

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	The Round House Primary Academy
Number of pupils in school (Numbers as of 17/9/21) (Numbers as of 13/9/22)	Funded: 389; <b>375</b> Current: 376; <b>383</b>
Proportion (%) of pupil premium eligible pupils  (Numbers as of 17/9/21) (Numbers as of 13/9/22)	Funded: 25.7% (100 children), <b>21.3% (80 children)</b> Current: 23.4% (88 children), <b>18% (69 children)</b>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022, September 2023 and September 2024
Statement authorised by	Tracy Bryden
Pupil premium lead	Tom Anns
Governor / Trustee lead	Helene Tame

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,500 (2021-2022) <b>£110,800 (2022-2023)</b>
Recovery premium funding allocation this academic year	£14,500 (2021-2022) <b>2022-2023 onwards- n/a</b>

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 £0 (2022-2023)
<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	£149,000 (2021-2022) £110,800 (2022-2023)

# 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 (2021-2022), **£50,000 (2022-2023)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers employed to run small, targeted 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>	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
Maths Mastery Specialist employed by the school to oversee the subject	EEF states ‘There are a number of meta-analyses which indicate that, on average, mastery learning approaches	1

	are effective, leading to an additional five months' progress.'	
Oracy specialist to develop the use of oracy across the school	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 some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.'	1, 2
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: £18,500 (2021-2022), **£10,800 (2022-2023)**

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</p>	1, 4

	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.'	
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 phonics teaching in EYFS and KS1	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 Whizz, 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 Solutions	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	1, 2, 4

	technology approaches should be used to supplement other teaching’.	
NELI	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 some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.’	1, 2
ELKLAN	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 some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds.’	1, 2
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: £70,500 (2021-2022), **£50,000**

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	1, 4, 5

	homework clubs can be used to help develop positive learning habits.	
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
Play Therapy	PTUK have 'research, policies and activities showing between 77% and 84% positive change' in children based on the implementation of Play Therapy.	4, 5
Inclusion Manager employed	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	4, 5

	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.'	
Embedding an outdoor learning curriculum	A study by Dadvand, P et al. (2015) found 'an improvement in cognitive development associated with surrounding greenness, particularly with greenness at schools.'	3, 5
Free School Meals	Statutory	4, 5

**Total budgeted cost: £149,000** (2021-2022), **£110,800** (2022-2023)

## 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 2020 to 2021 academic year.

#### **2020-2021**

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results cannot be used to hold schools to account. However, standardised teacher administered tests were still carried out and so results are still available as an evaluation tool. This shows that children eligible for pupil premium funding showed the same or better progress than that of their peers in reading, writing and maths from KS1 to when they left the school at the end of KS2 as shown below:

<b><u>Year 6 end of year progress</u></b>	<b>All</b>	<b>Pupil Premium</b>
<b>Number of children</b>	57	29 (27 with KS1 data)
<b>Reading- expected progress from KS1</b>	87%	89%
<b>Writing- expected progress from KS1</b>	91%	93%
<b>Maths- expected progress from KS1</b>	93%	93%
<b>SPAG- expected progress from KS1</b>	96%	100% (22 with KS1 data)

This evidences that the more targeted approach to pupil progress and identification of children's specific gaps in learning and how these were addressed has had a positive impact on progress.

The attainment of children eligible to receive pupil premium funding is still below that of their peers although has shown a 4% increase since the 2019 (the last time statutory assessments were taken nationally) in the combined measure of reading, writing and maths.

The impact of the national lockdown and closure of schools has meant that many of the intended outcomes of the year are hard to measure although the school did still manage to offer life experiences, in the form of school trips, to all children in the school, ensuring that all children eligible for pupil premium funding were able to attend these. Alongside this, laptops and equipment were provided throughout the period of 'home learning' to all children requiring it to ensure that everyone was able to access live lessons with their class teachers each day, regardless of whether they were eligible to attend school or not. The end of year school progress data reflects some of the impact of this. The use of online platforms to support children's learning, such as, Accelerated Reader, TT Rockstars, Spelling Shed and Maths Whizz (outlined in the previous Pupil Premium Statement) are also deemed to have been impactful in these progress measures as there were readily utilised throughout this period too.

