

Roman Road Primary School



Pupil Premium Strategy Statement 2025 – 2026

Published: December 2025

Review: July 2026

Pupil Premium Strategy Statement – Roman Road Primary School

This statement details our use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	43%
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Monaghan, Headteacher
Pupil premium lead	Emma Monaghan
Governor lead	Ashleigh Pilkington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143 925
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£143 925

Part A: Pupil premium strategy plan

Statement of intent

At Roman Road Primary School, nearly half of our children are in receipt of the Pupil Premium Grant – this figure currently stands at 43%.

Our ultimate objectives for our disadvantaged pupils is that they attain at least in line with national non-disadvantaged pupils. We want them to leave Roman Road with a strong educational passport that allows them to access learning at secondary school, being able to speak articulately and passionately about their hopes and aspirations for the future.

Our current pupil premium strategy plan is a tiered approach (this tiered approach is reflected in our costings) which identifies barriers to learning and implements creative ways to overcome them. It is underpinned by our curriculum drivers which are derived from a strong understanding of the backgrounds of our families and our shared beliefs about high quality education and values. These are *excellent behaviour, mental health and well-being* and a *strong language focus*.

The key principles of this plan are that all children are entitled to great teaching, no matter what their postcode or family context. We are committed to reducing educational inequality through maximising progress for all; we know that the Roman Road children deserve the very best teaching in order to improve outcomes and life chances.

Challenges

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

Challenge number	Detail of challenge
1	Poor early language skills on entry to Early Years with starting points below national
2	Low attendance for some of our children
3	Some children have poor emotional wellbeing which impacts on their behaviour and readiness to learn
4	Fluency in maths (number) remains a barrier as disadvantaged pupils are less likely to engage with homework or online fluency programmes. As a

	result, Maths attainment amongst disadvantaged pupils is lower than non-disadvantaged pupils.
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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
Disadvantaged pupils in EYFS are able to listen attentively and give attention to what others say. They are able to use recently introduced vocabulary, offer explanations and express their ideas and feelings in full sentences	Disadvantaged pupils in EYFS make good or better progress in communication and language (C&L). They attain or exceed the expected level of communication and language in the EYFS Profile at the end of Reception.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Increased attendance figures from the disadvantaged cohort with the gap closing between disadvantaged pupils and their non-disadvantaged peers. Reduced numbers of disadvantaged pupils who are persistently absent.
To achieve and sustain improved emotional wellbeing and behaviour for all pupils in our school, particularly our disadvantaged pupils	Evidence of trauma informed practice from all staff. Improved levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour issues • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Children and families being supported by services in a timely manner resulting in a positive impact on wellbeing
Disadvantaged pupils make good or better progress in maths. They develop and improve their fluency in number and then apply this mathematical knowledge to problem solving	Disadvantaged pupils make good or better progress in maths. They attain or exceed the expected level in the Y4 MTC and at the end of KS2.

	An ambitious, well structured maths curriculum is in place, complemented by targeted interventions.
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Activity in this academic year

This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £71 957

Activity	Evidence that supports this approach	Challenge number addressed
EYFS Lead to embed practice change for our setting to achieve Communication Friendly Setting status and embed ELKLAN approaches throughout the setting Whole school CPD programme for early language and oracy; a structured oracy curriculum, staff training and coaching cycles. Voice 21 will be the core of this approach.	EEF: Oral language interventions have high impact (approx. +6 months) and are especially effective in early years/primary; guidance on designing oral language practice and embedding into curriculum (EEF — Oral language interventions). EEF blog on effective oral language practice and Voice 21 resources.	1
Use of teaching assistants to implement effective research based intervention programmes across school	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in both one-to-one and small group situations. Small group tuition EEF	1, 3, 4
Implement a coherent, sequenced Maths curriculum across the primary phase (align with EEF maths guidance): CPD for	EEF guidance: Improving Mathematics in Key Stages 2 and 3 and Early Years & KS1 maths guidance (recommendations on assessment to	4

teachers on manipulatives, representations, assessment to inform planning, worked examples, metacognition strategies and use of diagnostic checks. Release time for Maths subject lead to deliver coaching and lesson visits alongside support from Gateshead LA Maths Consultant	build on prior knowledge, manipulatives, structured interventions, CPD) (EEF — Improving Mathematics guidance (KS2/3)).	
Implement a trauma informed approach across school using the THRIVE model.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3

