

### Roundhay School, Leeds

Roundhay School is a multi-cultural comprehensive with approximately 25% of pupils being eligible for pupil premium funding. Roughly a quarter of their pupil premium students have a Special Educational Need (SEN), as compared to about 15% on non-pupil premium students.

At Roundhay, closing the attainment gap is done via 'Core Raising Achievement' meetings involving Team Leaders and relevant Senior Leaders and through regular data collections covering both academic achievement and also attitudes to learning, to inform effective interventions. At the primary campus, pupil progress meetings and Leading Learning Team meetings inform decisions about the relevant interventions for identified pupils.

Interventions come in a variety of forms but are specific to the needs of the pupil/group of pupils and not simply generic strategies. Examples of such strategies at Roundhay include:

- The creation of an extra Maths set in year 11 to give smaller class sizes for those pupils in need of closer monitoring/intervention.
- The creation of a year 11 challenge designed to motivate and inspire reluctant learners who are underachieving and/or showing a poor attitude to learning
- Small group tuition sessions, particularly in Maths and English
- Using 6<sup>th</sup> form helpers in lessons to motivate pupils
- A staff mentoring scheme where pupils are allocated to a key member of staff who oversee their progress both academically and in terms of their attitude to learning.

#### Pupil Premium Funding & Spending

The pupil premium funding is spent in a variety of ways, including investment in both academic and pastoral initiatives. The total funding received for 2013-2015 is shown below:

Funding Stream	2013-14	2014-15
Pupil Premium Allocation	290,700	296,465
Looked After Children Grant	3,300	9,500
Pupil Premium Summer School	15,000	14,800
Total Income per year	309,000	320,765

A breakdown of the projected expenditure for the year 2014-15 is shown below:

Improvement Initiative	Amount (£)	Description
<b>Improving Numeracy and Literacy</b>		
Accelerated reader	2000	Pupil Premium pupils took part in the Accelerated Reader scheme across Key Stage 3. This scheme is designed to improve reading and comprehension as measured by an increase in a pupils' reading age.
Reading Matters	1000	Reading Matters is a 10 week programme where trained volunteers work with pupils, highlighted by the school, who struggle with literacy/reading.
T&L Literacy/numeracy coordinator	5000	A School literacy and a School numeracy coordinator have been appointed in order to prioritise both numeracy and literacy across the whole curriculum. A key focus is to ensure that numeracy and literacy is embedded into the teaching of all departments and is delivered consistently. All pupils are intended to benefit from this along with those who are PP.
Year 11 English Intervention sessions	2000	A series of intervention sessions were conducted in advance of the November examinations, including taking pupils off timetable for a day to work with the English Department.
<b>Improving Academic outcomes</b>		
Appointment of Deputy Headteacher (Pupil Achievement)	12500	A Deputy Headteacher has been appointed with specific responsibility for pupil tracking and achievement for all groups of pupils including those in receipt of PP.
Assistant Headteacher appointment	15000	An additional Assistant Headteacher has been appointed to oversee the Pupil Premium Provision and to ensure outcomes for these pupils are maximised.
Off-site provision	68105	Educational provision not provided at Roundhay School for pupil premium pupils who are off-site for part of their education e.g. 1 day at college.
Small group intervention	5000	Pupils are selected for small group intervention in Maths and English if they are not reaching their target grade. The length of the intervention depends on individual need.

## Annex C

<b>Improvement Initiative</b>	<b>Amount (£)</b>	<b>Description</b>
Extra Maths set	5000	Pupils are selected for small group intervention in Maths and English if they are not reaching their target grade. The length of the intervention depends on individual need.
Year 11 Challenge	7000	An extra Maths group in Year 11 has been created in order to ensure that pupils can get more focussed intervention within lessons.
1/2 term study support	5000	The Year 11 Challenge is a programme designed to help pupils at risk of underachieving. The challenge focuses on 40 pupils and offers them a bespoke programme to ensure they achieve in line with their potential. It involves pupils completing a series of tasks to help with their academic studies as well as other interventions such as Master classes and help with revision techniques.
Extra teaching group in Years 7, 8 & 9	45000	Revision sessions and coursework catch up take place in school holidays to ensure that all pupils have every opportunity to succeed.
Extra set in English, Maths and Science in Key Stage 4	30000	An extra teaching group has been created in years 7, 8 and 9. This was done in order to reduce class sizes and therefore make teaching and learning more effective by allowing teachers to tailor lessons to the needs of all learners more effectively.
Data team support	15000	3 people employed (2 part time, 1 full time) to collect analyse and track data across all year groups.
<b>Pastoral and whole-pupil support</b>		
Attendance Officer	20000	A pupil's attendance is a key indicator of future success. We employ 1 full time Attendance Officer who also gets administrative support.
Key Stage 3&4 Mentors	31000	Learning Mentors are employed who work closely with pupils in Key Stage 3 and 4. This involves both academic and pastoral mentoring.
Year 8 Residential	11000	Year 8 week long residential which is attended by most year 8 pupils. Pupil Premium pupils are helped with the expense of the trip.

