

Pupil premium strategy statement (primary)

1. Summary information					
School	Roman Way Primary School				
Academic Year	2017-2018	Total PP budget	109,675	Date of most recent PP Review	Jan 2017
Total number of pupils	262	Number of pupils eligible for PP	95 (37%)	Date for next internal review of this strategy	

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving in reading, writing and maths	56	57%
% making progress in reading	68	74%
% making progress in writing	58	58%
% making progress in maths	66	70%

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
B.	KS2 Maths
C.	Phonics
D.	Resilience of pupils
E.	Barriers to learning caused by emotional issues, often before school
F.	Transition between Y6 and Y7
G.	Opportunities for challenge provided for pupils working at greater depth
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
H.	Low attendance rates

4. Desired outcomes		
	<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

B.	Improved Y6 attainment	Internal data shows that Y6 attainment is improving
C.	Improved language skills	Language Link programme has impact on attainment through better access to the curriculum
D.	Improved pupil resilience	Pupils develop a growth mind set enabling improved stamina against increased expectations
E.	Barriers to learning caused by emotional issues removed	Swift pastoral care and breakfast club enables pupils to engage with their learning
F.	Improved transition between Y6 and Y7	Improved contact and earlier transition plan with Y7 feeder schools
G.	More opportunities are given for chn working at greater depth	Investment in high quality challenge resources enable refined task design to meet specific needs

5. Planned expenditure					
Academic year	2017-2018				
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. Employing extra teaching assistants. Specific AFL training for teaching assistants	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. By employing extra teachers and teaching assistant we are able to provide pupils with the opportunity to work in small groups and to be provided with active interventions when necessary.	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.	AH ADH	Ongoing monitoring Recorded half termly
Improved phonics outcomes in Year 1	Whole class and more explicit references to phonics in all areas of learning Active interventions by those pupils who need it	Improved practise across KS1 is a key priority. Different practitioners have been re-trained and more robust starting points have been identified for the next academic year.	Progress is measured half termly and monitoring goes on throughout the half term to ensure actions are having maximum impact. Groups of pupils are flexible and changed depending on the needs of the pupils. The impact will be over seen by the English Leader.	AH ADH EnCo	Ongoing monitoring Recorded half termly
Improved oral language skills across the school	Language link programme – Use across the school to identify gaps in communication and understanding.	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. Future links with pre-schools are planned to enable better transition and stating points in school with a particular focus on language development. PP pupils who followed the Language Link programme made the following progress: %%%%%%%% The impact of the programme was that,,,	Robust assessment of Language Link and its impact-See data Monitoring of delivery of Language link programme Best modelling across the school	AH ADH SENCo	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 development of a forest school. Training for staff to deliver a forest school curriculum.	Due to recent scientific evidence 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.	Skills learned in Forest School will be transferred to other areas of the curriculum; Incident books will show a reduction in incidents.	Forest School Leader	Ongoing monitoring Recorded half termly
To provide opportunities for pupils working at greater depth to be challenged	INSET on how to challenge the pupils working at greater depth in maths. New resources purchased and training given about how to use for challenge The power of reading scheme has been purchased and is being used across the school County support from English and maths team AFL training for teachers and TA's	Although the amount of pupils working at greater depth has increased in some year groups, data shows that we need to continue to harness the talents of pupils able to work at this standard. The key to this is to provide the opportunities through relevant task design and timely challenge.	Monitoring and evidence in books will show more opportunities for challenge at greater depth.	AH ADH EnCo MaCo	Ongoing monitoring Recorded half termly
Total budgeted cost					£107,675

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.	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 2x 1:1 teachers working with identified pupils to provide pre-teaching and active interventions as necessary	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.	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.	AH ADH	Ongoing monitoring Recorded half termly
Improved Y6 attainment.	Running catch-up sessions before or after school, for Y6 children who need extra help with Maths or English. GPC revision resources More emphasis on the CPA approach in maths County advisor working Y5 and Y6 to plan	The Ofsted Pupil premium update 2014 states 'Additional staffing is also used to enable schools to offer a range of interventions such as booster classes, reading support or 'raising aspirations' programmes'. Before school catch up sessions are being run by Y6 teachers and the Acting Deputy Head to ensure pupils gaps are closing in Reading, Maths and SPaG.	Pupils are identified and grouped according to specific needs. These groups are changed regularly in order to achieve maximum impact for all pupils. A robust monitoring system is in place to ensure advice from county is followed and having maximum impact	Y6 teachers AH ADH	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. SLCN manager who attends whole federation training for staff including development of vocabulary and concepts and provides specific resources for targeted children	After assessments it is found that many of our pupils 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 ta are monitored regularly and followed up in class. Resources are matched carefully to individual children. Progress is measured in increased attainment.	AH ADH SLCN manager SLCN teaching assistant	Ongoing monitoring Recorded half termly
To reduce barriers to learning caused by emotional issues.	2x ELSA trained TA's to support identified children with emotional literacy needs. Full time pastoral support worker in the federation to work with troubled children and their families. Trained in counselling and therapeutic skills including therapeutic story writing. Full time pastoral manager in school Invest in family support worker to work with troubled families	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.	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.	AH ADH Pastoral manager	Ongoing monitoring Recorded half termly
Total budgeted cost					

