



ROUNDHAY SCHOOL
All-through education from 4 to 18

Roundhay School (Primary Campus)

Pupil Premium Strategy 2018/19

Introduction

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

In the 2018-19 academic year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1320 for pupils in Reception to Year 6
- £2,300 for looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by an English local authority
- £2,300 for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- £300 for pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence

Context

Roundhay School is a multi-cultural, comprehensive school with approximately 13% of pupils being eligible for the Pupil Premium funding at the Primary Campus. No single intervention provides a complete solution to the complex educational issues in any school and it is therefore a multi-faceted approach that we feel offers the best opportunity for pupils to succeed. The key to narrowing the gap between the highest and lowest achieving pupils is careful and thorough monitoring/tracking of pupil attainment and progress.

At the Primary Campus, Pupil Progress meetings and Key Stage meetings inform decisions about the relevant intervention for identified pupils. Interventions come in a variety of forms but must be specific to the needs of the pupil/group of pupils and not simply generic strategies.

Examples of such strategies at Roundhay include: the creation of an extra Maths and English teaching group in Year 2 to give smaller class sizes for those pupils in need of closer monitoring/intervention; the use of pre-teach to support learners with key skills and conceptual understanding prior to the application or development of skills in the main lesson; same-day intervention to target key learners who require additional time to consolidate their understanding of the concept (or application of concept) taught earlier in the day.

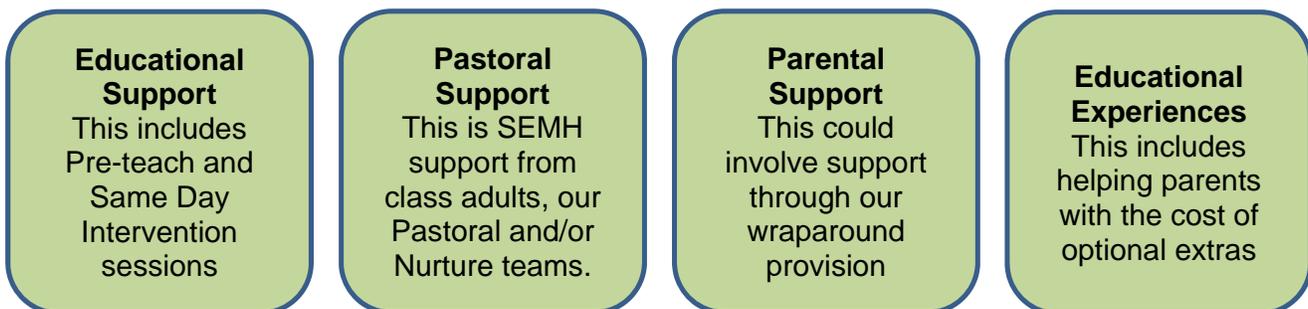
We also know that for pupils to succeed attendance is critical. Improving and maintaining attendance has been a fundamental part of improving standards at Roundhay.

Objectives and Targeted Impact for Pupil Premium Grant Spending

- To raise the attainment of disadvantaged pupils of all abilities to reach their potential (whether this is accelerating learning so that it is closer to Age-Related Expectations (ARE), achieving ARE, closer to Greater Depth or achieving Greater Depth)
- To support children and young people with parents in the regular armed forces

How we use the Pupil Premium Grant to support our children

We as a school recognise that every child is unique and that our pupils who are entitled to the Pupil Premium Grant will have individual needs. We are committed to raising the attainment of disadvantaged pupils of all abilities to ensure that they reach their potential. We use a range of strategies to reach this aim:



Number of Pupils with Pupil Premium for 2018 -19 academic year

Total number of pupils on roll	450
Total number of pupils eligible for PP at January 2017 census	57
Ever 6 FSM	39 (£51,480)
Looked after children/Post -looked after children	15 (£34,500)
Service Children	3 (£900)
Total amount of PP projected:	£87,900
Total amount of money used by school to support PP children	£99,760

2018/19 Initial Planned Expenditure for Pupil Premium

Year Group	Project/Item	Estimated Cost	Objective and Barriers to overcome	Predicted Outcome	Actual Outcome
All year groups	Pastoral Team (SEMH interventions, check-ins, and support during the school day; additional staffing to support PP children's SEMH needs during wraparound provision)	£9,020	<p>Targeted support for disadvantaged children (including looked after and adopted from care children) throughout school, both academically and socially.</p> <p>To minimise barriers to achievement and learning by supporting needs of identified children and to improve general intervention support for any pupils with emotional or behavioural needs.</p> <p>To provide parents and children with an additional point of contact to help with any support, questions or concerns.</p>	<p>Both pupils and their parents/carers will feel supported socially and emotionally.</p> <p>Increased self-confidence for target children.</p> <p>Increased ability to deal with a range of social situations for target children.</p> <p>To diminish the difference for those working towards ARE; to maintain or accelerate children's progress if working at ARE; to maintain children's progress if working at Greater Depth</p>	<p>66% of target children reduced the number of perceived SEMH problems on the SDQ scale.</p> <p>Parental feedback has reported that SEMH intervention in school has reduced the number of anxiety-related incidents at home.</p>
All year groups	Nurture provision	£26,236	<p>Targeted support for disadvantaged children (including looked after and adopted from care children) throughout school, both academically and socially.</p> <p>To minimise barriers to achievement and learning by</p>	<p>Both pupils and their parents/carers will feel supported socially and emotionally.</p> <p>Increased self-confidence for target children.</p>	<p>33% of pupils accessing Nurture provision have been able to transition back to whole-class teaching.</p> <p>100% of pupils accessing Nurture provision have made expected progress in Reading, Writing and Maths</p>

