

Pupil premium strategy statement (primary)

1. Summary information					
School	Roman Way Primary School				
Academic Year	2016-2017	Total PP budget	109,080	Date of most recent PP Review	29.09. 2016
Total number of pupils	255	Number of pupils eligible for PP	95	Date for next internal review of this strategy	16.01.2017

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.	Low starting points for Y6 cohort
C.	Poor language skills
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	2016-2017				
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.	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.	AH ADH	Ongoing monitoring Recorded half termly
Improved reading and spelling outcomes in KS1	Phonics-extra Letters and Sounds sessions led by a teacher.	Monitoring has shown that phonics is more effective when taught in small groups. We teach phonics in small targeted groups daily to provide extra support to maintain high attainment in phonics and improve attainment in reading and spelling. We ensure that all pupils spend time with both the TA and teacher.	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 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.	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. 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	Data shows that we need to harness the talents of pupils able to work at greater depth in Reading, Writing and Maths. The key to this is to provide the opportunities through relevant task design.	Monitoring and evidence in books will show opportunities for challenge at greater depth.	AH ADH EnCo MaCo	Ongoing monitoring Recorded half termly
Total budgeted cost					£62264

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. Schools. 2x 1:1 teachers working with identified pupils within Active Interventions which embraces the 'Keep up not catch up' ethos.	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	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.	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 if it 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.	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. 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.	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.	AH ADH Pastoral manager	Ongoing monitoring Recorded half termly
Total budgeted cost					£41362

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. Support from family support worker which ensures children attend school and arrive on time. Any barriers to this are identified and swiftly rectified. .	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 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 undruptive 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.	Some families are unable to contribute towards trips or residential stays so we ensure that all children are treated fairly	Every child will take part in every enrichment opportunity and experience	AH ADH	Ongoing monitoring
Total budgeted cost					£5454

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																
Improved phonics skills In KS1	Phonics – extra letters and sounds sessions led by a teacher Phonics audit Targeted staff training Flexible grouping	High:The end of year phonics data shows that 88% of disadvantaged pupils achieved the expected standard compared to 57% the previous year.	This is an approach we will continue with next year. The phonics strategy is now embedded and having significant impact. All pupils have equal access to teacher led groupings.	£548																
Enable Y6 pupils to make accelerated progress towards the new expected end of year standard for reading, writing and maths	Small group Year 6 booster sessions led by a teacher	Table shows Y6 results Mixed: <table><tr><td>Y6</td><td>R</td><td>W</td><td>M</td></tr><tr><td>PP</td><td>56%</td><td>81%</td><td>50%</td></tr><tr><td>non</td><td>50%</td><td>71%</td><td>71%</td></tr><tr><td>Gap</td><td>+6</td><td>+10</td><td>-21</td></tr></table>	Y6	R	W	M	PP	56%	81%	50%	non	50%	71%	71%	Gap	+6	+10	-21	The needs of this year's Y6 cohort have been scrutinised closely and a specific plan has been put into place for early morning catch up groups to receive either pre-teaching or consolidation of previous learning. Early morning catch up groups are starting earlier in the year.	£1080
Y6	R	W	M																	
PP	56%	81%	50%																	
non	50%	71%	71%																	
Gap	+6	+10	-21																	
Close gaps in understanding and language across the school	Language link programme used across the school to identify gaps in understanding and communication SCLN HTLA working with pupils with exceptionally low language levels	High:100% of Y6 pupils who had a barrier to language development took part in the programme and the barrier was removed.	This is a programme we will continue with to assess and create tailored language plans for pupils who need additional support with language development. The SCLN HTLA will continue to support these pupils.	£5529																

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
Pupils who are 'close to' the expected standard make rapid progress in order to catch up.	RAP groups – targeted provision for pupils identified at pupil progress meetings	Mixed: Gaps in all subjects have narrowed in different year groups. However this is not consistent across the school.	We will continue to identify RAP target pupils but will carry out a more robust tracking system to measure the impact of actions on PPG pupils and swiftly intervene if actions are not having the desired impact.	£1000
Accelerated progress for pupils with gaps in their learning in reading and writing	1:1 teacher working with targeted children from most year groups	Mixed: Pupils who worked with the 1:1 teacher made good progress but not all achieved the new expected standard.	We will continue with this approach but to fit the new curriculum standards we will use the 1:1 teacher to work either 1:1 or with small groups of children to pre-teach or give an active intervention where there are gaps in learning or consolidation is needed. This approach fits with our 'keep up not catch up' ethos.	£6389
Accelerated progress for pupils with gaps in their learning in maths	First class @ number and ECC intervention programmes taught by a specialist teacher	Mixed: Pupils made good progress but did not bring strategies learned in interventions back to class.	We will continue use this teacher's maths expertise and knowledge from these interventions but to fit the new curriculum standards we will use the specialist teacher to work either 1:1, with small groups and in class to pre-teach or give an active intervention where there are gaps in learning or consolidation is needed. This approach fits with our 'keep up not catch up' ethos.	£36000
To remove behaviour barriers	Additional TA hours to support pupils with individual behaviour needs	Mixed: Most pupils were able to calm down and modify their behaviour so that they were ready to learn. However for a few pupils this approach did not work.	We will continue to capture best practise when dealing with emotional pupils. We will deploy staff differently and open a breakfast club.	£7500
To modify behaviour and for children to understand their emotional decisions	Self-regulation programme Therapeutic story writing	Mixed: pupils knew they had a trusted adult they could go to in school but pupils were not always able to choose taught strategies due to high emotion.	The needs of targeted pupils have been evaluated and those who we think will benefit from this approach will be offered both levels of support.	£19800

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
To remove barriers to learning that are caused by emotional issues	Full time pastoral in school to work with troubled families. Trained in counselling and therapeutic skills. Sessions are timetabled for specific pupils but the pastoral worker is available for quick responses too. Full time pastoral manager to respond immediately to pupil/family crisis 2x trained ELSA	High: Pupils needs were swiftly and effectively responded to. Upset pupils were quickly calmed and entered the classroom ready to learn. Parents were directed to support and school facilities were available if needed.	This year we will continue with this approach. In addition to this we will focus on attendance and persistent absence/lateness. Ongoing support for troubled pupils and families will be woven into this.	£ 37,750

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