

Pupil premium strategy statement (primary)

1. Summary information					
School	Roman Way Primary School				
Academic Year	2019-2020	Total PP budget	£103077	Date of most recent PP Review	Jan 2017
Total number of pupils	241	Number of pupils eligible for PP	84	Date for next internal review of this strategy	Sep 2020

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	63%	67%
% making progress in reading	77%	81%
% making progress in writing	66%	69%
% making progress in maths	79%	88%

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.	Pupil Premium pupils not attaining as well as Non Pupil Premium pupils in some year groups		
B.	Poverty and deprivation. Lack of social education		
C.	Barriers to learning caused by behaviour and emotional issues		
D.	Poor language development		
E.	Reading		
F.	Transition between settings		
G.	Spelling being a barrier to achieving ARE		
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>			
H.	Low attendance rates		
I.	Poverty and deprivation. Lack of social education		
4. Desired outcomes			
	<table> <tr> <th><i>Desired outcomes and how they will be measured</i></th><th><i>Success criteria</i></th></tr> </table>	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>		

A.	The gap between PP and Non PP pupils to close- Enable pupils to keep up not catch up	Internal data shows that the gap is closing in all year groups
B.	Poverty and deprivation. Lack of social education	Social lessons taught in school. Improved engagement/ support with families
C.	Barriers to learning caused by emotional issues removed	Swift pastoral care enables pupils to engage with their learning
D.	Poor language development	Language Link programme has impact on attainment through better access to the curriculum. SEND and Speech and language provision is high quality and having impact on progress
E.	Children are reading for pleasure and have the skills to engage with texts	Adapting how reading is taught and exposing chn to a wide variety of texts engages them more and enables them to acquire the reading skills required
F.	Improved transition between settings	Improved contact and earlier transition plan with Y7 feeder schools and nurseries
G.	Spelling will improve and not be a barrier to achieving ARE	Spelling strategy to be continued and become embedded
H.	Low attendance rates	New more robust attendance tracking system ensures swift intervention when attendance becomes an issue

5. 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?
To diminish the difference in progress for pupils who receive the Pupil Premium Grant.	Extra one-to-one or small-group support for children within the classroom. Continued staff training in High quality inclusive teaching (HQIT) Specific AFL training for teachers and LSAs LSA coaching programme/ afterschool meetings to maximise effectiveness within the classroom Pastoral support to ensure any external barriers to learning are taken away by swiftly intervening where necessary	The ‘ Supporting the attainment of disadvantaged pupils’ report (DfE Nov 2015) shows that paired or small group additional teaching was the most effective strategy used for raising disadvantaged pupils attainment. Continuing to train teachers and LSAs in HQIT enables us to provide pupils with the opportunity to work in small groups and to be provided with active interventions and pre-teaching when necessary so that any gaps close swiftly and learning is always a challenge. Where additional needs are preventing children from making swift progress Inclusion manager/ pastoral worker involved and personalised learning in place to ensure that children feel safe and ready to learn.	Gaps between Pupil Premium and Non Pupil Premium pupils are monitored regularly. The effectiveness and impact of active interventions is also regularly monitored and adapted accordingly with specific focus on Year groups where gaps have not closed swiftly enough. Chn who have had pastoral support are regularly monitored and the support is reviewed for impact.	HT DHT IM	Ongoing monitoring Recorded half termly

Improved oral language skills across the school	Continue to use language link programme – Use across the school to identify gaps in communication and understanding. Phonics training for new to KS1 staff to ensure SLA with HIAS and EMTAS	Some pupils need targeted support in order to improve their linguistic development so that they can catch up and better access the curriculum. This is a programme which has been shown to be successful in previous years. Better links with pre-schools are planned to enable smoother transition and more robust assessments of stating points in school with a particular focus on language development. SLA's ensure we access training and resources at a reduced rate	Robust assessment of Language Link and its impact- Monitoring of delivery of Language link programme Best modelling across the school TPA meetings with nursery settings IM to attend to ensure we are aware of any additional needs and actions can be put into place as soon as children start school Cluster meetings with nurseries to moderate assessments Trained speech and language LSA to work with targeted chn-data will show impact of this We will use our SLAs regularly to have as much impact on PP and non PP progress	HT DHT IM	Ongoing monitoring Recorded half termly
---	---	---	--	---	---

