



Roman Way Academy
Part of the Diamond Learning Partnership Trust

Pupil Premium Strategy Statement 2019-20

1. Summary information					
School	Roman Way Academy				
Academic Year	2019	Total PP budget	£44,880	Date of most recent PP Review	Sept 2019
Total number of pupils	184	Number of pupils eligible for PP	34 (subject to change)	Date for next internal review of this strategy	March 2020

2.	PP Current progress (2019 data)	PP Current attainment (age related)	Non PP current progress	Non-PP current attainment (age related)
% in reading	68.8%	44.1%	92.9%	78%
% in writing	43.8%	20.6%	81.6%	67.8%
% in maths	81.3%	41.2%	89.8%	75.2%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Attainment and progress gap between non-pupil premium pupils and pupil premium pupils 2 x CLA in school
B.	Younger children having access to quality experiences and resources.
C.	Limited experiences beyond home life and immediate community
D.	Parental engagement with learning opportunities at home

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Support required to monitor and improve attendance, social, emotional and mental health aspects of learning.
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1. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP pupils in KS1 & 2 make good or better progress in reading and writing	Pupils from disadvantaged backgrounds make similar progress to their non-disadvantaged peers.
B.	Pupils in Reception use their skills to deepen understanding and extend their learning in adult led and child-initiated activities	At least 75% of Reception children achieve GLD. Increased number of children exceeding ELGs.
C.	Increase opportunities for broadening life experiences	Pupils have a breadth of experiences that enable them to contextualise their learning. They have the opportunity to engage in activities outside of normal curriculum.
D.	Increase engagement of PP children's parents with the school	School has a greater number of parents involved with school activities and attending meetings. Attendance is 96% or above.

2. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP pupils in KS1 & 2 make good or better progress in reading and writing	Quality first teaching & learning Challenge activities. Implementation of creative curriculum. Cross curriculum planning. Inspirational learning opportunities. Early morning reading. Adaptation of teaching to improve motivation and engagement. Reading comprehension activities.	Most PP children did not meet age related expectations. Training supports the teaching of reading and writing. Evidence demonstrates that levels of reading at home are low. Y1 phonics result above national 92.5% All pupils in Y1 made positive progress in reading and writing.	Monitoring cycle Implementation of new creative curriculum Pupil progress meetings Subject lead monitoring Progress/attainment data Pupil voice Drop-ins Book sampling	SLT English lead Class teachers SENCO	End of each term Termly Ongoing Termly Ongoing

	Non-negotiables for writing. Experienced TAs to support teaching and learning.	High quality teaching and learning raises the levels of engagement and attainment for all pupils.	Listening to readers Daily early morning reading	Class staff	Daily
Pupils in Reception use their skills to deepen understanding and extend their learning in adult led and child-initiated activities	Baseline assessments. Challenge opportunities. Targeted support. Planning. EYFS meetings. Liaise with EYFS lead from Trust. Oracy training for TA	GLD 70%. 65% made at least typical progress in all areas of learning. More children to make better than typical progress particularly in the prime areas of learning.	Assessment grids Observations (children) Monitoring cycle Pupil progress meetings Drop-ins Work sampling (learning journals) Data	EYFS staff SLT SENCO	Half termly Ongoing Termly
Increase opportunities for broadening life experiences	School trips and extra activities are subsidised. Variety of extra-curricular clubs. SENCO to signpost extra provision/activities.	Opportunities will enable all pupils to develop a love of learning to enhance their holistic development. Importance of offering opportunities beyond home limitations to enable children to be more resilient.	Pupil voice Observation Termly clubs Visits	Class teachers SLT	Throughout year
Increase engagement of PP children's parents with the school	More opportunities to see the school in action. Staff to give positive verbal feedback. FFA meetings when appropriate. Subsidised breakfast club	When parents/carers have a negative experience of school this can affect their child's attitude to school. Important to remove barriers so parents/carers become partners in their child's learning.	Newsletters Workshops Assemblies e.g. Harvest, class Open days Parents evenings (and written report)	Class teachers All staff All staff Teachers	Weekly Termly Termly Termly Termly
Total budgeted cost					£30,500

