

Pupil Premium Strategy Statement

School overview for 2020/2021

Metric	Data
School name	Roundhay School Secondary phase (Years 7-11)
Pupils in school	1455
Proportion of disadvantaged pupils	340 (23.4%)
Pupil premium allocation this academic year	£308465
Academic year or years covered by statement	2021 - 2022
Publish date	April 2021
Review date	April 2022
Statement authorised by	John Mattinson
Pupil premium lead	Bev Brining
Governor lead	Angela Ronicle

Disadvantaged pupil performance overview for last academic year (2019 - 2020)

	Roundhay non-PP	Roundhay PP	National
Progress 8	0.52	0.42	0.13 non-PP
Ebacc entry	51	22	45 non-PP
Attainment 8	55.9	42.33	50 non-PP
Percentage of Grade 5+ in English and Maths	62	33	50 non-PP
Percentage of Grade 4+ in English and Maths	81	53	72 non-PP

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Remain above national non-PP levels	August 2021
Attainment 8	45.0	August 2021
Percentage of Grade 5+ in English and maths	40%	August 2021
Increase Grade 4 in Eng / Maths (max access to post 16 opps/ Roundhay KS5)	60%	August 2021

Teaching priorities for current academic year

Measure	Activity
Disadvantaged pupils access learning and teaching during Covid (remote and onsite)	<ul style="list-style-type: none"> • Provide laptops, dongles and work packs to low attaining and vulnerable disadvantaged learners • Deliver high quality wave 1 intervention: narrated Power Points, zoom lessons, regular home learning • Create Home Room /other learning spaces for vulnerable disadvantaged learners in Covid • Communicate regularly with disadvantaged families (weekly telephone calls, form meetings, home visits check ins with disadvantaged learners)
Disadvantaged pupils catch up on lost learning	<ul style="list-style-type: none"> • Create 24 Year 10 forms with Disadvantaged learners placed in small groups • Deliver weekly achievement assemblies / Sprint • Mentor disadvantaged learners and hold regular catch ups with Raising Achievement Leaders • Key Stage 3 co-ordinators deliver catch up on key topics for disadvantaged learners • Hold weekly progress meetings with weekly target for disadvantaged learners with low RTL score during lockdown • Half term study support
Attainment gap between disadvantaged and non disadvantaged learners is reduced	<ul style="list-style-type: none"> • Deliver Pupil Premium First strategy along with wave 1 intervention ensuring high quality learning and teaching • Retain/ increase key staffing (PP team: Deputy HT, Asst. HT, Asst. Heads of Year. PP Champions, Attendance officer, KS3 behaviour Lead, Data officer) total
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Access to online learning • Pupil attendance • Pupil engagement • Pupil confidence / SEMH • Traditional communications with disadvantaged families
Projected spending	£125,000

Targeted academic support for current academic year

Measure	Activity
Additional support / catch up KS4	<ul style="list-style-type: none"> • PP intervention for Y10, Raising achievement Leader meetings, 1:1 tutors for Year 11 most able • Create new independent study space, extended opening for LRC, GCSE revision materials and Study Stack for disadvantaged learners during exam leave • Year 10 assessments in June cover lockdown content identifies learning gaps. These gaps will be the focus of intervention Programme in Year 11 (term 1)
Additional support / catch up KS3	<ul style="list-style-type: none"> • Additional teaching groups in KS3 including boys only classes • Literacy and numeracy parents' classes led by KS3 co-ordinators • Direct Instruction for Year 7 group, introduction of the Writing Revolution for Year 8, Year 9 • KS3 Reading Clubs • Offsite provision
Offsite provision	
Projected spending	£134,000

Wider strategies for current academic year

Measure	Activity
Ensure disadvantaged families have basic needs	<ul style="list-style-type: none"> • Provide food (Food bank, vouchers, deliveries made direct to pupils' homes. Starbooks, breakfast café, Home Room breakfasts and food for any pupil in need) • Provide uniform and school equipment. Track pupils receiving E codes and provide regular equipment check ins • Regular communications with parents throughout Covid. Share links and deliver referrals to outside agencies where families require additional support