To provide rich and meaningful opportunities for communication, language use and collaboration with other pupils and adults.	Enrichment through the continued development of a forest school More staff trained in forest school- 2 teachers and 1 LSA- used whole class and small group for nurture/behaviour Topics to have a forest school link Forest school used to support specific emotional and behaviour needs	Current research suggests that young people in England are at risk of developing Nature Deficit Disorder. Forest school provides experience outdoors, develops self-esteem and creates resilient learners. Opportunities are provided for language development and writing. The principles of Forest School require best behaviour which is then transferred to the classroom and playground. Change the way we deliver forest school so that it has more impact on behaviour and self-regulation	Skills learned in Forest School will be transferred to other areas of the curriculum; CPOMS will show reduced behaviour incidents Forest school sessions will be monitored by SLT to ensure maximum impact	Forest School Leader HT DHT IM	Ongoing monitoring Recorded half termly
---	--	---	---	--	---

To reduce barriers to learning due to SEMH and emotional needs	Introduction of a sensory room in school Improvements to nurture room A part time pastoral worker employed	The sensory room will be used as a safe space to calm down when children are overwhelmed and expressing themselves through extreme behaviours Extreme behaviours will be explored and strategies taught so children better understand what is happening and how they can cope. A quicker calm down will see chn returning to class more quickly Facilitation of more 1:1 time with chn who find the mainstream setting difficult	Fewer incidents of extreme behaviour quicker de-escalation and return to learning in class Teachers are spending more time in class as support for extreme behaviour is effective	HT DHT IM Pastoral manager Pastoral worker	Ongoing monitoring
---	---	---	---	--	----------------------------------

To reduce barriers to learning due to poverty and deprivation. Lack of social education	Senior leaders and subject leaders attending county lead Tackling Educational Disadvantage course Books purchased for staff to read to widen knowledge of social deprivation and how we can have positive impact Uniform will be purchased for families who need this support Support parents by attending appointments with them Reduced timetables and 1:1 support for pupils who need it Social education to be an integral part of the RW curriculum	Poverty, social deprivation and a lack of social education is a barrier to a high proportion of our children when it comes to being ready to learn. When looking at Maslow's hierarchy of needs we need to ensure that the basic needs are in place before we can approach learning Cultural capital and equality across school for all children	Monitoring will show a reduction in behaviour incidents Fab Friday curriculum to be monitored and children's knowledge of SEMH issues is good	HT DHT IM	Ongoing monitoring
--	--	--	---	--------------------------	---------------------------

To improve spelling outcomes for pupils where this is the barrier to achieving ARE	Continue to embed the no nonsense spelling scheme Ensure this is being taught effectively and consistently across the school through regular and robust monitoring Word mats, dictionaries and other resources to support spelling are used effectively Feedback for spelling is in line with the school policy and is having impact All members of staff are following the feedback policy to ensure consistency	Spelling will no longer be the only barrier to pupils achieving ARE in English. Where these approaches have been used regularly and consistently it has been shown to have positive impact on spelling attainment. This needs to become embedded.	Monitoring and evidence in books will show consistent spelling feedback and improved outcomes	ENCo HT DHT	Ongoing monitoring Recorded half termly
---	--	--	--	---	--

Children are reading for pleasure and have the skills to engage with texts and are able to suggest books to buy	High quality books purchased to be shared with the children Stories to be read in class at the end of everyday School librarian to support teachers and children and ensure access at home to e-book platform Support for parents/ illiterate families ENCo to attend county training and feedback to the rest of the staff Change the way we teach guided reading to ensure a focus on skills swell as enjoyment of the text Ensure pupils who do not read regularly at home are listened to at school Book fairs where all children receive a book Power of reading texts to be linked to topics Links with the local library to promote summer reading challenge etc	Not all PP pupils read every day at home	ENCo monitoring and pupil conferences show all chn are enjoying reading and have access to high quality books	ENCo HT DHT	Ongoing monitoring Recorded half termly
Total budgeted cost					£93169

