

Pupil Premium Strategy statement 2018-2019

Simonside Primary School

1. Summary information					
School	Simonside Primary School				
Academic Year	18-19	Total PP budget	£180,840	Date of most recent PP Review	March 2019
Total number of pupils	224	Number of pupils eligible for PP	64%	Date for next PP Strategy Review	July 2019

2. Current attainment – end of KS2		65% of Year 6 cohort were PP		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>	<i>National Average</i>	
% achieving expected standard in reading, writing & maths	65%	78%	64%	
% achieving expected standard in reading	76%	89%	75%	
% achieving expected standard in writing	71%	89%	78%	
% achieving expected standard in maths	88%	89%	76%	
% achieving expected standard in GPS	88%	78%	78%	
% making progress from K1 – KS2 in reading	+2.8	Above national 0 - 0.3		
% making progress from K1 – KS2 in writing	+1	Above national 0 - 0.2		
% making progress from K1 – KS2 in maths	+3.9	Significantly Above national 0 - 0.3		
2a. Current attainment – end of KS1		48% of Year 2 cohort were PP		
% achieving expected standard in reading, writing & maths	63%	73%	65%	
% achieving expected standard in reading	63%	80%	76%	
% achieving expected standard in writing	63%	73%	70%	
% achieving expected standard in maths	63%	87%	76%	
2a. Current attainment – end of Rec		35% of Reception cohort were PP		
% achieving Good Level of development	61%	58%	71%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Communication and Language skills in nursery and reception are lower for pupils eligible for PP than for other pupils. This impacts on reading and writing attainment in subsequent years resulting in lowers numbers achieving GLD in Reception and Greater Depth at KS1
B.	Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas.
C.	Readiness for 'successful learning' on entry to school – many children need support to develop active learning and independent skills when starting school.
D.	A high proportion of SEND children are also Pupil Premium pupils. This can impact on pupils' ability to reach the expected standard in English and Maths.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
E.	Attendance rates for pupils eligible for PP are 94% (2017) This reduces their school hours and can hinder chances to make rapid progress required.
F.	A high number of pupils are subject to Child in Need or Child Protection Plans. This impacts on their emotional well-being and can affect their ability to learn.
G.	A high number of families receive support from the Family Support Worker where there may be contextual factors that can impact upon attendance, learning, behaviour and welfare of pupils.
H.	More children eligible for Pupil Premium are being assessed as having Social, Emotional and Mental health issues which is impacting on their ability to learn.

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Improve rates of progress in Communication and Language and Literacy for EYFS pupils eligible for PP in EYFS.	<p>Pupils eligible for PP in EYFS make rapid progress by the end of the year so that pupils eligible for PP meet or exceed age related expectations.</p> <p>Increase in % of PP achieving GLD.</p>

B.	Increased opportunities for cultural and curriculum visits / experiences part funded by school for PP children impacts positively on pupil achievement for this group.	Pupils eligible for PP and who are identified, monitored and supported to engage in additional life enhancing experiences.
C.	Higher rates of attainment across KS1 for pupils eligible for PP through targeted support/interventions.	<p>Pupils eligible for PP make as much progress as 'other' pupils across KS1 in Reading, Writing and Maths.</p> <p>Measured in Y1 and Y2 by teacher assessments and successful moderation practices established across the OWLT.</p>
D.	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94% to above 96% in line with 'other' pupils Nationally.
E.	Maintain high standards at KS2 for PP children and increase the % of children reaching Greater Depth through targeted support/ interventions.	Parents will attend Assertive Mentoring meetings to discuss their child's attitude, attendance and achievement. This will be monitored termly to ensure every year 6 pupil is on track to make progress at least in line with other children nationally of same starting point.
F.	Pupils and families are supported emotionally through Teacher Assistant support, family support, specialist SEND support, including external agencies, and extra-curricular activities making them better prepared to learn.	Vulnerable pupils make at least expected progress and achieve in line with their peer group.

