

## Simonside Primary - Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2025** 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	Simonside Primary School
Number of pupils in school	289
Proportion (%) of pupil premium eligible pupils	68%
Academic year that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Mrs Thompson Headteacher
Pupil premium lead	Mrs Thompson Headteacher
Governor / Trustee lead	Mrs Rae, lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,560 Based on 172 children. There are now 186.
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£254, 560</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Simonside Primary School our priority is to develop a love of learning which is inspired by quality teaching, a rich curriculum and exciting opportunities and experiences. Regardless of their background or the barriers to learning they face we aim to enable children to thrive and flourish, make good progress and attain highly across all subject areas. Resilience will be fostered in all children to enable them to be positive global citizens. We are committed to promoting high standards of progress and attainment in pupils' academic, personal and social development.

At Simonside Primary school we will make use of the pupil premium grant to allow the school to:

- Narrow the gap for those pupils not on track to achieve the expected standard at the end of Reception, KS1 and KS2 in all subjects.
- Enable all KS1 children to attain highly in phonics, regardless of background.
- Narrow the gap for those pupils in receipt of PP in our Early Years setting.
- Allow all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- Allow for early identification of additional needs and to promote early and effective intervention programmes. This includes targeting support.
- Ensure that there is extra support to facilitate emotional and social development in addition to academic support.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Ensure all disadvantaged children with SEN are given the support needed to make progress in line with their ability.

### Challenges

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

Challenge number	Detail of challenge
1	The schools <b>Deprivation, PP and SEND</b> characteristics are well above average across school. Six cohorts have above 65% PP when National Average is 20.8%. Support and catch up is vital to these cohorts.

Other Contextual Factors		
	School (%)	National Average (%)
Pupil Premium	65	20.8
LAC	1.3 (4)	
PLAC	0.6 (2)	
SEND	24.91 (72)	13.6%
EHCPs	2 (6)	4.8%
EAL	16 (46)	22.8
Stability	64.7	79.5
School deprivation indicator	0.39	0.18

  

2	High SEND across the school. Years 3, 4 and 5 have the more than double the National Average of children on the SEND register with 30.77%, 38.24% and 40.63% respectively. These children have detailed support plans with specific interventions that must be resourced and facilitated.
3	Some children in receipt of Pupil Premium have <b>limited life experiences</b> beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, trips/ experiences and technology.
4	On average, pupils eligible for the PPG have <b>lower attendance</b> than other pupils at Simonside Primary School. These pupils/families also have higher than average persistent absence and poor punctuality. This gap has narrowed since last year but remains an area of challenge.
5	<b>Basic skills</b> for pupils entering Nursery and Reception at Simonside Primary School are generally lower for pupils eligible for the PPG than other pupils (especially in communication and language) which can impact on attainment throughout the school.
6	Low levels of resilience, self-belief and <b>mental well-being</b> due to poor social and emotional skills is higher in PP pupils than other pupils.

## 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
Improve Attendance and punctuality. School overall attendance, which includes PP children, will be at NA or above.	An attendance lead will continue to closely track, monitor and support families to improve attendance and punctuality.  All stakeholders will be involved in monitoring and improving attendance and punctuality.
Early identification of SEND needs in PP children enables targeted interventions and effective provision.	Regular progress meetings highlight emerging needs, which are responded to in a timely manner.

	<p>A full-time SENDCO (non-class based) enables efficient processing of necessary paperwork to secure support and funding. SENDCO closely monitors progress of all PP children to support class teachers in identifying needs.</p> <p>Partnerships with parents and external agencies are strengthened.</p>
PP children to meet NA in phonics, Y2 and Y6.	<p>Across the curriculum, tracking data shows a narrowing gap between the attainment of PP children and non-PP.</p> <p>High quality teaching by an experienced staff base ensures that PP children are well supported to achieve their potential.</p> <p>Ambitious targets set for year groups with a focus on academic excellence.</p> <p>Teaching assistants are deployed to deliver high quality intervention support.</p> <p>Knowledge organisers are used to ensure that learning 'sticks'.</p> <p>Evidence-based professional development provided for all teaching staff on effective strategies for supporting PP children.</p>
Develop the curriculum offer to give opportunity to enhance cultural capital knowledge in children.	<p>Educational visits/visitors to school/experience days will support and broaden children's cultural capital, fill gaps in life experiences and instil aspirations.</p>
Significant focus on improving speech and language skills in EYFS and infusing vocabulary across the phases	<p>PP children identified as needing support will receive high quality speech and language interventions.</p> <p>Staff are trained and use expertise to up-tier children's spoken language.</p> <p>A strategic approach to teaching new vocabulary (at least 400 words a year) is embedded across school.</p> <p>A new initiative, Voice 21, will focus on improving Oracy across the school.</p>
Improved support for children with SEMH needs so they can develop their ability to manage their social and emotional needs.	<p>Quality CPD for staff on supporting SEMH children.</p> <p>Whole-school consist approach to supporting children e.g. Zones of Regulation and restorative practice.</p> <p>Provision tailored to specific needs.</p>

