

The Pupil Premium Strategy at Roundwood Park

Roundwood Park is situated in an area of comparatively favourable socio-economic circumstances. The proportion of students who are, or who have been, in receipt of free school meals is much lower than the national average (in the lowest quintile*).

*RAISE 2016 unvalidated report, November 2016

The government first introduced the Pupil Premium in April 2011. This additional funding was allocated to the school to spend on children from low-income families who were known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children in Local Authority Care. The government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for Free School Meals and others by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Subsequently the eligibility criteria expanded to include (i) all students who had been in receipt of Free School Meals at any time over the previous six years (FSM), (ii) all Looked After Children (LAC) who are in care of, or provided with accommodation by, the local authority and (iii) children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order. In addition children of parents in the armed services (Service Child) attract funding at a rate of £300 per student for any child who was eligible for the premium at any point since 2011.

Barriers for disadvantaged students

There is no typical profile of a disadvantaged student at Roundwood Park School and the barriers which need to be addressed but year on year students span the entire spectrum regarding:

- KS2 score on entry
- Attitude to learning
- Ambition and aspirations
- Attendance and punctuality
- Parental engagement
- Involvement in the wider life of the school
- Behaviour for learning

Governors and all members of staff are fully aware of their responsibility for improving the life chances of disadvantaged pupils, be they academic, pastoral or social. They are firmly committed to meeting the needs of this diverse group and our aim is to identify the barriers to learning of disadvantaged students in our community

and work with them to eliminate these barriers and enable them to accelerate their progress and develop their potential.

Through a variety of methods, the barriers specific to individual students will be identified and appropriate strategies implemented to help accelerate their progress whatever their starting point.

Our aim for disadvantaged students

Nationally, there is a difference between the progress and attainment of students identified as disadvantaged and those who are not. Our aim at Roundwood Park School is to diminish this difference. We have high aspirations for all of our students; our role is to support each student to maximise his or her progress in school and to take advantage of the wider opportunities it has to offer and, through this, to raise all students' aspirations for life beyond school. For students who start Year 7 with lower prior attainment, our aim is to ensure that they make accelerated progress in order to reach age related expectations by the end of KS3 and that they sustain this through KS4. We aim to ensure that disadvantaged students with high prior attainment are also given the opportunity to enrich their school experience, make accelerated progress and maintain or develop high aspirations. We aim to ensure that the rich opportunities made available through school life help to raise all students' expectations and support future ambitions.

We are able to spend the Pupil Premium funds in ways which we think will best achieve this.

2015-16

In the school year 2015-16 at Roundwood Park School 96 students were eligible for this, and we received a total of £90,360 extra funding.

This additional funding was spent on the following:

- A commitment to literacy and numeracy by having coordinators for each of these in the school
- Making timetabling commitments of additional curriculum time for both literacy and numeracy
- Additional support for targeted students in English and maths in both KS3 and KS4.
- One-to-one and small group tuition places for English and maths at KS3 and KS4.
- Developing literacy and numeracy across the curriculum.
- Subsidising extra-curricular activities and visits in order to encourage full engagement in school life.
- Partial or full subsidies for curriculum support materials for targeted students

- Partial or full subsidies for instrument tuition
- Adapting the model of delivery for maths at KS4.
- Staffing costs for providing mentoring and support for targeted students.

In 2015-2016 5.8% of our students in Year 11 had been eligible for support from the Pupil Premium Grant and their performance at the end of Year 11 was as below (with school and national figures, where available, included for comparison):

-IN 2016 THERE WERE 11 OF THESE STUDENTS IN THE YEAR GROUP-

Indicator Percentage of students gaining....	2016 RPS DISADVANTAGED STUDENTS	2016 RPS OTHER STUDENTS	2016 RPS WHOLE COHORT	2016 NATIONAL DATA ALL STUDENTS
C+ in English	45	92	89	74
C+ in maths	55	89	87	68
C+ in English and maths	36	85	83	62
Expected progress made in English	50	91	88	Not available
Expected progress made in maths	60	84	83	69
EBacc success rate (%achievement of EBacc)	100% (27%)	89% (44%)	89% (44%)	Not available (24%)