5. Planned expenditure					
Academic Year		2018-2019			
The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A.1 Improve rates of progress in Communication and Language and Literacy for EYFS children eligible for Pupil Premium.	<p>Parent workshops in Nursery on how to support children with reading at home</p> <p>Early identification of children with delayed speech and language.</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. By investing in early intervention and support we can close the attainment gap which exists on entry into EYFS and increase the % who are 'school ready' at the end of Reception. Parents more on board to support children at home.</p> <p>Offer full time nursery places with non- profit payment system for those not entitled to 30 hours.</p>	<p>Termly Parent Workshops around reading/maths/phonics</p> <p>Courses/CPD selected using evidence of effectiveness.</p> <p>Termly data analysis by Deputy Headteacher and shared with EYFS staff.</p>	EYFS lead	<p>Jan 2019</p> <p>May 2019</p>
A.2 Improved progress for all pupils in EYFS to increase % of pupils achieving GLD	<p>Use of Early Talk Boost/Talk Boost intervention.</p> <p>Small Reception class sizes.</p> <p>Deputy Headteacher to target key children.</p>	<p>More teacher input with smaller class sizes.</p> <p>Higher % of children to achieve GLD.</p>			

<p>B.1 Increased opportunities for cultural and curriculum visits linked to topics/ experiences funded by school for PP impacts positively on pupil achievement.</p>	<p>Supplementing residential experiences and school visits. All classes will have 1 trip / visitor each term. Yr6 residential will be part funded to ensure all can experience.</p>	<p>Children will access highly positive experiences which impacts on their confidence and skills. Team work, challenge, incentive, personal development, widening new experiences – developing writing, reading and reporting skills will be developed. Children will gain more outdoor experiences and strong links are made across the new curriculum. Children’s knowledge of vocabulary will be increased across each year group.</p>	<p>Staff will link trips to planning and topics, taking into account the skills required in the new curriculum.</p>	<p>SLT AHT</p>	<p>Termly</p>
<p>B.2 Enriched curriculum linking to inspiring learning and pupil progress.</p>	<p>Curriculum resources to support learning development. Training on the New Curriculum</p>	<p>Staff and children need to be inspired and keep up with the changing landscape of education. New curriculum to be implemented by September 2019.</p>	<p>CPD around New Curriculum Curriculum Drivers in place agreed by Staff. Subject leader monitoring</p>	<p>AHT Teachers</p>	<p>July 2019</p>

C. Higher rates of attainment across Key Stage 1 for pupils eligible for PP through targeted support/interventions	PP funding used to provide PP children with intervention sessions by teachers/TAs in order to accelerate progress.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months progress.	Regular assessments used to evaluate the impact and measure progress. Termly pupil progress meetings and reports for Governors and Achievement Partner. KS1 lead to monitor progress in phonics throughout the Key Stage and ensure interventions in place. Staff training around Phonics teaching. Monitoring of books.	SLT KS1 Lead	Termly
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>D. Increase attendance rates for pupils eligible for PP.</p>	<p>Family Support Worker employed (31 hours per week) and EWO employed (9 hours/week) to monitor pupils and follow up quickly on absences. First day response provision. Legal monitoring where necessary</p>	<p>Attendance is an area of challenge for our school and we need to invest in this to change mindsets and improve life chances.</p> <p>Teachers to ring parents if concerns around attendance.</p>	<p>Parent Support Advisor/EWO, Headteacher etc. will collaborate to ensure standard school processes work smoothly together.</p>	<p>Parent Support Advisor EWO Headteacher AHT</p>	<p>Weekly monitoring Jan 2019 July 2019</p>
<p>E. Maintain high standards at KS2 for PP children and increase the % of children reaching Greater Depth through targeted support/ interventions.</p>	<p>PP funding used to provide PP children with intervention sessions by teachers in order to accelerate progress.</p>	<p>In previous years this approach has proven to have a significant impact on the progress and attainment of all groups of PP children, especially considering their starting points. 1-1 tuition, Early morning School, Additional teaching support.</p> <p>Inclusion Leader ensures all PP pupils with additional needs have specialist intervention.</p>	<p>Regular assessments used to evaluate the impact and measure progress. Termly pupil progress meetings and reports for Governors and Achievement partner.</p>	<p>SLT</p>	<p>January 2019</p>

