



Roman Way Academy

Part of the Diamond Learning Partnership Trust

Pupil premium strategy statement 2020-21

We recognise the impact that school closure due to COVID-19 pandemic has had on children's learning. It is likely that disadvantaged and children within the vulnerable groups will have been hardest hit. Getting children 'back-on-track' emotionally and academically is our absolute priority.

1. Summary information					
School	Roman Way Academy				
Academic Year	2020	Total PP budget	£42,350	Date of most recent PP Review	Sep 2020
Total number of pupils	179	Number of pupils eligible for PP	28 inc 2xCLA (10 SEN/PPG)	Date for next internal review of this strategy	Jan 2020 March 2021

2.	PP Baseline (2020 baseline data) Based on 27 children		Non-PP baseline Based on 119 children	
KS1 & 2	Age related		Age related	
% in reading	33%	9 children	50%	59 children
% in writing	26%	7 children	47%	56 children
% in maths	33%	9 children	54%	64 children

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Gaps in learning from school closure due to COVID-19 pandemic	
B.	Poor oral language and communication skills	
C.	Social and emotional difficulties.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D	Support required to monitor and improve attendance, social, emotional and mental health aspects of learning.	
1. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Effective catch up curriculum ensures children make rapid progress towards achieving ARE in maths and English	All children make at least good or better progress from their starting points over the year. Attainment data at the end of the academic year reflects pre-COVID closures. The gap between PPG children and non-PPG children has narrowed.
B.	Improve the oral language skills and communication skills of identified children across all key stages.	Younger children will be able to express themselves clearly and communicate effectively. Children will have a wider range of vocabulary on which to draw leading to progress in reading and writing. Improved reading fluency will support comprehension skills.
C.	Social and emotional issues addressed in school to enable children to access learning.	Children recognise school as safe place and enjoy coming to school. Children make progress quickly with positive learning attitudes and behaviour.
D.	Improve parental engagement and provide support to enable their children to be successful learners.	Attendance improves. Parents/carers interact with school to support their children's learning by: <ul style="list-style-type: none"> • Keeping school updated on absence • Keeping the school informed of any family issues that will impact on their child's learning • Listening to their children read • Support their children with homework/home learning

2. Planned expenditure

Academic year

2020-21

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?
Effective catch up curriculum ensures children make rapid progress towards achieving ARE in maths and English	INSET 3 rd /4 th Sept: Recovery curriculum. Teachers planning incorporates ideas from Recovery Curriculum. Baseline assessments in first couple of weeks. Assessments identify gaps. Catch up programme and timetable after half term. Teaching assistant in every class to support teaching and learning. Cross-curricular mini topics to engage children. Weekly active maths and English lessons. Working walls. Staff CPD. EYFS: we are now using the Early Adopter statements. Homework: spellings and maths focus e.g. times tables	Most children didn't access school from March to September. Discussions with teaching staff: Children in KS2 are not using basic sentence structure and punctuation e.g. capital letters. Although Y3 data is stronger, children achieving ARE is below 70%. Children in KS1 show significant dip in ARE for reading and writing. High quality teaching and learning raises the levels of engagement and attainment for all pupils.	Drop-ins Planning Timetables Work sampling Pupil voice Pupil progress meetings Key stage meetings	SLT English lead Maths Lead SENCO	Mid term End of term
Improve the oral language skills and communication skills of identified children across all key stages.	Use of Power of Reading resources. Talk for writing materials Opportunities for discussion (within the constraints of COVID guidelines). Additional phonics sessions. Catch up sessions (after half term). Use of PM Benchmark in Y1. Speech & language sessions.	Younger children are not speaking in sentences. Reading, phonics and writing baseline assessments. Loss of confidence in speaking, not able to express their feelings in words.	Drop-ins Work sampling Pupil voice Pupil progress meetings	Class teachers SLT SENCO	Mid term End term

Social and emotional issues addressed in school to enable children to access learning.	Jigsaw PSHE resources Discrete PSHE lessons. Check-ins with children. Communication with parents/carers SENCO meetings Reasonable adjustments in class (in line with COVID restrictions). Drama therapist (if needed). Learning resources as required. Referral to CAMHS if appropriate. Referral to behaviour support team if appropriate. Subsidised breakfast club	Discussions with staff and parents: A few children struggle to come to school although once here, they settle quickly. Attachment issues with parents. Lateness.	Attendance Drop-ins Phone calls to parents Pupil progress meetings	Teachers and TAS. SLT SENCO	Weekly Mid term
Total budgeted cost					27,000
ii. Targeted support (ongoing from 2019-20)					
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 Plan do review cycles to ensure actions implemented well	Most children didn't access school from March to September. 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 (within COVID guidelines)	SENCO SLT Subject leads	Half termly Ongoing Termly Ongoing Termly or as needed
CLA children are fully integrated, and supported emotionally and academically.	Drama therapist. If required. Small group work within COVID guidelines. 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	DT Class staff SLT Subject leads SLT	Ongoing Weekly Ongoing Termly

