

Pupil premium strategy statement – Roman Way Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	227
Proportion (%) of pupil premium eligible pupils	18.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2026
Statement authorised by	Sital Shah, Headteacher
Pupil premium lead	Anna Dean
Governor / Trustee lead	Julie Burgess

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,640
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£63,640

Part A: Pupil premium strategy plan

Statement of intent

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.

The activity we have outlined in this statement is also intended to support the needs of children who are not Pupil Premium recipients but have other vulnerabilities, such as those who have a social worker and those who are young carers.

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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

At Roman Way Academy, we are committed to provide a curriculum that has the wellbeing, development and understanding of every child at its core. Children at Roman Way access learning through imaginative play, new challenges and real life experiences. We aim to make learning memorable and knowledge rich so every child knows more and remembers more regardless of their starting points. This strategy is aimed at ensuring that all children are able to access the same high quality, broad and balanced educational experiences, thus enhancing cultural capital for all learners.

Our ultimate aims:

Progress and attainment

✓ Improve outcomes for pupils - ensure pupils' knowledge gaps in reading, writing and mathematics are addressed. It is important to note that most pupils enter the school well-below the national expectation.

Language Development

✓ Improve oral language skills and increase pupils' progress in reading.

Additional needs

✓ Ensure pupil premium pupils with SEND (multiple vulnerabilities) make good or better progress from their low starting points.

Social, Emotional, Mental Health

✓ Prioritise the social, emotional, mental health and wellbeing of all pupils and particularly pupils in receipt of PPG, thus enabling them to access and retain learning.

Attendance

✓ Improve the attendance of pupils in receipt of PPG to 96%.

We aim to meet our objectives by:

- ✓ planning and delivering a personalised, broad and balanced curriculum and wider learning opportunities which meet the needs of all learners;
- ✓ acting early to intervene with appropriate provision at the point needs are identified;
- ✓ adopting a whole school approach in which all educators take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- ✓ engaging with parents and carers by providing support including learning workshops and learning events.

Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> Poor oral language, communication skills and vocabulary gaps in pupils from Reception through to Year 4 Children enter school with low baselines, poor language development, speech and language difficulties that have not been assessed or supported due to lack of awareness or long waiting time for NHS assessments.
2	<ul style="list-style-type: none"> Children struggling to access learning due to social and emotional difficulties. This impacts on their educational progress and attainment especially in the Early Years. A number of children are unable to achieve GLD as a result of poor PSED.
3	<ul style="list-style-type: none"> Lower attainment in early reading, writing and maths compared to their non-disadvantaged peers
4	<ul style="list-style-type: none"> Attendance and punctuality issues
5	<ul style="list-style-type: none"> Lack of parental engagement Monitoring indicates parents/carers of some of our pupils in receipt of PPG are less likely to attend workshops and learning events. Parents/carers may lack confidence and engagement to support their children with learning at home.

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
<p>Improved oral language skills and vocabulary</p> <p>All teaching staff will have a detailed understanding of the needs of each pupil in receipt of the PPG, and particularly those with SEND in their class, and plan how to address their needs accordingly.</p> <p>Pupils in receipt of the Early Years PPG will make good or better progress in</p>	<p>Evidence based training for all staff to improve oracy and language skills. Speech and language needs will be assessed as a baseline.</p> <p>Children will be identified early for S&L support and referrals. Staff will work alongside the S&L therapist and SENDCo to follow advice and reinforce activities in class.</p> <p>A variety of enrichment experiences and opportunities will be offered to all pupils, including PPG recipients. Cultural capital</p>

