# Pupil premium strategy statement – The Roundhill Academy

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 | 687 |
| Proportion (%) of pupil premium eligible pupils | 154 (22.42%) |
| 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 | 31st December 2025 |
| Date on which it will be reviewed | 1st December 2026 |
| Statement authorised by | Natalie Teece |
| Pupil premium lead | Abigale Wileman |
| Governor / Trustee lead | Steven Cotton |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £165,550 |
| Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | £ 0 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £ 0 |
| **Total budget for this academic year** *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £ 165,550 |

# 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**:<br>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 2024/25 the average Secondary attendance rate 93.98%

Attendance data for 24/25 comparing whole school with disadvantaged:

| Year Group | All students | PP recipients |
|---|---|---|
| Year 7 | 92.52% | 90.31% |
| Year 8 | 89.16% | 81.55% |
| Year 9 | 90.98% | 79.48% |
| Year 10 | 89.25% | 83.78% |
| Year 11 | 92.60% | 85.76% |

2 **Progress and outcomes:**

To improve the academic progress and overall outcomes of Pupil Premium students across KS3 and KS4, ensuring that the attainment gap between PP and non-PP students continues to narrow. Progress towards this will be measured and evaluated using:

- **KS4 External Examination Results:**
  We will monitor PP students' attainment and progress in GCSE outcomes, with a focus on *Progress 8* and *Attainment 8* scores, English and Maths outcomes, and subject-specific performance. The goal is for PP students to make progress that is at least in line with national averages and their non-PP peers within the school.
- **Internal Tracking and Monitoring at KS4:**
  Regular assessment points and internal data collections will be used to track progress of PP students across all subjects. This will include analysis of predicted grades, progress against targets, and intervention impact. Progress reviews will identify underperformance early, allowing for timely support and targeted intervention.
- **Reading and Maths Progress in KS3:**
  Reading and numeracy baselines will be established upon entry to KS3, with termly monitoring of progress through standardised assessments and teacher judgements. Targeted literacy and numeracy interventions will be implemented for PP students below age-related expectations, and progress will be tracked to ensure accelerated improvement before transition to KS4.

Overall, success will be evidenced by **a sustained increase in PP students' progress and attainment**, improved engagement in learning, and a reduction in the attainment gap at both KS3 and KS4 levels.

| | All pupils | | Disadvantaged pupils | |
|---|---|---|---|---|
| **Measure** | **TRA** | **Nat Avg** | **TRA** | **Nat Avg** |
| Average Attainment 8 | 45.95 | 45.9 | 34.2 | 34.9 |
| % of pupils entered for Ebacc | 8.1 | 40.5 | none | 29.0 |
| % of pupils achieving grade 5+ in En & Ma | 46.6 | 45.2 | 25.9 | 25.6 |
| % of pupils achieving grade 4+ in En & Ma | 68.9 | 64.5 | 48.1 | 43.5 |

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|---|---|---|---|---|
| % of pupils achieving Ebacc at grade 4 or above | 6.1 | 25.7 | n/a | 13.6 |
| % of pupils achieving Ebacc at grade 5 or above | 5.4 | 18.6 | n/a | 8.6 |

3

**Behaviour and executive function**

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 24/25 comparing whole school with disadvantaged:

| | Whole Cohort | | | Pupil Premium students | | |
|---|---|---|---|---|---|---|
| | No of students | Total suspensions | Total days suspended | No of students | Total suspensions | Total days suspended |
| Year 7 | 16 | 56 | 66.5 | 6 | 14 | 16.5 |
| Year 8 | 31 | 110 | 171 | 17 | 67 | 106 |
| Year 9 | 15 | 42 | 57.5 | 8 | 26 | 37.5 |
| Year 10 | 27 | 114 | 142 | 9 | 45 | 55.5 |
| Year 11 | 14 | 18 | 27 | 2 | 2 | 4.5 |
| Whole School | 103 | 340 | 464 | 42 | 154 | 220 |

