

Pupil premium strategy statement

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Round House Primary Academy
Number of pupils in school (Numbers as of 30/9/24)	Funded: 362 Current: 355
(Numbers as of 23/9/25)	Funded: 355 Current: 352
Proportion (%) of pupil premium eligible pupils (Numbers as of 30/9/24)	Funded: 19.3% (70 children) Current: 21.4% (76 children)
(Numbers as of 23/9/25)	Funded: 21.4% (76 children) Current: 24.4% (86 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025, September 2026 and September 2027
Statement authorised by	Holly Bates
Pupil premium lead	Alex Clipsham
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,600 (2024 –2025)

	£113,625 (2025-2026)
Recovery premium funding allocation this academic year	2022-2023 onwards- n/a
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (2024 – 2025) £0 (2025 – 2026)
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	£103,600 (2024 –2025) £113,625 (2025-2026)

Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objective:

All pupils eligible for pupil premium funding will achieve in line with their peers. This includes academic achievement and progress across the broad spectrum of subjects covered in the primary curriculum, including, but not limited to reading, writing and mathematics as well as personal development including attendance and punctuality.

How will this be achieved?

- Quality first teaching is paramount.
- Barriers to learning are identified.
- Research and evidence-based practices are utilised across the school.
- Targeted support is offered to pupils linked to academic progress, social, mental and emotional wellbeing, behaviour and attendance.
- Family engagement and support is prioritised.

The Round House Primary Academy follows the tiered approach to pupil premium spending.

Teaching: Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for Pupil Premium Spending.

Targeted Academic Support: Evidence consistently shows the positive impact targeted support can have, including those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium Strategy.

Wider Strategies: Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in reading, writing and maths
2	Language skills
3	Life experiences
4	Parental support and aspiration
5	General wellbeing, focus and readiness to learn

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
Children to make the same progress as their peers in reading, writing and maths	The progress data for children eligible for pupil premium funding is the same or better than that of their peers in reading, writing and maths.
Children to close the attainment gap between them and their peers in reading, writing and maths	The attainment gap between those eligible for pupil premium funding that their peers in reading, writing and maths decreases each year.
Parents and the school to work collaboratively to support children	Children eligible for pupil premium funding will access the same provision as their peers and parents are supported through engagement with the school.
Children to access a range of life experiences	Children eligible for pupil premium funding attend trips and experiences offered by the school, providing them with a wider range of life experiences.
Children to develop their language skills	The attainment and progress for children eligible for pupil premium funding is the in line with that of their peers.
Children to have good mental health and general wellbeing, ready to learn	Children are in school and ready to learn.

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: **£60,000 (2024-2025)**, **£63,500 (2025-2026)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers employed to provide adaptive teaching for English lessons	<p>EEF report that ‘that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.’</p> <p>EEF notes that ‘Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds.’</p>	1, 2
Regular CPD for all staff using evidence-based approaches led by both external professionals and those within the school and wider Trust	<p>The EEF Guide to The Pupil Premium states that: ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.’</p> <p>FFT research shows that one of the most effective strategies for pupils is high quality teacher input.</p> <p>The EEF’s Attainment Gap Report, it is stated that ‘Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap.’</p>	1, 2
Oracy specialist to develop the use of oracy across the school	<p>The EEF toolkit states that ‘studies of oral language interventions consistently show positive impact on learning including on oral language skills and reading comprehension.’ They also report that ‘All pupils appear to benefit from oral language interventions, but</p>	1, 2

	some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.'	
Additional adult support within the teaching of core subject areas	EEF report that 'Evidence suggests that TAs can have a positive impact on academic achievement.'	1

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

Budgeted cost: £8800 (2023 –2024) **£10,011.75 (2024 – 2025)** **£13,011.75 (2025 – 2026)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Out of school hours 'booster' groups	<p>EEF report that 'although schools should focus on improvements to core classroom teaching that support all children in the class . . . some high quality, structured intervention may still be required for some pupils to make progress.' Alongside this, EEF research found that 'reducing class size appears to result in around three months' additional progress for pupils, on average.'</p> <p>EEF recommends that schools should 'use structured interventions to provide additional support' when pupils need to catch up' whilst also stating in their Attainment Gap Report that 'targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.'</p> <p>The EEF Teacher Toolkit found that 'The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.'</p>	1, 4, 5

