

Pupil premium strategy statement – Roundwood School

--

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	50 (number of pupils fluctuate according to dual registration as an AP)
Proportion (%) of pupil premium eligible pupils	22/41 53.65%
Academic year/years that our current pupil premium strategy plan covers	25/26
Date this statement was published	Jan 2026
Date on which it will be reviewed	December 2026

Statement authorised by Nagla Salama Pupil premium lead Nagla Salama
Governor / Trustee lead Mark Malcolm

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,196
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£17,196

Statement of intent

Our Pupil Premium strategy is underpinned by a clear commitment to equity and high expectations for all disadvantaged pupils. We aim to remove barriers to learning through a strong focus on high-quality teaching, targeted academic support, and effective pastoral provision. The strategy prioritises improving outcomes, attendance, behaviour, and personal development so that disadvantaged pupils achieve at least as well as their peers. Leaders rigorously evaluate the impact of spending using evidence and data, ensuring that funding is used effectively, sustainably, and in the best interests of pupils.

At Roundwood we ensure that all pupils have opportunity to succeed through rich and effective activities that have a meaningful impact. We pride ourselves on offering a variety of Sports activities such as Goals, Boxing sessions, Music Therapy, Art therapy as well as mentoring, counselling and SALT. The approach to learning through creative learning and physical activities ensure this inclusive to all learners with different learning needs.

Challenges

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

Challenge number	Detail of challenge
1	Academic Gaps: Significant gaps in core literacy and numeracy skills resulting from previous disrupted education.
2	Attendance & Punctuality: Disadvantaged students often present with persistent absenteeism and low engagement due to external social barriers.
3	SEMH & Resilience, mental health and wellbeing: High levels of anxiety and lower self-esteem, impacting the ability to maintain a full-day academic load.
4	Engagement: Social isolation and disengagement from traditional classroom settings.

5 Cultural Capital and Life Experience

Many pupils have limited access to enrichment, wider life experiences and positive role models due to economic disadvantage and social isolation. This can narrow aspiration and self-belief.

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 Academic Progress including but not limited to an improvement in pupil's basic skills in English and Maths	• Through achievement of their short-term targets on their EHCP's • Pupils will develop the love of reading, learning and engagement. • Attend more bespoke interventions to reduce their learning gap • Re-engage the pupils in their learning through therapeutic and nurturing strategies with individualised focussed learning.
To improve behaviour in all pupils including attendance and punctuality, as well as behaviour towards their learning.	• Behaviour incidents and exclusions are reduced over time, with no disproportionate impact on disadvantaged pupils. • Pupils demonstrate positive learning behaviours, including engagement, respect, and resilience, as evidenced through lesson observations, learning walks, and pupil voice. • Attendance and punctuality improve, particularly for pupils previously identified as at risk of persistent absence. • Staff consistently apply the school's behaviour policy, resulting in predictable routines and calm, purposeful learning environments. • Pupils report feeling safe, supported, and able to learn, as reflected in

	surveys and discussions. • Parents and carers express confidence in the school's approach to behaviour and support.
To develop personal development through enhanced wellbeing	• Engagement with the Duke of Edinburgh programme • Attend Careers programmes and careers trips – writing C.V workshops, accessing colleges and completing applications • Weekly Goals sessions

3

	• Mentoring and therapeutic input
Re-engaging pupils back into learning through individualised therapeutic support	• SALT – working with zones of regulation • Counselling – ensuring pupils are accessing a safe platform where they can offload and talk in a safe space • Mentoring service – to engage with supportive mentoring that is supportive addressing SEMH needs and student concerns including contextual safeguarding concerns.

To empower the parents to fully understand and support the SEMH needs of their child

- Parent coffee mornings and conversations/ parenting classes.
- School website / information site
- Outreach work with mentors
- Parenting programmes

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: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Science & Strategic Lead Support	Weekly Trust-led Science specialist and bi-weekly Strategic Lead for Teaching.	1
<i>Dedicated PSHE Teacher</i>	Transitioning from form tutors to specialists improves lesson quality and consistency (EEF guidance).	1,3

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

Budgeted cost: £11,652

4

Activity	Evidence that supports this approach	Challenge number(s) addressed
Face to face tuition through Catch up Academy	Pupils attending daily tuition at home, library or the Civic Centre for students who are unable to attend school in person, are at risk of harm or are affected by contextual safeguarding risks.	1,2,3,4
<i>Mentoring</i>	Students are given 1-2-1 mentoring and support to help re-engagement with academic studies and to support wellbeing.	1, 2,3,4

HLTA Specialist Interventions
EEF Impact (Small Group Tuition): +4

1
months. The EEF notes that small

group tuition is most effective when it is targeted at specific gaps identified through assessment. Our HLTA focuses on intensive literacy/numeracy.

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

Budgeted cost: £ 2,700 (transport costs to and from the activities are not included in this)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrichment & Engagement	Boxing, GOALS, Dino Week, and DofE to reach socially isolated young people.	4,5
<i>Community Partnerships</i>	Collaborating with "Sports at the Heart" and local guest speakers to build cultural capital.	3, 4, 5

Total budgeted cost: £20,352

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal summative and formative data, alongside national assessment benchmarks, indicate **no significant gap** in progress or attainment between pupils eligible for Pupil Premium (PP) and their non-eligible peers.

At Roundwood, barriers typically associated with economic disadvantage—such as disrupted education, trauma, and SEMH needs—are shared across the entire cohort. Consequently, our PP-funded strategies are intentionally **universal and embedded**. This ensure equity of access, where support is driven by clinical and educational need rather than a narrow focus on eligibility.

Wider Development & Engagement

Evaluations of emotional regulation, attendance, and social development show consistent, incremental improvement across the cohort:

- **Relational Consistency:** Outcomes are strongest where trauma-informed routines and staff consistency are sustained.
- **Non-Linear Success:** We recognise that for our students, academic success is often preceded by measurable improvements in wellbeing and engagement. Enrichment opportunities play a critical role supporting wellbeing and engagement.
 - **Parity of Growth:** Pupil voice and staff observations confirm that PP-eligible students engage with enrichment (DofE, Boxing, "Goals") at the same high frequency as their peers, with no discernible gap in social development.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
GOALS	Wembley GOALS
Magic Words	SaLT
Counselling	London Young counselling
Music Engagement	HMDT

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

n/a

The impact of that spending on service pupil premium eligible pupils

n/a

7

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

8