<p>F.1 Pupils and families are supported emotionally through TA support, FSW, specialist SEND support and external agencies to make them better prepared to learn.</p>	<p>Timetabled support, nurture group support (fluid), counselling services, CYPS referrals, Educational Psychologist Support and EHCP applications.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning as opposed to focusing directly on the academic or cognitive elements of learning.</p>	<p>Clear communication, planning and recording.</p> <p>Monitoring of interventions.</p> <p>SENCO to have a focus on SEMH with OWLT SENCOs.</p> <p>BSA to carry out CPD on Emotional Well-being.</p> <p>Staff training around Behaviour</p>	<p>HT/DHT</p>	<p>Jan 2019</p> <p>May 2019</p>
<p>F.2 Children with SEMH issues are well supported resulting in improved attitudes and behaviour which impact on progress and behaviour.</p>	<p>Raising awareness of ways to manage pupils with: attachment bereavement Domestic Violence Anger Management Trauma Use of external agencies/ professionals to support Counselling through Clennell Ed services</p>	<p>A high % of 'in year' admissions to our school arrive with social, emotional and mental health needs that require rapid intervention. Our ongoing observations show that there are pupils with attachment/trauma based issues in our school.</p>	<p>Evidence based training and support for all staff.</p> <p>Termly review meetings</p> <p>Progress meetings</p> <p>Interventions will support pupils so that they are in a better place to learn.</p>	<p>SLT</p>	<p>Jan 2019</p> <p>May 2019</p>

<p>F.3 Ensure the emotional well-being of all pupils is being met.</p>	<p>Children participate in Nurture sessions. Behaviour/Success Plans in place Bespoke Lunchtime timetables Educational Psychologist Support CYPS interventions Kalmer Counselling EHCP applications initiated where needed.</p>	<p>Evidence suggests that pupils' emotional well-being can have a significant impact on academic achievement. By providing nurture support and support by professionals, pupils will be supported emotionally and will be better placed to learn.</p>	<p>The emotional well-being of targeted children will be markedly improved as children will be able to focus on academic issues with reduced focus on behavioural barriers.</p> <p>Children will be better placed to deal with their emotional constraints.</p>	<p>FSW SENCO BSA HT</p>	<p>Termly</p>
<p>iii. Other approaches</p>					
<p>Desired outcome</p>	<p>Chosen action / approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>When will you review implementation?</p>
<p>Staffing: Provide smaller classes in Reception and Year 6.</p>	<p>2 small classes in both Reception and Year 6.</p>	<p>As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.</p>	<p>Termly assessments will show an increase in progress and attainment</p> <p>Lesson Observations show high standards</p>	<p>HT/SLT</p>	<p>Termly</p>

<p>Staffing: Teaching Assistant support for each class with extra support for vulnerable pupils and those requiring extra support from EHCPs.</p>	<p>TA allocated to each class.</p> <p>TAs employed to support those children allocated extra support in EHCP provision.</p>	<p>Evidence suggests that TAs can have a positive impact on academic achievement.</p> <p>TAs will be used to support individual pupils or small groups to enhance learning and progress in the classroom.</p>	<p>Lesson observations will show high standards across the school and that TAs are supporting learners in and out of the classroom to reach their potential.</p>	<p>HT</p> <p>SLT</p>	<p>Termly</p>
<p>Staffing and provision of a daily free breakfast club.</p>	<p>Children are on time for school and have a healthy, balanced breakfast which prepares them well for the school day.</p>	<p>Our breakfast club provides a safe haven for pupils and ensures that they start the day calm and happy to be in school. It is a positive social experience for them.</p>	<p>Liaise with staff in provision.</p>	<p>SC</p>	<p>May 2019</p>
<p>Attendance prizes: Incentives to improve attendance across the school.</p>	<p>Attendance will improve across the school and PA reduced.</p>	<p>Attendance is an area of challenge for our school and we need to invest in this to change mindsets and improve life chances.</p>	<p>Weekly monitoring of overall attendance. Use of EWO/FSW to contact families where there is no reason given for absence.</p>	<p>Attendance Team</p>	<p>Half-Termly</p>

