

Pupil premium strategy statement

1. Summary information					
School	Roundwood Park School				
Academic Year	2018-19	Total PP budget Total amount budgeted by the school for strategy	£84,880 £133,275	Date of most recent PP Review	Sept 2018
Total number of pupils	1292	Number of pupils eligible for PP	90	Date for next internal review of this strategy	Sept 2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Achieving English and maths at grade 5+ (2017/18)	(6 of 15) 40%	tbc
Achieving English and maths at grade 4+ (2017/18)	(9 of 15) 60%	tbc
Progress 8 score average (2017/18)	tbc	tbc
Attainment 8 score average (2017/18)	tbc	tbc

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Behaviour for learning
B.	KS2 score on entry
C.	Ambition and aspirations, involvement in the wider life of the school
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance and punctuality; Parental engagement

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	At KS3 to diminish the difference in terms of progress through curriculum support.	Progress tracking of students eligible for PP funding, identified at each “base band.” PP students making as much progress as their peers.
B.	At KS4 to diminish the difference in terms of progress through curriculum support.	Progress tracking of students eligible for PP funding, identified at each “base band.” PP students making as much progress as their peers.
C.	To improve attitudes to learning for identified disadvantaged students and to support all students who are experiencing difficulties related to school or external to school.	Attendance figures for pupil premium students compared with whole school and national figures. Positive engagement with learning and fewer consequences issued for known vulnerable and disadvantaged students. Better engagement from KS4 students and fewer HL consequences.
D.	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”.	Involvement in curriculum enrichment activities and extra-curricular activities as well as the wider life of the school. Participation to be in line with the rest of the school cohort.

5. Planned expenditure					
Academic year		2018/19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
At KS3 to diminish the difference in terms of progress through curriculum support.	<p>“Curiosity Club” to start, with launch in late summer 2018.</p> <p>Enhanced learning breakfasts initiative to further engage KS3 and KS4 students.</p>	<p>We want to encourage high quality- and a love of- learning for all our students. We aim to engage disadvantaged students and their parents/carers from the outset in Year 7, the intention being to enhance the transition of the Y6 disadvantaged students.</p> <p>The OFSTED publication “The Pupil Premium. How schools are spending the funding successfully to maximise achievement” highlights literacy support as one of the ten “top gap busters”.</p>	<p>Member of the SLT to oversee resources and scheme development with KS3 lead; to lead the club with involvement of a wider group of staff. Curiosity Club breakfasts to be held weekly. AH Support for Learning will oversee. SLT lead to liaise with parents of targeted students.</p> <p>Different cohorts will be targeted for each breakfast; “Champions” to attend too.</p>	SLT PP Leads	September 2019
At KS4 to diminish the difference in terms of progress through curriculum support.	The Learning Support department to introduce a programme of enhanced study support for vulnerable students in Y11.	As above.	AH Support for Learning and AH Student Achievement providing Head of Inclusion with advice and practical support, using additional funding when necessary.	Head of Inclusion	September 2019

