

Pupil Premium Strategy Statement 2025 - 2026

This statement details our school's use of pupil premium **2024-27** 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	510 Pupils (as of 01/10/2025)
Proportion (%) of pupil premium eligible pupils	76 pupils – 15%
Academic year/years that our current pupil premium strategy plan covers	3 Academic Years
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Adrian Nash (Headteacher)
Pupil premium lead	Mrs Louisa Richards
Governor lead	Dr Morag Duffin

Pupil Premium Register 2022-2023	
Total number of Pupil Premium Pupils	76 pupils
Free School Meals	67 Pupils
Ever 6	0 Pupils
LAC/Post Looked After Care	9 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

Round Hill Primary School believes that every child, regardless of background, should be empowered to reach their full potential - 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 Monitoring Plan. On these plans, bespoke targets would be set by class teachers and shared with parents. Where appropriate, support sessions (including 1 to 1, in class or small group intervention) 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. Pupil Premium Pupils have access to Emotional Literacy Support Assistance (ELSA), providing bespoke support to pupils facing social, emotional and mental health difficulties. In addition, discrete activities for Pupil Premium Pupils are also planned throughout the year in an attempt to offer them experiences they otherwise might not receive.

We work closely with families to identify and overcome barriers to regular attendance, offering personalised support, early intervention, and a welcoming school environment that encourages every child to feel safe, valued, and eager to attend.

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

Challenges

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

Challenge number	Detail of challenge
1	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. EAL Pupil Premium pupils make less progress in their language skills than their peers
2	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.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading and maths.
5	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. Teacher referrals for support have markedly increased during the pandemic. More currently require additional support with social and emotional needs. A number of Pupil Premium pupils require support due to lack of self-belief and confidence in their abilities
6	Our attendance data for 2023 – 2024 indicates that attendance among disadvantaged pupils is at 93% compared to all pupils at 95.8%. Our attendance data for 2024 – 2025 indicates that attendance among disadvantaged pupils is at 93% compared to all pupils at 95.8%. In 2023 – 2024, 26% of disadvantaged pupils have been 'persistently absent' compared to 9% of their peers during that period.

	In 2024 – 2025, 24% of disadvantaged pupils have been ‘persistently absent’ compared to 11% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
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Target aims for Pupil Premium pupils 2025 – 2026

Aim for July 2025	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 26
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 26
Progress for PP children is accelerated to close the attainment gap	1/3 of PP children lift up an attainment judgement across the Key Stage	July 26
	No PP child drops back a judgement	July 26
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 26
Attendance	To improve the attendance of Pupil Premium children to 96%+.	July 26
	To improve the attendance of Persistent Absence Pupil Premium children to 25%	July 26
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 26

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 2025/26 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 2025/26 show that more than 80%+ of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • 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.	Sustained high attendance from 2025/26 demonstrated by: • 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 **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
To continue to work with our TFW consultant to improve standards in writing for all children.	TFW is a proven approach to improving children's spoken and written English. Our own analysis shows how children's choices of vocabulary in their speaking and writing is more appropriately used and broader. A greater proportion of children are achieving ARE and HS https://www.talk4writing.com/about/	1,3, 4, 6
To implement carefully planned out vocabulary for EYFS to develop language acquisition and understanding To develop a whole school communication and interaction s approach to enhance children's oracy.	Improving early education through high-quality interactions EEF	1,3, 4, 6
Further embed Makaton across the school to enhance communication.	Makaton is proven to increase communication and social interaction between children 965 How effective is Makaton in encouraging communication, the formation of speech, and enhancing positive social interaction in children and young people? Archives of Disease in Childhood (bmj.com)	1,2,3,4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce and further embed Read, Write, Inc DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2,3,4,6
To further develop fluency strategies following on from advice given in our reading audit	Staff will attend training and internal CPD will take place to enhance our teaching of reading in school so that more children, including disadvantaged children achieve HS. Whole class reading is being introduced from Year 2 – 6. The reading framework - GOV.UK	3,4,6
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. The introduction of Master Maths in EYFS and KS1 Regular Maths CPD for Staff with Sara Gent	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Twinkl PSHE across the school to help children develop their personal social and emotional skills. Begin to implement Zones of regulation and emotional coaching.	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)	5
To build retrieval practices and the use of Knowledge organisers into our daily teaching	There is extensive research that shows that cognitive overload can prevent children from committing ideas to their long-term memory. Therefore keeping our curriculum precise and sequenced can lessen this load and allow children to bring to new situations prior learning. That revisiting knowledge and skills frequently can help children to remember key work taught. https://teacherofsci.com/principles-of-instruction/	6

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
To introduce targeted language support in small groups (at KS1). Based on CPD from the Trust speech therapist and are very vocabulary based	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	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils but also all of those children who require additional support from R to Year 3. Groups are reviewed regularly, and children assessed to ensure they are being targeted appropriately	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	1,2,3,4,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teaching interventions such as preteaching, metacognitive strategies, scaffolding, feedback sessions, and booster. These are targeted at all children, including disadvantaged and high ability children who it is felt would benefit from such interventions.	Pre-teaching groups, scaffolding learning and using meta-cognitive strategies help introduce new vocabulary to children before the start of their teaching session. This over learning along side breaking learning down into 'chunks' to avoid cognitive overload has proven to help children make accelerated progress. Not just children with SEND but all children can benefit from such approaches https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send	1,3,4,6

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: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	6
Staff working with MHST to identify the most appropriate support for individuals A member of staff is a qualified Mental Health Lead and this informs our practice. Children are being trained to be Peer Mentors to support mental health in school. We are also introducing Snacker- chats and a site squad	https://thenationalcollege.co.uk/news/whatis-the-role-of-a-designated-mental-healthlead	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Individuals and small groups targeted with mental health support including talking therapies, art therapy, self esteem and managing feelings interventions. All children take part in mindfulness sessions	EEF Social and Emotional Learning (1).pdf	5
Monitoring attendance of PP children	EEF Research into Improving Pupil Attendance – FE News Working together to improve school attendance - GOV.UK (www.gov.uk)	
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures for the attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
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

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 2024 to 2025 academic year.

Aim for July 2025	Target	Target date	Pupil Premium Outcome Strategy
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 25	Year 1 – 6 Reading 51% Writing 44% Maths 56%
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 25	Year 1 – 6 Reading 51% Writing 44% Maths 56%
Progress for PP children is accelerated to close the attainment gap	1/3 of PP children lift up an attainment judgement across the Key Stage	July 25	Stacey to work out
	No PP child drops back a judgement	July 25	Stacey to work out
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 25	71% of Year 1 = to National PP 80% of Year 2 = to National PP
Attendance	To improve the attendance of Pupil Premium children to 96%+.	July 25	School PP
	To improve the attendance of Persistent Ab-	July 25	School PP 92.6% compared to National 92.1% PA =

	sence Pupil Premium children to 25%		
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 25	Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year and continuous to be a strong theme across school due to individual and family circumstances. The impact has been particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupil's using external agencies who delivered mental health seminars for pupils and parents. We also provide ELSA support for individuals who need further individual mental health support. Other initiatives include 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
Talk 4 Writing	Talk 4 Writing Consultant
English Hub	English Hub Consultant
Read, Write, Inc	DfE Approved SPS

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
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