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?
Acceleration of progress for pupils who are 'close to' ARE.	Each PP pupil is tracked using an impact tracker and progress is closely monitored HQIT training ensure teachers and LSA are equipped to use AFL in lessons to identify pupils who need active interventions and pre-teaching Changing the way in which we hold pupil progress meeting s- to be done in teams to explore more ideas/strategies for rapid progress	The Ofsted Pupil Premium Update 2014 states ' Evidence from 151 inspection reports show that the most effective leaders identify their pupils specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage. 'Some of our pupils require targeted support to make accelerated progress. These pupils are identified in half termly Pupil progress meetings and actions are agreed to ensure that they make the required progress. Using flexible groupings has enabled us to ensure that the learning for each child is pitched correctly and that they are adequately challenged. New staff will be trained in this was of teaching and refresher training will be carried out during regular staff and team meetings.	A robust monitoring system is in place to ensure that actions agreed for PP Pupils at PPM's are put into place and are having maximum impact. If after monitoring the action is found to be ineffective then actions are changed rapidly to ensure progress is made.	HT DHT IM	Ongoing monitoring Recorded half termly

Improved oral language skills pupils across the school.	SLCN teaching assistant working with targeted children with exceptionally low language levels supported by the Inclusion Manager.	After assessments it is found that many of our pupils continue to come to school with low levels of language which impacts on all areas of their learning. The use of this programme to identify specific needs and tailoring of resources for these pupils ensures that we raise attainment. It is also a useful resource for our pupils who have English as an additional language enabling them the skills to better access the curriculum.	Pupils following the programme are re-assessed regularly. Sessions with trained LSA are monitored regularly and followed up in class. Resources are matched carefully to individual children. Progress is measured in increased attainment.	HT DHT IM SLCN LSA	Ongoing monitoring Recorded half termly
---	---	--	---	--	--

To reduce barriers to learning due to safeguarding and emotional needs	2x ELSA trained members of staff to support identified children with emotional literacy needs. Part time pastoral worker employed to support children with extreme behaviours linked to their emotional needs Inclusion manager is non class based which enables them to better support teacher and children with social, emotional mental health needs Full time pastoral manager in school to support families After school clubs Breakfast Club	Many of our pupils are not ready to learn because of emotional upset brought in from home. Each individual pupil needs a different approach to get into school, calm down and be able to enter the classroom ready to engage with learning. Some of our families need support from us at home in order to engage with school. We continue to fund places for some PP pupils who would benefit from a smoother transition into the school day. We also fund a number of after school club places to support families with turbulent home lives.	Identified children are monitored entering school. Support is swift and robust so that children are quickly ready to learn. The impact of this will be seen in pupil data. Identified families are approached by school with an offer of support. The impact of this will be seen in less lates/absences and pupil attainment.	HT DHT IM Pastoral manager Pastoral worker	Ongoing monitoring Recorded half termly
---	---	---	--	--	--

To reduce barriers to learning due to SEND	Investment in CPD for staff and resources to support pupils dealing with these issues that impact negatively on their learning e.g reasons for extreme behaviour training LSA training around the reasons for and how to deal with challenging behaviour Paul Dix book purchased for every member of staff for professional reading Inclusion manager out of class to support these pupils and their families Resources purchased to support these children	If the reasons for challenging behaviour are understood it can be dealt with in a more effective way IM can attend meetings and meet with families to ensure consistency IM can support these pupils in class and their teachers to provide the best possible learning opportunities for them Resources can be used effectively to calm pupils and enable them to access learning they would otherwise have missed due to not being able to take part in an activity/lesson	IM will work alongside class teachers to identify pupils who will benefit from this and set up groups. Strategies learned at this training can also be used by staff to benefit all pupils Records will evidence how extreme behaviours are dealt with and how effective this has been Support for these pupils and their families is swift and has maximum impact IM will work alongside class teachers to ensure resources are being used effectively and having the impact intended,	IM HT DHT	Ongoing monitoring Recorded half termly
To reduce barriers to learning due to lack of social skills	Pastoral worker working with Inclusion Manager to support individuals and small groups of children when needed	Some pupils find it difficult to thrive in a classroom environment as they lack the social skills. This approach will equip vulnerable pupils with the skills they need to better access learning opportunities within school	PW and IM will work together to plan and regularly review the impact of sessions. This will also include feedback from class teachers about the impact in class.	PW IM	Ongoing monitoring Recorded half termly
Total budgeted cost					£6472

