

## 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	Simonside Primary School
Number of pupils in school	227 (Rec –Yr6)
Proportion (%) of pupil premium eligible pupils	67% (141)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	September 2021 to July 2022
Date this statement was published	December 2021
Date on which it will be reviewed	March 2022 and July 2022
Statement authorised by	Louise Thompson
Pupil premium lead	Louise Thompson and Emma Hills
Governor / Trustee lead	Lynn Rae

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,980
Recovery premium funding allocation this academic year	£13,775 (based on the covid recovery premium and catch up figures)
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	£212,900

# 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, making good progress and attaining 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 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 through the National Tutoring Programme for pupils whose education has been worst affected.
- Ensure that there is extra support to facilitate emotional and social development in addition to academic support. This is in response to the focus on mental well-being in the wake of the Covid-19 pandemic.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Research conducted by EEF is referred to support decisions around the usefulness of different strategies and their value for money.

## Challenges

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

Challenge number	Detail of challenge
1	Basic skills for pupils entering 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. This has been further impacted by the further partial school closures during the lockdown period between January and March 2021.

2	Across all age ranges, a gap has developed in in reading, writing, maths, science and phonics. These gaps have widened following school closures for COVID-19 pandemic lockdowns due to PP children being less able to engage fully in remote learning (due to personal circumstances).
3	On average, pupils eligible for the PPG have lower attendance than other pupils at Simonside Primary School. These pupils/families also have higher than average persistent absence and poor punctuality.
4	Some children in receipt of Pupil Premium have limited life experiences beyond their home and immediate community, creating a 'cultural capital' disadvantage. They may also have limited access to books, libraries and technology (such as computers, Wi-Fi etc).
5	Low levels of resilience, self-belief and mental well-being due to poor social and emotional skills is higher in PP pupils than other pupils. This has also worsened during the COVID-19 pandemic.

## 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 make at least expected progress, from their individual starting points, across all areas of the curriculum and, more specifically, in Reading, Writing and Maths.	<p>The % of disadvantaged pupils achieving GLD in Literacy and Maths is at least in line with all other areas</p> <p>By the end of KS1, the gap between disadvantaged and other pupils (in-school and nationally) is closing in Reading, Writing and Maths.</p> <p>A significant proportion of pupils achieve the expected standard Reading, Writing, Maths, SPAG and RWM combined at the end of KS2.</p>
Higher percentage of pupils eligible for the PPG to achieve national expected standard in the July phonics screening check and Year 2 autumn 2 check.	<p>PPG children will have attainment in line with non-PPG children in the Phonics Screening Check</p> <p>Development of consistent approach to phonics across the school from September 2021 implementing the new school 'Little Wandle' programme.</p>
Continue to improve attendance of those children eligible for PPG in line with non PPG children.	<p>Attendance and persistent absence for PPG pupils is at least in line with national other pupils.</p> <p>Punctuality for disadvantaged pupils will be in-line with other pupils across school.</p>
All pupils eligible for the PPG grant to have access to a full range of 'beyond the curriculum' experiences to further develop learning and understanding as well as provide	All PP pupils will be exposed to a wide range of texts and reading experiences as a platform to extend cultural capital knowledge.

<p>life experiences to develop confidence, self-belief and independence.</p>	<p>PP pupils will attend a wide range of after school provision.</p> <p>PP pupils will have quality outdoor learning experiences through our OPAL initiative (Outdoor Play and Learning). This is designed to improve self-confidence and resilience.</p> <p>Educational visits and the Y6 residential visit will enhance learning and understanding for PP pupils across the school.</p>
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## 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: £68,565

Little Wandle: £4,500

Support assistant: £9,232

Writing to Learn: £250

Science specialist teacher: £54,583

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed use of validated 'Little Wandle' phonics scheme across EYFS and KS1 to support teaching of a consistent phonics scheme.</p> <p>For this to be extended into KS2 to support children who did not meet threshold for Phonics Screening Check in KS1.</p> <p>To resource our approach to teaching phonics so that phonically matched reading resources can be used across EYFS, KS1 and as home readers.</p>	<p>Evidence from Education Endowment Foundation – Phonics Toolkit: Phonics = +5 months</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.</p> <p>Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches).</p> <p>Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches.</p> <p>Pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p>	<p>1 and 2</p>
<p>Improve the teaching of writing across the school and retention of knowledge across the curriculum using Chris Quigley's 'Writing to Learn' CPD.</p>	<p>Research shows that children encode their learning through writing down what they've learnt. Using sentence stems that children complete to make 'golden sentences' at the end of a lesson supports children to remember what they have learnt whilst at the same time develops spelling and grammar skills.</p>	<p>1</p>