<b>Improvement Initiative</b>	<b>Amount (£)</b>	<b>Description</b>
Leeds Ahead	4000	Programme which helps raise pupils' aspirations and attainment through work related learning.
Realising Potential Project & Personal Finance	3500	Course for targeted pupils which looks at raising self-esteem and aspirations with the ultimate aim of improving final outcomes.
Pupil support (including trips)	7000	Money spent supporting pupils with purchasing uniform, equipment, textbooks and other essentials.
Pupil Premium Summer School	14800	The summer school was run for Pupil Premium pupils who were going to be new to Roundhay school. The summer school lasted for 2 weeks and was attended by 15 pupils.
6th Form transition tutor	6000	The transition tutor works with pupils to prepare them for the different challenges they will face in 6th form as compared to key stage 4.
Careers advice/service	6000	Money spent ensuring that pupil premium pupils make appropriate choices and are offered good advice concerning their future.
<b>Total</b>	<b>320905</b>	

### Funding Focus – Primary Campus

The focus for the use of pupil premium funding at the primary campus is in four main areas. The first three have been identified as the greatest barrier to children's learning with PSED, speech and language and reading being well below age-related expectations on entry to Reception. By employing consultants who can provide expertise in those specific areas, allows us to target individuals with the greatest impact. Additional support is provided by a Higher Level Teaching Assistant who is able to work with parents, children and provide in-class support to a wide range of pupil premium pupils throughout the school day.

<b>Improvement Initiative</b>	<b>Amount (£)</b>	<b>Description</b>
Play Therapy	11000	A trained play therapist is employed for two days a week to work with individual pupils, groups of pupils and parents. Staff also receive regular advice, support and training on supporting children's personal, social and emotional needs.

<b>Improvement Initiative</b>	<b>Amount (£)</b>	<b>Description</b>
Speech & Language Therapy	6000	A speech and language therapist is employed to work with individuals, staff and parents for one day each week for 26 weeks of the year
Reading Recovery Teaching	4000	An experienced reading recovery teacher is employed from November to April to work one day a week with Year 1 Pupil Premium children who need to catch up with their peers. This teacher also provides support and advice for parents and staff and training for staff early reading and writing.
Higher Level Teaching Assistant	9000	An experienced HLTA works part time throughout Reception and Key Stage 1, carrying out interventions and providing in-class support for pupil premium children.

The total spending across both the primary and secondary campus is therefore £350,905.

### Attendance

Roundhay recognise that for pupils to succeed, attendance is critical. Improving and maintaining attendance has therefore become a fundamental part of improving standards.

Pupils who fall below the government minimum attendance requirement (92%) are identified and monitored by the school attendance officer. In 2013/2014, 50 of the pupils who fell into this category were Pupil Premium students. The most recent National Attendance figure for all pupils in secondary education was 95.6%, a figure which was equalled or exceeded by Pupil Premium pupils at Roundhay Secondary campus across 4 out of 5 year groups. Similarly, in primary education the national attendance figure for all pupils was 95.3%. This figure was exceeded by pupil premium pupils in year 1 last year.

### Attainment & Progress

Within the primary campus the number of pupil premium pupils in each year group is relatively small and therefore year-on-year comparisons can be difficult as 1 or 2 pupils can have a significant impact on the data. However, it is still vitally important to track and monitor the pupil premium group so that underachievement can be tackled. All pupils who are highlighted as not meeting age-related expectations in any of the prime areas will receive support and intervention in order to improve in the specific area of

underachievement. These interventions are closely monitored by both the classroom teacher and the leadership group to ensure that they are effective and further interventions continue to take place when necessary.

End of EYFS:	2013	2014
GLD – All pupils	85	73
GLD – Pupil Premium	80	50
Attainment Gap	-5	-23
National Attainment Gap	-19	?

Cohort 2013/2014:

- 8 pupils (13%)
- 50% of the pupil premium children were at age-related expectations or above in all of the prime areas and literacy and mathematics (GLD).

Cohort 2012/2013:

- 5 pupils (8%)
- 80% of the pupil premium children were working at age-related expectations or above in all of the prime areas and literacy and mathematics (GLD).

	2013	2014
All pupils	n/a	78
Pupil Premium	n/a	80
Attainment Gap	n/a	+2

Year 1 –  
Phonics

Screening:

Cohort 2012/2013:

- 5 pupils (8%)
- In phonics, 4 pupil premium children (80%) met the required standard in the Y1 phonics screening check. This is in line with performance for the whole cohort (78%).
- All pupils are currently on track to be at age-related expectations at the end of Key Stage 1 in reading and maths. For pupils who are currently not on track to meet age related expectations in writing, several key interventions are being used to improve performance. The impacts of

these interventions will be closely monitored for all pupils and further interventions will be employed where required.

#### Key Stage 4:

Subject	2011	2012	2013	2014
%5A*-C (inc Maths and English)	-37	-30	-14	-28
%EBacc	-10	-27	-21	-22
% Exp. Progress in English	-10	-10	-3	-8
% Exp. Progress in Maths	-41	-15	-8	-26

Governmental policy changes made in September 2013 mean that only a pupil's first entry for any qualification will count in a school's published data. Therefore making direct comparisons in absolute attainment with previous years can be difficult and misleading. However, the gap between the attainment of pupil premium pupils and non-pupil premium pupils is still a valid measure. The table below summarises how the gap between pupil premium pupils and non-pupil premium pupils has changed over the past 4 years across a series of important measures.

The gaps across all key measures have generally narrowed over the past 4 years. Between 2013 and 2014 the gap has widened for 3 of the key measures, but in all 3 cases the gap in 2014 is smaller than it was in 2011 when the comparison began. The only exception to this is the gap for the EBacc measure which was very small in 2011. Whilst the gap is bigger in 2014 than in 2011 the general trend over the past 3 years shows an overall improvement and in fact a greater proportion of pupils achieved the EBacc in 2014 than in 2011 (23% in 2014, 19% in 2011). The figure in 2014 also means that pupil premium pupils at Roundhay School are only 4% below non-pupil premium pupils nationally (based on 2013 figures).