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?
Increased attendance rates and reduction of 'lates'.	Running a school breakfast club. A more robust attendance monitoring system is in place with swift follow ups to poor attendance. A robust system is in place for contacting pupils who are not in school Texts are sent to parents to praise improving attendance Pastoral manager will work with families to support getting pupils to school on time Continue to fund Breakfast Club. We pay for additional staff hours.	Close monitoring of SIMS attendance data enables us to identify pupils whose attendance is below what we would expect. If pupils are not in school then they cannot engage with the learning. Pupils who are late do not get the best start to the day and often miss key parts of learning.	Regular meetings with targeted families. Attendance figures will be monitored regularly and acted upon if necessary.	HT DHT PM	Ongoing monitoring Recorded half termly
To offer an extended schools service	Running an after school club.	Many pupils have parents who need to work. By using our own staff we provide a very good value for money service and continuity for the pupils.	35% of the pupils who attend after school club receive the pupil premium grant. Parent and pupil questionnaires will monitor the impact.	HT DHT PM	Ongoing monitoring Recorded half termly
Behaviour that is having a negative impact on learning is addressed	Support from external agencies (Primary Behaviour Service, Norman Gate outreach, Educational Psychology) for individual pupils identified with emotional/behavioural needs. Resources to modify behaviour (etc.blackout tent for safe space). Additional support through	Behaviour that impacts negatively on learning prevents pupils from making progress. By acting upon advice from PBS and using resources to modify behaviour will not only have appositve impact on the individuals behaviour but will create a more productive learning environment for all.	CPOMS monitored by relevant staff and more support out in place when/if needed	HT DHT PM IM	Ongoing monitoring Recorded half termly

	additional LSA hours to support children with individual behaviour programmes.				
Improved transition between nursery and secondary settings	Links with local secondary schools to take part in subject activity days such as science and technology. TPA meetings with nurseries to discuss vulnerable pupils and ensure smooth transitions Arrange cluster meeting with nurseries throughout the year	This can be a difficult time for our pupils and good links with secondary schools and nurseries will make this process as smooth and undistruptive as possible.	Feedback from Y7 leads about the transition/settling in of our pupils. Relationships between nurseries and school will improve and actions can be put into place swiftly for vulnerable pupils.	HT DHT PM IM	Ongoing monitoring Recorded half termly
To enable equal access for all to curriculum opportunities	Educational visits and enrichment activities funded. Robust review of the curriculum ensures it is inclusive, broad and balanced	We want to ensure that none of our pupils miss out on crucial and enjoyable learning opportunities. Topics will be reviewed and improved to ensure pupils have the best possible learning opportunities	Families who are in need of support financially will be offered it. Regular monitoring and planning collaboratively will ensure the best possible outcomes	HT DHT IM	Ongoing monitoring Recorded half termly
Total budgeted cost					£3036

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To diminish the difference in progress for pupils who receive the Pupil Premium Grant.	Extra one-to-one or small-group support for children within the classroom.	100% of PP pupils in YR achieved GLD-SC met Y1-PP pupils were inline with non for reading and maths. The gap is too large in writing SC partially met	HQIT has had a very positive impact on attainment this year and we will continue with this approach. In the year groups where the SC has not been met or only partially met, this is due to additional needs and further investigation with how better to support these pupils will be put into place in the next academic year. Our support staff have received training this year which has helped them to support chn with barriers to their learning. Their improved AFL techniques have had a positive impact on attainment.	£17797 £12185 £29073
	Staff training High quality inclusive teaching (HQIT) Specific AFL training for teachers and LSAs LSA coaching programme to maximise effectiveness within the classroom	Y2- PP pupils were in line with non in reading and broadly inline in writing and maths. The gap for combined attainment is too large. In addition to PP there were a range of additional needs in this cohort- SC partially met Y3-Gaps between PP and non PP remain too large in all areas. This is due to a vast range of additional behaviour and SEND needs- SC not met Y4 -PP chn are working inline or broadly inline in all areas-SC met Y5 -PP chn are working inline or broadly inline in all areas-SC met Y6 PP pupils outperformed non in all areas-SC met		
Improved oral language skills across the school	Language link programme – Use across the school to identify gaps in communication and understanding.	Language link is used primarily by our SCLN LSA to assess children’s language need and provide a personalised programme to support their language development. It enables us to work on specific areas of language with individual children. SC met	We will continue with this approach as we are still receiving chn in year R who have a lack of language development.	£416