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:**

Many Pupil Premium students face additional challenges that can impact their readiness to learn, including lower emotional resilience, reduced confidence, or difficulties with relationships and self-regulation. Access to ELSA support

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| | provides a structured, evidence-based approach to overcoming these barriers by helping students to understand and manage their emotions effectively.<br><br>ELSA support benefits Pupil Premium students at TRA by:<br><br>1. **Improved Emotional Wellbeing:** ELSA sessions help students develop emotional awareness, resilience, and coping strategies. This improves their confidence, self-esteem, and ability to manage challenges both in and out of the classroom.<br><br>2. **Increased Engagement in Learning:** When emotional needs are met, students are better able to focus, participate, and engage in lessons—leading to improved attendance, behaviour, and learning outcomes.<br><br>3. **Stronger Relationships and Belonging:** ELSA support builds positive relationships between students and trusted adults in school, promoting a sense of belonging and security—particularly important for PP students who may experience instability or disadvantage outside of school.<br><br>4. **Reduction in Behavioural Incidents:** By developing emotional literacy and self-regulation skills, ELSA support often leads to fewer classroom disruptions and improved peer interactions, creating better conditions for learning.<br><br>5. **Long-Term Impact on Attainment:** Emotional stability and positive self-belief underpin academic progress. ELSA support therefore complements academic interventions, ensuring that Pupil Premium students are equipped both emotionally and cognitively to succeed.<br><br>Where 78 students accessed support last year, 27 students were PP (35%) |
| 4 | **Careers and aspirations/Personal Development support**:<br>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.<br>Extended careers and post-16 applications support for disadvantaged students with plans for extended careers meeting for those who are identified as a priority.<br><br>Work experience provides Pupil Premium (PP) students with valuable opportunities to develop aspirations, confidence, and employability skills that directly support both their academic motivation and long-term outcomes. Many PP students have limited access to professional networks or real-world career experiences outside of school, so this is an important and valuable opportunity.<br><br>2024/25 Year 10 cohort: 10/30 students undertook work experience. Although all had some in-house experience and an additional day experience with a local company. Experiences of work experience, both in and out of school, were varied |

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| | in quality and perceived usefulness by the students. Evaluation of the provision suggested that more preparation was needed to enable students to access the work experience more effectively.<br><br>Whilst uptake was low last year, we acknowledge the need for greater support for PP students to seek out and approach professions that are appropriate for individual students. Impact: 2025/26 work experience launch is earlier, PP parents invited to parental information evening and offered support to find placements.<br><br>We currently offer additional careers interviews, support and experiences to further support our PP cohort in year 11.<br><br>Of last year's 2024/25 cohort:<br>96.15% have engaged in post-16 courses (25/26 PP pupils) |

## 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 |
|---|---|
| **Teaching:**<br>Sustain and continue to improve the Quality first teaching of all students at The Roundhill Academy. This will subsequently have a positive impact on all disadvantaged student progress (EEF) | 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.<br>2. A reviewed curriculum model across Key Stages 3 and 4 that provides breadth, depth, and access to an ambitious and inspirational curriculum, with a clear focus on identifying, challenging, and supporting gifted and able students to ensure they make exceptional progress and achieve their full potential.<br>3. Consistent whole school approach to teaching reducing in-school variables<br>4. Quality assurance at both SLT and departmental level to validate the quality through sustained implementation and refinement and contextualisation of teacher toolkit for PP students' needs – including EFA strategies (see point 6)<br>5. of teaching and Curriculum implementation and for CPD to be mapped and responsive to any gaps or variance identified.<br>6. SSAT Embedding Formative Assessment project underway to ensure consistency in in the |

