



Roman Way Primary School PPG Strategy Statement

Reviewed November 2021- Additions/ changes in green

Metric	Data
School name	Roman Way Primary School
Pupils in school	233
Proportion of disadvantaged pupils	91=39% Of which: FSM-84=36% Service-3=1.3% LAC-1=0.5% EVER6-4=1.7%
Pupil premium allocation this academic year	£105,990
Academic year or years covered by statement	2020-2023 with an annual review
Publish date	November 2020
Review date	November 2021 November 2022
Statement authorised by	Sarah Jones-Headteacher
Pupil premium lead	Laura Skeates- Deputy Headteacher
Governor lead	Tanya Hampton

School Overview

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Covid-19. The school was closed from March 2020 and the DfE cancelled all data collection.
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a
Measure	Activity

Priority 1-Removing readiness to learn barriers (including lockdown 3.0)	Ensure issues at home do not impact on readiness to learn by addressing all issues, specifically behaviour, routines and engagement with school community. Detail: • Food-weekly food drops <i>when necessary</i> • Foodbank vouchers advertised and issued • Engagement/signposting to local food initiatives(H • Christmas gifts and hampers of food delivered • Breakfast Club-fully subsidised places • Fuel/utility vouchers applied for/distributed • Clothes payments for clothes and footwear children have out-grown -all children in new uniform for equity • Pastoral team to support with behaviour issues at home-social stories. Explore pastoral team training to enable in-house courses and support for families, • Primary Behaviour Support • ELSA support • <i>PBS training whole staff</i>
Priority 2-Quality First Teaching (including lockdown 3.0)	Address language and reading deficits using EEF research and working with authority to ensure engagement with language programmes, paid for phonics training and ensure a wide range of fully decodable books across the school. Detail: • Use research/invest in training around language development with disadvantaged families, • Daily reading focus groups using new decodable reading books- <i>Prioritise bottom 20% readers</i> • Extra support for 1:1/small groups-encourage families where possible to engage, • Additional phonics for identified children • Share the cost of speech therapist with local schools-explore a multi-role position with speech therapist, • Develop use of puppets and toys to encourage speech and to ensure language challenges are targeted-develop topic series of pictures and key vocabulary to encourage vocabulary development, • SENCo and pastoral team to develop family communication groups for EAL families-see support from EMTASS team, • Pay for appropriate training across the school to improve pedagogical approaches including precision teaching/pre-teaching • Books for transition, • Packs for transition • Forest School • Primary Language Network • Educational Psychologist • YR outside area • Talk Boost training • Online panto • <i>Reasoning in maths, using the CPA approach to support</i>
Barriers to learning these priorities address	Families are supported to ensure children are ready to learn

	Ensure staff use evidence-based phonics/reading/language pedagogical approaches/interventions. Extra support will allow for bespoke small group work to raise self-esteem and ensure rapid progress.
Projected spending	£21,500

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Following HIAS guidance ensure most children reach Age Related Expectations	July 2022
Progress in Writing		
Progress in Mathematics		
Phonics	Using past papers for a 'sense' of where children are in a typical screening. Complete Ensure all KS2 children are confident in phase 5	July 2022
Attendance	Improve attendance of disadvantaged children to 97% or above Covid- High numbers of transmission in the autumn term have negatively impacted attendance	July 2022

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure delivery of adapted curriculum meets Covid-19 impact of missed learning
Priority 2	Ensure intervention groups/approaches continue with trained staff and bespoke offers, specifically for language development, phonics, reading and reasoning in maths supported by the CPA approach
Barriers to learning these priorities address	Covid-19- ensuring that smaller groups have bespoke/precision learning opportunities-typically shows accelerated learning
Projected spending	£70,020

Wider strategies for current academic year

Measure	Activity
Priority 1	Individual needs are met across the school-see Priority 1 detail

Priority 2	Share local school based specialist staff to meet individual needs if NHS/EHH waiting times present a barrier to learning
Barriers to learning these priorities address	Improving readiness to learn and thrive, including attendance, as child development may have been compromised during periods of self-isolation and illness .
Projected spending	£14,470

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring that any additional support staff will be highly effective and enable target children to make more progress because they learn in smaller groups.	Deploy staff carefully so that their strengths are well matched to needs of children. Choose quality CPD providers
Targeted support	Bottom 20% of readers identified. Individual resources purchased to support rapid progress	Carefully matched resources to support home learning
Wider strategies	Engaging most challenging families	Pastoral team to build warm and positive relationships with the most challenging families

Review: last year's aims and outcomes

Aim	Outcome
Poor language development	Talk Boost and Language Link embedded and outcomes suggest better access to the curriculum but this needs to be ongoing across the school
Barriers to social and emotional issues	Use of Dr Coombes/Talkabout books has enabled some children to learn and use strategies to ensure learning readiness. More work is needed with families to establish good routines around school.