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

Budgeted cost: £35 985

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 3, 4
Workshops videoed and shared with parents on Class Dojo	EEF reports that children can make on average +4 months additional	1, 2, 3, 4

Face to face workshops for families to attend in school	progress with continued parental engagement and support. Parental engagement EEF	
Fluency catch up interventions on provision map Daily Maths Meeting to be embedded Purchase and implement Numbersense Access to TTRS	EEF research on improving mathematics recommends dedicating time throughout the day for children to learn maths using high quality targeted support and using a variety of manipulatives to develop understanding	4

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

Budgeted cost: £35 983

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on trauma informed approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	3
Continue to embed principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve release time for staff to develop and implement new procedures Family Support Worker to complete home visits for attendance support Family Support Worker to monitor disadvantaged pupils	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2

attendance through SIMS to ensure a timely response		
Work with Greggs to continue to support a whole school Breakfast Club	Family Action Impact Report 2021 evidences 99% of children are ready to start the school day if they have had breakfast. There is also correlation with an improved impact on educational attainment and behaviour. This is particularly evident for disadvantaged children. Our impact - Family Action	2, 3
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £143 925

Part B: Review of the previous academic year (2024 – 2025)

Outcomes for disadvantaged pupils

Roman Road Primary School Performance 2025		
	Pupil Premium	National Non-Pupil Premium
% achieving the expected standard in Reading at KS2	63%	81%
% achieving the expected standard in Writing at KS2	56%	78%
% achieving the expected standard in Maths at KS2	44%	80%
% achieving the expected standard in RWM at KS2	44%	69%
% achieving a GLD at the end of EYFS	75%	72%
% achieving full marks in the Y4 MTC	61%	37%
% achieving the expected standard in Phonics at Y1	60%	84%

The table above outlines the performance of our disadvantaged pupils compared to national non disadvantaged data.

Our end of KS2 assessments indicate that the performance of our disadvantaged pupils remains lower than that of their national non-disadvantaged counterparts in all areas. This needs to be understood in the context of the cohort having 57% of children who are disadvantaged and half on the SEND register.

44% of our disadvantaged pupils achieved the expected standard in Reading, Writing and Maths combined compared to 69% of all non pupil premium pupils nationally; this is an achievement gap of 25%. However, national disadvantaged is 47% which means that our disadvantaged pupils performance is only slightly below disadvantaged pupils nationally.

In the Y1 2025 PSC, 36% of pupils were disadvantaged. 60% of disadvantaged pupils achieved the standard (an increase of 6% from 2024) compared to 84% for national non-pupil premium, therefore there is an achievement gap of 24% (down 5% from 2024) The national figure for disadvantaged children achieving the expected standard is 67% which means that our disadvantaged figure for PSC 2025 is only slightly below disadvantaged pupils nationally.

Our Y4 cohort had 67% children who were disadvantaged and 48% of children were on the SEND register. 61% of pupil premium children achieved full marks compared to 37% of non-pupil premium nationally. This is a 24% positive gap for our pupil premium children compared to national non pupil premium and a fantastic outcome to celebrate.

Our Reception cohort had 43% of children who were disadvantaged and 32% of children on the SEND register. 75% of our pupil premium children achieved a GLD compared to 72% of national non pupil premium children which is a tremendous amount of progress from very low starting points.

We will continue to work hard to accelerate progress for all of our pupil premium and disadvantaged pupils this year, ensuring consistently high standards of behaviour across school with a focus on developing and improving language and communication skills in Early Years.

Externally provided programmes

Programme	Provider
Forest School	Thrills and Skills 4 Life
Relax Kids	Relax Kids
THRIVE Online	THRIVE