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| | assessment of progress across school so gaps can be identified and filled earlier, reducing the gap between PP and Non-PP students. |
| **Targeted academic support:**<br>High quality and well-planned support is implemented and regularly reviewed to ensure that school-led interventions and resources are prioritised for disadvantaged students. | 1. Improved Literacy levels for disadvantaged students where gaps are identified via reading tests.<br>2. KS4 intervention in place for students at risk of falling behind their peers and not making progress in line with projected targets:<br>• Reviewed impact of intervention 224/25 linked to outcomes<br>• Parental contact: re change of strategy (Sept 25)<br>• Centralised monitoring of intervention invites to ensure PP representation is prioritised<br>• Parental contacts to reduce clashes (amended post-parents evening to simply format)<br>• Impact evaluation after each session<br>3. oversight of KS4 and driving timely support for parents/carers in preparation for exams<br>• Overview of the year sent to all parents re upcoming events (9,10 and 11)<br>• PP options interviews with PP lead to address barriers (students who are PP/SEND allocated to either SENCO or PP lead context dependent)<br>• PP families contacted if appointments are not made for parents evenings and other support events<br>• Anxiety workshops at year 11 parents evening – PP students + those with identified wellbeing need invited to attend |
| **Targeted pastoral support:**<br>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. | 1. Attendance for 2025/26 to be at least in line with or above National Average.<br>2. Targeted well-being and ELSA support in place for students identified. This is reviewed regularly with appropriate communication shared with staff.<br>3. New starters who are PP discussed in a whole staff briefing |

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| | to ensure staff are aware of barriers and ways to support students new to the school.<br>4. A whole school cohesive approach to delivering the school values of 'enrich, inspire, nurture'<br>5. Exclusion rates in line with non-disadvantaged students. |
| **Wider strategies:**<br>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 thy are effectively prepared to be active citizens in modern Britain. This approach is embedded and integral to a student's experience at Roundhill Academy. | 1. Our PSHE lead is integral to the implementation of a Curriculum which supports a students' pathway through school.<br>2. The reward system is an effective incentive for students in demonstrating how they can achieve throughout school. Rewards attained by disadvantaged students will be monitored and in line with those of their non-disadvantaged peers.<br>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: £ 15,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|

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|---|---|---|
| By ensuring that specialist recruitment is prioritised and that Quality Assurance, continuing professional development is utilised to ensure quality first class teaching is available to all students consistently across the school. | **The EEF Guide to good teaching** states that:<br>'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 and has a particularly positive impact on children eligible for Pupil Premium' | 2,3,4 |
| Planning a staffing model which aids capacity for wider support of teacher development<br>- CPD ladder provides guidance of opportunity (at department, school and trust level). Staff directed to appropriate COD following QA, PIQ and whole school priorities. Centralised tracking of attendance and personalised tracking of uptake. Wider opportunities to engage in education encouraged and supported by the school | **EEF Effective Professional Development Report (2021)** states that<br>'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 |
| **SSAT**<br>- Improve teaching and learning by collaboratively trialling and refining research led EFA techniques | **The headline finding, combined with further analyses and the implementation and process evaluation, provides good evidence of the effectiveness of Embedding Formative Assessment. EEF will now explore how to support more schools to use the programme.**<br>**1. Students in the Embedding Formative Assessment schools made the equivalent of two additional months'** | |

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|---|---|---|
| | progress in their Attainment 8 GCSE score, using the standard EEF conversion from pupil scores to months progress. This result has a very high security rating.<br>2. The project found no evidence that Embedding Formative Assessment improved English or Maths GCSE attainment specifically.<br>3. The additional progress made by children in the lowest third for prior attainment was greater than that made by children in the highest third. These results are less robust and have a lower security rating than the overall findings because of the smaller number of pupils.<br>4. Teachers were positive about the Teacher Learning Communities. They felt that these improved their practice by allowing valuable dialogue between teachers, and encouraged experimentation with formative assessment strategies.<br>5. The process evaluation indicated it may take more time for improvements in teaching practices and pupil learning strategies to feed fully into pupil attainment. Many teachers thought that younger students were more receptive to the intervention than their older and more exam-minded peers.<br>Embedding Formative Assessment \| EEF | |