To provide rich and meaningful opportunities for communication, language use and collaboration with other pupils and adults.	Enrichment through the development of a forest school. Forest school leader in school everyday Training for staff to deliver a forest school curriculum. Forest school used to support specific emotional and behaviour needs	Forest school has had a positive impact on behaviour, particularly when used for small groups of children who are struggling with emotional barriers to learning. More staff being trained has enabled more sessions to take place and more children to take part in cross curricular learning. The skills developed in forest school such as communication, dram, use of imagination, problem solving and teamwork are vital to progress in the rest of the curriculum subjects. SC met	We will continue with this approach next year and adapt it to the needs of the children. More staff will be forest school trained.	£1780
---	---	---	--	--------------

To provide more opportunities for pupils working at greater depth standard to be challenged accordingly	Staff training on how to challenge the pupils working at greater depth in English and Maths New resources purchased and training given about how to use for challenge County support from English team- Working with ENCO and whole staff training AFL training for teachers and LSA's Develop and train staff to use a task challenge system in maths so that progression in a skill is planned for and specific opportunities to show learning at the GDS are given CPD around making correct judgements – Y2/Y6 standardisation events EYFS briefings County moderation for Y1,3,4,5 Cluster moderation events between local schools	National testing in KS1 and KS2 shows an increase in the amount of children achieving the greater depth standard. <table><tr><th colspan="8">% of Chn achieving GD at the end of KS1</th></tr><tr><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th><th colspan="2">Combined</th></tr><tr><th>2018</th><th>2019</th><th>2018</th><th>2019</th><th>2018</th><th>2019</th><th>2018</th><th>2019</th></tr><tr><td>14</td><td>17</td><td>11</td><td>14</td><td>12</td><td>14</td><td>4</td><td>7</td></tr></table> <table><tr><th colspan="8">% of Chn achieving GD at the end of KS2</th></tr><tr><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th><th colspan="2">Combined</th></tr><tr><th>2018</th><th>2019</th><th>2018</th><th>2019</th><th>2018</th><th>2019</th><th>2018</th><th>2019</th></tr><tr><td>17</td><td>28</td><td>13</td><td>14</td><td>3</td><td>17</td><td>3</td><td>14</td></tr></table> YR- 0% PP pupils achieved exceeding Y1 29% PP pupils achieved GD in reading 29% PP pupils achieved GD in writing 29% PP pupils achieved GD in maths Y2 8% PP pupils achieved GD in reading 0% PP pupils achieved GD in writing 17% PP pupils achieved GD in maths Y3 15% PP pupils achieved GD in reading 5% PP pupils achieved GD in writing 10% PP pupils achieved GD in maths Y4 38% PP pupils achieved GD in reading 25% PP pupils achieved GD in writing 19% PP pupils achieved GD in maths Y5 38% PP pupils achieved GD in reading 25% PP pupils achieved GD in writing 50% PP pupils achieved GD in maths Y6 36% PP pupils achieved GD in reading 14% PP pupils achieved GD in writing 14% PP pupils achieved GD in maths SC partially met	% of Chn achieving GD at the end of KS1								Reading		Writing		Maths		Combined		2018	2019	2018	2019	2018	2019	2018	2019	14	17	11	14	12	14	4	7	% of Chn achieving GD at the end of KS2								Reading		Writing		Maths		Combined		2018	2019	2018	2019	2018	2019	2018	2019	17	28	13	14	3	17	3	14	We will continue with this approach next year and ensure that all new members of staff are trained and supported with this was of teaching.	£1007
% of Chn achieving GD at the end of KS1																																																																				
Reading		Writing		Maths		Combined																																																														
2018	2019	2018	2019	2018	2019	2018	2019																																																													
14	17	11	14	12	14	4	7																																																													
% of Chn achieving GD at the end of KS2																																																																				
Reading		Writing		Maths		Combined																																																														
2018	2019	2018	2019	2018	2019	2018	2019																																																													
17	28	13	14	3	17	3	14																																																													

To improve spelling outcomes for pupils where this is the barrier to achieving ARE	Investment in the no nonsense spelling scheme Ensure this is being taught effectively and consistently across the school through regular and robust monitoring Word mats, dictionaries and other resources to support spelling are used effectively Feedback for spelling is inline with the school policy and is having impact	Regular monitoring and pupil progress meetings show that spelling is improving throughout the school. The scheme still needs more time to become embedded as spelling is still the only barrier for some pupils to achieving ARE for writing.SC partially met	We will continue with this approach to spelling and also ensure that advice given at Y2 and Y6 county standardisation sessions is shared with all staff to improve the teaching of spelling. New staff will be trained to deliver the no nonsense scheme and how to give feedback for spellings.	£0
---	---	---	--	-----------