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. We will improve our approach by employing a Parent Support Worker who is known to the school. She will also run Triple P parenting courses. She will work with targeted families. Clarify prioritised places for PP pupils. 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.	AH ADH	Ongoing monitoring Recorded half termly
To offer an extended schools service	Running a breakfast club and 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.	25% of the pupils who attend after school club receive the pupil premium grant. Parent and pupil questionnaires will monitor the impact.	AH ADH	Ongoing monitoring Recorded half termly
Behaviour that is having a negative impact on learning is addressed	Support from external agencies (Primary Behaviour Service) for individual pupils identified with emotional/behavioural needs. Resources to modify behaviour (etc.tipi for safe space). Additional support through additional TA hours to support children with individual behaviour programmes.	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.	Incident books to be monitored. Monitoring of improvements in behaviour by relevant staff.	AH ADH	Ongoing monitoring Recorded half termly

Improved transition from Y6-Y7	Links with local secondary schools to take part in subject activity days such as science and technology.	This can be a difficult time for our pupils and good links with secondary schools will make this process as smooth and undistruptive as possible.	Feedback from Y7 leads about the transition/settling in of our pupils.	AH ADH	Ongoing monitoring Recorded half termly
To enable equal access for all to curriculum opportunities	Educational visits and enrichment activities funded.	We want to ensure that none of our pupils miss out on crucial and enjoyable learning opportunities.	Families who are in need of support financially will be offered it.	AH ADH	
Total budgeted cost					

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. Employing extra teaching assistants.	100% of YR PPG pupils achieved GLD. SC met Y1-The gap between PP and non in reading has reduced from -30 to -25%. SC met However it has increased in writing and maths. Y2-PP outperforming non in Reading and Writing and our in line with maths. SC met Y3-The gap between PP and non in Reading has diminished from -17—7% SC met but has increased in writing (-2%) and maths (-3%). This is one child. Y4-PP are out performing non in writing and maths and are broadly in line for reading (-7%). SC met Y5-The gap is closing between PP and non for. Reading +9- -4%. Writing -26 - +27 SC met but maths -4 - +12. This gap has increased. Y6-Good progress for PP pupils. Reading- -24 - +9. Maths -14 -6%. Writing is broadly in line at -11%. SC met	Our support staff have been very well trained. The improvements in applying aspects of AfL have had a very positive impact on our PP pupils. We will continue with this approach next year and will spend on additional staff when needed. It is the training they receive that makes them so effective. AfL has had a huge impact. We will continue to train teachers and TA`s so that the impact of Afl continues to accelerate learning.	£17,797 TA £12,185 TA £38,175 Teacher

Improved reading and spelling outcomes in KS1	Phonics-extra Letters and Sounds sessions led by a teacher.	Year 2 reading and spelling outcomes are good and PP pupils are out performing non PP in Reading and Writing. Phonics- only 33% of PP pupils passed the phonics screening. Many pupils had additional needs. Monitoring identified gaps that are being addressed. SC not met	We will not teach phonics in small groups this year. Different practitioners have been re-trained. More robust starting points have been identified for next year. Improved practise across KS1 is a key priority.	£0
Improved oral language skills across the school	Language link programme – Use across the school to identify gaps in communication and understanding.	Language Link programme		£350
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. Training for staff to deliver a forest school	100% of PP pupils engaged and improved their language skills through Forest School. It provided opportunities for leadership skills and learning with different peers. SC met	Continue next year with an improved Forest School curriculum that has more robust links to topic work.	£1780