Sources: RAISE and DfE Statistical tables

Of our Year 7 to 11 students eligible for the Pupil Premium Grant we have seen an increase between 2014 and 2016 in the proportions of our disadvantaged students participating in educational visits. For example:

Visit	Participation rate 2014	Participation rate 2016
Y7 humanities day visit	77%	88%
Y8 humanities day visit	41%	48%
Y7 whole school curriculum enrichment day visit	64%	100%
KS4 expressive arts residential visit abroad	50%	80%
Y7 residential whole cohort team-building	73%	88%

Source: school internal records

2016-17

We shall continue with this provision. For the academic year 2016-17 at Roundwood Park the Pupil Premium Grant stands at £935 per student and £300 for each child from a service family. As at September 2016 100 students are eligible and we have received a total £77,605 Pupil Premium Grant. There is additional funding available for some students through both the Hertfordshire and Luton Borough Council Virtual Schools.

<u>YEAR GROUP</u>	<u>STUDENTS IN YEAR GROUP</u>	<u>% OF COHORT PUPIL PREMIUM</u>
7	196	8.7%
8	199	9.5%
9	197	9.6%
10	193	11.9%
11	194	11.3%

- Percentage of these students who are looked after or adopted: 1.1
- Percentage of these students who are from service families: 0.2

Objectives, strategies and how the impact of these strategies will be measured

Objective	Strategy	How the impact will be measured
At KS3 to diminish the difference in terms of progress through curriculum support.	Implementation of a variety of curriculum programmes in KS3, including: -adapted curriculum -literacy and numeracy intervention and programmes of learning - increased curriculum time for literacy and numeracy	Internal progress tracking of academic progress and attainment over time.

	- transition work led by Head of Inclusion	
At KS4 to diminish the difference in terms of progress through curriculum support	Implementation of a variety of curriculum programmes in KS4, including: -increased staffing for English and maths -structured study support -learning support strategies -Literacy intervention - Yr 11 intervention programme -post-study leave revision programme	Internal progress tracking of academic progress and attainment over time.
To improve attitudes to learning for disadvantaged students and to support those who are experiencing difficulties related to school or external to school.	Implementation of support strategies aimed at improving attitudes to learning over time, including: -Provision of learning mentors -Use of the school counsellor - Behaviour support programme and associated celebration of positive behaviour for learning -“Elevate” home learning support clubs. -External mentoring (e.g. LINKS) - use of Family Support Worker - attendance improvement programme	Behaviour for learning over time including rewards, sanctions and fixed term exclusions; attendance and punctuality over time; parent engagement over time; and access to wide pastoral support over time.
To raise aspirations and improve the “social capital” of disadvantaged students by involving them in all aspects of school life, prioritising them for a variety of extra- curricular opportunities and ensuring provision of learning resources regarded as “extras”.	Targeting disadvantaged students for curriculum and extra-curricular opportunities; for example: -Duke of Edinburgh Award - Curriculum residential study visits, cultural trips, sports activities, Enrichment Week activities	Involvement in curriculum enrichment activities and extra-curricular activities as well as the wider life of the school over time.

	<ul style="list-style-type: none">-IT support-Provision of equipment, stationery, subject resources (revision guides, materials for practical subjects), breakfasts during study leave, music tuition fees, exam remark fees.	
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A review of the provision for disadvantaged students and the impact of the strategies adopted will take place by 7th April 2017.

For more information on the Pupil Premium:

<https://www.gov.uk/topic/schools-colleges-childrens-services/support-for-children-young-people>

For more information about eligibility and applying for Free School Meals:

<https://beta.hertfordshire.gov.uk/services/schools-and-education/at-school/free-school-meals/free-school-meals.aspx>