



Roman Way Primary School Pupil Premium Report 2015-2016

Roman Way Primary School is committed to raising aspirations and attainment for all pupils. There role of every adult is to add value to each child's learning experience either through the implementation of an enhanced curriculum or through specific and targeted support. The progress of each child is monitored daily by class teachers with the help of Teaching Assistants and half termly in attainment reviews with members of the Senior Leadership Team. Raising Attainment and Progress (RAP) groups are discussed and focus on those children in the class that may not be making expected progress. Interventions and additional adult support is put in place and recorded on a RAP plan. This is reviewed at the following attainment review.

Children's emotional well-being is given high priority by all staff. The Pastoral Team and Inclusion Manager have had significant impact on improving outcomes for a number of children that have a high level of need.

NOR: 192	Ever 6 Free School Meals: 92=48% £1,320 p/c=£106,920	Service children: 3=1% £300p/c=£900	Looked After Children: 0	Total Received: 95 PPG children=49%= £115, 596
Area	Activity			Cost
Literacy	- Phonics-extra Letters and Sounds session: Sessions led by a teacher - ALK phonics 100% of children made expected progress - Reading Rescue 100% of children made expected progress and 34% of children made more than expected progress. - RAP groups-Targeted provision for identified at Pupil Progress Meetings - P.A.S.S: Sessions led by the TA`s. 60% of children made a ratio gain of 2 or more in 2014-15. 1 to 1 teacher working with identified children from most year groups (22 children across Y4-6) - 1 x 20mins session a week over a term (approx.10-12 sessions per child) - Small group Year 6 booster: Sessions led by a teacher			£58,867
Numeracy	- First Class @ Number: 3 children and 100% made better than expected progress. - ECC – targeted Y2 pupils with low level of maths- 7 children and 100% made better than expected progress. Children work <u>in a small group</u> with trained teacher for 4 x 30 min sessions a week over an 8 week programme.			£32,681

	Targeted 8 Year 3 children in Summer 2 term to keep up so they are Y4 ready. • 1 to 1 teacher working with identified children from most year groups (11 children across Y5-6) - 1 x 20mins session a week over a term. • Small group Year 6 booster: Sessions led by a teacher	
SLCN	• Language link programme – assessment programme used across the school to identify gaps in understanding and communication. Following the assessments, a programme is designed to support staff in working with children flagged at red and blue levels with a range of small group and individual support in place. Progress is reviewed mid and end of year. • SLCN HLTA working with 6 children identified with exceptionally low language levels – individualised programme of language building to increase confidence. This in turn allows the child greater access to school curriculum and so leads to better competence. • 1 to 1 SLCN teacher working with 4 children across all year groups on ALK programme to develop language skills (all children making progress – avg ratio gain of 2:1) • Speech and communication therapists regularly attend whole federation training for staff including development of vocabulary and concepts and provide specific resources to support 11 targeted children.	£5,529
ELSA and BSED	• Full time pastoral support worker in school to work with troubled children and their families. Trained in counselling and therapeutic skills. Sessions are timetabled for specific children but worker is also available for quick responses. In addition, pastoral support leads small group sessions for identified children – areas focused on are socialising skills, writing groups and girls' world (life skills for Y6 children) • Playtime equipment: TAs trained + equipment used by young leaders • Peer Mentor Programme – Y6 children trained to run playground games with the younger children-`Helping Hands, Listening ears`. • Significant support from external agencies (Primary Behaviour Service - PBS) for individual pupils identified with emotional/ behavioural needs. • Additional support through additional TA hours to support children with individual behaviour programmes. • Self-regulation programme run by TA (trained by PBS – worked with 3 children on a 1 to 1 basis to develop behaviour strategies and coping mechanisms. • Therapeutic Story writing group run with 6 Y5 and Y6 children. • Liaison with Harewood Centre-1 child attended for summer 2 term 1xweekly.	£13,847