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

Budgeted cost: £ *134,550*

| 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 student engagement and subsequent outcomes, wellbeing and social and emotional regulation. | **EEF Guide to Pupil Premium states that:**<br>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 consistent and timely support for students. | **EEF Using Pupil Premium Effectively:**<br>Focus on non-academic interventions such as attendance, self-regulation and mental health. | 2,3,4 |
| Ensure that additional resources are readily available to disadvantaged students to support with their academic progress in KS3 and 4 | **In-school research:**<br>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: £16,000

| 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:**<br>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. | **Gatsby:**<br>'Every young person needs high quality careers guidance to make informed decisions about their future. Good | 1,2,3,4 |
| 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. | 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.<br><br>**EEF review of evidence into careers education:**<br>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. | |
| Develop a clear map of enrichment opportunities which underpin our whole school values including extra curricular clubs; trips and visits; 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. | **EEF Aspirations Interventions Guidance Report:**<br>- Aspiration interventions tend to fall into three broad categories:<br>- Interventions that focus on parents and families;<br>- Interventions that focus on teaching practice; and<br>- Out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors.<br>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 | 1,2,3,4 |

## Total budgeted cost: £ 165,550

# 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:*

**2024/25:**

**Progress 8 for disadvantaged pupils: No data available**

**Number of disadvantaged pupils: 48**

**National average for disadvantaged pupils: 34.9%**

**Percentage of disadvantage pupils entering EBACC:**

- None v (NA non-disadvantaged pupils – 8.1%)

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

- All pupils: 46.6% v NA 45.2%
- Disadvantaged pupils: 25.9% v NA 25.6%

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

- All pupils 68.9% v NA 64.5%
- Disadvantaged pupils: 48.1% v NA 43.5%

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

- All pupils 6.1% v NA 25.7%
- Disadvantaged N/A v NA 13.6%

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

- All pupils 5.4% v NA 18.6%
- Disadvantaged 8.6%

**English Baccalaureate by subject area, value added:**

We cannot calculate value added scores for academic years 2024/25. This is because there is no KS2 assessment data available to calculate the baseline for value added scores for these years due to Covid-19 disruption. We are also unable to show results broken down by prior attainment.

**Attainment 8 for disadvantaged students: NA for disadvantaged students: 34.9% v NA all students 45.9%**

A priority for 2025/26 and for the future will be to review the current curriculum and to ensure that all students but particularly those form a disadvantaged background, are accessing a broad, aspirational curriculum.

**Attendance:**

Attendance data for 24/25 comparing whole school with disadvantaged:

| Year Group | All students | PP recipients |
|---|---|---|
| Year 7 | 92.52% | 90.31% |
| Year 8 | 89.16% | 81.55% |
| Year 9 | 90.98% | 79.48% |
| Year 10 | 89.25% | 83.78% |
| Year 11 | 92.60% | 85.76% |

Attendance for disadvantaged students was lower than the whole school cohort for every year group in 2024/2025 and remains a significant priority for the school in 2025/26. 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 24/25 comparing whole school with disadvantaged:

| Year | No of students | Total suspensions | Total days suspended | No of students | Total suspensions | Total days suspended |
|---|---|---|---|---|---|---|
| **7** | 16 | 56 | 66.5 | 6 | 14 | 16.5 |
| **8** | 31 | 110 | 171 | 17 | 67 | 106 |
| **9** | 15 | 42 | 57.5 | 8 | 26 | 37.5 |
| **10** | 27 | 114 | 142 | 9 | 45 | 55.5 |
| **11** | 14 | 18 | 27 | 2 | 2 | 4.5 |
| **Total** | **103** | **340** | **464** | **42** | **154** | **220** |

**Pupil Premium (PP) students are suspended more often and for longer on average.**

**Year 8** shows the highest behavioural issues for both groups — this is likely a key focus year for interventions in 2025/26 (Year 9)

## 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)

| *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** |
|---|
| |
| **The impact of that spending on service pupil premium eligible pupils** |
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# 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.* |
|---|