<p>speaking and listening, attention and understanding.</p>	<p>and language development will be boosted through these experiences, which will include trips, events, whole school celebrations and clubs.</p> <p>Pupils' oral language and vocabulary skills will be monitored through pupil book study discussions and steps to address areas for development will be actioned.</p> <p>Assessments and observations will show significantly improved oral language among disadvantaged pupils. This will be evident alongside other sources of evidence, such as engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Prioritisation of social, emotional, mental health needs</p> <p>Good social, emotional, mental health and wellbeing needs will be prioritised through specific programmes of support and targeted and planned organisation of the indoor and outdoor learning environments. This will impact positively on pupils' overall school attendance, attainment and self-esteem, as well a reduction in suspensions/exclusions.</p> <p>Pupils in receipt of the Early Years PPG will make good or better progress in PSED. An improvement in GLD at the end of EYFS will be evident.</p>	<p>PPG recipients will attend school regularly and have made at least expected progress or better in reading, writing and maths.</p> <p>Social and emotional needs will be addressed in class and where required teaching staff will seek advice and support from the SENDCo and work collaboratively with parents/carers. Targeted support will be accessed from the SEND Mental Health Support Team (MHST) and other specialist agencies as needed.</p> <p>Teaching staff will intervene where necessary to support families in ensuring children attend school regularly.</p> <p>Pupils will have opportunities to discuss their wellbeing. Pupil voice will evidence they feel safe and happy in school and are engaged and ready to learn.</p>
<p>Raise attainment in phonics, reading, writing and Maths</p> <p>Y4 MTC scores will improve (% scoring over 20 out of 25).</p> <p>There will be an increase in children achieving EXS in writing across the school.</p>	<p>Pupils in receipt of PPG will achieve at least in line with national average expected standard in the Phonics Screening Check in Year 1. Any gaps will be closed by the end of KS1.</p> <p>PPG will be a focus group in all areas of the curriculum including writing. This is a key focus on the SDP.</p>
<p>Attendance of pupils in receipt of PPG to be above 96%</p>	<p>Families will be identified and support put in place, where needed, at a lower</p>

	<p>level from our SENDCo / Attendance Lead.</p> <p>External support to be signposted to families as required. Continued support offered where external agencies are involved.</p> <p>Children in school and ready to learn – attendance of PPG families will be closely monitored and help will be given to improve children’s long-term outcomes.</p> <p>Fewer families will need higher level external support.</p> <p>Improved parental engagement – attendance at events, parent consultations, engagement with reading and other home learning.</p>
<p>Improved parental engagement with home learning and ability to support learning</p> <p>Where homework is not completed, parents/carer will be offered support, with reading prioritised.</p>	<p>Teachers will monitor completion of homework including reading and will communicate with parents/carers to investigate barriers and offer support.</p> <p>This may include sessions to model how to read with a child, help with accessing technology/websites or reasonable adjustments made for specific pupils.</p> <p>Whenever the homework policy is reviewed, parents and pupils will be consulted to ensure that homework is accessible to all.</p> <p>Specific parents will be invited and encouraged to attend parent workshops, Reception reading sessions, reading cafes and shared learning sessions delivered in school. An increase in numbers attending will be seen.</p> <p>These events will be promoted through newsletters, with feedback taken and shared with parents.</p> <p>Incentives to attend may be in place – refreshments, raffles (to win books or educational toys) etc.</p>

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD (cost of resources, cover) including mentoring and coaching for all educators with a focus on SEND (inc SEMH), phonics and early reading, writing and maths.</p> <p>Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional</p>	<p>Children passing the Phonics Screening has been lower than national average in recent years. Progress in phonics and early reading provides the foundations for future success. Phonics approaches that have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Effective learning is dependent not only on what is learned, but on how it is learned. Dehaene identifies four ‘pillars of learning’. These are simple ideas in themselves, but they form the basis of understanding that unites education with neuroscience and leads to the most effective learning.</p> <p>These four pillars are central to the resources and teaching approach of Little Wandle Letters and Sounds Revised. https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/</p> <p>Strategies identified within this report on ‘Improving Literacy in KS2’ will be adopted. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes and narrow the disadvantage gap. Research shows that it is highly effective and the short term investment will deliver long term impact at a low cost.</p>	<p>1,2,3,5</p>

<p>Qualifications (NPQs)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>NPQs can:</p> <p>provide training and support for teachers and leaders at all levels</p> <ul style="list-style-type: none"> • be completed around existing commitments • improve outcomes for children and young people • support staff development <p>https://www.gov.uk/guidance/national-professional-qualification-npq-courses</p>	
<p>CPD to impact positively on quality first teaching for all pupils.</p> <p>Ongoing CPD for teaching staff 'including bitesize CPD':</p> <p>adaptive teaching, scaffolding, modelling, sustained shared thinking, use of stem sentences, awareness of sensory needs, use of sensory circuits, effective use of sensory room, maths mastery etc.</p>	<p>Ofsted - The Pupil Premium How schools are spending the funding successfully to maximise achievement.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>The Education Endowment Fund guide to the pupil premium:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>1,2,3,4,5</p>
<p>CPD focus on explicit teaching of language and vocabulary skills development for all pupils, particularly</p>	<p>There is strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion (including think-pair-share) across the school curriculum are inexpensive to implement. They can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Approaches that focus on</p>	<p>1,2,3,5</p>

