

Pupil premium strategy statement – The Roundhill Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	794
Proportion (%) of pupil premium eligible pupils	163 (20.53%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022-2024
Date this statement was published	31 st December 2023
Date on which it will be reviewed	1 st December 2024
Statement authorised by	Natalie Teece
Pupil premium lead	Ryan Gamble
Governor / Trustee lead	Carol Chambers

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 149,040 (144 x £1,035)
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 39,744 (144 x £276)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 188, 784

Part A: Pupil premium strategy plan

Statement of intent

The Roundhill Academy offers a unique setting built upon a shared commitment to aspirational provision and opportunities for all. We collaboratively support our diverse school community and strive to enrich the lives of young people with high expectations and excellent academic provision enabling them to make a difference in the world.

Our collective values are to:

Nurture – by forging consistent routines, building resilience and providing a safe and welcoming school environment.

Enrich – by providing tailored enrichment reflecting diversity and promoting cultural awareness and opportunities beyond the taught curriculum.

Inspire – by providing an aspirational and thought-provoking Curriculum with opportunity for every individual within our school community to flourish.

This means that our spending plans are based on evidence of what approaches and strategies impact positively on the well-being, academic progress and future concerns of all students whilst also particularly benefitting disadvantaged students.

The aim of our strategy is to ensure that the progress of disadvantaged students in our school is in line with non-disadvantaged students. We will reference relevant contextualised research to support our plans and evaluate the impact of the strategy regularly.

A significant barrier to disadvantaged progress is currently attendance which we are focussing on significantly in this academic year.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance and punctuality: Regular attendance in lessons to ensure continuity of learning and cumulative memory of knowledge are vital to successful outcomes. Students with poor or irregular attendance miss out on retrieval practice, new knowledge and skills

and widen the gap between those who are in school regularly. In 2022/23 the average Secondary attendance rate was 95%

Attendance data for 22/23 comparing whole school with disadvantaged:

	Whole Cohort % attendance	Disadvantaged Students % attendance
Year 7	94.16	92.06
Year 8	90.65	80.66
Year 9	93.09	86.12
Year 10	90.47	86.13
Year 11	90.66	86.01
Whole school	91.71	86.1

2

Reading and Literacy:

The implementation of a whole school reading strategy to improve literacy levels and engagement with reading. Attainment in all subjects strongly correlates with reading fluency and comprehension. Recent research by GL assessments (Read All About IT: Why reading is key to GCSE success; 2020) has highlighted the link between reading age and GCSE outcomes. Research also suggests that regular reading habits and the development of a coherent whole school approach to reading expectations and support improves outcomes for disadvantaged students. (Kirsh et al: Reading for Change: Performance and engagement across countries: Results of PISA 2000)

Of current cohorts the following data demonstrates reading ability:

NGRT Data 2023

Year 7 NGRT data

	Number	%
Students <85 SAS	27	20% of year group
PP	11	40% of those <85 SAS
SEND	19	70% of those <85 SAS
PP/SEND	9	33% of those <85 SAS
Average SAS		
Non PP: 102.5		
PP: 101.5		

14 students: Reading is limited by poor comprehension and / or fluency

13 students: Word reading and comprehension below age expectation

Even split of reading need across PP and SEND

Year 8 NGRT data

	Number	%
Students <85 SAS	18	12% of year group
PP	3	17% of those <85 SAS
SEND	11	61% of those <85 SAS
PP/SEND	2	11% of those <85 SAS
Average SAS		
Non PP: 104		

PP: 102

1 potential phonics gap- (no previous Phonics work completed)

7 students: Reading is limited by poor comprehension and / or fluency

10 students: Word reading and comprehension below age expectation

Year 9 NGRT data

	Number	%
Students <85 SAS	15	9.5% of year group
PP	6	40 % of those <85 SAS
SEND	10	66.7% of those <85 SAS
PP/SEND	4	26.7% of those <85 SAS
Average SAS		
Non PP: 104.9		
PP: 102.4		

6 students: Reading is limited by poor comprehension and / or fluency

8 students: Word reading and comprehension below age expectation

1 student: Reading is limited by poor vocabulary, syntax and grammar knowledge (EAL student)

Students identified as below expected will receive targeted 121 and small group-work which will be regularly reviewed and the students re-tested to evaluate the impact.

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Behaviour and executive function

In order to access the taught curriculum, research shows that a positive behaviour culture reduces exclusions and enables students to be in school accessing an education.