Targeted analysis and monitoring of children's specific gaps and planned intervention/teaching of specific needs	EEF state that 'careful diagnosis of the reasons why an individual pupil is struggling should guide the choice of intervention strategies.' Dixons Kings Academy reported through the EEF in their Pupil Premium Guidance that their effective small groups are 'not on disadvantaged students as a cohort; it is on a specific gap. It's a strategy which should help to close many gaps in achievement, not just for those receiving the Pupil Premium.'	1, 2
Small group/individual phonics keep up in EYFS and KS1 and Rapid Catch up in KS2	It is important to focus on increasing the language skills of our children. The Hart/Risley study showed that children from families with a low-income are exposed to 30 million fewer words than their peers from families with higher incomes by the age of 3.	1, 2
1:1 reading support	EEF state 'evidence indicates that one to one tuition can be effective.'	1, 2
Accelerated Reader	An EEF report found that 'Accelerated Reader appears to be effective for weaker readers' with further research being looked into.	1, 2, 4
Maths.co.uk, EdShed and TT Rockstars/NumBots	The EEF Teacher Toolkit states 'Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.' These platforms are used alongside first quality teaching which is also encouraged by the findings of the EEF who found 'Evidence suggests that technology approaches should be used to supplement other teaching'.	1, 4
Reading Gladiators	The EEF's Pupil Premium Guidance states that 'tackling disadvantage is not only about supporting low attainers.' Case studies from Reading Gladiator schools have found that it 'creates reading advocates within a school who go on to inspire other children to become aspirational readers. Peer influence and the impact on a culture of reading has been observed within many of our Reading Gladiators™ schools.'	1, 2, 4

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

Budgeted cost: £44,505 (2023 – 2024) **£33588.25 (2024 2025)** **£36588.25 (2025-2026)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Homework clubs offered to children requiring it	The EEF Teacher Toolkit states 'It is certainly the case that schools whose pupils do homework tend to be more successful.' As well as this, a key question they pose is 'Parents can have a positive effect on homework completion and help children to develop effective learning habits. How can you support parents to encourage good habits for homework?'. This is where homework clubs can be used to help develop positive learning habits.	1, 4, 5
After school clubs – cooking (invitation only for PP children)	Research from the International Journal in Behavioural Nutrition and Physical Activity highlights the importance of learning cooking skills at an early age for skill retention, confidence, cooking practices, cooking attitude and diet quality. This club is used to equip children with skills and to experience foods they may not have at home.	2,3,5
Parent workshops	EEF report that 'parental engagement is consistently associated with pupils' success at school' and that parental involvement programmes are often associated with reported improvements in school ethos or discipline. The EEF Teacher Toolkit also found that 'Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.'	4
Curriculum trips and experiences (including financial support for these where required)	With reference to residential trips, EEF reports that 'adventure learning consistently shows positive benefits on academic learning. There is also evidence of impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students.	3, 4, 5
Inclusion Manager employed (1 and a half days)	Social and emotional wellbeing is a high priority. The DfE state that 'Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn.'	4, 5

Emergency uniform available to children	The EEF Teacher Toolkit states, 'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline.'	4, 5
Before (including emergency breakfast) and after school provision is offered when required	The EEF tested the impact of 'Magic Breakfast clubs' on pupil attainment in relatively disadvantaged primary schools. A positive impact was found. 'Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who attend breakfast club, through better classroom environments.'	4, 5
Free School Meals	Statutory	4, 5

Total budgeted cost: £113,625

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*.

Review of Outcomes 2024–2025

Impact of Pupil Premium Spending

Overall, our Pupil Premium strategy had a positive impact on disadvantaged pupils during the 2024–2025 academic year. The combination of high-quality teaching, targeted academic support and wider pastoral and enrichment strategies helped to remove barriers to learning and improved academic, social and emotional outcomes for pupils eligible for Pupil Premium.

Impact on Attainment and Progress

Funding allocated to teaching and targeted academic support had a measurable impact on improving outcomes in reading, writing and mathematics. Increased adaptive teaching capacity, small-group tuition and additional adult support enabled pupils to make stronger progress in core subjects. Investment in phonics keep-up, Rapid Catch Up and 1:1 reading support helped strengthen early reading and fluency. Evidence-based digital tools supported engagement in literacy and numeracy both in school and at home.

Impact on Language Development

Whole-school oracy work and targeted vocabulary interventions strengthened pupils' spoken language, confidence and communication. Language-focused phonics and reading interventions ensured early language gaps reduced more rapidly.

Impact on Access to Enrichment and Life Experiences

Pupil Premium funding enabled disadvantaged pupils to fully participate in all curriculum trips, experiences and extracurricular opportunities, broadening cultural capital and supporting personal development.

Impact on Parental Engagement

Parent workshops, homework support and strengthened communication improved parents' confidence in supporting learning, with disadvantaged pupils benefiting from more consistent routines and support.

Impact on Wellbeing, Attendance and Readiness to Learn

Pastoral support, breakfast provision, uniform access and Inclusion Manager input improved wellbeing, behaviour and readiness to learn, reducing non-academic barriers to engagement.

Summary

Across 2024–2025, Pupil Premium spending contributed to improved progress in core subjects, enhanced language development, stronger parental engagement and better wellbeing and readiness to learn. Disadvantaged pupils engaged more fully in learning and school life, and gaps continued to close.