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Acceleration of progress for pupils who are 'close to' ARE.	Raising Attainment and Progress (RAP) groups-targeted provision for identified pupils. These groups are flexible and children are identified at Pupil Progress Meetings. Each PP pupil is tracker using an impact tracker and progress is closely monitored HQIT training ensure teachers and LSA are equipped to use AFL in lessons to identify pupils who need active interventions and pre-teaching	100% of PP pupils in YR achieved GLD-SC met Y1-PP pupils were inline with non for reading and maths. The gap is too large in writing SC partially met Y2- PP pupils were in line with non in reading and broadly inline in writing and maths. The gap for combined attainment is too large. In addition to PP there were a range of additional needs in this cohort- SC partially met Y3-Gaps between PP and non PP remain too large in all areas. This is due to a vast range of additional behaviour and SEND needs- SC not met Y4 -PP chn are working inline or broadly inline in all areas-SC met Y5 -PP chn are working inline or broadly inline in all areas-SC met Y6 PP pupils outperformed non in all areas-SC met	HQIT has had a very positive impact on attainment this year and we will continue with this approach. In the year groups where the SC has not been met or only partially met, this is due to additional needs and further investigation with how better to support these pupils will be put into place in the next academic year.	£12024

Improved Y6 Progress	Continue to use CPA approach in maths with lots of exposure to test style questions Continue to use and build upon English strategies used last year after a very successful county moderation Engage with HIAS training/ standardisation around opportunities for GDS- paying particular attention to pupils who achieved 2A/3 at KS1	Children who made expected progress or better <table><tr><td>Y6</td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>2018</td><td>58%</td><td>81%</td><td>50%</td></tr><tr><td>2019</td><td>72%</td><td>86%</td><td>79%</td></tr></table> PP Children who made expected progress or better <table><tr><td>Y6</td><td>Reading</td><td>Writing</td><td>Maths</td></tr><tr><td>2019</td><td>86%</td><td>93%</td><td>71%</td></tr></table> SC partially met	Y6	Reading	Writing	Maths	2018	58%	81%	50%	2019	72%	86%	79%	Y6	Reading	Writing	Maths	2019	86%	93%	71%	This approach will continue to be used and transition matrices to track progress from starting point and ensure that all staff aware of where chn should be and who is not on track.	£0
Y6	Reading	Writing	Maths																					
2018	58%	81%	50%																					
2019	72%	86%	79%																					
Y6	Reading	Writing	Maths																					
2019	86%	93%	71%																					
Improved oral language skills pupils across the school.	SCLN teaching assistant working with targeted children with exceptionally low language levels supported by the Inclusion Manager.	SCLN LSA works 1:1 with children who have poor oral language. Personalised provision is in place for these children and is having impact on their language skills. SC met	We will continue with this approach	£3857																				

To reduce barriers to learning caused by emotional issues.	2x ELSA trained TA's to support identified children with emotional literacy needs. Inclusion manager is now non class based which enables them to better support teacher and children with social, emotional mental health needs Full time pastoral manager in school After school clubs Breakfast Club	Many of our pupils are not ready to learn when they arrive in school because of emotional issues brought in from home. Each individual child needs a different approach to get into school, calm down and be emotionally ready to engage with their learning. We currently fund 5 places at after school club (13%) We currently fund 11 places at breakfast club (13%) 35% of chn attending after school club receive the Pupil Premium grant 33% of chn attending breakfast club receive the Pupil Premium grant SC met	This is an approach that we will continue with and adapt to the ever changing needs of our children. We have employed a pastoral support worker to support these children and improve transition into school and support them with managing their extreme behaviours throughout the day. We have also installed a sensory room in school to help these children. We will continue to fund after school and breakfast club places for families who need this support.	£4071 £3667 £1126
---	---	---	---	--

