

Pupil Premium Strategy Statement 2023-26

This statement details our school's use of pupil premium **2023-26** (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	Round Hill Primary School
Number of pupils in school	518 Pupils (as of 30/11/2023)
Proportion (%) of pupil premium eligible pupils	68 pupils – 13%
Academic year/years that our current pupil premium strategy plan covers	3 Academic Years
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr Adrian Nash (Headteacher)
Pupil premium lead	Mrs Louisa Richards
Governor lead	Mrs Gill Robins

Pupil Premium Register 2022-2023	
Total number of Pupil Premium Pupils	58 pupils
Free School Meals	50 Pupils
Ever 6	0 Pupils
LAC/Post Looked After Care	8 Pupils
Service children	0 Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 98,980
Recovery premium funding allocation this academic year	£ 8,555
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 107,535

Part A: Pupil premium strategy plan

Statement of intent

At Round Hill Primary School, we are dedicated to 'Access for All', and firmly believe that children receiving the Pupil Premium deserve the same life chances as their peers. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We also consider the challenges faced by other vulnerable pupils, such as those who have a social worker and young carers. The action we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

It is our aspiration that all children in receipt of the Pupil Premium have a Pupil Premium Intervention Plan. On these plans, bespoke targets would be set by class teachers and shared with parents. Support sessions (including 1 to 1, in class or small group pre/post teaching sessions) are carried out, regularly reviewed and modified as appropriate, leading to secured learning and progress. All staff responsible for teaching and learning, understand the importance of this support and intervention. Well-being, self-belief and resilience are high on our priorities for our Pupil Premium children and so our Pupil Premium Pupils are assured the opportunity to attend all school visits and residential. They are prioritised when allocating certain extracurricular activities including clubs, workshops and educational visitors. Discrete activities for Pupil Premium Pupils are also planned throughout the year in an attempt to offer them experiences they otherwise might not receive. Similarly, their needs are considered when allocating places with our counsellors.

We are greatly looking forward to another academic year of successes for our Pupil Premium cohort, and building strong relationships with their families as part of our Access for All ethos.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>EAL Pupil Premium pupils make less progress in their language skills than their peers</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
3	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.</p>
5	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. More currently require additional support with social and emotional needs.</p> <p>A number of Pupil Premium pupils require support due to lack of self-belief and confidence in their abilities</p>
6	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 93.1% - 2.83% lower than for non-disadvantaged pupils.</p> <p>On average, over the last 4 years 25.27% of disadvantaged pupils have been 'persistently absent' compared to 11.95% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Target aims for Pupil Premium pupils 2022-2023.

Aim	Target	Target date
Attainment in Reading, Writing and Maths at the expected level	Approximately 75 – 85% (cohort dependent targets) are attaining at the expected level in reading, writing and maths.	July 24
Attainment in Reading, Writing and Maths at the Higher Level	Approximately 10 – 20% of children to achieve the Higher Standard/Greater Depth (cohort dependent targets) in reading, writing and maths.	July 24
Phonics	84% of Pupil Premium children to achieve the expected standard in the Year 1 phonics test (as their non-Pupil Premium peers in school).	July 24
Attendance	To improve the attendance of Pupil Premium children to 96%+.	July 24
Wider strategies	To provide deeper curriculum learning experiences, visits and nurturing provision for the Pupil Premium children to support and increase their resilience, confidence, wellbeing and passion for learning.	July 24

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all	Sustained high levels of wellbeing from 2024/25 demonstrated by:

Intended outcome	Success criteria
pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

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: **£16,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Reading GL.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund on-going teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Purchase of and embedding of DfE validated Systematic Synthetic Phonics programme to</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading</p>	2

secure stronger phonics teaching for all pupils. Monitoring and additional training.	(though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Continuation of Maths no Problem support materials including-KIRFs</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Training for an additional 2 members of staff on ELSA (Emotional Literacy Support Assistants)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
Additional teaching/ intervention sessions for reading, writing and maths (intervention staff)	Interventions targeted at specific gaps and needs (including pre teaching, review of previous learning and additional practice) has been shown to be successful in reducing gaps in attainment.	1,3,4
<p>Additional targeted support in phonics</p> <p>Parent workshops for KS1 and support materials for EYFS.</p>	More frequent practice of skills increases speed of embedding skills enabling children to maintain curriculum coverage in other areas.	2

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

Budgeted cost: **£77,035**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of and further purchases support materials to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered as part of our morning interventions and recovery.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
A new whole school approach to Morning Club interventions and assembly time interventions to provide a blend of coaching, mentoring and school-led interventions for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: **£14,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects:	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Behaviour interventions EEF (educationendowmentfoundation.org.uk)	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures for the attendance/support officers to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
CASY counselling funded by school	Children are given professional support with anxiety and mental health. Evidenced as a successful support facility.	5
Provision of uniform	Maslow hierarchy of needs – children are warm and well dressed. Well being also heightened as children feel smart and fit into the standard	5
Funded places for enrichment clubs, a laptop for PP children and musical instrument tuition.	Children are able to develop their cultural capital which has been evidenced as being an important aspect of learning and development.	3,5
Monitoring of School Planners	Parents and children are given feedback / encouragement / rewards for reading at home encouraging more engagement with the process	2

Total budgeted cost: £107,535

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 2021 to 2022 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2022/23 were therefore not fully realised.

Our assessment of the reasons for these outcomes still points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact of Covid-19 was mitigated by our resolution to maintain a high quality curriculum, teaching and targeted intervention (see also online learning) including during periods of partial closure, which was aided by use of online resources from our own school website such as those provided by Oak National Academy.

Attendance in 2019/20 dipped to 88.85% for disadvantaged children and 92.42% for non-disadvantaged pupils and has now recovered to be almost consistent with the data from the previous 3 years. These gaps were larger than in previous years, which is why attendance is still a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Staff have received training on 'adaptive teaching' which is used to build a differentiated approach to support all pupils in particular those children who are Pupil Premium.

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
None	

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?	We do not receive any Service Premium at Round Hill
What was the impact of that spending on service pupil premium eligible pupils?	We do not receive any Service Premium at Round Hill

The following was used to create this document:

[Guidance - Pupil premium: conditions of grant 2021 to 2022](#)

Next steps:

Action	Intended Impact
Monitoring interventions impact	We will know the impact of the actions taken and
Investigate how the Widget can be used at RH – EYFS and extending to KS1	Close the vocabulary gap between PP and non-PP pupils. Providing a hook for learning
Opportunities to have visitors in school from the local community	Children have experienced the wider world around them and provide inspiration for achievement (growth Mind-set)
Create links with the local community – Care Home	Children have experienced the wider world around them and provide inspiration for achievement (growth Mind-set)