			<p>supporting needs of identified children and to improve general intervention support for any pupils with emotional or behavioural needs.</p> <p>To provide parents and children with an additional point of contact to help with any support, questions or concerns.</p>	<p>Increased ability to deal with a range of social situations for target children.</p> <p>To diminish the difference for those working towards ARE; to maintain or accelerate children's progress if working at ARE; to maintain children's progress if working at Greater Depth.</p>	<p>(categorised by an increased percentage of achievement within a B2 level). Within this, 40% have made accelerated progress in Reading, 100% have made accelerated progress in Writing and 80% have made accelerated progress in Maths (categorised by moving into a new B2 assessment level).</p>
All year groups	Thrive Training for staff and Thrive resources	£4,500	<p>To identify SEMH needs of PP children.</p> <p>To support children in developing strategies in supporting self-regulation.</p>	<p>To reduce barriers to learning for SEMH children.</p> <p>To increase focused learning time and to increase rate of progress for SEMH children.</p>	<p>Instances of focused learning tasks have increased for 100% of Pupil Premium children accessing Nurture.</p> <p>There has been a 50% increase in the time spent completing focussed learning activities for these pupils.</p>
All year groups	Development of Thrive intervention room	<p>Thrive intervention room conversion and resources £1,195</p> <p>Nurture room resources £500</p>		<p>To reduce barriers to learning for SEMH children.</p> <p>To increase focused learning time and to increase rate of progress for SEMH children.</p>	<p>100% of Pupil Premium children accessing Thrive intervention have made progress with SEMH targets (Thrive). 42% have made accelerated progress and transitioned to the next phase.</p>

All year groups	Mental Health Practitioner	£9,000	Mr McEvoy has previously worked as a senior CAMHS practitioner and attends school one day per week to observe classes, and individual children (with parental consent) to identify, and support staff in developing strategies to overcome SEMH barriers to learning. Mr McEvoy will support some children directly with SEMH needs.	To reduce barriers to learning for SEMH children. To increase focused learning time and to increase rate of progress for SEMH children.	The role of the Mental Health Practitioner enabled school to develop and quality-assure appropriate interventions to support children with SEMH needs, as well as providing interventions to some pupils directly. This has had a positive impact for staff in: Developing their confidence in identifying need and delivering appropriate interventions Supporting children in developing strategies to manage and understand their barriers to learning
All year groups	Use of school's Wraparound Care (Roundabout – before and after school provision)	£3,744	To improve the attendance of vulnerable children To increase attendance and therefore access to Quality First Teaching (Wave 1)	Pupil Premium children with poor attendance will be able to access before-school provision to ensure that their attendance increases and or lateness diminishes. The impact of this will be to minimise their missed learning, leading to a good or accelerated level of progress.	The number of Pupil Premium children who accessed school's wraparound care using the funding available was low. For those who did access this, children were able to access additional academic interventions during Wraparound care times.

Year 5	Weardale Residential Visit Subsidy	<p>50% Weardale</p> <p>Cost of visit per pupil (£165)</p> <p>Number of PP pupils eligible in 2018-19: 10 children</p> <p>$(165 \times 10)/2 = \text{£}825$</p> <p>£825</p>	<p>To extend experiences and build confidence for children.</p> <p>To make visits and residential affordable for disadvantaged children</p> <p>To bring learning opportunities to life for children</p>	<p>Greater self-confidence.</p> <p>Greater independence.</p> <p>Working better in a team, collaboratively and through improved social skills.</p> <p>A more purposeful learning journey.</p>	<p>Staff reported that 70% of pupils have demonstrated greater confidence, independence and resilience since attending the Weardale residential. In one instance, a child is now more confident to ask for help, as well as to let staff know that he feels able to work independently.</p>
KS1	Additional Support Staff Provision	<p>Extra Teaching Assistant to create a third teaching group in Year 2 (mornings)</p> <p>£8,721</p> <p>15% of dedicated support staff time (30mins every afternoon for SDI = 2.5hrs; 30 mins on Tue, Wed, Thurs, Fri for pre-teach = 2hrs)</p> <p>£7543</p>	<p>Focused development of Maths, English and reading skills through small, targeted support groups</p> <p>To increase the focused learning time of children increasing the amount of time spent with the teacher or Teaching Assistant</p> <p>To implement effective pre-teach sessions prior to lessons to embed concepts</p> <p>To consolidate learning through the use of Same Day Intervention groups (SDI)</p>	<p>To diminish the difference for those working towards ARE; to maintain or accelerate children's progress if working at ARE; to maintain children's progress if working at Greater Depth.</p> <p>To increase confidence.</p> <p>To improve attitudes to learning.</p> <p>To allow a greater amount of time with a teacher for Pupil Premium children.</p>	<p>100% of Pupil Premium pupils in KS1 have now passed the Phonics Screening.</p>

