

# 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
<b>School name</b>	Roundwood Primary School
<b>Number of pupils in school</b>	193
<b>Proportion (%) of pupil premium eligible pupils</b>	22%
<b>Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)</b>	2023 – 2026 <b>Year 3 of 3</b>
<b>Date this statement was published</b>	December 2025
<b>Date on which it will be reviewed</b>	October 2026
<b>Statement authorised by</b>	Leigh Handley Headteacher
<b>Pupil premium lead</b>	Ellie Clarke Deputy Headteacher
<b>Governor / Trustee lead</b>	James Jones Pupil Premium Lead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,245
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64,245

## 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
<b>To provide disadvantaged children with targeted social and emotional support</b>	<ul style="list-style-type: none"> <li>Children will partake in enriching learning experiences aimed at fostering semantic knowledge.</li> <li>Children will be empowered with the knowledge essential for success in their broader world.</li> <li>Children will develop the tools necessary for emotional resilience and self-regulation.</li> <li>Children will experience the advantages of nurturing trusted relationships.</li> </ul>
<b>To continue responsive and appropriate intervention to minimise gaps in learning</b>	<ul style="list-style-type: none"> <li>Precise identification of gaps in learning.</li> <li>Implementation of precise interventions with a positive impact on minimising learning gaps.</li> <li>Ensuring that pupils can successfully recall and retain learning for continuous improvement.</li> </ul>

<p><b>To close the gap between disadvantaged and non-disadvantaged pupils in all subjects by the end of key assessment points.</b></p>	<ul style="list-style-type: none"> <li>• Children will achieve accelerated progress from their starting points.</li> <li>• Children will be prepared and capable of accessing the next stage of the curriculum.</li> <li>• 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.</li> <li>• Improved attainment of disadvantaged pupils in mathematics, particularly in fluency, reasoning and problem solving, evidenced through termly assessment and end-of-key-stage outcomes.</li> </ul>
<p><b>To strengthen relationships with parents and carers of disadvantaged pupils.</b></p>	<ul style="list-style-type: none"> <li>• Positive engagement between school and home</li> <li>• Increased wider opportunities for families and pupils to benefit from</li> </ul>
<p><b>To improve the attendance of disadvantaged pupils by increasing engagement with families, reducing persistent absence, and ensuring consistent school attendance</b></p>	<ul style="list-style-type: none"> <li>• Increased attendance rates for disadvantaged pupils, tracked termly.</li> <li>• Reduction in persistent absence (PA) among disadvantaged pupils.</li> <li>• Active engagement with families of disadvantaged pupils via meetings or communication logs.</li> <li>• Evidence that barriers to attendance are identified and addressed (e.g., transport support, pastoral interventions, mentoring).</li> </ul>

### 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>Teacher professional development &amp; shared understanding of Metacognition</p> <p>Staff workshops and INSET sessions where colleagues explore the EEF guidance, discuss what metacognition/self-regulation is.</p> <p>Develop a shared school "language of learning": agree</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>The evidence shows that metacognition and self-regulated learning strategies are high impact and low cost (on average +8 months' progress) when implemented well. <a href="#">EEF+1</a></p> <p>Disadvantaged pupils are less likely to develop these skills independently. Explicitly teaching them helps level the playing field. <a href="#">EEF+1</a></p>	<p>1, 2 and 4</p>



<p>on common terms for “plan, monitor, evaluate,” “thinking aloud,” “self-questioning,” etc., so pupils get consistent messages across classes and subjects.</p> <p>Encourage metacognitive talk and peer discussion</p> <p>Build in structured peer talk or paired discussion where pupils explain their thinking to each other, verbalise their strategies, and reflect together on what works or doesn't.</p> <p>Use group or class debates (in suitable subjects) where pupils articulate reasoning, justify choices, and reflect on different approaches.</p> <p>Teachers will explicitly model metacognitive strategies within mathematics lessons, including:</p> <ul style="list-style-type: none"> <li>• Thinking aloud when solving problems</li> <li>• Demonstrating how to plan and select appropriate strategies</li> <li>• Monitoring accuracy during calculations</li> <li>• Evaluating whether answers are reasonable</li> </ul> <p>Pupils will be encouraged to explain their reasoning using mathematical language, discuss different solution strategies, and reflect on which approaches are most effective.</p>	<p>Embedding these strategies within everyday teaching and curriculum content (rather than as separate “study skills” lessons) makes them more transferable and meaningful. Increasing the likelihood that pupils will use them beyond the classroom. <a href="#">Digital Education Resource Archive+1</a></p> <p>This helps them make thinking explicit, test strategies, and learn from others. <a href="#">EEF+1</a></p> <p>Promoting deeper reflection and self-regulation. <a href="#">EEF+1</a></p> <p>This approach supports disadvantaged pupils in developing independent problem-solving strategies, particularly in reasoning and multi-step problems.</p>	
<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</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</p>	<p>2 and 4</p>