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils with additional learning needs are supported promptly.	Appropriate interventions Liaise with external agencies Small group work Extra opportunities for reading. Resources as required. SENCO to support teachers Identified groups monitored	8 of current PP children (21) are SEND children 39% Disadvantaged/SEND pupils will make better than expected progress as a result of targeted provision.	Provision maps Monitoring cycle Pupil progress meetings SENCO drop-ins Book sampling Meetings with parents	SENCO SLT Subject leads	Half termly Ongoing Termly Ongoing Termly or as needed
CLA children are fully integrated and supported both emotionally and academically.	Drama therapist. Small group work. Additional phonics/reading opportunities. Resources to support home learning. CLA teacher to support teachers	To improve outcomes for these children, through ensuring they are emotionally ready to learn and progress. Develop language rich environment to allow children to talk about their learning with greater meaning.	Liaise with Virtual schools Monitoring cycle Weekly updates (verbal) to SENCO Drop-ins Pupil voice Review staff's understanding of LAC issues Pupil progress meetings	SENCO Class staff SLT Subject leads SLT SENCO	Ongoing Weekly Ongoing Termly Termly Termly
Improve language skills for EYFS children	EKLAN trained member of staff for speech & language. Support from Speech & Language advisers. Targeted support Oracy training	Often a delay in access to speech therapist. Speech and language identified and receive quicker response from Speech & Language service. Pupil's understanding within the classroom will lead to improved learning and communication.	Timetable created for identified children. Observation Data Pupil progress meetings	SENCO EKLAN TA SLT	Weekly Ongoing Termly Termly
Total budgeted cost					£10,200

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Support required to monitor and improve attendance, social, emotional and mental health aspects of learning.	Financial support to enable children to go on educational school day trips and residential trips. Enrichment activities to be subsidised by the school. Emergency uniform and PE kit provided where required. Emergency or subsidised breakfast club. Jigsaw PSHE scheme. FFA (Families First assessment) trained member of staff. Behaviour support team. Education Welfare Officer (EWO). SLT support Targeted approach to signpost support Liaise with Children's Centre	Children who need support due to diverse and complex home life. Parents/carers informed of the importance of regular attendance. Personalised support offered e.g. breakfast club. Key information gathered including safeguarding and progress concerns, SEND information and attendance, contributes to Early help meetings and those under social care. Provision of SENCO/FFA lead to address specific needs for pupils with social care as needed. Work with health, educational psychologist or social care for targeted pupils. Attendance is not consistently 96+%.	Pupil voice Monitoring cycle Attendance info. Newsletter Letters sent when attendance is a concern Meetings with parents/carers Weekly attendance in assembly Attendance champions display Meeting notes Provision maps Individual plans Daily check	SLT Subject leads Admin/SLT Admin/SLT Teachers SLT FFA Lead SENCO SLT Admin/SLT	Termly Ongoing Weekly Weekly As necessary As necessary Weekly As necessary Termly Daily/weekly
Total budgeted cost					£4,180

