

Pupil premium strategy statement:

The Roundhill Academy 2018-19

| 1. Summary information | | | |
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| School | The Roundhill Academy | | |
| Academic Year | 2018-19 | Total PP budget | £165,950 |
| Total Number of students | 830 | Number of students eligible for PP | 177 |

| 2. Barriers to future attainment (for students eligible for PP including high ability) | |
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| In-school barriers (issues to be addressed in school) | |
| A | The attendance of disadvantaged students is less than that of other students in school |
| B | There is a negative behaviour incidents gap in favour of disadvantaged students relative to other students |
| C | Disadvantaged students, as well as other students in the school, do not undertake wider reading and so have vocabulary, comprehension and other reading deficits. |
| External barriers (issues which also require action outside school) | |
| D | The disadvantaged students do not necessarily realise their own potential, and therefore can be lacking in self-efficacy and knowledge about opportunity. This is linked to a cultural capital deficit and thus lack of educational ambition to succeed in their studies |

| 3. Outcomes | | |
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| | Desired outcomes | Success Criteria |
| A | Improved attendance of disadvantaged students, further closing the gap relative to other students in school | Attendance of disadvantaged students to improve on 2017-18 attendance of 90.74%, closing the gap to other students so that is less than 2.0% |
| B | Improved behaviour of disadvantaged students, further closing the gap relative to other students in the school. | Fewer behaviour incidents recorded for disadvantaged students on the school system (without changing recording practices or standards, and the gap to other students in terms of negative points, seclusions and exclusions to be less than occurred in 2017-18 |
| C | Improved reading skills, range of vocabulary and comprehension skills | To be seen in improved outcomes of disadvantaged students to improve on the P8 score in 2018. |
| D | Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | To be seen in the outcomes of disadvantaged students, to improve on the A8 score in 2018. Aspirations of Year 11 students to be reflected in post -16 destinations with proportions of disadvantaged students moving on to Level 2 and 3 courses to be in line with prior attainment of the cohort. NEET figures to be less than in 2018. |

| 4. Planned expenditure | | | | | |
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| Quality first teaching for all | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure that it is implemented effectively? | Staff lead | When will progress be reviewed |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Go4Schools seating plan module | Disadvantaged students are in need of targeted support in class if they are underachieving, and this ensures students get more immediate first wave intervention | Use of data and barriers/strategies will be QA'ed by Heads of Faculty and SLT; seating plans will be a requirement of lesson observations to observe scaffolding of disadvantaged students | CHA SDH RWR Heads of Faculty | Half-termly identified in QA calendar |
| B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school | Cover supervisors | Disadvantaged students benefit from consistent teachers, therefore when teachers are unavoidably absent from lessons, familiar cover supervisors ensure progress gaps do not open. | Monitor quality of cover work set and progress gaps in classes where cover is used | SDH Heads of Faculty | Data review blocks (10 weeks) |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Assessment tracking, data manager and data administrator | Timely and in depth data analysis, ensures that staff are held to account so that interventions can put in place and be evaluated to ensure they are effective. | Analysis of interventions show them to be effective in raising achievement. | RWR Heads of Faculty | Data review blocks (10 weeks) |
| B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school | Reorganisation of behaviour team to Year Head model to improve consistency of behaviour mentoring | Improved metacognition and self-regulation improves student ability to maintain attentional focus and positively manage behaviour situations | Monitoring of behaviour data of disadvantaged students | HBL Heads of Faculty | Data review blocks (10 weeks) |

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| C. Improved reading skills, range of vocabulary and comprehension skills | Level 3 Curriculum Teaching Assistants in English | Having a high level teaching assistant in English increases the range of effective intervention around inference and comprehension (skills with lowest outcomes at primary level) | Monitoring of outcomes and progress data of students in KS3 English | MRU VPE SDH | Termly data review |
| B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school | Revised behaviour policy for rewards sanctions, student and teacher expectations. | Improved focus on behaviour interventions, self-regulation and metacognition | Monitoring of behaviour data of disadvantaged students | SDH Head of Year JPA NWI (spire) | Data review blocks (10 weeks) |
| A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school | Revised standards and procedures for tutors for attendance monitoring | Early intervention and parental communication with disadvantaged students falling below 95% attendance reduces further drop and risk of PA | Analysis of attendance data Tutor review | HBL Heads of House KHA | Weekly attendance monitoring Data review blocks (10 weeks) |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Revised policy and practice for student feedback | Uniformity in presentation of written feedback encourages disadvantaged students to engage with feedback more | Work scrutiny and monitoring of outcomes data | CHA Heads of Faculty | Termly identified in QA calendar |
| C. Improved reading skills, range of vocabulary and comprehension skills | Revised Teaching and Learning model to increase focus on oracy, precision in using language and skills of self-instructing/ self-editing across all lessons | Consistent application of literacy approaches across all lesson increase habitual use of correct language strategies | Learning walks and lesson observation Work scrutiny Student voice | SDH CHA VPE HPI Heads of Faculty | Termly identified in QA calendar |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Revised Teaching and Learning model to increase focus on retrieval practice | Improve recall on low stakes quizzing increases self-efficacy to improve perceptions of potential | Learning walks and lesson observations Student voice | SDH CHA HPI Heads of Faculty | Termly identified in QA calendar |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Revised teaching and Learning model to increase focus on use of modelling and analogy | Research shows that modelling and use of visual strategies is particularly effective in improving understanding in higher attaining disadvantaged students | Learning walks and lesson observations Student voice | SDH CHA HPI Heads of Faculty | Termly identified in QA calendar |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | PiXL subscription with CPD for SLT and Heads of Faculty | Access to teaching resources and methodologies developed and proven in successful schools to improve outcomes for disadvantaged students | Analysis of interventions and teaching strategies show them to be effective in raising achievement Monitoring of outcomes data | RWR Heads of Faculty | Data review blocks (10 weeks) |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | CPD for Teaching staff | Quality first teaching needs to be consistently good and, therefore differentiated CPD supports this. | Minute from faculty briefings, record of T and L meetings Lesson observation and learning walks Intervention records | CHA SDH HPI Heads of faculty | Weekly meetings Termly identified in QA calendar |
| B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school | CPD for Behaviour Support staff | Knowledge of techniques and strategies to help develop self-regulation and executive function of disadvantaged students will improve their attentional focus in lessons | Monitoring of completion of identified courses | CHA | Ongoing |

