the key component to this is how they are deployed [and skilled]. Therefore, we have placed great emphasis on 'upskilling' our teaching assistants so that they can have the greatest impact during interventions. This additional training includes: behaviour management strategies; understanding of pedagogy; use of questioning as an assessment tool; supporting learning through the use (and removal) of scaffolds etc.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 5, 6
Tutoring using White Rose Maths Tutoring	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Research shows that smaller groups work better, so we limit these groups to three children. The reasoning behind this is so that more frequent feedback is given, engagement from children is likely to be sustained and that the tuition can be closely matched to the learners' needs.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	3

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

Budgeted cost: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment Coordinator appointed to create, track and intervene (where necessary) to ensure that disadvantaged children have the opportunity to	Whilst some evidence presented is considered weak (by its authors), other evidence below cites the inequality of offer between disadvantaged and non-disadvantaged children, and the benefits (including 'soft skills' that employers will often seek) of supporting	4, 5, 6

<p>experience a rich extra-curricular offer</p>	<p>disadvantaged learners to access extra-curricular activities. These benefits may not be easily measured but research does suggest that this could be an important factor in driving social mobility. Therefore, we have placed emphasis on this as part of our strategy.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</p> <p>An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p>	
<p>Continued implementation of Thrive to support wellbeing at cohort and individual levels</p>	<p>Whilst the security of the evidence strength for social and emotional learning is low, the observed impact is four months of additional progress over the course of the year. As evidence suggests particular effectiveness when approaches focus on improving social interaction between pupils, and for shorter, more frequent sessions, we choose to focus on these areas and monitor carefully.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Attendance</p>	<p>The below evidence is clear that for children to benefit fully from the strategies a school implements to support them, their attendance (and punctuality) must align with this. Therefore, we offer before school provision through our wraparound care to support families of our disadvantaged children with a view to improving attendance.</p> <p>Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p> <p>Improving attendance at school - GOV.UK (www.gov.uk)</p>	<p>6</p>

Total budgeted cost: £122,588

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.

ATTAINMENT

Our internal assessments during 2020/21 suggested that the attainment of disadvantaged pupils was in line or higher than in the previous academic years in reading, writing and maths: most disadvantaged children have made expected or accelerated progress, despite school closures. However, there is still a gap between disadvantaged and non-disadvantaged pupils' attainment, and this is more severe for younger children. Although we understand this as demonstrating that school closures have had a more profound impact on younger children, the gap is continuing to narrow for children as they progress through Key Stage 2.

We evaluated the impact of school closures by using diagnostic assessments. The information from these assessments were used to inform whole-class teaching and small-group interventions. This allowed us to respond to any missed learning at a cohort or group level. Additionally, we adapted the core curriculum to prioritise key concepts. All children whose attainment had fallen over the school closures were invited to additional tutoring sessions as well. This complemented our high-quality curriculum offer to children for remote learning in both periods of school closure.

In addition to our curriculum, we also placed a focus on developing oracy, literacy and language for all children, as this was an area of need we had identified following the initial school closures.

Phonics

100% of disadvantaged children passed the phonics screening test.

Internal Data showing Pupil Premium Attainment before and after school closures

	Reading Spring 2020 (immediately prior to lockdown)	Reading 2021 (end of academic year)	Writing Spring 2020 (immediately prior to lockdown)	Writing 2021 (end of academic year)	Maths Spring 2020 (immediately prior to lockdown)	Maths 2021 (end of academic year)

Year 3	45.45%	63.64%	45.45%	54.55%	54.55%	72.73%
Year 4	75%	80%	75%	80%	75%	80%
Year 5	60%	63.64%	50%	54.55%	60% (6/10 children)	45.45% (5/11 children)
Year 6	58.33%	61.54%	58.33% (7/12 children)	53.85% (7/13 children)	50%	61.54%
Year 7	58.33%	78.57%	50%	71.43%	41.67%	78.57%

PERSONAL DEVELOPMENT

Behaviour data for our Pupil Premium is broadly in line by type when compared with non-pupil premium peers. There is a slight increase in frequency of misbehaviours, and from analysis this relates to a lower threshold for managing emotions leading to dysregulation when looking at our pupil premium children as a whole. This still represents a descending trend in frequency of misbehaviours for Autumn 1 half term compared to the same time period over the last 3 years.

A key action was to create a role within the existing staff team to lead on engagement and enrichment for our disadvantaged pupils. Following our assessment that a number of our disadvantaged children lacked access to the same range of experiences of some of our non-disadvantaged children, we decided to focus on this, based on its relation to academic achievement. Moreover, the impact of lockdown on our disadvantaged families meant that children's wider experiences needed to become even more of a deliberate consideration.

The school adopts the Thrive approach to support children with SEMH needs. This can take the guise of individual or small group interventions, based on identified needs. The school employs two Thrive practitioners. As a Thrive school, we take a whole school approach to identifying gaps in SEMH development. Every child is assessed each term using the class assessment to ensure no child is missed. Flagged children are then individually assessed to create an action plan for them to work on in their 3 x weekly sessions. These are reviewed termly and feed into the child's DO maps.

When analysing the data from last academic year, specifically for PP children, the impact can be seen immediately. 64% of children moved up a whole developmental strand. In addition to this, 29% of the remaining children made progress within their strand. Only 1 child did not make progress however, this child has an EHCP for significant speech and emotional delay. He has also had a change in 1:1 so

relationship building needed to begin again, which is the foundation for the success of the programme.

A significant part of our Covid Recovery Plan was to focus on children's personal development, particularly in re-establishing important routines and expectations, and rebuilding and reinforcing relationships. Both returns to school had reintegration at the centre of our actions, as we consider this a necessary platform on which academic success could be built.

Externally provided programmes

Programme	Provider
Read Write Inc.	DfE validated systematic synthetic phonics (SSP) programme
White Rose Maths Tutoring	White Rose Maths

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We currently have two children who receive the Service Pupil Premium. Following identification of needs and through discussion with parents and teachers, we have used this funding to support their attainment, in a similar approach to Pupil Premium Ever 6.
What was the impact of that spending on service pupil premium eligible pupils?	The impact of this approach has led to slightly above expected progress from KS1 starting points.