



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Roman Way Academy
Number of pupils in school	174
Proportion (%) of pupil premium eligible pupils	15% (26 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Pat Baxter Headteacher
Pupil premium lead	Sital Shah Assistant Headteacher
Trustee lead	Mrs Susannah Connell CEO

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 34,970
Recovery premium funding allocation this academic year	£ 3,770
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 38,740

# Part A: Pupil premium strategy plan

## Statement of intent

At Roman Way Academy we are committed to meeting our pupils' pastoral, social and academic needs. All children in our care are valued, respected and entitled to develop to their full potential. We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate pupil premium funding to support pupils that the school has legitimately identified as being socially disadvantaged.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

- To narrow the gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data.

*We encourage all learners to be the best they can be. We strive for a safe, caring and motivating learning environment where high quality learning and teaching experiences ensures success and achievement. The progress of vulnerable groups is tracked termly as a school through pupil progress meetings and the outcomes of which are used to map provision on to our provision list/ map. This includes specific interventions which are measured fortnightly, half-termly or at the start and end of the block of work.*

- To ensure that the well-being needs of all pupils in receipt of pupil premium funding are met, in order to encourage a positive attitude to learning and school.

*We recognise that financial hardship and complex family situations can affect children having opportunities to learn new skills and engage in new experiences. At Roman Way Academy, we ensure all children have the opportunity to take part in after school clubs, educational visits and participate in music tuition. Our subsidised Breakfast Club provides the children with a positive start to the day, both in terms of nutrition and socialising.*

- To ensure the attendance and punctuality of pupils in receipt of pupil premium is at least in line with those of peers in school.

*We know that children learn best when they attend school regularly. In our strategy, we focus on encouraging attendance through meeting the well-being needs of pupils and families and providing exciting learning opportunities.*

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. We will ensure that teaching and learning opportunities meet the needs of all our pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Formative and summative assessments indicate that attainment in reading, writing and maths is significantly below that of non-disadvantaged pupils.
2	Identified pupils and their families have social & emotional difficulties, including medical and mental health issues, which affects the pupil's readiness to learn.
3	Attendance and punctuality of pupils in receipt of pupil premium is below that of peers.

## 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>To ensure that the outcomes for pupils in receipt of pupil premium are at least in line with those of peers through ensuring high quality teaching is effectively in place, alongside targeted interventions.</p> <p>To ensure all pupils in receipt of pupil premium, including those with SEND, make expected or better progress from their starting points.</p>	<p>Increase the progress and attainment for identified pupils in receipt of pupil premium in reading, writing and maths in line with their identified baseline.</p>
<p>To achieve and sustain wellbeing for all pupils, particularly our disadvantaged pupils.</p>	<p>Outcomes for disadvantaged pupils will be raised through improvements in social interaction opportunities.</p> <p>All disadvantaged pupils will take part in a specialist club and have the opportunity to learn to play an instrument.</p> <p>All disadvantaged pupils will attend organised trips.</p>
<p>To ensure the attendance and punctuality of pupils in receipt of pupil premium is in line with those of peers.</p>	<p>To close the gap between whole school attendance and pupils in receipt of pupil premium funding (currently 4%).</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: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NFER assessments.</p> <p>FFT Benchmarking at the beginning of Y1.</p>	<p>Tests and assessments can provide insight to strengths and weaknesses of pupils to help ensure the correct interventions are put into place.</p> <p><i>'Interventions should be targeted at specific pupils using information gathered from assessments.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	1 3
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching and learning.</p>	<p><i>'Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1
<p>Relevant CPD identified for all staff relevant to their roles and responsibilities, to support effective teaching and learning across all curriculum areas.</p>	<p>EEF: Effective professional development</p> <p><i>'High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom'.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1 2 3

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

Budgeted cost: £12,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group reading</p>	<p><i>'Some pupils may require additional support alongside high-quality teaching in order to make good progress.'</i></p>	1