Improve language skills for EYFS children	Support from Speech & Language advisers. Targeted support Teachers to timetable sessions. Catch up timetable (after half term). Staff CPD Activities designed to promote speech. Use of WELLCOM for assessing and implementing understanding of language. Makaton (signing) used to communicate and aid understanding of language	Speech and language identified and plan put in place. Pupil's understanding within the classroom will lead to improved learning and communication. Most children didn't access school from March to September.	Observation Data Pupil progress meetings	SENCO Teachers TAs SLT	Weekly Ongoing Termly
Total budgeted cost					£10,500
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?
Improve parental engagement and provide support to enable their children to be successful learners.	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 Personalised support offered e.g. breakfast club. Website updates to share curriculum and key information etc	Children who need support due to diverse and complex home life. Parents/carers informed of the importance of regular attendance. 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.	Pupil voice Monitoring cycle Attendance info. Newsletter Letters sent when attendance is a concern (in line with COVID guidelines) Meetings with parents/carers Provision maps Individual plans Daily check	SLT Admin FFA Lead SENCO	Termly Ongoing Weekly
Total budgeted cost					£4,850

Roman Way Academy Review of expenditure

Previous Academic Year **2019-20**

Desired Outcomes	Chosen action/approach	Estimated impact	Lessons learned	Approx. cost
<ul style="list-style-type: none"> PP pupils in KS1 & 2 make good or better progress in reading and writing Pupils in Reception use their skills to deepen understanding and extend their learning in adult led and child-initiated activities Increase opportunities for broadening life experiences Increase engagement of PP children's parents with the school 	<ul style="list-style-type: none"> 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. Non-negotiables for writing. Experienced TAs to support teaching and learning. Baseline assessments. Challenge opportunities. Targeted support. Planning. EYFS meetings. Liaise with EYFS lead from Trust. Oracy training for TA School trips and extra activities are subsidised. Variety of extra-curricular clubs. SENCO to signpost extra provision/activities. More opportunities to see the school in action. Staff to give positive verbal feedback. FFA meetings when appropriate. Subsidised breakfast club 	<p>Pupils from disadvantaged backgrounds make similar progress to their non-disadvantaged peers.</p> <p>At least 75% of Reception children achieve GLD. Increased number of children exceeding ELGs.</p> <p>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.</p> <p>Parents/carers become partners in their child's learning.</p>	<p>Continue to promote reading. Children will benefit from daily story time.</p> <p>Focus on writing.</p> <p style="color: red;">Timetable for booster sessions to address gaps in learning.</p> <p style="color: red;">Need to address the gaps in learning from COVID lockdown. We are taking part in the Early adopters this year (2020) and using these statements to assess children.</p> <p>The introduction of ICE Zones provided positive learning experiences for the children.</p> <p style="color: red;">Unfortunately, since March 2020 we have not been able to operate this learning provision or provide extra-curricular activities.</p>	<p>£30,500</p>
<ul style="list-style-type: none"> Disadvantaged pupils with additional learning needs are supported promptly. 	<ul style="list-style-type: none"> Appropriate interventions Liaise with external agencies Small group work Extra opportunities for reading. Resources as required. SENCO to support teachers Identified groups monitored 	<p>Disadvantaged/SEND pupils will make better than expected progress as a result of targeted provision.</p>	<p style="color: red;">Need to address the gaps in learning from COVID lockdown. Timetable for booster sessions to address gaps in learning.</p> <p>Children were able to express their emotions during drama therapy.</p>	

<ul style="list-style-type: none"> • CLA children are fully integrated and supported both emotionally and academically. • Improve language skills for EYFS children 	<ul style="list-style-type: none"> • Drama therapist. • Small group work. • Additional phonics/reading opportunities. • Resources to support home learning. • CLA teacher to support teachers • EKLAN trained member of staff for speech & language. • Support from Speech & Language advisers. • Targeted support • Oracy training 	<p>Children to talk about their learning with greater meaning</p> <p>Pupil's understanding within the classroom will lead to improved learning and communication</p>	<p>CLA teacher gave regular phone support from March 2020.</p> <p>Children accessed regular speech & language leading up to lockdown in March 2020.</p> <p>Resources and advice from the speech & language team will be used in 2020 academic year to support in class provision.</p>	<p>£10,200</p>
---	--	--	---	----------------

Other approaches				
Desired Outcomes	Chosen action/approach	Estimated impact	Lessons learned	Approx. cost
<ul style="list-style-type: none"> • Support required to monitor and improve attendance, social, emotional and mental health aspects of learning. 	<ul style="list-style-type: none"> • 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 	<p>Key information gathered including safeguarding and progress concerns, SEND information and attendance, contributes to Early help meetings and those under social care.</p> <p>Attendance is above 96%</p>	<p>Parents/carers warmly accept the support offered. During the first two terms, the majority of children accessed all provision.</p> <p>During lockdown and partial opening, parents/carers were contacted by phone for updates. Families within the vulnerable categories were contacted at least twice a week. Communication with other professional's e.g. social workers continued throughout this period.</p>	<p>£4,180</p>