

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Roundwood Primary School
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2023 - 2026
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Leigh Handley Headteacher
Pupil premium lead	Ellie Clarke Deputy Headteacher
Governor / Trustee lead	James Jones Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,970
Recovery premium funding allocation this academic year	£1,486
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	£66,456

Part A: Pupil premium strategy plan



Statement of intent

Roundwood Primary School **Pupil Premium Vision**

Our goal is to empower and inspire ALL students to achieve outstanding progress. We firmly believe in providing equal opportunities for every pupil to realise their full potential by removing barriers to success. Central to this objective is ensuring that students benefiting from the Pupil Premium have the same opportunities for progress as their less disadvantaged peers.

We meticulously allocate the funding to address the individual needs of pupils, closely monitoring its impact to ensure its effectiveness. ALL staff members are held accountable for the outcomes of this group of learners.

Research indicates that highly effective teaching significantly influences the progress of disadvantaged pupils, more so than their non-disadvantaged counterparts. Therefore, our school's top priority in narrowing the gap between disadvantaged and non-disadvantaged pupils is delivering consistently high-quality teaching and learning experiences. Teachers set high expectations for disadvantaged pupils, ensuring they are engaged, challenged, and their achievements are celebrated.

Regular assessments and half-term tracking identify the need for interventions. These interventions, led by Senior Leadership Team (SLT), teachers, and teaching assistants, are regularly reviewed for their impact. Class teachers identify and respond to individual pupil barriers to learning, fostering a supportive learning environment. Disadvantaged pupils actively participate in discussions about their learning, encouraged to provide detailed responses using subject-related vocabulary. Feedback, both verbal and written, supports and accelerates progress, as evidenced by pupils' work.

To encourage participation, the school supplements the costs of clubs, trips, and residential visits. Parents of disadvantaged pupils are actively encouraged to support and attend school activities, broadening their understanding of the learning experience.

Attendance of disadvantaged pupils is closely monitored, and a system is in place for those at risk of falling below 96% attendance. Parent meetings, involving both class teachers and SLT, are held to provide appropriate support and address potential challenges linked to absence, preventing it from becoming a barrier to learning.

Recognising the importance of promoting Cultural Capital, we offer disadvantaged children a diverse range of experiences, including educational visits, themed days in History and Geography, STEM activity days, Arts weeks, visits from external speakers, access to enriching and classic texts, and residential trips. Our curriculum actively promotes equality and diversity, introducing all children to the best of human thought and expression.

Challenges

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



Challenge number	Detail of challenge
1	An increasing number of our pupils facing disadvantages exhibit limited resilience stemming from personal, social, and emotional needs, often influenced by a range of external factors.
2	Observations indicate that numerous disadvantaged students exhibit underdeveloped oral language skills and noticeable vocabulary gaps compared to their peers. This disparity is noticeable as early as the Foundation stage, where disadvantaged children often lack familiarity with nursery rhymes and songs. As students' progress to Key Stage Two, disparities in vocabulary understanding become evident, reflecting differences in experiences and exposure to language.
3	Our observations and conversations with specific pupils and their family members suggest a notable absence of parental support, often stemming from their own challenges. In several instances, children do not experience a home environment conducive to thriving through enriching opportunities.
4	End-of-year data reveals that the age-related expectations for a significant number of our disadvantaged pupils are lower than those of their peers.
5	Lower attendance, including lateness, and higher rates of persistent absenteeism is more prevalent for disadvantaged 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
To provide disadvantaged children with targeted social and emotional support	<ul style="list-style-type: none"> Children will partake in enriching learning experiences aimed at fostering semantic knowledge. Children will be empowered with the knowledge essential for success in their broader world. Children will develop the tools necessary for emotional resilience and self-regulation. Children will experience the advantages of nurturing trusted relationships.
To continue responsive and appropriate intervention to minimise gaps in learning	<ul style="list-style-type: none"> Precise identification of gaps in learning. Implementation of precise interventions with a positive impact on minimising learning gaps. Ensuring that pupils can successfully recall and retain learning for continuous improvement.