Improve the attendance of disadvantaged learners	<ul style="list-style-type: none"> Assistant Head of Year delivers attendance drive (Identify poor attenders, meet weekly and explicitly link attendance to achievement) Introduce bus service, engage with families. Track closely and celebrate success
Improve behaviour / engagement	<ul style="list-style-type: none"> Assistant Head of Year delivers behaviour / engagement drive (half term challenge, supports and celebrates success) Additional Careers support / stretch and challenge programme Free music tuition, home visits for transition, transition programme, Leeds Rhinos, residentials Free theatre trips (after restrictions lift)
Provide SEMH support	<ul style="list-style-type: none"> Identify pupils to join small coaching form group (trial) to work with CMA (SLA 'Developing excellence in Youth'/ behaviour six-week programme) Support pupils living with domestic violence, experiencing grief (SEMH Lead) 1:1, small group, assemblies, PHSE
Projected spending	£50,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> Deliver Wave 1 intervention/ high quality learning and teaching/ assessment and feedback Providing time for staff to adapt to new ways of working Delivering CPD during Covid 	<ul style="list-style-type: none"> Adapt school calendar to maximise opportunities for staff to plan and prepare Deliver inset days with wellbeing and subject CPD focus. Provide time for professional development sessions led by KS3 co-ordinators CPD in subject specialism, wellbeing training days delivered remotely
Targeted support	<ul style="list-style-type: none"> Ensure Raising achievement teams in KS3 and 4 (including 	<ul style="list-style-type: none"> Increase Raising Achievement teams in Key Stage 3 and 4 Provide

	tutors and Inclusion) can access targeted pupils	
Wider strategies	<ul style="list-style-type: none"> Unable to run a foodbank while pupils are in school (no space) 	<ul style="list-style-type: none"> Staff raise funds to buy additional food for families during holidays

Review: last year's aims and outcomes (2019 – 2020)

Aim	Outcome
1. Provide additional basic support for families in need (This target was added to reposing to Covid 19)	<ul style="list-style-type: none"> A regular and clear line of communication ensured that school could respond to additional and basic needs of families (whole school newsletters, letters, e-mails, texts, telephone calls, wearelistening@roundhayschool.com) Support included home delivery of school lunches, Edenred vouchers and 3-weekly shopping hampers provided by the school food bank Referred families for additional support with bills, fuel and food Provided equipment, work packs, laptops, dongles As families' situations changed during lockdown we provided regular opportunities / support with applications for FSM
2. Raise profile of PP	<ul style="list-style-type: none"> PP strategy was regularly reviewed (whole staff meetings, middle leader briefings, Learning and Achievement meetings, induction programme, Year group meetings, department briefings) PP team lead PPF strategy (Deputy headteacher, Assistant headteacher, Assistant heads of Year, PP Champions, Attendance Officer, Behaviour team)
3. Deliver an appropriate curriculum which stretches and challenges all PP pupils	<ul style="list-style-type: none"> The effective use of data ensured pupils were placed in appropriate sets (e.g. in Maths, scores were adjusted to ensure all pupils were in a class which stretched and challenged them.) Pupils' attainment and progress was monitored closely. New classes were created in KS3 and KS4 which focused on Literacy, numeracy and Science and which delivered an appropriate curriculum for low attaining pupils
4. Provide appropriate engagement and enrichment opportunities	<ul style="list-style-type: none"> During Covid these opportunities were limited to online learning within the curriculum via Enrichment, PHSE and PE lessons / challenges

<p>Monitor and improve the behaviour, attendance and overall wellbeing of all PP students.</p>	<ul style="list-style-type: none"> • Classcharts, SIMS and lesson registers provided tracking data which PP team use to improve behaviour, RTL and attendance of disadvantaged pupils. • Assemblies, pupil voice and teacher feedback provide information about pupil SEMH and ensured pupils know who they can talk to • Extend the capacity of the SEMH team
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<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

<https://www.sec-ed.co.uk/best-practice/recovering-from-covid-supporting-the-learning-of-disadvantaged-pupils-pupil-premium-coronavirus-teaching-schools/>

<https://www.hepi.ac.uk/2021/02/04/closing-the-attainment-gap-how-disadvantaged-pupils-have-been-impacted-by-covid-19/>

<https://educationendowmentfoundation.org.uk/news/eef-publishes-new-research-on-the-impact-of-covid-19-partial-school-closure/>

https://epi.org.uk/wp-content/uploads/2020/05/EPI-Policy-paper-Impact-of-Covid-19_docx.pdf

<https://blog.insidegovernment.co.uk/schools/supporting-disadvantaged-pupils-discussion-takeaways>

<https://www.sec-ed.co.uk/best-practice/recovering-from-covid-supporting-the-learning-of-disadvantaged-pupils-pupil-premium-coronavirus-teaching-schools/>

<https://www.mmu.ac.uk/news-and-events/news/story/13329/>