

## Pupil premium strategy statement:

### The Roundhill Academy 2018-19

| 1. Summary information   |                       |                                    |          |
|--------------------------|-----------------------|------------------------------------|----------|
| School                   | The Roundhill Academy |                                    |          |
| Academic Year            | 2018-19               | Total PP budget                    | £165,950 |
| Total Number of students | 830                   | Number of students eligible for PP | 177      |

| 2. Barriers to future attainment (for students eligible for PP including high ability) |  |
|--|--|
| In-school barriers (issues to be addressed in school)                                  |  |
| A  | The attendance of disadvantaged students is less than that of other students in school   |
| B  | There is a negative behaviour incidents gap in favour of disadvantaged students relative to other students   |
| C  | Disadvantaged students, as well as other students in the school, do not undertake wider reading and so have vocabulary, comprehension and other reading deficits.  |
| External barriers (issues which also require action outside school)                    |  |
| D  | The disadvantaged students do not necessarily realise their own potential, and therefore can be lacking in self-efficacy and knowledge about opportunity. This is linked to a cultural capital deficit and thus lack of educational ambition to succeed in their studies |

| 3. Outcomes |   |   |
|-------------|---|---|
|             | Desired outcomes  | Success Criteria  |
| A           | Improved attendance of disadvantaged students, further closing the gap relative to other students in school       | Attendance of disadvantaged students to improve on 2017-18 attendance of 90.74%, closing the gap to other students so that is less than 2.0%  |
| B           | Improved behaviour of disadvantaged students, further closing the gap relative to other students in the school.   | Fewer behaviour incidents recorded for disadvantaged students on the school system (without changing recording practices or standards, and the gap to other students in terms of negative points, seclusions and exclusions to be less than occurred in 2017-18   |
| C           | Improved reading skills, range of vocabulary and comprehension skills   | To be seen in improved outcomes of disadvantaged students to improve on the P8 score in 2018.   |
| D           | Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | To be seen in the outcomes of disadvantaged students, to improve on the A8 score in 2018. Aspirations of Year 11 students to be reflected in post -16 destinations with proportions of disadvantaged students moving on to Level 2 and 3 courses to be in line with prior attainment of the cohort. NEET figures to be less than in 2018. |

| 4. Planned expenditure   |   |  |  |                                       |                                       |
|--|---|--|--|---------------------------------------|---------------------------------------|
| Quality first teaching for all   |   |  |  |                                       |                                       |
| Desired outcome  | Chosen action/approach  | What is the evidence and rationale for this choice   | How will we ensure that it is implemented effectively?   | Staff lead                            | When will progress be reviewed        |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Go4Schools seating plan module  | Disadvantaged students are in need of targeted support in class if they are underachieving, and this ensures students get more immediate first wave intervention                   | Use of data and barriers/strategies will be QA'ed by Heads of Faculty and SLT; seating plans will be a requirement of lesson observations to observe scaffolding of disadvantaged students | CHA<br>SDH<br>RWR<br>Heads of Faculty | Half-termly identified in QA calendar |
| B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school        | Cover supervisors   | Disadvantaged students benefit from consistent teachers, therefore when teachers are unavoidably absent from lessons, familiar cover supervisors ensure progress gaps do not open. | Monitor quality of cover work set and progress gaps in classes where cover is used   | SDH<br>Heads of Faculty               | Data review blocks (10 weeks)         |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Assessment tracking, data manager and data administrator  | Timely and in depth data analysis, ensures that staff are held to account so that interventions can put in place and be evaluated to ensure they are effective.                    | Analysis of interventions show them to be effective in raising achievement.  | RWR<br>Heads of Faculty               | Data review blocks (10 weeks)         |
| B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school        | Reorganisation of behaviour team to Year Head model to improve consistency of behaviour mentoring | Improved metacognition and self-regulation improves student ability to maintain attentional focus and positively manage behaviour situations                                       | Monitoring of behaviour data of disadvantaged students   | HBL<br>Heads of Faculty               | Data review blocks (10 weeks)         |

