

Pupil Premium strategy statement:

The Roundhill Academy 2019-20

1. Summary information			
School	The Roundhill Academy		
Academic Year	2019-20	Total PP budget	£174,712
Total Number of students	842	Number of students eligible for PP	185

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 2018-19 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 2018-19)
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 2019.
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 2019. 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 2019.

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 and Cost	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 SDH RWR Heads of Faculty Cost: N/A	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 Heads of Faculty Cost: £16,000	Ongoing 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 Heads of Faculty Cost: £5,000	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 Heads of Faculty Cost: £50,000	Data review blocks (10 weeks)

C. Improved reading skills, range of vocabulary and comprehension skills	Level 3 Curriculum Teaching Assistant 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	HBL SAU SDH Cost: £20,000	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 Heads of Year MMC NWI (spire) Cost: N/A	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 Tutor marginal gains work and review	HBL Heads of House KHA Cost: N/A	Weekly attendance monitoring 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 SDH Heads of Faculty Cost: N/A	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 Work scrutiny Student voice	SDH CHA SDH HPI Heads of Faculty Cost: N/A	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 Student voice	SDH CHA HPI Heads of Faculty Cost: N/A	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 Student voice	SDH CHA HPI Heads of Faculty Cost: N/A	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 Monitoring of outcomes data	RWR Heads of Faculty Cost: £7,000	Termly and by event
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 Lesson observation and learning walks Intervention records	CHA SDH HPI Heads of faculty Cost: £5,000	Weekly meetings 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 Cost: £2,000	Ongoing

Targeted Support					
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 and Cost	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	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 Student voice Lesson observation and learning walks	SDH SLT DAN/AWI Cost: £5,000	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 Attendance Officer Cost: £5,000	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 Analysis of outcomes data	SMC SDH Cost: £5,000	Termly
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 Analysis of outcomes data	HBL JPT Cost: £15,000	Termly
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 SMC Heads of Faculty Cost: £5,000	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 Cost: £3,000	Ongoing
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 students whose family circumstances mean they are in need of support.	Analysis of attendance data	SDH HBL Heads of Year Cost: £10,000	Termly
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 Student voice	RWR SDH Heads of Faculty Cost: £3,000	Autumn and Spring terms
D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well	Targeted after school revision sessions and Easter revision classes.	Increase engagement in retrieval practice and retention of key foundational knowledge to help improve self-efficacy and realisation of potential.	Analysis of student outcomes Student voice Analysis of attendance data	RWR Heads of Faculty Cost: £ 2,000	Termly
Other Approaches					
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 and Cost	When will progress be reviewed
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	RWR Heads of Year Cost: N/A	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 Cost: £3,000	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 Student voice	RWR SAU CHA Cost : N/A	Termly review of library use
B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school	Employment of a school counsellor trained to CAMHs level	Historically, disadvantaged students in the school disproportionately have needs around self-regulation and anxiety. Support from a specifically trained counsellor is essential to overcome barriers and support positive engagement	Records of students seen and analysis of attendance, outcomes and behaviour logs as a result of intervention	SDH Year Heads RCA Cost: £10,000	Termly review
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 Student voice Analysis of behaviour data	CHA HBL ECO Cost: £2,000	Primary visits and outreach throughout the year. Spring/Summer visits
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	RWR SDH Cost: £2000	Mock exams and summer exams

Impact of Pupil Premium Spending 2018/2019

September 2019

1. Due to the cancellation of exams and student outcome based on teacher assessment, there is no published Progress 8 or Attainment 8 data to allow comparisons of groups within the 2019-20 cohort, or comparison of previous years with the 2019-20 cohort.
2. For the 2019-20 cohort, a comparison of Pupil Premium to non-Pupil Premium students in key outcome measures is shown in the table below:

Outcome measure	Pupil Premium students achieving the measure (%)	Non-Pupil Premium students achieving the measure (%)
Grade 4 or above in English	53.5%	82.8%%
Grade 4 or above in Maths	57.1%	76.2%
Grade 5 or above in English	39.3%	62.3%
Grade 5 or above in Maths	28.6%	62.3%
Grade 4 or above in English and Maths	46.4%	74.8%
Grade 5 or above in English and Maths	21.4%	53.7%
Grade 4 or above in 5+ GCSE inc English and Maths	35.7%	71.5%
Grade 5 or above in 5+ GCSE inc English and Maths	21.4%	52%

3. The Attendance figure for the school Pupil Premium cohort for 2019-20 was 90.29%. This is slightly lower the 2018-19 figure of 90.74%. The COVID-19 pandemic had a significant effect on student attendance in the week leading up to lockdown.
4. Attendance data for Pupil Premium students by year groups is shown below:

Year group (numbers) (PP)	PP Attendance (2019)	PP to Non-PP difference
7 (178) (40 PP)	95.28%	-0.63%
8 (178) (47 PP)	92.24%	-4.08%
9 (157) (30 PP)	85.58%	-8.48%
10 (165) (35 PP)	90.13%	-2.37%
11 (150) (28 PP)	85.1%	-9.40%

The target of a two percent or lower difference was achieved in year seven only. 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. The COVID-19 pandemic had a significant effect on student attendance in the week leading up to lockdown.

5. Four Year 11 Pupil premium students were enrolled in alternative provision delivered by external providers. Of the four, engagement was high in one case with positive reports from providers, with the other three having low attendance and presenting significantly challenging behaviours. Two Year 11 Pupil Premium Students were offered a blended curriculum in Year 11 due to social and emotional needs. These students were entered for a reduced number of GCSE subjects and accessed therapeutic activities in the schools SPIRE provision. Engagement of both students was improved in comparison to Year 10 resulting in a significant reduction in episodes of disruptive behaviour leading to seclusion and exclusion. Four Pupil Premium students undertook a managed move, via the Behaviour Partnership. All of these were initially successful, resulting in increased attendance and reduction in negative behaviours.
6. Thirty-seven Pupil Premium students across year groups were provided with high levels of additional behavioural support and mentoring from the pastoral team. This represents 21% of Pupil Premium students. In comparison, the figure for Non-Pupil Premium students was seventeen, representing 3% 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, 76% made a significant improvement in reduction of negative behaviour from the autumn term to the summer term. Compared to 2018/19, there was a significant reduction in loss of learning time due to exclusion for students in the Pupil Premium cohort, as shown in the table below.

Student Group	Measure	2018/2019	2019/2020	Percentage difference
Pupil Premium	Number of individual students receiving fixed term exclusions	25	15	-40%
	Number of students with repeat fixed term exclusions	14	6	-57%
	Total number of episodes of fixed term exclusion	55	31	-44%
	Total number of days of fixed term exclusions	110	74	-33%

7. Forty-two students across year groups attended sessions with the school counsellor. Of these, 15 (37%) were Pupil Premium Students, a significantly higher proportion than the 22% representative of the school population. Of the 15 Pupil Premium students, 11 showed a significant improvement in attendance, and 13 showed a reduction in recorded negative behaviours following counselling.
8. 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, 27 out of 28 students (96%) of these students are engaged in education, employment or training at post-16.