<p>and writing intervention: On Track English Complete Programme (Rising Stars)</p> <p>Establish small group maths intervention as part of early morning work.</p> <p>Termly pupil progress meetings</p>	<p><i>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	
<p>Nuffield Early Language Intervention – Teaching Assistant to deliver the intervention 3 times per week in EYFS</p>	<p>NELI: <i>'The Nuffield Early Language Intervention (NELI) is a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills'.</i></p>	1 2
<p>Times Tables Rockstars</p>	<p>Regular practise helps the children learn their times tables and is effective preparation for the MTC in Y4.</p>	1
<p>Active Maths and Active Literacy</p>	<p>Observations have shown that all children participate in active sessions and enjoy their learning.</p>	1 2
<p>Phonics workshops for parents/carers</p>	<p>Through better understanding of what is taught, and how phonics is taught, parent/cares are better equipped to support learning at home.</p> <p><i>'For young children, promoting shared book reading should be a central component of any parental engagement approach. Home learning activities such as practising letters and numbers, are also linked to improved outcomes. Tips, support, and resources can make home activities more effective, for example, where they prompt longer and more frequent conversations during book reading'.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	1

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Sports partnership (with local schools).	Children access a wider range of organised sports events both intra and inter-schools.	2 3
Music after school clubs: Children can participate in a variety of clubs e.g. choir, ukulele, recorder, key boards.	Good take up of places in music clubs by disadvantaged pupils. <i>'There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.'</i> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>	2 3
Royston Area Schools Partnership (RASP). Family Support Worker. Y4-5 Transition worker.	Families benefit from being signposted to appropriate support. Experienced staff ensure that FFAs (Family First Assessments) are effective.  Transition work supports our Y4 children move up into a much bigger school.	2 3
North Herts Primary Support Service (NHPSS) is a commissioned service providing social, emotional and mental health (SEMH) support for pupils and schools. Training for staff.	The baseline outcomes are that pupils worked with by the NHPSS will make positive progress and achievement engage in learning as a result of the work done with their social, emotional and mental health difficulties, allowing them to access a full curriculum by helping to remove their barriers to learning.  Courses available include: support for staff with behaviour strategies, SEND strategies and Autism awareness.	1 2 3
Breakfast club: We offer free or subsidised breakfast club to disadvantaged families.	Children get a good start to the day by having appropriate breakfast food choices. They have opportunities to read, do homework and socialise.	1 2 3
Visits, trips and clubs.	Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day that they wouldn't otherwise be able to access.	1 2 3
Drawing and Talking Therapy	Supports children suffering from trauma or poor mental health.	2 3

**Total budgeted cost: £ 37,800**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

### Disadvantaged pupil progress for last academic year

Measure	Score
Reading	5.7%
Writing	6.0%
Maths	-1.5%

### Disadvantaged pupil performance overview for last academic year (28 children)

Measure	Score
Meeting expected standard +	Reading: <b>46.4%</b> Writing: <b>39.3%</b> Maths: <b>39.3%</b>
Achieving high standard (GD)	Reading: <b>7.1%</b> Maths: <b>4.0%</b>

Slight increase in attainment data for PPG over the year.

Although during lockdown (Spring term 2021) the children accessed structured learning, there was a dependency on limited online reading books. Writing activities were limited although children could access a word processing type of programme. The habits picked up during this time e.g. inappropriate use of capital letters, lack of basic punctuation and spelling rules had to be addressed on return to full time education. On return to school, reading groups were targeted for frequent reading and tasks to address writing gaps (SPAG) took place in early morning work.

Children accessed one live maths session daily during lockdown. Lessons were structured and parents/carers informed the teachers of challenges. Laptops/lpads were provided for remote learning and work packs provided for the few children who didn't engage with remote learning. Assessments identified the need for the development of maths fluency and mastery. Maths activities in Early Morning Work focused on the areas that most children found challenging

Based on the 2019 Phonics screening materials, 77% the Y1 cohort scored of 32+. For Y2, 4 out of 5 children who took the screening scored 32+ (who failed in the autumn term).

Most children accessed daily phonics during lockdown.

Additional phonics lessons took place when the children returned to full time education.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Learning by Questions	Learning by Questions
FFT benchmarks	Fischer Family Trust
TT Rockstars	Maths Circle
Numbots	Maths Circle
Active maths and literacy	Teach Active
Purple Mash	2simple
Discovery	Discovery education
Teach your Monster to read	Usborne Foundation
Phonics Play	PhonicsPlay Ltd