

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Roundwood Park School
Number of pupils in school (Y7-11 only)	990
Proportion (%) of pupil premium eligible pupils	7.3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Standards and Curriculum Committee
Pupil premium lead	Peter Binks
Governor / Trustee lead	Heather Bayne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,210
Recovery premium funding allocation this academic year	£19,872
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95,082

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

The Roundwood Park School Pupil Premium Strategy aims to achieve the following for our disadvantaged students:

1. Ensure exceptional achievement for all students in KS3 and KS4.
2. 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.
3. 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”.
4. Support the students to move on to the most suitable destination of study at the end of KS4, that is in line with their potential and aspirations
5. To provide access to suitable technology in order to access learning remotely. This could either be providing a computer to access the learning from, and/or an internet connection

The following initiatives are the main ways in which our strategy plan will achieve these aims:

1. **High quality teaching and learning** – research-based teacher CPD is at the core of our strategy, this ensures that the learning environment is conducive to a successful and welcoming learning experience for our students
2. **Pupil Premium Conference and Pupil Profiles** – an annual conference with all teaching staff. The impact of the Pupil Premium Strategy is discussed and then staff share contextual knowledge on the most vulnerable students in our care – these form pupil profiles to share this information across the entire staff body, allowing barriers for learning to be overcome
3. **Summer transition camp** – a targeted camp for disadvantaged year 6 students in the summer as they transition to secondary school. This involves a range of social and academic activities, as well as site and staff familiarisation
4. **Curiosity Club** – operating predominantly in year 7 (with light touch versions in years 8 and 9), this is a group initiative that takes place one morning each week and is led by a member of staff. The focus is on both academic and social enrichment, with a strong literacy element.
5. **Pupil Premium Champions** – some disadvantaged students will meet each week with a staff Champion, they will focus on understanding and then overcoming their barriers to learning and social integration. The Champions will mentor and coach the student throughout their journey through the school.

6. **Achievement Mentors** – the most vulnerable students will be assigned time with one of our mentors. They will focus on the main barriers to learning and social integration, employing specific tools such as cognitive behavioural therapy, to help the student overcome their challenges.
7. **Learning Support** – a wide range of support initiatives are put in place to face the varied needs of our cohort, these range from literacy and numeracy through to social skills and oracy.
8. **Monitoring of student work and feedback** – ReACT is our feedback policy for student work, via work scrutinies, learning walks and formal lesson observations the quality of feedback to disadvantaged students will be monitored closely.
9. **Priority access to parental consultation evenings** – the parents of disadvantaged students are given priority to register for appointments at consultation evenings, this ensures that they are able to meet with teachers at the scheduled times.
10. **Provision of ICT hardware and software for Blended Learning** – all disadvantaged students will have access to a computer device so they can engage with Blended Learning in school, and online tasks when at home. These are either part or fully subsidised to all disadvantaged students who require financial support. In some cases this can extend to the provision of internet access at home.
11. **The Brilliant Club** – delivered during years 8 and 9, selected students take part in The Scholars Programme. This is an ambitious academic programme which includes visits to highly selective universities and aims to build self-esteem, academic confidence and ambition.
12. **One to one academic tutoring** – priority access is given to disadvantaged students to receive high quality one to one academic support in subjects where they may need additional support. The predominantly happens in years 10 and 11 but will also be offered in key stage 3 to certain students.
13. **Access to curriculum and non-curriculum trips, visits, clubs, and initiatives** – where financial or motivational barriers exist, students are encouraged and will be funded to attend these activities. These include day trips as well as residential.
14. **Provision of curriculum study materials and resources** – these would include textbooks and revision books, materials for practical subjects and access to online resources. These are provided where financial barriers exist for a student.
15. **Additional careers advice and guidance** – alongside the main career's strategy for the school, at key points in their academic journey our disadvantaged students will be given priority access to advice and guidance, and additional meetings with staff to guide their career journey.
16. **Meet the Student staff briefings** – presentations to the whole staff body regarding specific disadvantaged students. The information presented allows

staff to understand their specific barriers to engagement in the school community, and to therefore build self-esteem and sense of belonging.

17. **Strong pastoral support** – strong pastoral system in place, which includes 2 members of the senior leadership team, heads of year, form tutors, and pastoral assistants.

Challenges

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

Challenge number	Detail of challenge
1	Financial barriers – resulting in less access to resources and activities
2	Low self-esteem and self-image
3	A sense that they do not belong in our school community
4	Less support and/or knowledge of education from within the family
5	Lower aspirations than their peers
6	A lack of academic support outside of the school environment
7	Lower academic ability on entry
8	Increased likelihood of poor behaviour relating to learning and personal safety
9	At risk of lower attendance than peers

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
Exceptional achievement	Progress tracking of disadvantaged students, across KS3 and KS4. Disadvantaged students making as much progress as their peers.
Improved attitudes to learning	Attendance for disadvantaged students is similar to the whole school and national figures. Positive engagement with learning and fewer consequences issued for known vulnerable and disadvantaged students.
Raised aspirations and improved 'social capital'	Involvement in curriculum enrichment activities and extra-curricular activities as well

	<p>as the wider life of the school, is in line with their peers.</p> <p>Increased uptake into post-16 studies at sixth forms and colleges.</p>
<p>Access to suitable technology in order to access blended learning</p>	<p>All students to have the required technology to access blended learning, both inside and outside the classroom.</p>