Exclusions data for 22/23 comparing whole school with disadvantaged:

	Whole Cohort			Disadvantaged students		
	No of students	Total exclusions	Total days excluded	No of students	Total exclusions	Total days excluded
Year 7	11	13	9	4	5	2.5
Year 8	26	53	63.5	11	23	34
Year 9	13	21	26.5	6	11	19
Year 10	15	38	38.5	6	21	26
Year 11	9	14	20	3	5	7.5
Total	74	139	157.5	30	65	89

In school evidence suggests that disadvantaged students are more likely to lack levels of self-regulation, carefully-formed habits of self-reliance, sociability and the ability to interact with adults and peers without conflict and dispute. As a result of this, students are more likely to be involved in negative behaviour incidents resulting in time out of the classroom, inevitably leading to a loss in learning and below expected levels of progress.

ELSA Support:

Since ELSA sessions began in January 2023:
37 students have completed an ELSA intervention block
15 of these are PP (41%)

	<p>Autumn Term 2023: 24 students have been offered/started ELSA 5 of those are PP (21%)</p> <p>10 students currently accessing ELSA, 2 are PP</p>
4	<p>Careers and aspirations/Personal Development support:</p> <p>The EEF Careers guidance report (2016) suggests that effective careers support can improve the impact on social outcomes. 62% of studies undertaken cited improved self-efficacy, self confidence and career maturity.</p> <p>Extended careers and post-16 applications support for disadvantaged students with plans for extended careers meeting for those who are identified as a priority.</p> <p>Of last year's 2022/23 cohort: 22 out of 24 disadvantaged students who have remained in education - 91.7%.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Teaching:</p> <p>Sustain and continue to improve the Quality first teaching of all students at Roundhill Academy. This will subsequently have a positive impact on all disadvantaged student progress (EEF)</p>	<ol style="list-style-type: none"> 1. Outcomes of all students to meet or exceed National Progress measures. The progress of disadvantaged students to be close to or better than their non-disadvantaged peers. 2. A reviewed Curriculum model in both KS3 and 4 which offers breadth and depth and opportunities to access an ambitious and inspirational curriculum 3. Consistent whole school approach to teaching reducing in-school variables 4. Quality assurance at both SLT and departmental level to validate the quality of teaching and Curriculum implementation and for CPD to be mapped and responsive to any gaps or variance identified.
<p>Targeted academic support:</p> <p>High quality and well-planned support is implemented and regularly reviewed to ensure that school-led interventions and resources are prioritised for disadvantaged students.</p>	<ol style="list-style-type: none"> 1. Improved Literacy levels for disadvantaged students where gaps are identified via reading tests. 2. KS4 intervention in place for students at risk of falling behind their peers and not making progress in line with projected targets. 3. Outcomes/ Progress lead providing oversight of KS4 and driving timely support for parents/carers in preparation for exams.

<p>Targeted pastoral support: High quality pastoral care and support is implemented with the creation of bespoke packages of support for the most vulnerable students. The aim of this approach is to maximise attendance and progress and to support executive function and self-regulation for students.</p>	<ol style="list-style-type: none"> 1. Attendance for 2023/24 to be at least in line with or above National Average. 2. Targeted well-being and ELSA support in place for students identified. This is reviewed regularly with communication shared with staff. 3. A whole school cohesive approach to delivering the school values of 'enrich, 4. Exclusion rates in line with non-disadvantaged students.
<p>Wider strategies: Students are exposed to a wide range of experiences to nurture and enrich their experiences in school, to build cultural capital and to ensure that they are effectively prepared to be active citizens in modern Britain. This approach is embedded and integral to a student's experience at Roundhill Academy.</p>	<ol style="list-style-type: none"> 1. A PSHE lead is appointed and integral to the implementation of a Curriculum which supports a student's pathway through school. 2. The reward system is an effective incentive for students in demonstrating how they can achieve throughout school. Rewards attained by disadvantaged students are in line with those of their non-disadvantaged peers. 3. The school has a carefully mapped extra-curricular offer which enables all students to access enrichment beyond the academic classroom. Participation in extra-curricular opportunities for disadvantaged students is in line with that of their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 164,034

Activity	Evidence that supports this approach	Challenge number(s) addressed
By ensuring that specialist recruitment is prioritised and that Quality Assurance, continuing professional development is utilised to ensure quality first	<p>The EEF Guide to good teaching states that: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged students. Using Pupil Premium to improve teaching quality benefits all students</p>	2,3,4

class teaching is available to all students consistently across the school.	and has a particularly positive impact on children eligible for Pupil Premium'	
Planning a staffing model which aids capacity for wider support of teacher development	EEF Effective Professional Development Report (2021) states that 'Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap... there is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.'	1,2,3,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 5,871