To reduce barriers to learning due to SEND	Investment in CPD for staff and resources to support pupils dealing with these issues that impact negatively on their learning e.g Lego therapy training in autumn term LSA training around the reasons for and how to deal with challenging behaviour Inclusion manager out of class to support these pupils and their families Resources purchased to support these children, e.g blackout tent, tangle toys, threaputty, work screens, talking tins, recording WB's	CPD around additional needs and challenging behaviour has enabled more staff to understand the reasons for extreme behaviours. Strategies from this CPD are being put into place and having positive impact This needs to continue and become embedded in the culture of Roman Way. SC partially met Lego therapy training was successful and is being used with groups of children but this needs to happen more frequently-SC partially met Inclusion manager has worked with staff to develop and regularly update inclusion folders and pupil passports so that children's individual needs can be met more successfully SC met Team teach training for all staff to support children displaying extreme behaviours- SC met Resources used have been successful for the purpose that they were purchased e.g distraction, calming etc. SC met	We will continue with this approach and have adapted our behaviour steps accordingly. We use strategies such as inconveniencing and the 30 second script from the Paul Dix book to modify behaviour. Inclusion manager will work with recently employed pastoral worker to support staff with individualised learning to enable more children to be successful and remove barriers to learning. Staff are able to support these children Resources to support learning and modify behaviour will continue to be purchased to support the children who need them.	£174 £2406 £500
To reduce barriers to learning due to lack of social skills	Forest school lead working with Inclusion manager to take small groups of pupils twice a week to develop social skills and improved behaviour	Forest school lead has supported in and out of class working with children display challenging behaviour and helping them to transition back into the classroom- SC met	This approach will be continued and adapted to meet the continuing needs of our children.	£0

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates and reduction of 'lates'.	Running a school breakfast club. A robust system is in place for contacting pupils who are not in school Pastoral manager will work with families to support getting pupils to school on time Continue to fund Breakfast Club. We pay for additional staff hours.	Overall attendance has increased this year by 0.39% There is a gap between PPG and NON PPG pupils of 1.03% however other circumstances were responsible for this gap PP unauthorised absences have decreased from 0.83% to 0.50% PP Lates after register closes has decreased from 0.21% to 0.18% SC met	We will continue with the new attendance system as it has had a positive impact on attendance overall and with PP lates and unauthorised absences.	£500
To offer an extended schools service	Running an after school club.	We currently fund 5 places at after school club (13%) 35% of chn attending after school club receive the Pupil Premium grant SC met	We will continue to fund after school club places to support the families who need it.	£10500

Behaviour that is having a negative impact on learning is addressed	Support from external agencies (Primary Behaviour Service, Norman Gate outreach, Educational Psychology) for individual pupils identified with emotional/behavioural needs. Resources to modify behaviour (etc.blackout tent for safe space). Additional support through additional LSA hours to support children with individual behaviour programmes.	Due to an increase in the need for these services they are increasingly overstretched and waiting lists are very long so we are having to develop our own strategies and seek advice from elsewhere to meet the needs of our children. SC partially met	We will continue to use these services but are also developing our own strategies to apply in mainstream settings	£1124
Improved transition between nursery and secondary settings	Links with local secondary schools to take part in subject activity days such as science and technology. Teachers from secondary to support our school with PE and French TPA meetings with nurseries to discuss vulnerable pupils and ensure smooth transitions	Links with secondary schools are good and our pupils in year 5 and 6 took part in transition days at the local secondary schools Staff attended PE training at Harrow Way and strategies have been implemented into PE lessons TPA meetings took place with nurseries and helped to give a picture of the children we were inheriting. More work needs to be done regarding information sharing and moderation- SC partially met	This approach will continue and stronger links with nurseries will be forged to better aid transition	£0

To enable equal access for all to curriculum opportunities	Educational visits and enrichment activities funded. Robust review of the curriculum ensures it is inclusive, broad and balanced	We funded school trips for 15 PP pupils which meant they were able to take part and engage with the wider curriculum SC met	This is an approach we will continue with as all pupils are entitled to equal curriculum opportunities. We are rewriting the curriculum so that it is more exciting, engaging and fit for purpose.	£233
--	--	---	---	------

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk

Disadvantaged pupils are doing well at Roman Way school. Most are achieving in line with their peers. Where this is not the case we have robust tracking of PP pupils to ensure every possible support is provided.

Ofsted (2017) stated '*Leaders use extra help effectively to enable disadvantaged pupils to make rapid progress so they can catch up with their peers nationally*'.

At Roman Way we believe in getting it right for ALL pupils. This view is supported by the following statement from the EEF guide to the Pupil Premium.

'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.'