Roman Way Academy Review of expenditure

Previous Academic Year	2018-19			
Desired Outcomes	Chosen action/approach	Estimated impact	Lessons learned	Approx. cost
<p>Pupils across the school will have good speech and language skills so that:</p> <ul style="list-style-type: none"> they will have good understanding of spoken and written language they will attain the same standards in reading and writing as other pupils nationally. 	<ul style="list-style-type: none"> Pre-teaching of vocabulary for pupils with S&L needs to enable them to access whole class teaching and learning. Training for staff where needed. Termly pupil progress meetings will inform achievement. Drop-ins focusing on reading (and phonics). Use of the school library. Use of communicate in print software. Pupil conferences. 	<p>End of year data shows Reception in line with national for Good Level of Development (70%) Y1 Phonics 92.5% (above national) Y2 Reading: 62.8% Age related (below national) Y2 writing: 54.2% Age related (below national)</p>	<p>Continue to promote reading. Children will benefit from daily story time.</p> <p>Focus on writing.</p>	<p>£4,450.00</p>
<p>To raise attainment and accelerate progress of pupils so that:</p> <ul style="list-style-type: none"> the gap between disadvantaged pupils is narrowed the higher ability disadvantaged pupils make good or better progress to achieve working at greater depth within age related expectations. 	<ul style="list-style-type: none"> Identify gaps through regular formative assessment and ensure provision is in place. TA in every class to support pupils. INSET staff meetings-making reasonable and effective adjustments. Staff training to secure age-related expectations. Staff development on high quality feedback through marking consultations. Review of marking and feedback policy. Disadvantaged pupils included in specific interventions. Extra reading and writing opportunities for pupils eligible for the pupil premium. 	<p>Gap still remains high particularly in reading and writing.</p> <p>Reading: PPG 68.8% Age related Non PPG 92.9% Age related</p> <p>Writing: PPG 43.8% Age related Non PPG 81.6% Age related</p> <p>Maths: PPG 81.3% Age related Non PPG 89.8%</p> <p>47% PPG are SEND</p> <p>Work sampling shows children using skills across curriculum.</p>	<p>More challenge opportunities in all subjects. Higher expectations for all groups. Some children become dependent on adult support.</p>	<p>£33,400.00</p>
<p>To meet the personal, social and emotional needs of pupils identified at risk of falling behind in their learning so that:</p> <ul style="list-style-type: none"> pupils emotional well-being ensure they are ready to learn increased engagement of pupils and their families lead to improved learning progress and attainment pupils will become more resilient when tackling challenges and show motivation to succeed parents support pupils with their learning at home e.g. practising skills, completion of homework. 	<ul style="list-style-type: none"> Flourishing Mindfully in schools to teach pupils methods to become resilient in lessons The Jigsaw (PSHE) resource will focus on motivating and developing confidence, learning about themselves and others. Workshops to help parents support their children. Subsidised breakfast club. Lunch club open to all pupils. Support from family support worker. Happy Playtimes MSA training. 	<p>Timetabled PSHE sessions have enabled children to explore feelings. Lunch club proved popular with up to 42 children using the club. Home learning tasks popular. Art/drama therapists supported identified children to overcome barriers to learning.</p>	<p>Low attendance at information sessions. Adapt homework to give choice and variety. Encourage more opportunities for parents/carers to come into school.</p>	<p>£13,000.00</p>

<p>To ensure that disadvantaged SEND pupils show improvement in reading, writing and maths so that:</p> <ul style="list-style-type: none"> the gap between SEND pupils eligible for pupil premium is narrowed pupils make at least expected progress. 	<ul style="list-style-type: none"> Specialised provision. SENCO to support the progress and attainment of this group. Pupil progress meetings to highlight this group. TA's to use resource packs. Reasonable adjustments to environment. 	<p>Adjustments made to environment for identified children. Resource packs used by most TAs. 1:1 intervention showed progress from starting point.</p> <p>Good progress in reading and maths. Less progress in writing.</p>	<p>Introduce ICE Zones. Introduce reading in mornings. Greater emphasis on quality first learning.</p> <p>Focus on writing</p>	<p>£9,630.00</p>
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Other approaches

Desired Outcomes	Chosen action/approach	Estimated impact	Lessons learned	Approx. cost
<p>To increase attendance rates for disadvantaged pupils so that:</p> <ul style="list-style-type: none"> attendance rates are in line with other pupils pupils make expected progress pupils progress is not hindered through poor attendance. 	<ul style="list-style-type: none"> Admin staff and SLT monitors pupils and quickly follows up absence. Part time family support worker supports families. Breakfast club to support punctuality and positive start to school day. School opens 8.45 am (5 minutes early). Letters sent home when % is below 95%. Parents invited to attend meetings to address attendance concerns. Engagement with AIO (Attendance Improvement Officer) when necessary. 	<p>Regular engagement with Family support worker encouraged better attendance for identified children. Parents received weekly updates via newsletter.</p> <p>Attendance for year: 95%</p>	<p>Term time holidays need to be addressed. Earlier involvement of AIO</p>	<p>£4,800.00</p>