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| C. Improved reading skills, range of vocabulary and comprehension skills   | Level 3 Curriculum Teaching Assistants in English   | Having a high level teaching assistant in English increases the range of effective intervention around inference and comprehension (skills with lowest outcomes at primary level) | Monitoring of outcomes and progress data of students in KS3 English   | MRU<br>VPE<br>SDH                            | Termly data review  |
| B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school        | Revised behaviour policy for rewards sanctions, student and teacher expectations.   | Improved focus on behaviour interventions, self-regulation and metacognition  | Monitoring of behaviour data of disadvantaged students  | SDH<br>Head of Year<br>JPA<br>NWI (spire)    | Data review blocks (10 weeks)                                 |
| A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school       | Revised standards and procedures for tutors for attendance monitoring   | Early intervention and parental communication with disadvantaged students falling below 95% attendance reduces further drop and risk of PA  | Analysis of attendance data<br>Tutor review   | HBL<br>Heads of House<br>KHA                 | Weekly attendance monitoring<br>Data review blocks (10 weeks) |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Revised policy and practice for student feedback  | Uniformity in presentation of written feedback encourages disadvantaged students to engage with feedback more   | Work scrutiny and monitoring of outcomes data   | CHA<br>Heads of Faculty                      | Termly identified in QA calendar                              |
| C. Improved reading skills, range of vocabulary and comprehension skills   | Revised Teaching and Learning model to increase focus on oracy, precision in using language and skills of self-instructing/ self-editing across all lessons | Consistent application of literacy approaches across all lesson increase habitual use of correct language strategies  | Learning walks and lesson observation<br>Work scrutiny<br>Student voice   | SDH<br>CHA<br>VPE<br>HPI<br>Heads of Faculty | Termly identified in QA calendar                              |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Revised Teaching and Learning model to increase focus on retrieval practice   | Improve recall on low stakes quizzing increases self-efficacy to improve perceptions of potential   | Learning walks and lesson observations<br>Student voice   | SDH<br>CHA<br>HPI<br>Heads of Faculty        | Termly identified in QA calendar                              |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Revised teaching and Learning model to increase focus on use of modelling and analogy   | Research shows that modelling and use of visual strategies is particularly effective in improving understanding in higher attaining disadvantaged students                        | Learning walks and lesson observations<br>Student voice   | SDH<br>CHA<br>HPI<br>Heads of Faculty        | Termly identified in QA calendar                              |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | PiXL subscription with CPD for SLT and Heads of Faculty   | Access to teaching resources and methodologies developed and proven in successful schools to improve outcomes for disadvantaged students  | Analysis of interventions and teaching strategies show them to be effective in raising achievement<br>Monitoring of outcomes data | RWR<br>Heads of Faculty                      | Data review blocks (10 weeks)                                 |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | CPD for Teaching staff  | Quality first teaching needs to be consistently good and, therefore differentiated CPD supports this.   | Minute from faculty briefings, record of T and L meetings<br>Lesson observation and learning walks<br>Intervention records        | CHA<br>SDH<br>HPI<br>Heads of faculty        | Weekly meetings<br>Termly identified in QA calendar           |
| B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school        | CPD for Behaviour Support staff   | Knowledge of techniques and strategies to help develop self-regulation and executive function of disadvantaged students will improve their attentional focus in lessons           | Monitoring of completion of identified courses  | CHA  | Ongoing   |