To close the gap between disadvantaged and non-disadvantaged pupils in all subjects by the end of key assessment points.	<ul style="list-style-type: none"> Children will achieve accelerated progress from their starting points. Children will be prepared and capable of accessing the next stage of the curriculum. Children will experience a reduced cognitive load and minimised negative environmental factors, promoting emotional readiness for effective learning, and fostering a positive self-perception as effective learners.
To strengthen relationships with parents and carers of disadvantaged pupils.	<ul style="list-style-type: none"> Positive engagement between school and home Increased attendance for disadvantaged pupils Increased wider opportunities for families and pupils to benefit from

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: £5,813

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding a change to long term memory through the explicit skill of recapping knowledge for memory retention. To assist with knowing more and remembering more.</p> <p>CPD in Rosenshein's principles and online <i>Walk Thru</i> training materials.</p> <p>White Rose Hub Maths intervention CPD training x 5 sessions</p>	<p>Metacognition supports pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Evidence suggests that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1 and 4

Use Growth Mindset Approaches: Teach children about growth mindset principles, encouraging them to view challenges as opportunities for growth.	This can foster resilience and a positive attitude towards learning (Dweck, 2006). Source	1
<p>Implement a language-rich curriculum: Ensure that all lessons incorporate rich vocabulary and language opportunities, using storytelling, discussions, and interactive activities to enhance oral language skills.</p> <p>Use of high-quality texts: Select diverse and engaging texts that expose children to a wide range of vocabulary and contexts, fostering a love for reading and language.</p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p>	2 and 4
<p>Explicit vocabulary instruction: Teach specific vocabulary words before lessons, providing definitions, examples, and opportunities for children to use the words in context.</p> <p>Interactive and collaborative learning: Encourage group work and discussions that allow children to practice their speaking and listening skills in a supportive environment.</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	

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

Budgeted cost: £50,587



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide timely and quality small group intervention programmes in reading, phonics, writing and mathematics to address gaps in learning and accelerate progress.</p> <p>Implement Precision Teaching for phonics, high frequency words, spelling patterns, times tables and securing number facts.</p> <p>Provide additional 1:1 reading with teaching assistants or teachers each week so reading strategies can be taught and opportunity to improve fluency is given.</p> <p>Differentiated Instruction: Tailor teaching methods to meet the diverse needs of children, ensuring that all children can engage with the material at their level.</p> <p>Small Group Interventions: Provide targeted support for children who are struggling with emotional resilience through small group sessions focusing on social skills and emotional regulation.</p>	<p>The key findings of the EEF are that:</p> <ul style="list-style-type: none"> • Small group or 1:1 tuition has an average impact of four months' additional progress over the course of a year. • Small group or 1:1 tuition is most likely to be effective if it is targeted at pupils' specific needs. • Providing training to the staff that deliver the support is likely to increase impact. • Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>This can help build confidence and resilience in learning (Tomlinson, 2001). Source</p> <p>This can help them develop coping strategies in a supportive environment (Hattie, 2009). Source</p>	<p>2 and 4</p>
<p>Embed programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low oral language skills.</p> <p><i>Speech link</i> and <i>Spirals</i> programmes and training for staff.</p> <p>Implementation of CLICKER.</p>	<p>Oral language interventions (also known as Oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://cricksoft.com/clicker/</p> <p>Clicker is the complete writing solution for the primary classroom, providing every pupil with just the right level of support and challenge.</p>	<p>2</p>

Implement Social and Emotional Learning (SEL) Programmes: (One Goal and Artis Online) Integrate SEL into the curriculum to help children develop skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.	Research shows that SEL can significantly improve students' emotional resilience (Durlak et al., 2011). Source	1
Mentoring Programmes: Pair disadvantaged children with mentors who can provide guidance, support, and encouragement.	This relationship can help children build resilience and navigate challenges more effectively (Rhodes, 2002). Source	1