CPD to be provided for all staff in KS1 and KS2.		
Improving the speech and language skills of EYFS children through Early Talk Boost, NELI and Talk Boost daily interventions. Involvement in the Lively Project (Newcastle University research project to evaluate the effectiveness of language interventions for pre-school children in nursery contexts with significant language difficulties).	Evidence shows that having a reduced vocabulary severely impacts on reading comprehension and general academic ability. Decoding skills may develop mechanically for some, but an impoverished vocabulary and limited understanding of language make it difficult for children to make sense of what they read. The implications of this are clear: during the pre-school period and early schooling children should receive experiences that enrich their vocabulary and conceptual knowledge.	1, 2, 4 and 5
Improve the teaching of STEM across the school by employing a science specialist teacher to provide weekly teaching, an extra-curricular STEM club and group interventions. This supports the teaching of science and provides cultural capital experiences.	STEM-based education teaches children more than science and mathematics concepts. The focus on hands-on learning with real-world applications helps develop a variety of skill sets, including creativity and problem-solving and reasoning skills.	1,2,4 and 5

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

Budgeted cost: £89,462

Behaviour support: £11,700

Counselling/behaviour support: £5,850

Specialist teaching assistant: £23,400

Reception teacher: £25,714

Extra Teaching assistant: £14,098

National Tutoring: £8,700

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Support assistants employed to provide targeted support for key children 1:1 and small group phonics booster work.	Evidence from Education Endowment Foundation – one to one tuition Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months). Low attaining pupils particularly benefit from small group tuition.	1, 2 and 5
Provide each class with extra TA support for core curriculum sessions to support with pre learning tasks, embedding learning from programme of study and challenge for able PP learners to reinforce learning to give pupils opportunities to see improvement in their own work.	Evidence from Education Endowment Foundation – Teaching Assistant Interventions Teaching assistants can provide a large positive impact on learner outcomes, how they are deployed is key. Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.	1, 2 and 5
Smaller classes in Reception to support the teaching of the new Early Years curriculum and focus on gaps in learning.	Quality First teaching – the reasoning behind this is that good planning of well-sequenced and manageable lessons and class work coupled with effective pedagogical choices, and robust assessment for learning – which is used to change instruction so all learners can achieve – is the first step in reducing underachievement. The reduced ratio is designed to create more regular opportunities for high quality interactions with pupils.	1,2
KS2 PP children to receive reading tutoring support daily for a 6 week course through the National Tutoring Programme.	Tutoring with the Lightning Squad is a tutoring programme which improves reading skills for pupils in Year 1 to Year 5. Pupils work with their tutor, supported by an online tutoring platform, to improve phonics skills, decoding, reading fluency and comprehension. Research has demonstrated that pupils make learning gains of between 3 and 5 months in reading fluency with FFT's tutoring programme.	1,2

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

Budgeted cost: £45,656

Kalmer counselling: £4,177

Education Welfare Officer: £8,563

Parent Support Advisor: £23,136

Y6 residential: £2,760

Breakfast club: £7,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance incentives and rewards including 100% attendance family reward with time for Pastoral Link to support families on a weekly basis.	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.	3
Following Covid restrictions pupils will have access to and participate in heavily subsidised curriculum enrichment opportunities - pupils will take part in a full programme of educational experiences and visits that provide experience and knowledge.	Evidence from Education Endowment Foundation – 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, 2, 4 and 5
OPAL school provision accessed by all Pupil Premium children. This programme will provide children with greater levels of emotional	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	4 and 5



resilience and allow them to be better equipped to deal with a variety of situations.	disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
Kalmer counselling to provide targeted support for vulnerable learners.	<p>Evidence from Education Endowment Foundation – Social and Emotional Learning</p> <p>Toolkit: Social and emotional learning (SEL) interventions = +4 months</p> <p>Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.</p> <p>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.</p> <p>Kalmer Counselling is an accredited organisational member of the BACP and was formed to meet the need for a therapeutic service, delivered by qualified paid counsellors, which was designed specifically for schools across the North East.</p>	5
Breakfast Club provision to allow all children a healthy breakfast, building good habits as well as improving attendance, reduce lateness and improve behaviours for learning for PPG children.	There is significant research into the importance of a healthy breakfast in relation to cognitive development. We need to ensure all of our children start the day with a good breakfast to ensure maximum development	3 and 5

**Total budgeted cost: £203,683**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

### 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?	
What was the impact of that spending on service pupil premium eligible pupils?	

## 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.*