## 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: £144,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>PP children to meet NA in phonics, Y2 and Y6.</b>		
Regular progress meetings with teachers to ensure robust tracking of data and gaps identified for intervention.	<p><b>Tier 1 – High quality teaching</b></p> <ul style="list-style-type: none"> <li>• <b>Explicit Instruction:</b> Implement explicit teaching methods that clearly demonstrate what is expected from pupils, particularly in literacy and numeracy, to enhance understanding and retention (Education Endowment Foundation, <a href="#">EEF</a>).</li> <li>• <b>Scaffolding Techniques:</b> Use scaffolding to break down complex tasks into manageable steps, allowing pupils to build confidence and independence in their learning (EEF, <a href="#">High-quality teaching</a>).</li> <li>• <b>Adaptive Teaching:</b> Train staff in adaptive teaching strategies to meet the diverse needs of pupils, ensuring that all learners can access the curriculum effectively (EEF, <a href="#">Adaptive Teaching</a>).</li> <li>• <b>Retrieval Practice:</b> Incorporate retrieval practice in lessons to help pupils consolidate their learning and improve long-term memory retention (EEF, <a href="#">High-quality teaching</a>).</li> <li>• <b>Flexible Grouping:</b> Utilise flexible grouping strategies to allow pupils to work with peers at similar levels, fostering</li> </ul>	1,3,4,5,6
High quality teaching by an experienced staff base ensures that PP children are well supported to achieve their potential.		
Ambitious targets set for year groups with a focus on academic excellence.		
Teaching assistants are deployed to deliver high quality intervention support.		
Knowledge organisers are used to ensure that learning 'sticks'.		
Evidence-based professional development provided for all teaching staff on effective strategies for supporting PP children.		

collaboration and peer learning (EEF, [High-quality teaching](#)).

### **Tier 2 - Targeted academic support**

- **Small Group Tuition:** Implement small group tuition for pupils who are falling behind, focusing on those eligible for Pupil Premium to provide intensive support (EEF, [Small Group Tuition](#)).
- **One-to-One Interventions:** Provide one-to-one tutoring sessions for pupils identified as needing additional support, particularly in reading and mathematics, to help them catch up (EEF, [Targeted Academic Support](#)).
- **Precision Teaching:** Implement precision teaching strategies specifically for SEND pupils to ensure they receive tailored support that meets their individual learning needs (EEF, [Targeted Academic Support](#)).
- **Parental Engagement:** Develop workshops for parents to equip them with strategies to support their children's learning at home, fostering a collaborative approach to education (EEF, [Targeted Academic Support](#)).
- **Regular Assessments:** Conduct regular formative assessments to identify gaps in learning and adjust support strategies accordingly, ensuring that interventions are effective (EEF, [Targeted Academic Support](#)).

### **Tier 3 - Wider strategies**

- **Attendance Initiatives:** Implement targeted attendance initiatives, such as rewards for improved attendance and working closely with families to address barriers to regular school attendance (EEF, [Supporting Attendance](#)).

