

# Roundhay School

## Pupil Premium strategy statement (Primary)

### School overview

Metric	Data
School name	<b>Roundhay School (Primary Campus)</b>
Pupils in school	453
Proportion of disadvantaged pupils	9.93%
Pupil premium allocation this academic year	<b>Total Pupil Premium Allocation:</b> Deprivation Pupil Premium: £59,400 Pupil Premium Plus: £36,800 Service Children: £900
Academic year or years covered by statement	2019-22
Publish date	01 December 2019
Review date	01 November 2020
Statement authorised by	David Mitchell
Pupil premium lead	Marc Hayes
Governor lead	Pauline Ackroyd and Alison Young

### Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.3
Writing	3.1
Maths	2.3

### Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	60%
Achieving high standard at KS2	0%

### Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	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 skills (decoding and comprehension) needed to be fit and ready for their future.
Priority 2	Continue to develop and refine our maths curriculum to ensure that children are secure in the appropriate fluency skills for their year group, and can apply these skills in a variety of contexts (problem solving and reasoning).
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Many disadvantaged pupils are less able to decode words consistently and effectively.</li> <li>- Our disadvantaged pupils' vocabulary needs to be expanded upon to ensure that they can access challenging texts.</li> <li>- We need to initiate their passion for reading to ensure that they can be exposed to a range of texts and continue to do so throughout their lives.</li> <li>- Many of these pupils do not have the skills necessary to rapidly recall number and multiplication facts appropriate to their age.</li> <li>- We need to instil confidence in these pupils so that they are able to independently apply known skills to a range of contexts.</li> </ul>
Projected spending	£6256.43

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average or above progress scores in KS2 Reading (1-3.5)	September 2022
Progress in Writing	Continue to achieve above national average progress scores in KS2 Writing (1-3.5)	September 2022
Progress in Mathematics	Continue to achieve above national average progress scores in KS2 Maths (1-3.5)	September 2022
Phonics	Continue to achieve above national average expected standard in PSC (90-100%)	September 2022
Other	Improve attendance of disadvantaged pupils to LA average.	September 2022

### Targeted academic support for current academic year

Measure	Activity
Priority 1	To accelerate and maintain progress in Reading for disadvantaged pupils through pre-teach and same-day intervention (SDI).

Priority 2	To accelerate and maintain progress in Maths for disadvantaged pupils through pre-teach and same-day intervention (SDI).
Barriers to learning these priorities address	Encouraging wider reading and providing catch-up in mathematics – typically an area of weakness.
Projected spending	£75,680.48

### Targeted support for Pupil Premium Plus to support individual needs

This is to complement targeted academic support for current academic year (detailed above) for Pupil Premium Plus children

Measure	Activity
Priority 1	To support the emotional and mental health needs of children who experience trauma from past events in their lives.
Priority 2	To support children to develop positive relationships with their peers and school staff.
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>- Effects of trauma, including (but not limited to) unpredictable emotions, flashbacks, physical symptoms such as headaches or nausea</li> <li>- Heightened emotional responses or dysregulation</li> <li>- Heightened vigilance to noises, movement or a change in adult which can distract focus</li> <li>- Attention span may be shorter than their peers</li> <li>- Friendship difficulties</li> </ul>
Projected spending	£30,481.70

### Wider strategies for current academic year

Measure	Activity
Priority 1	To continue to implement Early Bird interventions prior to the start of the school day to support disadvantaged pupils at risk of not achieving the expected standard.
Priority 2	Increasing access to Roundabout (before school provision) for disadvantaged families where attendance has been identified as an area to improve.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils.
Projected spending	£1275

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that staff have a good understanding of their class'	Regular phase meetings and half-termly moderation.

	current attainment and how best to accelerate progress.	Regular professional development in Maths and English (staff meetings and INSET).
Targeted support	Developing ETAs confidence in delivering small group interventions and in turn accelerating progress.	Regular feedback from ETAs and quality assurance from class teachers.
Wider strategies	Engaging with families and ensuring that children are accessing the intervention for the full session.	Teachers to regularly inform parents of the impact of the Early Bird intervention. Head teacher to discuss absences with specific parents.

**Review: last year's aims and outcomes**

Aim	Outcome
Progress in Reading and Writing	In-school data shows that children in all year groups had made expected progress in line with age-related expectations from end of Summer 2019 to pre-Covid closure in 2020. There is evidence of children with lower attainment making accelerated progress, although they are not yet achieving age-related expectations. There continues to be gaps between PP and non-PP pupils in some year groups.
Progress in Mathematics	In-school data shows that children in all year groups had made expected progress in line with age-related expectations from end of Summer 2019 to pre-Covid closure in 2020. There is evidence of children with lower attainment making accelerated progress. There continues to be gaps between PP and non-PP pupils in some year groups.
Phonics	All children passed the Phonics Screening Test in 2019 and in December 2020.
Other	Attendance figures are skewed due to Covid school closure.