KS1 and Lower KS2	Development of Read, Write Inc. and additional training for staff	Two-day introductory training course for two members of staff (August 2018) £500 Three Development Days of support for Read, Write Inc. practitioners and Phonics Leader in school £1500	To deliver high-quality phonics teaching to small groups and 1:1 support for disadvantaged children To further develop effectiveness in the delivery of Phonics to diminish the difference between disadvantaged and non-disadvantaged children	Greater percentage of disadvantaged children to pass the Y1 Phonics Screening Check. Accelerated progress for Y2 and KS2 learners who currently access Phonics teaching and intervention.	100% of Pupil Premium pupils in KS1 have now passed the Phonics Screening.
Lower KS2 (Year 3 and 4)	Additional Support Staff provision: <ul style="list-style-type: none"> • For Pre-teach intervention • For Same Day intervention (SDI) • To facilitate Additional teacher time with PP children 	15% of dedicated support staff time £8182	Focused development of Maths, English and reading skills through small, targeted support groups To increase the focused learning time of children increasing the amount of time spent with the teacher or Teaching Assistant To implement effective pre-teach sessions prior to lessons to embed concepts To consolidate learning through the use of Same Day Intervention groups (SDI)	To diminish the difference for those working towards ARE; to maintain or accelerate children's progress if working at ARE; to maintain children's progress if working at Greater Depth. To diminish the difference for those working towards ARE. To increase confidence. To improve attitudes to learning.	7% more Pupil Premium pupils are achieving ARE+, and 14% more are achieving GDS by the end of Year 4.
Upper KS2 (Year 5 and 6)	Additional Support Staff provision: <ul style="list-style-type: none"> • For Pre-teach intervention 	15% of dedicated Support Staff time £9886	Focused development of Maths, English and reading skills through small, targeted support groups	To diminish the difference for those working towards ARE; to maintain or accelerate children's progress if working at ARE;	56% of Year 6 Pupil Premium children achieved combined ARE+ in Reading, Writing and Maths. Within

	<ul style="list-style-type: none"> • For Same Day intervention (SDI) • To facilitate Additional teacher time with PP children 		<p>To increase the focused learning time of children increasing the amount of time spent with the teacher or Teaching Assistant</p> <p>To implement effective pre-teach sessions prior to lessons to embed concepts</p> <p>To consolidate learning through the use of Same Day Intervention groups (SDI)</p>	<p>to maintain children's progress if working at Greater Depth</p> <p>To diminish the difference for those working towards ARE</p> <p>To increase confidence</p> <p>To improve attitudes to learning</p>	<p>this, 89% achieved ARE+ in Maths, and 78% in Writing.</p>
Total Expenditure		£99,760			

Measuring Impact

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, enabling us to identify gaps and misconceptions quickly, allowing us to develop effective strategies and interventions to promote improvement.

The impact of all work will be analysed throughout each term through key tracking of children's academic, social and emotional development, weekly PPA meetings with year group partners and termly Pupil Progress Meetings with Senior Leaders.

Data we will use to assess the effectiveness of our strategy

This year, we intend to use a range of evidence to assess the impact of this provision. This will include:

- End of Key Stage Data
- Phonics Screening Data
- Internal phonics tracking
- EYFS Data (Percentage of GLD)
- Internal tracking data for children in KS1 and 2
- Intervention Monitoring – SENCo
- Lesson observations/Learning walks/Book Looks/Planning Scrutinies/Pupil Discussions/Learning Environment walks
- Feedback from Parents

Accountability

It is the responsibility of the Leadership team to produce reports for the Governors on:

- The progress made by each child, including their current attainment
- The progress towards 'diminishing the difference' between disadvantaged and non-disadvantaged children
- Updating this document taking account of developments in provision and strategy
- An evaluation of the effectiveness and cost of the provision in place in regards to the progress made by disadvantaged pupils

Review Dates

Autumn Term review – 1/12/18

Spring Term review – 15/4/18

Summer Term review and 2019-20 Pupil Premium Strategy review – 1/7/19