

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	267
Proportion (%) of pupil premium eligible pupils	68%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
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	£253,170
Recovery premium funding allocation this academic year	£25,230
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	£278,400

## 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.
- 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.
- Ensure all disadvantaged children with SEN are given the support needed to make progress in line with their ability.

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	The schools <b>Deprivation, FSM and SEND</b> characteristics are well above average across school (have been for the last 3 years). In particular Year 6 22/23 had 35% SEND and 59% PP. Year 6 23/24 has 44% SEND and 68% PP. Support and catch up is vital to these cohorts.
2	High SEND. 87% of the children on the SEND register are PP. 30% of all PP are SEND. (Dec 2023)
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.
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. This has also worsened during the COVID-19 pandemic and we are still seeing the impact of this.

## 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.

	A newly appointed EWO will closely track, monitor and support families to improve attendance and punctuality.
Early identification of SEND needs in PP children.	Regular progress meetings highlight emerging needs which are responded to in a timely manner. A full-time SENDCO 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.
Close the gap in attainment between PP children and their peers	Across the curriculum, tracking data shows a narrowing gap between the attainment of PP children and non-PP. High quality teaching by an experience staff base ensures that PP children are well supported to achieve their potential. Small classes enable staff to tailor teaching approaches to meet the individual needs of PP children. Teaching assistants are deployed to deliver high quality intervention support. Knowledge organisers are used to ensure that learning 'sticks'.
Develop the curriculum offer to give opportunity to enhance cultural capital	Educational visits/visitors to school/experience days will support and broaden children's cultural capital and fill gaps in life experiences.
Raise the profile of the importance of reading at home	Parents will engage more in reading challenges and homework set. Parents will engage in school activities relating to the promotion of reading enjoyment.
Significant focus on improving speech and language skills in EYFS and infusing vocabulary across the phases	PP children identified as needing support will receive high quality speech and language interventions. Staff are trained and use expertise to up-tier children's spoken language. A strategic approach to teaching new vocabulary (at least 400 words a year) is embedded across school.
Continue to offer a high level of nurture and parental support	Due to the appointment of a new full-time EWO, the PSA will have more time to engage with and support families. PP families will feel supported. School will continue to offer extended services e.g. school counselling, play therapy, health assessments, breakfast club, after-school clubs.

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: £ 166,541

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ sufficient teaching staff to enable small class sizes in key year groups across the school.	<p>Research shows that when teachers and teaching assistants can teach regularly children in small groups, it has a significant impact on learning.</p> <p>EEF:            +2mths The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive            +4mths Small group tuition has an average impact of four months' additional progress over the course of a year.</p>	1,2,5
Sustain the high number of TAs on contract to support interventions and individual PP needs.	<p>EEF:            +4mths Use of teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p>	1,2,5,6
Improving the speech and language skills of EYFS children through Early Talk Boost, NELI and Talk Boost daily interventions.	<p>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.</p>	1,3,5

	<p>EEF: +6mths On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	
<p>Training of staff on curriculum development (external and internal)</p>	<p>Ofsted:</p> <ul style="list-style-type: none"> <li>• leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life</li> <li>• the provider's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</li> <li>• the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs</li> <li>• learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary</li> </ul>	2,3,
<p>Fully embedding 'The Write Stuff' scheme</p>	<p>The Write Stuff: Pupils who understand how to apply sentence scaffolds to their independent writing as they develop their expertise. Standards improve because many worked examples are provided over the year that extend understanding through a wide range of genres and non-fiction text types.</p>	2,3
<p>CPD for staff tailored to needs (National College).</p>	<p>Performance management records evidence impact of CPD.</p>	1,2,3,4,5
<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>	1,2,6

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

Budgeted cost: £ 56,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support assistants employed to provide targeted support for key children 1:1 and small group phonics booster work.	<p>Evidence from Education Endowment Foundation – one to one tuition</p> <p>Most of the research on small group tuition has been conducted on reading and there is a greater impact, on average (+ 4 months).</p> <p>Low attaining pupils particularly benefit from small group tuition.</p>	1,2,5,6
Provide out of hours targeted intervention tuition for year 6 PP children	<p>EEF:</p> <p>+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.</p>	1,2,5
Smaller classes in Reception to support the teaching of the new Early Years curriculum and focus on gaps in learning.	<p>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.</p> <p>The reduced ratio is designed to create more regular opportunities for high quality interactions with pupils.</p>	1,2,5,6
KS1 PP children to receive extensive reading support, specifically comprehension, in small groups and 1:1.	<p>EEF:</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	1,2,5,6

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

Budgeted cost: £55,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of full-time attendance officer: 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.</p> <p>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.</p> <p>EWO is working with parents to engage them and support commitment to their children's learning through signing parental contracts.</p> <p>EEF: The review found positive impacts for responsive approaches, where schools aim to address the individual causes behind a pupils' persistence absence.</p>	<p>4,6</p>
<p>Pupils will take part in a full programme of educational experiences and visits that provide experience and knowledge.</p>	<p>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.</p>	<p>1,3</p>
<p>OPAL school provision accessed by all Pupil Premium children. This programme will provide children with greater levels of emotional</p>	<p>Interventions which focus on improving social interaction tend to be more successful (+6 months).</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support</p>	<p>3,4,6</p>



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>	6
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	1,3,4,6

**Total budgeted cost: £278,400**

## 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 2022 to 2023 academic year.

169 of your school's 247 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 68.4% of your cohort.

This is 41.7% higher than the national average of 26.7%.

**KS1 PP / DA attainment: 23/32 pupils 72%**

	KS1 DA	NA DA	NA
Reading	78%	73%	68%
Writing	61%	65%	60%
Maths	65%	75%	70%

**PP phonics 69% (NA 63%)**

**KS2 PP / DA attainment: 21/34 pupils 62% (NA 30%) SEND 32%.**

(3 pupils did not take the tests)

Reading: This disadvantaged cohort's reading expected standard has increased by 18.4% from 29.2% in 2021 to 47.6% in 2022/23.

Maths: This disadvantaged cohort's reading expected standard has increased by 19.1% from 33% in 2021 to 52.4% in 2022/23.

Writing: This disadvantaged cohort's reading expected standard has increased by 8.5% from 39.1% in 2021 to 47.6% in 2022/23.

	KS2 DA	KS2 Non-PP
Reading	47.6%	58%
Writing	47.6%	45%
Maths	52%	58%

The disadvantaged pupils in our school are in percentile 59 for RWM combined expected standard when compared to other schools.

## 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
Times Tables Rock Stars	Maths Circle
SATs Companion	SATs Companion
Charanga	
OPAL (Outdoor Play and Learning)	