Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Roman Road Primary School
Number of pupils in school	375
Proportion (%) of pupil premium eligible pupils	24.5%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	February 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Asif Mahmood
Pupil premium lead	Asif Mahmood
Governor / Trustee lead	Sharon Blackwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,565
Recovery premium funding allocation this academic year	£8,374
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£111,940

Part A: Pupil premium strategy plan

Statement of intent

In 2011, the Government introduced a new funding stream to be targeted to improve the performance and achievement of children from disadvantaged background. This funding labelled "Pupil Premium" is calculated using children who are eligible and registered to receive free school meals (FSM).

Statistics show that children from deprived backgrounds consistent under perform in comparison with children from 'better off' families. For example, data from the secondary sector show that approximately 30% of FSM registered children gain 5 A – C grades at GCSE level compared with over 60% of those not registered!

The Government is committed to reducing this type of statistic.

Roman Road school intends to continue to use funding to build on its commitment to improve pupil achievement and supporting those children that are under-achieving regardless of whether they are registered for FSM or not.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Having relevant basic skills in reading
2	Having relevant basic skills in writing
3	Having relevant basic skills in maths
4	Social and emotional skills

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Children to close attainment gap in reading	Reading attainment data
Children to close attainment gap in writing	Writing attainment data
Children to close attainment gap in maths	Maths attainment data
Encourage positive social behaviour (less behavioural problems)	Behaviour data

Activity in this academic year
This details how we intend to spend our pupil premium (and recovery premium funding)
this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £*238,003*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention teaching PM	Teaching delivered out-of-class, more focused learning dependant on needs	3
Year 2 – 6 Booster classes AM	Teaching delivered out-of-class, more focused learning dependant on needs	3
Intervention TA (English)	Teaching delivered out-of-class, more focused learning dependant on needs	2
Intervention TA (Phonics) 1:1	Teaching delivered out-of-class, more focused learning dependant on needs	2
Small class teaching groups	Focused learning for English and maths	3

Assessment data to demonstrate closing the gap in attainment for pupil premium children.

	Attainment Data		
	Maths Pupil Premium	**Reading Pupil Premium**	**Writing Pupil Premium**
Reception	67%	83%	83%
Year 2	100%	83%	100%
Year 6	100%	100%	100%

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £*15,924*

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Counsellor	Counselling can give a child the space they need to talk about what's going on, without fear of judgement	1 (10,920)
Speech and Language Therapist	Speech and language therapists play a key role in supporting children and young people with behavioural problems. Support allows families and the school to respond appropriately, and providing direct therapy to those children and young people who need it.	1 (*£5,004*)

Total budgeted cost: £253,927

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Assessment data shows disadvantaged pupils have made good progress and are closing the attainment gap in all core subjects.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.