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the role of the Pupil Premium Progress leader to implement, monitor and support academic provision and personal development through small group coaching, staff CPD and 1:1 sessions with students/ The focus of this activity is to raise students engagement and subsequent outcomes, wellbeing and social and emotional regulation.	EEF Guide to Pupil Premium states that: Leadership with a specific focus and related targets is a successful strategy for school improvement.	1,2,3,4
Develop the capacity and impact of the HOY pastoral team including direct strategic leadership to ensure	EEF Using Pupil Premium Effectively: Focus on non-academic interventions such as attendance, self-regulation and mental health.	2,3,4

consistent and timely support for students.		
Ensure that additional resources are readily available to disadvantaged students to support with their academic progress in KS3 and 4	In-school research: Data shows that text-based resources are an expensive barrier for students for disadvantaged homes.	1,3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ an Attendance lead with responsibility for embedding strategies to monitor and improve attendance and punctuality to school.	EEF Using Pupil Premium Effectively: The focus on non-academic interventions such as attendance, self regulation and mental health are particularly important given the impact of the pandemic.	1,3
Develop the careers education off in KS3 and 4 with the appointment of a full time member of staff. This role will enable consistent and appropriate resource and support for students in order to ensure that they are well informed about their next steps post 16 including careers guidance, external provider sessions and bespoke 121 support.	Gatsby: 'Every young person needs high quality careers guidance to make informed decisions about their future. Good careers guidance is a necessity for social mobility: those young people without social capital or home support to draw upon have the most to gain from high-quality careers guidance. EEF review of evidence into careers education: Young people from poorer homes are more likely to be uncertain about the career they want and develop the skills they need. Schools need to support young people in gaining insights into careers.	1,2,3,4
Develop a clear map of enrichment opportunities which underpin our whole school values including extra curricular clubs; trips and visits;	EEF Aspirations Interventions Guidance Report: - Aspiration interventions tend to fall into three broad categories:	1,2,3,4

<p>externals visitors and speaking and an extended project-based learning approach alongside the taught academic curriculum. This activity intends to build cultural capital and independent learning skills which will particularly benefit those students from disadvantaged homes.</p>	<ul style="list-style-type: none"> - Interventions that focus on parents and families; - Interventions that focus on teaching practice; and - Out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>The approaches used in these interventions are diverse. Some aim to change aspirations directly by exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy</p>	
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Total budgeted cost: £ 188,784

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

2022/23:

Progress 8 for disadvantaged pupils: -0.09 v Whole cohort: 0.07

Number of disadvantaged pupils: 28

National average for disadvantaged pupils: -0.57

Percentage of disadvantage pupils entering EBACC:

- 14% v (NA for non-disadvantaged pupils – 43%)

Percentage of pupils achieving grade 5+ in English and Maths:

- All pupils: 48% v NA 45%
- Disadvantaged pupils: 29% v NA 25%

Percentage of pupils achieving grade 4+ in English and Maths:

- All pupils 73% v NA 65%
- Disadvantaged pupils: 61% v NA 43%

Percentage of pupils achieving EBacc at grade 5/C or above:

- All pupils 8% v NA 17%
- Disadvantaged 0% v NA 7%

Percentage of pupils achieving EBacc at grade 4/C or above:

- All pupils 11% v NA 24%
- Disadvantaged 4% v NA 12%

English Baccalaureate by subject area, value added:

Science

- All pupils 0.09 v National 0.00
- Disadvantaged pupils -0.13 v National -0.43

Languages

- All pupils 1.30 v National 0.00
- Disadvantaged 0.99 v National -0.37

Humanities

- All pupils 1.12 v National 0.00
- Disadvantaged 0.94 v National -0.56

Attainment 8 for disadvantaged students: 44.41 v NA for non disadvantaged students: 50.2

A priority for 2023/34 and for the future will be to review the current curriculum and to ensure that all students but particularly those from a disadvantaged background, are accessing a broad, aspirational curriculum.

Attendance:

Attendance data for 22/23 comparing whole school with disadvantaged:

	Whole Cohort % attendance	Disadvantaged Students % attendance
Year 7	94.16	92.06
Year 8	90.65	80.66
Year 9	93.09	86.12
Year 10	90.47	86.13
Year 11	90.66	86.01
Whole school	91.71	86.1

Attendance for disadvantaged students was lower than the whole school cohort for every year group in 2021/23 and remains a significant priority for the school in 2023/24. When students are not in school and accessing learning research shows that their well-being, safeguarding and progress are all likely to be lower than that of their non-disadvantaged peers.

Behaviour:

Exclusions data for 22/23 comparing whole school with disadvantaged:

	Whole Cohort			Disadvantaged students		
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Year 11	9	14	20	3	5	7.5
Total	74	139	157.5	30	65	89

Exclusions were highest for students in year 8 with almost double the number of students being excluded from their learning. Therefore, in 2023/24 this year will need additional support as part of the behaviour culture priority.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.