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: £18,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy and numeracy coordination across the school	Evidence from the DfE report ' <i>Supporting the attainment of disadvantaged pupils: articulating success and good practice</i> ' (2015) list these are some of the most successful strategies in raising achievement	6, 7
Careers advice and guidance	Improved destinations data for students at the school, particularly with those remaining at RPS sixth form	2, 4, 5
Achievement monitoring and academic study enrichment	EEF toolkit suggest +3 months progress, school data has shown a strong upward trend in academic results after this was introduced	6, 7
Music tuition	EEF toolkit suggest +3 months additional progress	1, 6
Summer transition camp	EEF toolkit suggest +3 months additional progress	3, 5, 6, 7
Provision of ICT hardware for Blended Learning	This varies in how it impacts a student's educational experience, but in key areas the EEF toolkit suggests around +5 months additional progress	1, 6, 9

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

Budgeted cost: £32,645

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achievement mentors	EEF toolkits suggests +4 months progress, internal behaviour tracking has shown a decline in consequences	2, 3, 4, 5, 6, 8
Brilliant Club Scholar Programme	Evidence from the DfE report ' <i>Supporting the attainment of</i>	2, 4, 5

	<i>disadvantaged pupils: articulating success and good practice</i> (2015) list these are some of the most successful strategies in raising achievement	
Curriculum study materials and resources	Evidence from the DfE report ' <i>Supporting the attainment of disadvantaged pupils: articulating success and good practice</i> ' (2015) list these are some of the most successful strategies in raising achievement	1, 6, 7
Academic Tutoring	EEF toolkit suggests +5 months of additional progress per year. Internal research suggests an average 1.5 grade improvement over a 10-15 hour block	1, 6, 7
Pupil Premium Champions	EEF toolkit suggests +2 months additional progress, school based data has shown significant improvement in attendance, achievement and destinations	2, 3, 4, 5, 8

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

Budgeted cost: £63,447

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strong pastoral support	EEF toolkit suggest +4 months additional progress, school data shows an improving trend in reduced consequences and increasing academic achievement	2, 3, 4, 5, 8
Attendance monitoring and intervention	School data shows an increasing trend in attendance for disadvantaged students	9
Access to trips, visits, clubs, and initiatives	EEF toolkit suggest +2 months additional progress, school data shows that disadvantaged students are just as likely to be involved in these activities as their peers	1, 3, 9
Additional support services, such as counselling	EEF toolkit suggests +4 months additional progress	2, 3, 8, 9

Total budgeted cost: £115,022 (£95,082 national funding + £19,940 additional funding from school budget)

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 2022 to 2023 academic year.

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).

Academic progress above target, for disadvantaged students in each year group (on average):

Year 7 +0.5

Year 8 +0.5

Year 9 +1.0

** figures given in points, where 2 points is equal to 1 whole baseband*

At key stage 4, internal assessment results show that the progress of disadvantaged students is improving with a strong upward trend. Progress 8 for disadvantaged students was -0.66 in 2019, -0.39 for 2022 (this would be -0.12 with the removal of 1 student who was not attending school but still counted in figures), and +0.08 in 2023 (based on SISRA school collaboration data).

Looking specifically at academic tutoring, In 2019, 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. During the Covid-19 pandemic, we provided tutoring via an online tutoring company as part of the National Tutoring Programme – students receiving this tutoring gained 1.25 grades on average which as again, significantly more than their peers. In 2022 students were given tutoring if they were not making the expected academic progress alongside their peers, our analysis demonstrates that those who were given tutoring then went on to make the same level of academic progress as their peers. And in 2023 the average grade attained by year 11 students improved by 0.5 grades across year 11, but students receiving one-to-one tutoring improved their grades by 1.2 (over twice the academic progress). All of these figures demonstrate the important and significant impact this tutoring programme makes.

The progress of students specifically targeted in the Champions programme has improved to be in line with, or close to, their non-disadvantaged peers.

Academic progress above target, for those in the Champions programme (on average):

Year 7 +0.1

Year 8 -0.3

Year 9 +0.4

** figures given in points, where 2 points is equal to 1 whole baseband*

Improvement in grades since the start of key stage 4 (on average):

Year 10 +0.1

Year 11 +0.4

Students involved in the Curiosity Club in year 7 made more academic progress than their peers, averaging +0.5 baseband points above expected progress (compared to +0.4 for the whole of year 7).

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.

Involvement in major extra-curricular trips has increased significantly post-pandemic, with 81% of Pupil Premium students attending a trip, some of which attended up to 4 across the year. We expect this to increase further in 2023-24 academic year as we will be offering our full suite of trips and visits for the first time since the pandemic finished (including the busy enrichment week). Examples of the main trips that happened in 2022-23:

Camp Wilderness (Y7), Normandy (Y10+11), Cologne (Y10+11), Madrid (Y10+11), Holland Football Tour (Y9+10), Netball Tour (Y8+9+10), Berlin History (Y10), Paris (Y8), Rhineland (Y8), South Wales (Y10), Eurospace Belgium (Y9), Skiing in Canada (Y8+9+10+11), Inspector Calls (Y11), Art and Textiles (Y11), Back to the Future (Y9+10+11), Imperial War Museum (Y9).

Participation in extra-curricular activities has also increased significantly post-pandemic, with 55% of disadvantaged students across Y7-13 participating in at least 1 school club. In year 7, 69% of disadvantaged students participated.

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.

Strong uptake of disadvantaged students at sixth form, with 7 in the current Y12 and 11 in the current Y13 cohorts.

The above evaluation has helped to inform our strategy going forwards. The removal of the Covid-19 restrictions also allows us to deliver all aspects of this strategy in full.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Healthy Lifestyle Choices	LINKS
Tooled Up	Dr Kathy Weston
Services for Young People	Hertfordshire County Council

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

N/A