To provide opportunities for pupils working at greater depth to be challenged	INSET on how to challenge the pupils working at greater depth in maths. A chance to explore and plan using the resources so that they have maximum attainment on attainment. Resources for challenge and reasoning in maths purchased County support from English and maths team	PP pupils who achieved GD: YR-0% of PP pupils achieved GD Y1-6% of PP pupils achieved GD for R Y1-6% of PP pupils achieved GD For W Y1-6% of PP pupils achieved GD for M Y2-29% of PP pupils achieved GD for R Y2-29% of PP pupils achieved GD For W Y2-18% of PP pupils achieved GD for M Y3-38% of PP pupils achieved GD for R Y3-38% of PP pupils achieved GD For W Y3-50% of PP pupils achieved GD for M Y4-20% of PP pupils achieved GD for R Y4-13% of PP pupils achieved GD For W Y4-13% of PP pupils achieved GD for M Y5-9% of PP pupils achieved GD for R Y5-18% of PP pupils achieved GD For W Y5-18% of PP pupils achieved GD for M Y6-15% of PP pupils achieved GD for R Y6-15% of PP pupils achieved GD For W Y6-0% of PP pupils achieved GD for M SC partially met	Continue next year with improved practise around AfL and more opportunities for PP pupils to work at GD. Investment in HIAS support to continue	£1007
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. Schools. 2x 2:2 teachers working with identified pupils within Active Interventions which embraces the 'Keep up not catch up' ethos.	We no longer use 'close to' as a measurement of progress. These teachers have been able to be flexible support where it is most needed. As PP pupils attain at ARE within flexible groupings this support can be moved accordingly across the school. SC met	Continue as impact is evident in results.	£13,024
Improved Y6 attainment.	Running catch-up sessions before or after school, for Y6 children who need extra help with Maths or English. GPC revision resources	Y6 R-PP pupils outperforming non by+ 9% from -24% W-PP pupils are behind with non at -11% M-PP pupils are broadly in line at -6%. This gap has narrowed from -14% These PP pupils all had additional needs at a very high level. Despite this the PP pupils made significant progress from their starting points. SC partially met	Improve additional support following HIAS training and advice.	£0

Improved oral language skills pupils across the school.	SLCN teaching assistant working with targeted children with exceptionally low language levels. SLCN manager who attends whole federation training for staff including development of vocabulary and concepts and provides specific resources for targeted children	Only two PP pupils were identified as needing this intensive support. One child has made good progress in that he was below ARE for R,W,M before he started the programme but is now ARE for W and M. He needs continued support for R. The second child has additional needs and made progress but is still yet to be ARE. SC partially met	We will continue	£3857
To reduce barriers to learning caused by emotional issues.	2x ELSA trained TA's to support identified children with emotional literacy needs. Full time pastoral support worker in the federation and Pastoral Manager in school to work with troubled children and their families. He is trained in counselling and therapeutic skills including therapeutic story writing. After school clubs Breakfast Club	100% of PP pupils who received ELSA support improved emotionally so were better able to access learning in class. SC met 93% of PP pupils identified with emotional needs made good or better progress in R,W and M. The PP pupils who received pastoral support improved in Reading from 50%-57%. Writing 29-50% Maths 57-50% which was one child in Y6 who did not achieve the expected standard. SC met 100% of PP pupils who attended Breakfast club improved their transition into school to start the day settled and ready to learn. 100% of PP pupils who attended After School Club showed improvement in socialising and leaving for home in a calm and relaxed way. SC met	Continue next year Continue next year. Continue next year.	£4071 £3667-CL £1126

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. Support from family support worker which ensures children attend school and arrive on time. Any barriers to this are identified and swiftly rectified. .	Total attendance for PP is 93%. Authorised absences have dropped from 6-5%. Unauthorised absences remain at 2%. PP lates have reduced from 0.83% to 0.95 %. SC partially met 28% of Breakfast Club are PP pupils. We fund two places to enable pupils to access this service. SC met	We will improve our approach by employing a Parent Support Worker who is known to the school. She will also run Triple P parenting courses. She will work with targeted families. Clarify prioritised places for PP pupils. Continue to fund Breakfast Club. We pay for additional staff hours.	£500-ZC
To offer an extended schools service	Running an after school club.	32% of After School Club were PP pupils. Two spaces are funded by the school to in order for pupils to access club. SC met	Very successful. Numbers are increasing term on term.	£10,500
Behaviour that is having a negative impact on learning is addressed	Support from external agencies (Primary Behaviour Service) for individual pupils identified with emotional/behavioural needs.	Primary Behaviour Service (PBS) supports families and enables parents to cope better with strategies to use at home. 100% Of PP pupils who engaged with PBS had improved behaviour. SC met	PBS continue to work with schools and families. If we need to pay for extra support we will.	£0-SLA
Improved transition from Y6-Y7	Links with local secondary schools to take part in subject activity days such as science and technology.	100% PP pupils were much more confident about transition due to increased number of visits both to new schools and new school staff visiting Roman Way. SC met	Continue next year	£0

To enable equal access for all to curriculum opportunities	Educational visits and enrichment activities funded.	100% of PP pupils accessed our curriculum and all curriculum opportunities. SC met 100% PP attendance on school residential. SC met	Continue next year	£151-Calshot £446-other trips
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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 (2027) stated '*Leaders use extra help effectively to enable disadvantaged pupils to make rapid progress so they can catch up with their peers nationally*'.