| Targeted Support | | | | | |
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| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure that it is implemented effectively? | Staff lead | When will progress be reviewed |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Learning mentors assigned to individuals and groups of disadvantaged students for regular data reviews | Showing disadvantaged students progress, discussing targets and planning next-step strategies (metacognition) is shown to increase engagement and accelerate progress | Analysis of outcomes data Student voice Lesson observation and learning walks | SDH SLT AWI/SAU | Data review blocks (10 weeks) |
| A. Improved attendance of disadvantaged students, further closing the gap relative to other students in school | Attendance Officer | Targeted intervention with PA students to reduce absenteeism | Analysis of attendance data of disadvantaged students to show gaps closing | HBL K | Data review blocks (10 weeks) |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. | KS3/4 Enrichment and visits budget | To allow Disadvantaged students to engage in educational visits, to positively impact on their progress in class and build their cultural capital. Arts participation | Analysis of attendance data of disadvantaged students to show gaps closing Analysis of outcomes data | SMC SDH | Data review blocks (10 weeks) |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. | Appointment of pupil premium champion the Leicester City initiative | Working with external agencies provides a different view to raise aspiration | Analysis of attendance data of disadvantaged students to show gaps closing Analysis of outcomes data | SDH JPT | Data review blocks (10 weeks) |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Funding to purchase necessary equipment for design and sport subjects | Lack of resources both in school and to practice at home is a barrier to learning and engagement | Data analysis to show improve attendance in subjects identified | SDH SMC Heads of Faculty | Ongoing |
| C. Improved reading skills, range of vocabulary and comprehension skills | Funding to provide copies of set texts for KS4 students in English | Access to text both inside and outside of school increases opportunity for reading | Data analysis of outcomes in English | SDH VPE | Data review blocks (10 weeks) |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Governors Hardship Fund | At the discretion of Heads of Year, the Hardship Fund is available to provide emergency items (e.g. uniform) to those DD students whose family circumstances mean they are in need of support. | Analysis of attendance data | SDH HBL Heads of Year | Data review blocks (10 weeks) |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Bespoke revision packs | Allow disadvantaged students to target key areas of revision more effectively, increasing engagement and self-efficacy | Analysis of student outcomes Student voice | | Data review blocks (10 weeks) Termly identified on QA calendar |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Targeted tutor time and after school revision sessions | Increase engagement in retrieval practice and retention of key foundational knowledge to help improve self-efficacy and realisation of potential. | Analysis of student outcomes Student voice Analysis of attendance data | | Data review blocks (10 weeks) Termly identified on QA calendar |
| Other Approaches | | | | | |
| Desired outcome | Chosen action/approach | What is the evidence and rationale for this choice | How will we ensure that it is implemented effectively? | Staff lead | When will progress be reviewed |
| B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school | Personal invites for parents of Disadvantaged students to parents evening | Increased engagement and support of parents improves student outcomes | Analysis of attendance data for parents evening | SDH | Each parents evening |
| C. Improved reading skills, range of vocabulary and comprehension skills | Refurbishment and restocking of library | More student focused material increases uptake of borrowing books | Analysis of library loans | SDH | Termly |

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| C. Improved reading skills, range of vocabulary and comprehension skills | Appointment of Librarian | Having a fulltime, specialist librarian will aid targeted reading sessions and promote wider reading across the school. | Analysis of English outcomes data Student voice | RWR VPE CHA | Data review blocks (10 weeks) Termly identified on QA calendar |
| B. Improved behaviour of disadvantaged students, further closing the gap relative to other students in school | Enhanced Year 6 primary school liaison for disadvantaged students | Increased knowledge of student results in them settling more quickly in year 7 to avoid a 'dip' | Analysis of attendance data Student voice Analysis of behaviour data | MRU HBL | Data review blocks (10 weeks) Termly identified on QA calendar |
| D. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well | Water and breakfasts on day of exams for students | From previous feedback from students, many do not eat or drink well on the day of exams. Providing these items ensures they are able to concentrate better in exams. | Student voice | SDH RWR | Termly identified on QA calendar |