| <b>Targeted Support</b>   |  |  |   |                                |   |
|---|--|--|---|--------------------------------|---|
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice</b>  | <b>How will we ensure that it is implemented effectively?</b>   | <b>Staff lead</b>              | <b>When will progress be reviewed</b>                             |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well  | Learning mentors assigned to individuals and groups of disadvantaged students for regular data reviews | Showing disadvantaged students progress, discussing targets and planning next-step strategies (metacognition) is shown to increase engagement and accelerate progress                          | Analysis of outcomes data<br>Student voice<br>Lesson observation and learning walks                     | SDH<br>SLT<br>AWI/SAU          | Data review blocks (10 weeks)                                     |
| A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school        | Attendance Officer   | Targeted intervention with PA students to reduce absenteeism   | Analysis of attendance data of disadvantaged students to show gaps closing                              | HBL<br>Attendance Officer      | Data review blocks (10 weeks)                                     |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. | KS3/4 Enrichment and visits budget   | To allow Disadvantaged students to engage in educational visits, to positively impact on their progress in class and build their cultural capital. Arts participation                          | Analysis of attendance data of disadvantaged students to show gaps closing<br>Analysis of outcomes data | SMC<br>SDH                     | Data review blocks (10 weeks)                                     |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. | Appointment of pupil premium champion the Leicester City initiative                                    | Working with external agencies provides a different view to raise aspiration   | Analysis of attendance data of disadvantaged students to show gaps closing<br>Analysis of outcomes data | SDH<br>JPT                     | Data review blocks (10 weeks)                                     |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well  | Funding to purchase necessary equipment for design and sport subjects                                  | Lack of resources both in school and to practice at home is a barrier to learning and engagement   | Data analysis to show improve attendance in subjects identified   | SDH<br>SMC<br>Heads of Faculty | Ongoing   |
| C. Improved reading skills, range of vocabulary and comprehension skills  | Funding to provide copies of set texts for KS4 students in English                                     | Access to text both inside and outside of school increases opportunity for reading   | Data analysis of outcomes in English  | SDH<br>VPE                     | Data review blocks (10 weeks)                                     |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well  | Governors Hardship Fund  | At the discretion of Heads of Year, the Hardship Fund is available to provide emergency items (e.g. uniform) to those DD students whose family circumstances mean they are in need of support. | Analysis of attendance data   | SDH<br>HBL<br>Heads of Year    | Data review blocks (10 weeks)                                     |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well  | Bespoke revision packs   | Allow disadvantaged students to target key areas of revision more effectively, increasing engagement and self-efficacy   | Analysis of student outcomes<br>Student voice   | RWR<br>SDH<br>Heads of Faculty | Data review blocks (10 weeks)<br>Termly identified on QA calendar |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well  | Targeted tutor time and after school revision sessions   | Increase engagement in retrieval practice and retention of key foundational knowledge to help improve self-efficacy and realisation of potential.  | Analysis of student outcomes<br>Student voice<br>Analysis of attendance data                            | RWR<br>Heads of Faculty        | Data review blocks (10 weeks)<br>Termly identified on QA calendar |
| <b>Other Approaches</b>   |  |  |   |                                |   |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice</b>  | <b>How will we ensure that it is implemented effectively?</b>   | <b>Staff lead</b>              | <b>When will progress be reviewed</b>                             |
| B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school         | Personal invites for parents of Disadvantaged students to parents evening                              | Increased engagement and support of parents improves student outcomes  | Analysis of attendance data for parents evening   | SDH<br>Heads of Year           | Each parents evening  |
| C. Improved reading skills, range of vocabulary and comprehension skills  | Refurbishment and restocking of library  | More student focused material increases uptake of borrowing books  | Analysis of library loans   | SDH                            | Termly  |

|  |   |  |  |                   |   |
|--|---|--|--|-------------------|---|
| C. Improved reading skills, range of vocabulary and comprehension skills   | Appointment of Librarian  | Having a fulltime, specialist librarian will aid targeted reading sessions and promote wider reading across the school.  | Analysis of English outcomes data<br>Student voice                         | RWR<br>VPE<br>CHA | Data review blocks (10 weeks)<br>Termly identified on QA calendar |
| B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school        | Enhanced Year 6 primary school liaison for disadvantaged students | Increased knowledge of student results in them settling more quickly in year 7 to avoid a 'dip'  | Analysis of attendance data<br>Student voice<br>Analysis of behaviour data | MRU<br>HBL        | Data review blocks (10 weeks)<br>Termly identified on QA calendar |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Water and breakfasts on day of exams for students                 | From previous feedback from students, many do not eat or drink well on the day of exams. Providing these items ensures they are able to concentrate better in exams. | Student voice  | SDH<br>RWR        | Termly identified on QA calendar                                  |