	<ul style="list-style-type: none"> <li>• <b>Social and Emotional Support:</b> Provide social and emotional learning programmes to help pupils develop resilience and emotional regulation, which can positively impact their academic performance (EEF, <a href="#">Wider Strategies</a>).</li> <li>• <b>After-School Programmes:</b> Establish after-school programmes that offer additional academic support and enrichment activities, helping to bridge the gap for disadvantaged pupils (Inside Government, <a href="#">Supporting the Attainment of Disadvantaged Pupils</a>).</li> <li>• <b>Community Partnerships:</b> Collaborate with local organisations to provide additional resources and support for families facing economic hardships, ensuring that pupils have access to necessary materials and support (EEF, <a href="#">Wider Strategies</a>).</li> </ul>	
<p>Improving the speech and language skills of EYFS children through Early Talk Boost, NELI and Talk Boost daily interventions.</p>	<p><b>Tier 1 – High quality teaching</b></p> <ul style="list-style-type: none"> <li>• <b>Implement daily reading sessions:</b> Engage pupils in shared reading activities that involve interactive discussions about the story, characters, and vocabulary to enhance language skills. Reading regularly can significantly improve communication abilities (Source: <a href="#">First Discoverers</a>).</li> <li>• <b>Use of visual aids and storytelling:</b> Incorporate visual aids, puppets, and storytelling techniques to make lessons more engaging and to support language comprehension and expression (Source: <a href="#">Speech and Language UK</a>).</li> <li>• <b>Model language use:</b> Teachers should model rich language during interactions, extending children's responses and encouraging</li> </ul>	

them to elaborate on their thoughts. This practice helps develop their vocabulary and sentence structure (Source: [Speech and Language UK](#)).

- **Integrate language development into the curriculum:** Ensure that all subjects include opportunities for language development, such as discussions, presentations, and collaborative work, to reinforce communication skills across the board (Source: [Foundation Years](#)).

### **Tier 2 - Targeted academic support**

- **Implement Early Talk Boost and NELI programmes:** Use structured interventions like Early Talk Boost and NELI (Nuffield Early Language Intervention) to provide targeted support for children with identified speech and language delays (Source: [Speech and Language UK](#)).
- **Small group interventions:** Organise small group sessions focusing on specific language skills, allowing for more personalised attention and practice in a supportive environment (Source: [NHS Nuffield Study](#)).
- **Parent-based interventions:** Engage parents in their children's language development through workshops that teach them strategies to support their child's speech and language skills at home (Source: [Speech and Language UK](#)).
- **Monitor progress regularly:** Use assessment tools to track the progress of pupils in speech and language interventions, adjusting strategies as necessary to ensure effectiveness (Source: [Speech and Language UK](#)).



	<p><b>Tier 3 - Wider strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Community engagement initiatives:</b> Develop partnerships with local health services to provide workshops for parents on the importance of speech and language development, helping to create a supportive community network (Source: <a href="#">Pupil Premium - GOV.UK</a>).</li> <li>• <b>Access to resources:</b> Provide access to a range of resources, such as books, games, and technology that promote language skills, both in school and for pupils to use at home</li> <li>• <b>Extra-curricular activities:</b> Offer clubs and activities that focus on communication skills, such as drama or storytelling clubs, to encourage pupils to use language in creative and social contexts (Source: <a href="#">Pupil Premium - GOV.UK</a>).</li> <li>• <b>Regular workshops for staff:</b> Provide ongoing professional development for staff on effective strategies for supporting speech and language development, ensuring that all staff are equipped to help pupils succeed (Source: <a href="#">Speech and Language UK</a>).</li> </ul>	
<p>Employment of full time SENDCO/Behaviour lead to ensure early identification of SEND needs and high quality provision for SEND children.</p>	<p>The rationale for early identification is that provision can be put into place sooner before gaps in progress and development between children with and without SEND become too wide. Robust SEND policies, practice and procedures.</p>	<p>1,2,6</p>

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

Budgeted cost: £56,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Early identification of SEND needs in PP children enables targeted interventions and effective provision.</b>		
<p>Non-class based SENDCO to support staff with identification and teaching of SEND children.</p>	<p><b>Tier 1 – High quality teaching</b></p> <ul style="list-style-type: none"> <li>• <b>Implement explicit instruction:</b> Use clear, direct teaching methods to ensure all pupils, especially those with SEND, understand the learning objectives and tasks. This approach is particularly effective for disadvantaged pupils (Education Endowment Foundation, <a href="#">EEF</a>).</li> <li>• <b>Utilise cognitive and metacognitive strategies:</b> Teach pupils how to plan, monitor, and evaluate their learning. This can include strategies like self-questioning and reflection, which help pupils take ownership of their learning (EEF, <a href="#">EEF</a>).</li> <li>• <b>Flexible grouping:</b> Organise pupils into different groups based on their learning needs and progress. This allows for tailored instruction and peer support, enhancing engagement and understanding (Norfolk Research School, <a href="#">Research School Network</a>).</li> <li>• <b>Regular formative assessment:</b> Conduct ongoing assessments to identify learning gaps and adjust teaching strategies accordingly. This ensures that all pupils, especially those with SEND, receive the support they need to succeed (EEF, <a href="#">EEF</a>).</li> </ul>	<p>1,2,4,5,6</p>