<p>those in receipt of PPG. Continue to develop oracy through storytelling, narration of play, use of stem sentences, think-pair-share etc. Improve listening, narrative, vocabulary, recall skills. Some pupils in receipt of PPG have relatively low spoken language skills. 'Reading Cafes/ Picnics' and workshops for parents</p>	<p>speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>CPD - Behind the behaviour training Develop a behaviour curriculum.</p>	<p>EEF research indicates that:</p> <ul style="list-style-type: none"> - <i>“Teaching learning behaviours will reduce the need to manage misbehaviour</i> - <i>Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning</i> - <i>Teachers should encourage pupils to be self-reflective of their own behaviours.”</i> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	<p>1,2,4,5</p>

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

Budgeted cost: £31,140

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Provide precise and effective small group interventions and pre-teaching.	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1,2,3
Provide additional guided reading and one to one reading sessions to all children needing to make accelerated progress. Recruit volunteer readers and deliver CPD.	<p>Accessibility to a wide range of reading books is imperative for developing positive reading habits and engagement in reading for pleasure (DFE, 2012). Limitation of vocabulary knowledge is a predictor of achievement which is often linked to socioeconomic status. OUP 2021 Research 'Word gap' suggested that pupils growing up in poverty hear about 30 million fewer words in conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both children's literacy and numeracy attainment. Targeted reading and phonics interventions for children not meeting expected standard improve progress of these children and may close the gap.</p> <p>https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=international</p>	1,2,3,5
<p>Educators to deliver Speech, Language, Communication interventions following Speech and Language Therapist visits.</p> <p>Intensive interaction</p> <p>Making Communication Happen</p> <p>Language groups – EY language learners</p> <p>- Language Explorers</p>	<p>A communication and language approach that emphasises the importance of spoken language and verbal interaction or young children. Based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning, (EEF 2021). Research shows that children involved in language intervention can make approx. 7 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	1,2,3,4,5

<p>- Language Adventurers. Woolgrove Outreach support to be accessed (local MLD school)</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving parental engagement and supporting attendance</p>	<p>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>2,3,4</p>
<p>Supporting behaviour CPD- Behind the behaviour training and Positive Mental Health Workshop for parents/.carers</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning (SEL) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to</p>	<p>1,2,3,4,5</p>

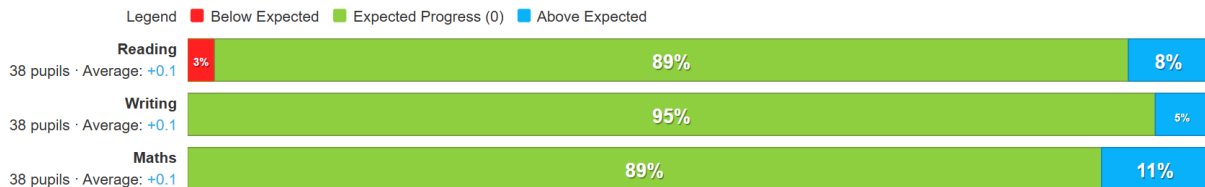
<p>(Zones of Regulation) Develop and implement a behaviour curriculum. New Kapow PSHE scheme implemented. Weekly outdoor learning session (minimum) Growth mindset promoted.</p>	<p>support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
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Total budgeted cost: £63,640

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The majority of pupils in receipt of pupil premium, including those with SEND, made expected or better progress from their starting points in reading and writing and most in maths.



The school invested in CPD to ensure that all teaching staff were trained to teach phonics following the Little Wandle programme. Rigorous monitoring and bitesize CPD has resulted in the programme being taught with fidelity and sustained over time. This includes Little Wandle interventions in Key Stage 2. Out of 38 pupils in receipt of pupil premium, 21 were on the SEND register and for this reason, we focused on SEND CPD for staff including sensory processing training and blank levels questioning. In addition, all children have benefitted from interventions on semantics, times tables and speech and language.

The outdoor environment has been developed to enhance enrichment opportunities for pupils, which has impacted positively on their wellbeing, as evidenced by pupil voice discussions and surveys. The Zones of Regulation approach continues to have a significant impact on pupils' ability to recognise their emotions and regulate themselves through relevant strategies. Parental engagement with this has increased through sharing of video presentations. This has enabled parents to use the same approaches at home.

The attendance and punctuality of pupils in receipt of pupil premium is in line with those of peers. Children in receipt of pupil premium have been targeted for extra reading and homework help, including during breakfast club. 43% of the total pupil premium children in Year 1 passed the phonics screening check. Those children who did not pass were on the SEND register.

2024-25 overall attendance	
All pupils: 94.1%	PP: 94.6%

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

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

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.