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

Budgeted cost: £10,056

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Track attendance and punctuality of disadvantaged pupils on a 6-weekly cycle. Follow up attendance concerns immediately.</p> <p>Meet with parents and provide support where needed to improve attendance and punctuality</p> <p>Embed principles of good practice set out in the DfE's 'Improving School Attendance' advice</p>	<p>Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10% of sessions in the autumn term of 2022, and 1.4% of pupils missed at least 50 per cent of sessions.</p> <p>We know these pupils are disproportionately more likely to come from socio-economically disadvantaged backgrounds. So, tackling persistent absence is an important part of improving education outcomes for this group. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</p> <p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. DfE Framework for Securing Full Attendance</p>	5

Support for parents and carers of disadvantaged pupils through regular meetings to discuss personalised provision.	Involving parents in education benefits their children's academic outcomes has been proven to yield progress of +3months. https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/	All
Contingency fund for acute issues. <ul style="list-style-type: none"> • Music lessons • School uniform • Trips and residentials 	Based on our experiences of many of our disadvantaged families. We have identified a need to set a small amount of funding aside to respond quickly and supportively with any financial constraints in order to remove barriers. https://www.aldridgefoundation.com/news-item/an-unequal-playing-field-report-on-extra-curricular-activities-soft-skills-social-mobility/	All
Parental Engagement Initiatives: Develop programmes that engage parents in their children's education and emotional development.	Workshops on resilience and emotional well-being can empower parents to support their children at home (Epstein, 2011). Source	1
Extracurricular activities: Offer clubs and activities that promote language use, such as drama, debate, or storytelling groups, to build confidence and communication skills.	https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	2
Outdoor Learning and Forest School: Utilise the school's large outdoor areas to implement outdoor learning and forest school activities.	This promotes resilience, teamwork, and problem-solving skills (O'Brien & Murray, 2007). Source	1
Community Partnerships: Collaborate with local organisations to provide additional resources and support for disadvantaged families,	Workshops on mental health, resilience, and well-being (Baker et al., 2016). Source	1

Total budgeted cost: £66,456

Part B: Review of outcomes in the previous academic year



Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Our outcomes for 2023/2024 were as follows:

- To provide disadvantaged children with targeted social and emotional support
- To continue responsive and appropriate intervention to minimise gaps in learning
- To close the gaps between disadvantaged and non-disadvantaged pupils in all subjects by the end of key assessment points.

Outcome 1 – Achieved, but ongoing

- Children experienced the advantages of one-on-one and small group Social, Emotional, and Mental Health (SEMH) support, through social interventions, gardening and cooking provision.
- Wellbeing demonstrated improvement over time.
- Trusted relationships were established and are ongoing.
- There was a decrease in SEMH related incidents, as monitored through CPOMs
- The embedding of forest school provision in Key Stage 2 offering supplementary nurture for specific pupils and groups.
- Implementation of personal development passports to provide children with key life and social skills.

Outcome 2 – Achieved, but ongoing

- Analysing gaps through baseline and subsequent assessments allowed teachers to identify early gaps, ensuring that teaching and learning strategies addressed these disparities.
- Intervention schedules provided a comprehensive school-wide overview of support for disadvantaged pupils.
- Regular progress meetings were conducted to assess the impact of interventions and identify areas requiring adaptation.
- The Sonar Tracker played a crucial role in accurately tracking attainment and progress data.

Outcome 3 – Unachieved, to continue

- The gaps between disadvantaged and non-disadvantaged pupil's data remain in place and will continue to be a focus in order to close the gaps. For attainment, against national data, we were above in Reading but below in Writing and Maths. Encouragingly for progress our disadvantaged pupils made expected or more than expected progress from their individual starting points. We are hopeful that with progress like this, it will begin to impact attainment.