## **Impact of Pupil Premium Spending 2018/2019**

### **September 2019**

1. The overall Progress 8 score for Year 11 Pupil premium students was -0.43, compared to the national figure of -0.44(2017). This represents an improvement of 0.24 when compared to the 2018 school outcome. The school Pupil premium to Other Student gap for Progress 8 was -0.35 compared to the school gap of -0.66(2017) and the national gap of -0.57(2017). However, the school data for Pupil Premium Progress 8 is skewed by four highly negative scoring students. These students are typified by complex behavioural and emotional needs, resulting in low attendance and poor engagement in learning and interventions. Excluding these students gives a Pupil premium Progress 8 score of -0.15, which is in line with the national figure. In this case the Pupil premium to other student gap is -0.07.
2. The English component for Progress 8 for Year 11 Pupil Premium students is -0.2 (the figure for non-Pupil Premium is 0.1). This represents an improvement of 0.4 over the 2018 figure. The Pupil Premium to non-Pupil Premium gap has reduced from -0.8 to -0.3. Seventy-one percent of Year 11 Pupil Premium students achieved grade 4 or above in English (the figure for non-Pupil Premium is 89%). Fifty-nine percent of Year 11 Pupil Premium students achieved grade 5 or above in English (the figure for non-Pupil Premium is 72%).
3. The Maths component for Progress 8 for Year 11 Pupil Premium students is -0.9 (the figure for non-Pupil Premium is -0.2). This represents a fall of 0.6 over the 2018 figure. The Pupil Premium to non-Pupil Premium gap has increased from -0.3 to -0.7. Thirty-two percent of Year 11 Pupil Premium students achieved grade 4 or above in Maths (the figure for non-Pupil Premium is 76%). Twenty-one percent of year 11 Pupil Premium students achieved grade 5 or above in Maths (the figure for non-Pupil Premium is 59%).
4. Twenty-nine percent of Year 11 Pupil Premium students achieved grade 4 or above in English and Maths (the figure for non-Pupil Premium is 74%). Twenty-one percent of Year

11 Pupil Premium students achieved grade 5 or above in English and Maths (the figure for non-Pupil Premium is 51%).

5. The EBacc component for Progress 8 for Year 11 Pupil Premium Students is -0.4 (the figure for non-Pupil Premium is +0.1). This has remained static when compared to the 2018 figure. The Pupil Premium to non-Pupil Premium gap has decreased from 0.8 to 0.5. Fifty percent of Year 11 Pupil Premium students achieved grade 4 or above in two Science (the figure for non-Pupil Premium is 71%). Fifty percent of Year 11 Pupil Premium students achieved grade 4 or above in a Humanities subject (the figure for non-Pupil Premium is 75%).
6. The Open component for Progress 8 for Year 11 Pupil Premium students is -1.0 (the figure for non-Pupil Premium is -0.2). This represents an increase of 0.2 over the 2018 figure. The Pupil Premium to non-Pupil Premium gap has remained static at 0.7.
7. Attendance data for Pupil Premium students by year groups is shown below:

| Year group (numbers) | PP Attendance (2019) | PP to Non-PP difference | Change in PP to Non-PP difference from 2018 |
|----------------------|----------------------|-------------------------|---|
| 7 (180)              | 93.87%               | -2.05%                  | NA  |
| 8 (167)              | 83.52%               | -10.22%                 | -4.29%                                      |
| 9 (169)              | 90.24%               | -1.97%                  | +1.16%                                      |
| 10 (151)             | 87.31%               | -6.12%                  | -2.98%                                      |
| 11 (161)             | 83.26%               | -10.78%                 | -4.91%                                      |

The target of a two percent or lower difference was achieved in years seven and nine. In other year groups the data is affected by a small number of students with complex needs and high levels of anxiety whose attendance data is very low. In the majority of cases, these students and their families were receiving support from external services.

8. Three Pupil premium students were enrolled in alternative provision delivered by external providers. Of the three, engagement was high in two cases with positive reports from providers. Two Pupil Premium students undertook a managed move, via the Behaviour Partnership. Both of these were initially successful, resulting in increased attendance and reduction in negative behaviours.
9. Forty-one Pupil Premium students across year groups were provided with high levels of additional behavioural support and mentoring from the pastoral team. This represents 23% of Pupil Premium students. In comparison, the figure for Non-Pupil Premium students was twenty-eight, representing 4% of this cohort. Support mechanisms included mentoring; Individual Behaviour Support plans (IBP), family support and additional parental meetings, and liaison and bespoke interventions from internal and external providers. Of the Pupil Premium students, whose need was behavioural, 73% made a significant improvement in reduction of negative behaviour from the autumn term to the summer term.

10. Forty-nine students across year groups attended sessions with the school counsellor. Of these, 21 (43%) were Pupil Premium Students, a significantly higher proportion than the 21% representative of the school population. Of the 21 Pupil Premium students, 13 showed a significant improvement in attendance, and 16 showed a reduction in recorded negative behaviours following counselling.
11. All Year 11 Pupil Premium students attended additional careers meetings with a specialist advisor to support the with college (UCAS) and apprenticeship applications. As a result, 94% of these students are engaged in education, employment or training at post-16.