### Tier 2 - Targeted academic support

- **Precision Teaching:** Implement this structured approach to provide targeted support for pupils with SEND. It focuses on breaking down learning into small, manageable steps and regularly assessing progress (Leeds for Learning, [Leeds for Learning](#)).
- **Use of teaching assistants:** Train teaching assistants to deliver targeted interventions and support for pupils with SEND, ensuring they are effectively integrated into classroom activities (EEF, [EEF](#)).
- **Metacognitive strategies:** Teach pupils to use strategies such as chunking tasks and using graphic organisers to help them process information and manage their learning (EEF, [EEF](#)).
- **Small group interventions:** Provide focused support in small groups for pupils who are falling behind, ensuring that interventions are tailored to their specific needs (EEF, [EEF](#)).

### Tier 3 - Wider strategies

- **Enhance parental engagement:** Develop programmes that involve parents in their children's education, providing them with resources and training to support learning at home. This can help bridge the gap for pupils from disadvantaged backgrounds (Brighton & Hove's Strategy, [Brighton & Hove](#)).
- **Social and emotional support:** Implement programmes that focus on the emotional well-being of pupils, such as counselling services or peer support groups, to address the emotional barriers that may affect learning (EEF, [EEF](#)).

	<ul style="list-style-type: none"> <li>• <b>Attendance initiatives:</b> Develop targeted strategies to improve attendance, such as rewards for good attendance and working closely with families to identify and address barriers to regular school attendance (Persistent absence report, <a href="#">Parliament</a>).</li> <li>• <b>Access to resources:</b> Ensure that all pupils have access to necessary resources, such as technology and learning materials, to support their education both in and out of school (Inside Government, <a href="#">Inside Government</a>).</li> </ul>	
Collaborate with external agencies to support pupils with SEND.	<ul style="list-style-type: none"> <li>• <b>Parental engagement:</b> Foster strong partnerships with parents and caregivers by providing resources and training that empower them to support their children's learning at home. <a href="#">Source</a></li> <li>• <b>Community partnerships:</b> Collaborate with local organisations and agencies to provide additional resources and support for families facing challenges related to health and poverty. <a href="#">Source</a></li> <li>• <b>Attendance initiatives:</b> Implement targeted initiatives to improve attendance, such as rewards for good attendance and support for families struggling with barriers to regular school attendance. <a href="#">Source</a></li> <li>• <b>Professional development:</b> Provide ongoing training for staff on the latest SEND strategies and interventions to ensure that all staff are equipped to meet the diverse needs of pupils. <a href="#">Source</a></li> </ul>	
Provide out of hours targeted intervention tuition for year 6 PP children	EEF: +4mths Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and	

	should be considered as part of a school's pupil premium strategy.	
Provide in-school targeted intervention tuition for year 6 PP children aiming to reach Greater Depth.	EEF: +4mths Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	
KS1 PP children to receive extensive reading support, specifically comprehension, in small groups and 1:1.	EEF:  Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	
<b>Significant focus on improving speech and language skills in EYFS and infusing vocabulary across the phases</b>		
<p>PP children identified as needing support will receive high quality speech and language interventions.</p> <p>Staff are trained and use expertise to up-tier children's spoken language.</p> <p>A strategic approach to teaching new vocabulary (at least 400 words a year) is embedded across school.</p> <p>A new initiative, Voice 21, will focus on improving Oracy across the school.</p>	<p><b>Tier 1 – High quality teaching</b></p> <ul style="list-style-type: none"> <li>• <b>Create a Communication-Supportive Environment:</b> Ensure that the classroom environment is rich in language opportunities. This includes using visual aids, interactive displays, and providing ample opportunities for pupils to engage in conversations throughout the day. <a href="#">Source</a></li> <li>• <b>Explicit Vocabulary Instruction:</b> Implement explicit vocabulary teaching that includes defining and explaining word meanings, arranging frequent encounters with new words, and encouraging deep processing of words in various contexts. This approach has been shown to improve reading comprehension and vocabulary retention. <a href="#">Source</a></li> <li>• <b>Integrate Oracy into Daily Lessons:</b> Incorporate structured talk activities into all subjects, such as 'No Pens Day' every month, where pupils focus on verbal communication and reasoning skills without writing. This method promotes oral language development and engagement. <a href="#">Source</a></li> </ul>	1,3,5