<p>To improve progress for all students, especially disadvantaged students.</p>	<p>To develop effective feedback strategies which focus on how to help students improve their work. Enhance the ways in which students respond to marking by developing a school wide approach (ReACT in red pen) which ensures students engage with the comments and redraft elements of their work so the same mistakes are not repeated. In each SLT work scrutiny the sample taken will be 50:50 disadvantaged-other based on MTG/base band; in each department work scrutiny disadvantaged students' work will be prioritised for scrutiny.</p> <p>Academic Tutors employed and used for targeted students.</p>	<p>The Sutton Trust – EEF Teaching and Learning Toolkit and updated EEF research as well as the OFSTED “The Pupil Premium. How schools are spending the funding successfully to maximise achievement” indicate high quality feedback is a highly effective way to improve achievement. In our work scrutiny review 2016-17 SLT identified some gaps in the quality of feedback (and student response to this) between disadvantaged and other students in particular.</p> <p>One-to-one tuition is deemed to have a significantly positive impact on a student’s progress, particularly if they are from a disadvantaged background (Sutton Trust). A bespoke tutoring package will be aimed at specific areas of a student’s underperformance.</p>	<p>Through CPD time delivered in whole-staff INSET days focusing on latest research. Lessons from training embedded in classroom practice.</p> <p>Calendar for work scrutiny throughout the year, covering all cohorts – led by Subject Leaders; cross-subject work scrutinies conducted by SLT throughout the year.</p> <p>Data tracking of the targeted students to show impact of the actions.</p> <p>Identification of students making less progress than their peers and for whom academic tutoring is appropriate. Targeting of specific subjects and skills/knowledge within that subject. Regular liaison between tutor and student’s teachers.</p>	<p>DH Curriculum, AH Student Achievement</p>	
Total budgeted cost					£48,310.82
ii. Targeted support					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To improve attitudes to learning for identified disadvantaged students and to support all students who are experiencing difficulties related to school or external to school.</p> <p>Achievement Mentors to be appointed to improve attitudes to learning and to support those who are experiencing difficulties related to school.</p>	<p>To widen the roll-out of the "Champions" programme. All heads of year to identify disadvantaged students in their year group that could benefit from mentoring/additional support.</p> <p>Head of Inclusion to carry out learning walks ("Pupil pursuit") with a focus on vulnerable students.</p> <p>"Recognition and Rewards" to be a focus for all staff.</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>The DfE research report "<i>Supporting the attainment of disadvantaged pupils; articulating success and good practice</i>" (2015) identifies more successful schools view supporting students "as (the school's) responsibility and saw it as part of their commitment to help each pupil succeed. They treated each pupil as an individual with specific challenges and needs..."</p> <p>The OFSTED publication "The Pupil Premium. How schools are spending the funding successfully to maximise achievement" highlights targeted support as one of the ten "top gap busters"; it also emphasises the need for schools to think carefully about what barriers to learning some students face.</p>	<p>Data tracking of the targeted students to show impact of the actions/approach.</p> <p>Achievement Mentors to engage with parents before intervention begins as well as continuing engagement throughout time when student is part of the programme. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Achievement and Behaviour Subject reports at key points in the year.</p>	<p>SLT PP Leads Heads of Year</p> <p>Head of Inclusion</p> <p>SLT Deputy Head Pastoral</p>	September 2019
Total budgeted cost					£70,148.57
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>To raise aspirations and improve the social and cultural experiences 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”.</p>	<p>PP funding to be used to overcome financial barriers.</p> <p>Working with ‘The Brilliant Club’ who offer university experiences to raise the aspirations and attitude to learning of targeted students.</p>	<p>DfCSF “Pockets of Poverty – The Challenge for schools with small proportions of FSM pupils” highlights effective schools using budgets creatively to address financial hardship being a barrier to full access to the wider curriculum, where access to curriculum and cultural trips are seen as an entitlement to all students with an understanding that all students will be included.</p> <p>The OFSTED publication “The Pupil Premium. How schools are spending the funding successfully to maximise achievement” highlights offering the full range of educational experiences as one of the ten “top gap busters”.</p> <p>Evidence suggests that interventions aimed to raise aspirations of students mean they are more likely to progress to post-16 studies and university.</p>	<p>Curriculum staff have a form to use to apply for funding to support the provision of learning resources for identified students. Applications considered at frequent “Pupil Premium Achievement Board” meetings.</p> <p>Finance Officers and Trips Coordinators liaising with parents/carers as well as with local charities.</p> <p>AH Student Achievement to liaise with school staff and The Brilliant Club to ensure the enrolment and experience is positive and successful.</p>	<p>AH Student Achievement/Pupil Premium Lead</p>	<p>September 2019</p>
Total budgeted cost					<p>£14,815.64</p>

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

At KS3 to diminish the difference in terms of progress through curriculum support.	Curiosity Club Learning breakfasts	Disadvantaged students across years 7, 8 and 9 all made at least as much if not more progress than their non-disadvantaged peers (on average).	This programme has been successful and we will continue with it into the next academic year. Parental engagement into the programme is one key to its success, and this took time to build up over the year.	£44,222.04
At KS4 to diminish the difference in terms of progress through curriculum support.	Learning Support enhanced learning support for targeted Y11 students.	Initial results show that the progress of both SEND and PP students has improved considerably over previous cohorts.	This programme has been successful and will aim to continue in a similar fashion for this academic year.	
To improve progress for all students, especially disadvantaged students.	Develop effective feedback strategies, in line with advice from the Sutton Trust.	The progress of disadvantaged students across all year groups has improved since implementation of this strategy.	This strategy is still being implemented and will continue as planned.	

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve attitudes to learning for identified disadvantaged students and to support all students who are experiencing difficulties related to school or external to school.	To widen the roll-out of the "Champions" programme. Head of Inclusion to carry out learning walks ("Pupil pursuit") with a focus on vulnerable students.	The progress gap between disadvantaged students and their non-disadvantaged peers has narrowed, particularly for students in key stage 3.	The embedding of this programme, and subsequent impact to diminish the difference, is a progressive process. More success is likely to be seen from this with further time investment. Based on this and the success so far, we will be continuing with this initiative.	£69,012.90

Achievement Mentors to be appointed to improve attitudes to learning and to support those who are experiencing difficulties related to school.	“Recognition and Rewards” to be a focus for all staff.	An increase of rewards and recognitions has led to a significant decrease in consequences, and therefore improved behaviour for learning. Achievement mentors have enabled specific support strategies to be used with individual students and this has been highly successful.	This programme has been highly successful to date, and will be continued into the next academic year.	
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iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise aspirations and improve the social and cultural experiences of disadvantaged students by involving them in all aspects of school life.	PP funding to be used to overcome financial barriers.	School records for July 2018 show over time a high level of involvement in curriculum enrichment activities and extra-curricular activities as well as the wider life of the school. Progress for students is also showing that we are diminishing the difference between disadvantaged students and their peers.	This funding should still be made available, and reviewed on a case by case basis depending on the individual need of the student.	£11,759.97

