

Pupil premium strategy statement

1. Summary information					
School	Roundwood Park School				
Academic Year	2019-20	Total PP budget Total amount budgeted by the school for strategy	£69,340 £113,747.77	Date of most recent PP Review	Sept 2019
Total number of pupils	1288	Number of pupils eligible for PP	73	Date for next internal review of this strategy	Sept 2020
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Achieving English and maths at grade 5+ (2018/19)			(4 of 12) 33%	tbc	
Achieving English and maths at grade 4+ (2018/19)			(8 of 12) 67%	tbc	
Progress 8 score average (2018/19)			tbc	tbc	
Attainment 8 score average (2018/19)			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		2019/20			
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. Please note that some of these initiatives may also target students not in receipt of PP funding, for which any additional spending will come from a different funding stream within the school's budget.					
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 launch with year 7 in September 2019, and to continue with light touch approach for year 8. This focuses on celebrating success, encouragement and literacy development.</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 <i>“The Pupil Premium. How schools are spending the funding successfully to maximise achievement”</i> 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 2020
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.	<p>We want to encourage high quality- and a love of- learning for all our students. Additional and specific study support sessions to be delivered in conjunction with subject specialists. The Sutton Trust – EEF Toolkit identifies that this sort of initiative have a positive impact on student progress, most notably for disadvantaged and SEND students.</p>	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 2020

<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.</p> <p>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 Toolkit and updated EEF research as well as the OFSTED “<i>The Pupil Premium. How schools are spending the funding successfully to maximise achievement</i>” 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					£41,316.67
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. 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. 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 <i>“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...”</i> The OFSTED publication <i>“The Pupil Premium. How schools are spending the funding successfully to maximise achievement”</i> 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>	<p>September 2020</p>
Total budgeted cost					£59,993.42
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 <i>“Pockets of Poverty – The Challenge for schools with small proportions of FSM pupils”</i> 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 <i>“The Pupil Premium. How schools are spending the funding successfully to maximise achievement”</i> highlights offering the full range of educational experiences as one of the ten “top gap busters”. We are fully committed to ensuring that financial barriers will not restrict any of our disadvantaged students’ ability to take part in extra-curricular trips and visits.</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 2020</p>
Total budgeted cost					<p>£12,437.68</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 are all making more than expected progress, which is either similar to or exceeding that of their non-disadvantaged peers (on average). <u>Number of basebands above target, for disadvantaged students in each year group (on average):</u> Year 7 +0.3 Year 8 +0.2 Year 9 +0.6	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. A light touch version of the Curiosity Club will be delivered to year 8 students.	£48,310.82
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 disadvantaged students is improving. Progress 8 for disadvantaged students has risen from -0.66 in 2017 to -0.52 in 2018, and is expected to be a positive value for the 2020 cohort.	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. Deployment of one-to-one academic tutoring.	The progress of disadvantaged students across all year groups has improved since implementation of this strategy. Progress 8 for disadvantaged students has risen from -0.66 in 2017 to -0.52 in 2018, and is expected to be a positive value for the 2020 cohort. The average grade attained by year 11 students improved by 0.7 from the start to the end of year 11, grades for those receiving one-to-one tutoring improved by 1.5 on average, in that particular subject.	This strategy on effective feedback is still being implemented and will continue as planned. One-to-one tutoring will continue as a programme, with the aim to reach more students in year 9 and 10 and break the underachievement at an earlier stage.	
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
<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>To widen the roll-out of the "Champions" programme.</p> <p>Head of Inclusion to carry out learning walks ("Pupil pursuit") with a focus on vulnerable students.</p>	<p>The progress of disadvantaged students is improving significantly, particularly for students in key stage 3.</p> <p><u>Number of basebands above target, for disadvantaged students in each year group (on average):</u> Year 7 +0.3 Year 8 +0.2 Year 9 +0.6</p> <p>The progress of students specifically targeted in the Champions programme has improved to be in line with their non-disadvantaged peers (data March 2019).</p> <p><u>Number of basebands above target, for those in the Champions programme (on average):</u> Year 7 +0.3 (rest of cohort +0.4) Year 8 +0.2 (rest of cohort +0.1) Year 9 +0.1 (rest of cohort 0)</p> <p><u>Improvement in grades since September 2018 (on average):</u> Year 10 +1.04 (rest of cohort +1.05) Year 11 +0.6 (rest of cohort +0.6)</p>	<p>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.</p> <p>Increased structure will be introduced to help guide the staff who are working as student Champions, this will help inform their meetings and tie in closer to the school calendar of events.</p>	<p>£70,148.57</p>

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.	
--	--	---	---	--

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.

Enrolment of students in The Brilliant Club.

Involvement in major extra-curricular trips has increased significantly since 2015, summarised in the findings below:

TRIP	TOTAL ON TRIP	PP ON TRIP	PP % ON TRIP	% COHORT ON TRIP
BATTLEFIELDS Y9	46	5	38	23
BERLIN HISTORY TRIP YEARS 10 AND 11	72	4	50	49
CAMP WILDERNESS Y7 PASTORAL	205	17	97	81
NETBALL TOUR Y9/10 GIRLS	51	1	9	26
PARIS Y8	99	5	42	50
RHINELAND MFL Y8	35	2	17	18
SOUTH WALES Y10 GEOGRAPHY	100	5	83	98

Other examples of trips funded for pupils include a warm weather athletics training camp, a weekend trip to Berlin, and the residential camp wilderness trip in Y7.

Analysis comparing 3 important aspects of a student mindset was carried out after the Brilliant Club Scholars Programme, for those participating these are the results:

Meta-cognition: 4.94 / 7. Motivation: 5.45 / 7. Self-efficacy: 5.17 / 7. Each of these are relatively high scores. Questionnaire evidence from those involved indicates they are more confident and motivated towards pursuing higher education, than before taking part in the programme.

This funding should still be made available, and reviewed on a case by case basis depending on the individual need of the student.

Attendance and participation in extra-curricular activities still needs to be pushed with disadvantaged students, and a more informed approach from the Pupil Premiums Champions will provide this extra layer of support and encouragement.

The success of the Brilliant Club as informed the decision to deliver this again, to 6 students in year 8 and 6 students in year 9. Care will be taken to select the most suitable student for this.

£14,815.64