- **Use of Songs and Rhymes:** Regularly incorporate songs, nursery rhymes, and music into lessons to enhance phonological awareness and vocabulary acquisition. Engaging with music can significantly support language development. [Source](#)

### Tier 2 - Targeted academic support

- **Small Group Interventions:** Implement targeted speech and language interventions for pupils identified with specific needs. These could include focused sessions using resources like Neli and Talk Boost to assess and support speech and language development.
- **Precision Teaching for Vocabulary:** Use precision teaching techniques to support vocabulary development, allowing pupils to practice and reinforce new words in a structured manner. This can be particularly beneficial for pupils with SEND. [Source](#)
- **Parental Engagement Programmes:** Develop workshops for parents to equip them with strategies to support their children's speech and language development at home. This could include guidance on reading together and using language-rich activities. [Source](#)

### Tier 3 - Wider strategies

- **Collaboration with Speech and Language Therapists:** Establish partnerships with local speech and language therapists to provide expert guidance and support for both staff and pupils. This collaboration can enhance the quality of interventions and training provided to teachers. [Source](#)
- **After-School Language Clubs:** Create after-school clubs focused on language development, where pupils can engage in fun, interactive

	<p>activities that promote speaking and listening skills. This can also help build confidence in using language. <a href="#">Source</a></p> <ul style="list-style-type: none"> <li>• <b>Monitoring and Evaluation Framework:</b> Develop a robust framework for monitoring the progress of pupils in speech and language skills. Regular assessments can help identify areas for improvement and ensure that interventions are effective. <a href="#">Source</a></li> </ul>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve Attendance and punctuality. School overall attendance, which includes PP children, will be at NA or above.</p>		
<p>Appointment of full-time attendance lead: Monitoring data Supporting families to remove barriers to attendance Building relationships with families Tracking and analysing data for SLT and governors</p>	<p>Attendance data will clearly demonstrate impact. Increased attendance will clearly evidence impact on attainment. If children are not in school, they cannot learn and the gap widens. If children do not build resilience through regular attendance, there are implications for understanding and applying skills. EWO is working with parents to engage them and support commitment to their children's learning through signing parental contracts.  EEF: The review found positive impacts for responsive approaches, where schools aim to address the individual causes behind a pupils' persistence absence.</p>	4

	<a href="#">Attendance interventions rapid evidence assessment   EEF</a>	
Develop the curriculum offer to give opportunity to enhance cultural capital knowledge in children.		
Pupils will take part in a full programme of educational experiences and visits that provide experience and knowledge.	EEF: Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.	1,3
OPAL school provision accessed by all Pupil Premium children. This programme will provide children with greater levels of emotional resilience and allow them to be better equipped to deal with a variety of situations.	Interventions which focus on improving social interaction tend to be more successful (+6 months). SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
Improved support for children with SEMH needs so they can develop their ability to manage their social and emotional needs.		
Quality CPD for staff on supporting SEMH children. Whole-school consistent approach to supporting children e.g. Zones of Regulation and restorative practice. Provision tailored to specific needs.	<b>Tier 1 – High quality teaching</b> <ul style="list-style-type: none"> <li>• <b>Implement Quality First Teaching (QFT):</b> Ensure that all teaching staff are trained in QFT approaches that cater to SEMH needs, focusing on creating a supportive classroom environment that promotes emotional well-being. <a href="#">Source</a></li> <li>• <b>Incorporate teaching on emotional regulation.</b> Integrate this into the curriculum to help pupils develop skills in managing emotions, setting goals, and establishing positive relationships. This</li> </ul>	1,6