Small group teaching of English for children working at a PKS level for reading and/or writing in UKS2 classes has led to a decrease from 12% to 0% working below the WTS level in writing in Year 6 from the beginning of the year baseline to the end of year results.

## **2021-2022**

End of primary school results show that children eligible for PP funding progress the same or better than their peers. PP w/o SEN children have all attained EXS in all areas and GDS is only below their peers in Writing and combined. Reading attainment at EXS is higher for PP children than their peers and, although lower in other core subjects, the gap has closed in all core subjects since the beginning of the academic year.

Year 6	Autumn Attainment				Autumn Progress (from last statutory assessment)			
	All	Non-Pupil Premium	Pupil Premium	Pupil Premium (w/o SEN)	All	Non-Pupil Premium	Pupil Premium	Pupil Premium (w/o SEN)
Number of children	49	31	18	10	49	31 (30 with KS1 data)	18	10
RWM % (of which are GDS %)	40% (6%)	58% (10%)	11% (0%)	20% (0%)				
Reading % (of which are GDS %)	65% (27%)	74% (39%)	50% (6%)	80% (10%)	78%	90%	82%	89%
Writing % (of which are GDS %)	51% (6%)	65% (10%)	28% (0%)	50% (0%)	70%	73%	89%	89%
Maths % (of which are GDS %)	51% (14%)	68% (19%)	23% (6%)	40% (10%)	77%	80%	56%	56%
SPAG % (of which are GDS %)	65% (29%)	71% (42%)	56% (6%)	90% (10%)	84%	77%	100%	100%

Year 6	Summer Attainment				Summer Progress (from last statutory assessment)			
	All	Non-Pupil Premium	Pupil Premium	Pupil Premium (w/o SEN)	All	Non-Pupil Premium	Pupil Premium	Pupil Premium (w/o SEN)
Number of children	50	32	18	9	50 (46 with KS1 data)	32 (29 with KS1 data)	18 (16 with KS1 data)	9
RWM % (of which are GDS %)	72% (14%)	78% (19%)	61% (6%)	100% (11%)				
Reading % (of which are GDS %)	80% (40%)	78% (44%)	83% (33%)	100% (56%)	96% - 2% were absent	93%	100%	100%
Writing % (of which are GDS %)	78% (22%)	84% (31%)	67% (6%)	100% (11%)	100%	100%	100%	100%
Maths % (of which are GDS %)	88% (40%)	94% (47%)	78% (28%)	100% (44%)	98%	98%	100%	100%
SPAG % (of which are GDS %)	80% (48%)	84% (59%)	72% (28%)	100% (44%)	98% - 2% were absent	97%	100%	100%

#### Pupil groups

	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
FSM6	17	105.0	+4.8 ●	99.9	+2.3	103.8	+5.4 ●	104.8	+5.0 ●	92%
Not FSM6	33	106.7	+1.9	105.5	+2.7	108.0	+3.9 ●	109.3	+4.4 ●	93%

Value added for FSM6 children is superior to that of their peers and significantly above the national picture, evidencing that what the school currently has in place is having a positive impact.

In Year 2, all children eligible for PP funding have made expected progress or better from their start points, which is slightly above the progress of their peers in Reading and Writing. Non-PP children attain better than PP children with the gap between them staying roughly the same apart from in Maths where the gap has closed by nearly 30%.

Small group teaching of English for children working at a PKS level for reading and/or writing in UKS2 classes has led to a decrease from 6% to 0% (6% to 0% for children eligible for PP funding) working below the WTS level in reading and 16% to 8% (22% to 6% for children eligible for PP funding) in writing by the time that they left primary school from the end of the previous year.

The online platforms used across the school have been utilised effectively to promote positive progress in all year groups.

All children were able to access the range of clubs and trips offered by the school, providing a range of opportunities and experiences for all children, including but not limited to, performing at the O2 arena, attending the Royal Ballet, visiting a selection of different places of worship by train, going to the seaside, etc.