<p>expose children to a wide range of vocabulary and contexts, fostering a love for reading and language.</p> <p>Explicit teaching of mathematical vocabulary and reasoning language will be embedded across mathematics lessons. Teachers will:</p> <ul style="list-style-type: none"> <li>• Pre-teach key vocabulary before new mathematical concepts</li> <li>• Use sentence stems to support reasoning and explanation</li> <li>• Model correct mathematical language during discussions</li> </ul>	<p>own comprehension and then identifying and resolving difficulties for themselves (see also <a href="#">metacognition and self-regulation</a>).</p> <p>Developing mathematical vocabulary supports disadvantaged pupils to articulate their thinking and access problem-solving tasks more successfully.</p>	
<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>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Accelerated progress: On average, reading comprehension strategies produce an additional ~7 months of progress compared to no such teaching. <a href="#">EEF+2Digital Education Resource Archive+2</a></p> <p>Bridging home–school inequities: Many disadvantaged children may have less exposure to reading at home (fewer books, less shared reading, less support), meaning they may have missed out on unconsciously acquiring strong comprehension skills. Explicit teaching helps level that playing field. <a href="#">EEF+2www.ase.org.uk+2</a></p> <p>Developing the tools of “expert readers” Strategies like predicting, clarifying, self-questioning, summarising, making inferences, visualising, and using semantic organisers help pupils access meaning from texts. Enabling them to understand, think deeply about, and engage with reading, not just decode words. <a href="#">EEF+1</a></p>	2
<p>Strengthening Quality First Teaching in Mathematics through a Mastery Approach</p> <p>Embed consistent use of mastery-based mathematics teaching across the school, ensuring that disadvantaged pupils benefit from clear modelling, small</p>	<p>The EEF guidance report Improving Mathematics in KS2 and KS3 highlights that:</p> <ul style="list-style-type: none"> <li>• Using structured representations and manipulatives helps pupils develop secure conceptual understanding.</li> <li>• Explicit teaching of mathematical reasoning and discussion supports deeper understanding.</li> </ul>	2 and 4



<p>step learning and conceptual understanding.</p> <p>Key strategies will include:</p> <ul style="list-style-type: none"><li>• Use of CPA (Concrete–Pictorial–Abstract) representations to support conceptual understanding.</li><li>• Explicit modelling of mathematical thinking and reasoning, including the use of stem sentences.</li><li>• Daily retrieval practice and fluency development focusing on number facts and times tables.</li><li>• Breaking learning into small, manageable steps to reduce cognitive load.</li><li>• Use of guided practice and scaffolds before independent problem solving.</li><li>• Structured opportunities for pupils to explain their mathematical thinking aloud.</li></ul> <p>Monitoring will include:</p> <ul style="list-style-type: none"><li>• Mathematics lesson visits focusing on mastery teaching strategies</li><li>• Book scrutiny to evaluate reasoning and problem solving opportunities</li><li>• Analysis of disadvantaged pupil progress in mathematics</li><li>• Pupil voice exploring confidence and attitudes towards maths</li></ul>	<ul style="list-style-type: none"><li>• Frequent practice of key facts and procedures improves fluency and frees cognitive capacity for problem solving.</li></ul> <p>EEF evidence suggests that high quality teaching in mathematics has a particularly strong impact for disadvantaged pupils, as it ensures misconceptions are addressed early and prevents gaps from widening.</p>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

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 <b>EEF</b> are that:</p> <ul style="list-style-type: none"> <li>• Small group or 1:1 tuition has an average impact of four months' additional progress over the course of a year.</li> <li>• Small group or 1:1 tuition is most likely to be effective if it is targeted at pupils' specific needs.</li> <li>• Providing training to the staff that deliver the support is likely to increase impact.</li> <li>• 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.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>This can help build confidence and resilience in learning (Tomlinson, 2001). <a href="#">Source</a></p> <p>This can help them develop coping strategies in a supportive environment (Hattie, 2009). <a href="#">Source</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://cricksoft.com/clicker/">https://cricksoft.com/clicker/</a></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>

<p>Implement Social and Emotional Learning (SEL) Programmes: (One Goal and Artis Online)</p> <p>Integrate SEL into the curriculum to help children develop skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.</p>	<p>Research shows that SEL can significantly improve students' emotional resilience (Durlak et al., 2011). <a href="#">Source</a></p>	<p>1</p>
<p>Peer or Reciprocal Tutoring</p> <p>Peer-assisted learning: older or more able pupils support younger or less confident peers.</p> <p>Reciprocal reading strategies: pupils take turns leading discussion of a text, which improves comprehension and engagement.</p>	<p>Benefits include reinforcing understanding for both tutor and tutee.</p>	<p>1</p>

### 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils">https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils</a></p> <p>DfE guidance has been informed by engagement with schools that have</p>	<p><b>5</b></p>

	significantly reduced levels of absence and persistent absence. <a href="#">DfE Framework for Securing Full Attendance</a>	
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.  <a href="https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/">https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</a>	All
Contingency fund for acute issues. <ul style="list-style-type: none"> <li>• Music lessons</li> <li>• School uniform</li> <li>• Trips and residentials</li> </ul>	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.  <a href="https://www.aldridgefoundation.com/news-item/an-unequal-playing-field-report-on-extra-curricular-activities-soft-skills-social-mobility/">https://www.aldridgefoundation.com/news-item/an-unequal-playing-field-report-on-extra-curricular-activities-soft-skills-social-mobility/</a>	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). <a href="#">Source</a>	1
Extracurricular activities: Offer clubs and activities that promote language use, such as drama, debate, or storytelling groups, to build confidence and communication skills.	<a href="https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</a>	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). <a href="#">Source</a>	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). <a href="#">Source</a>	1

**Total budgeted cost:** £64, 245

## **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 2024 to 2025 academic year.



**Our outcomes for 2024/2025 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.
- To strengthen relationships with parents and carers of disadvantaged pupils.

**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.
- 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.

**Outcome 4 - Achieved, but ongoing**

- Strengthening relationships with parents and carers has led to increasingly positive engagement between school and home, with more families accessing support and becoming active partners in their children's learning.
- Staff have developed greater understanding of the barriers faced by disadvantaged families and communication has become more proactive and supportive.
- However, despite these improvements, attendance for a number of disadvantaged pupils remains a concern.
- Continued focus is required to ensure that improved parental engagement translates into sustained attendance gains and consistent access to learning.