Leadership of Grant	• Pastoral leadership • SEND leadership • School leadership			£4672
IMPACT End of year data shows that elements of the above strategy is having clear, positive impact on disadvantaged children's progress and attainment but this impact is not consistent especially at the end of KS2. Strategies in place clearly show positive impact developing through our younger years.				
EYFS				
2014 Data shows the 56% of disadvantaged children achieved GLD compared to a national figure of 45%. The gap between disadvantaged and other children was 14% compared to a national gap of 19%.				
Year 1 Phonics				
	2013	2014	2015	
Disadvantaged	22%	57%	88%	
School	43%	58%	90%	
National	57%	63%	66%	
End of KS1				
In reading attainment of disadvantaged children was better than non-disadvantaged at school and at national level. The school gap is positive 1.8 APS point compared to a negative gap of 1.9 APS point nationally.				
In writing attainment of disadvantaged children was better than non-disadvantaged at school and at national level. The school gap is positive 0.8 APS point compared to a negative gap of 1.8 APS point nationally.				
In maths attainment of disadvantaged children was better than non-disadvantaged at school and at national level. The school gap is positive 1.0 APS point compared to a negative gap of 1.8 APS point nationally.				
KS2				
Based on assessment in July 2015; Internal data shows there is no gap in reading attainment between disadvantaged and non-disadvantaged children. Internal data shows there is no gap in writing attainment in Years 4 and 5 but there is a small gap in Y3. Internal data shows there is no gap in maths attainment between disadvantaged and non-disadvantaged children				
End of KS2				
Progress			Attainment	

Reading

88% of our disadvantaged pupils made expected progress compare 92% of National other pupils
 50% of our disadvantaged pupils made better than expected progress compared to 33% of National other pupils

Writing

88% of our disadvantaged pupils made expected progress compare 95% of National other pupils
 6% of our disadvantaged pupils made better than expected progress compared to 37% of National other pupils

Maths

63% of our disadvantaged pupils made expected progress compare 91% of National other pupils
 19% of our disadvantaged pupils made better than expected progress compared to 37% of National other pupils

Reading

81% of our disadvantaged pupils achieved expected levels of attainment compare to 83% of National disadvantaged pupils and 92% of National other pupils
 31% of our disadvantaged pupils achieved above expected level of attainment compare to 34% of National disadvantaged pupils and 56% of National other pupils

Writing

60% of our disadvantaged pupils achieved expected level of attainment compare to 79% of National disadvantaged pupils and 90% of National other pupils
 6% of our disadvantaged pupils achieved above expected level of attainment compare to 22% of National disadvantaged pupils and 42% of National other pupils

Spelling and Grammar

50% of our disadvantaged pupils achieved expected level of attainment compare to 71% of National disadvantaged pupils and 84% of National other pupils
 19% of our disadvantaged pupils achieved above expected level of attainment compare to 43% of National disadvantaged pupils and 61% of National other pupils

Maths

63% of our disadvantaged pupils achieved expected level of attainment compare to 80% of National disadvantaged pupils and 90% of National other pupils
 25% of our disadvantaged pupils achieved above expected level of attainment compare to 28% of National disadvantaged pupils and 48% of National other pupils

Development in 2016/17

Continue successful strategy above and refocus on;

- Ensuring more disadvantaged children achieve above expected level in spelling.
- Ensuring more disadvantaged children achieve above expected level in maths.

- Improve extended writing and further develop `Talk for Writing` strategies.
- Ensuring disadvantaged children make better than expected progress in both writing and maths and they reach national expectations. **This will be done by Active bespoke Interventions embracing our `Keep up not catch up` culture. This will develop alongside the SOLO practise becoming more embedded throughout the school.**
- Buy GCP SAT resources and SPaG dictionaries for Y6, refresh SPaG resources throughout the school
- Pay for support around disadvantaged children with attendance/punctuality issues (Zara Colewell)
- SLCN specialist employed to work in school, specialising in this area.

Key

Ratio gain: e.g 2:1 = 2 months progress for every 1 month on the programme TA: Teaching assistant HLTA: Higher level teaching assistant RAP: Raising Attainment and Progress group intervention	DEST: Dyslexia Early Screening Test SALT: Speech and Language Therapy First class at number: mathematics Wave 3 intervention ELSA: Emotional Literacy Support Assistant BSED: Behaviour, Social and Emotional Difficulties
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