	<p>can be achieved through structured programmes and daily practises. <a href="#">Source</a></p> <ul style="list-style-type: none"> <li>• <b>Use Differentiated Instruction:</b> Tailor teaching strategies to meet the diverse needs of pupils, ensuring that lessons are accessible and engaging for all, particularly those with SEMH challenges. <a href="#">Source</a></li> <li>• <b>Establish Clear Routines and Expectations:</b> Create a predictable classroom environment with established routines that help pupils feel secure and understand what is expected of them. <a href="#">Source</a></li> </ul> <p><b>Tier 2 - Targeted academic support</b></p> <ul style="list-style-type: none"> <li>• <b>Provide Targeted Interventions:</b> Implement small group or one-on-one interventions focused on social skills, emotional regulation, and academic support, using evidence-based programmes tailored to the needs of pupils with SEMH. <a href="#">Source</a></li> <li>• <b>Utilise Teaching Assistants Effectively:</b> Train teaching assistants to deliver targeted support for pupils with SEMH needs, ensuring they can implement strategies that promote emotional and academic growth. <a href="#">Source</a></li> <li>• <b>Develop Individual My Support Plans:</b> Create and regularly review plans for pupils with SEMH needs, ensuring that specific goals and strategies are in place to support their emotional and academic development. <a href="#">Source</a></li> <li>• <b>Monitor Progress and Adapt Strategies:</b> Regularly assess the effectiveness of interventions and adapt strategies based on pupil progress and feedback to ensure continuous improvement. <a href="#">Source</a></li> </ul>	
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	<p><b>Tier 3 - Wider strategies</b></p> <ul style="list-style-type: none"> <li>• <b>Foster a Whole-School SEMH Approach:</b> Develop and implement a whole-school SEND policy that promotes mental health awareness, encourages open discussions about emotional well-being, and provides staff training on SEMH issues. <a href="#">Source</a></li> <li>• <b>Engage with Parents and Carers:</b> Establish strong communication with families to provide support and resources for managing SEMH needs at home, including workshops and informational sessions. <a href="#">Source</a></li> <li>• <b>Create Safe Spaces:</b> Designate areas within the school where pupils can go to calm down, reflect, or receive additional support from trained staff, helping them manage their emotions effectively. <a href="#">Source</a></li> <li>• <b>Collaborate with Mental Health Professionals:</b> Partner with local mental health services to provide in-school support and resources for pupils with more complex SEMH needs, ensuring they receive appropriate care. <a href="#">Source</a></li> </ul>	
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**Total budgeted cost: £254,560**

## 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 2023 to 2024 academic year.

**Context:**

185 of our school's 252 pupils, that are considered for Pupil Premium, were classified as disadvantaged, this was 73.4% of our cohort.

This was 44.2% higher than the national average of 29.2%.

## Data and Performance Disadvantaged pupils 2024



	All	PP	National Average
GLD	62%	43%	67.2%
KS1 Phonics	79%	76%	78.9%
KS1 Reading EXP	75%	69%	71%
KS1 Writing EXP	64%	64%	63%
KS1 Maths EXP	72%	65%	72%
KS1 RWM EXP	58.3%	46%	58.9%
KS1 Reading GD	11%	7.6%	19.5%
KS1 Writing GD	8.3%	3.8%	9.1%
KS1 Maths GD	5.6%	0%	16.8%
KS2 Reading EXP	64.4 %	66.6%	74%
KS2 Writing EXP	60%	56.6%	72%
KS2 Maths EXP	64.4%	56.6%	73%
KS2 GPS EXP	60%	50%	72%
KS2 RWM combined	46.6%	46.6%	60.6%
KS2 Reading GD	15.6%	6.9%	28.5%
KS2 Writing GD	13%	3.4%	13%
KS2 Maths GD	6.7%	6.8%	23.9%
KS2 GPS GD	20%	17%	31.9%
KS2 RWM GD	4.4%	3.4%	7.7%



## 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*

<b>Programme</b>	<b>Provider</b>
Times Tables Rock Stars	Maths Circle
SATs Companion	SATs Companion
Charanga	
OPAL (Outdoor Play and Learning)	
Bug Club	Pearson
Little Wandle	Letters and Sounds