

Simonside Primary - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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	273 (Sept 22)
Proportion (%) of pupil premium eligible pupils	73% (198)
Academic year/years that our current pupil premium strategy plan covers	2022/2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£200,290
Recovery premium funding allocation this academic year	Recovery Premium for 2022-23 is £27,079, School Led Tutoring is £22,565
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£227,369 Final allocation was based on 150 pupil eligible for main grant.

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. We also strive to support children and their families in navigating their recovery from the many impacts of the Covid pandemic.

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	The schools Deprivation, FSM and SEND characteristics are well above average across school (have been for the last 3 years). In particular Rec had 76% PP, other years groups ranged between 63% - 78% PP. Support and catch up is vital to all cohorts.
2	Number of children on the SEND register 2022: Sept 18% (49)
3	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.
4	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.
5	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.
6	Across all age ranges, a gaps in learning have 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).
7	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
<p>Disadvantaged pupils make good progress from their baseline assessment made on their return from Covid in all areas of the curriculum and, more specifically, in Reading, Writing and Maths.</p>	<p>Quality First teaching enables children to catch up and reach individual targets set.</p> <p>The curriculum offer is broad and designed to meet gaps in learning and cater for improving cultural capital (following significantly limited life experiences during the Covid pandemic).</p> <p>By the end of each phase, the gap between disadvantaged and other pupils (in-school and nationally) is closing in Reading, Writing and Maths.</p>
<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>	<p>The relatively new scheme, 'Little Wandle', will be fully embedded with all necessary catch-up sessions in place. Interventions will be timely and staff will have received comprehensive training on delivery of the scheme.</p> <p>Monitoring will show that the teaching of phonics is of high quality and has significant impact on standards and attainment.</p> <p>PPG children will have attainment more in line with national expectations.</p>
<p>Continue to improve attendance of those children eligible for PPG in line with non PPG children.</p>	<p>Attendance and persistent absence for PPG pupils is closely tracked and barriers are identified and removed where possible.</p> <p>Punctuality for disadvantaged pupils will be in-line with other pupils across school.</p> <p>The profile of the importance of attendance and punctuality will be improved across the school community.</p>
<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 life experiences to develop confidence, self-belief and independence.</p>	<p>All PP pupils will be exposed to a wide range of texts and reading experiences as a platform to extend cultural capital knowledge.</p> <p>The curriculum offer has been enhanced by 'The Write Stuff' (new scheme).</p> <p>The 'Write Stuff' (new writing scheme of work) will offer 'experience days' to immerse</p>

	<p>children in the cultural capital they need to write creatively and in an authentic manner.</p> <p>The 'Write Stuff' (new writing scheme of work) will offer 'experience days' to immerse children in the cultural capital they need to write creatively and in an authentic manner.</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>
<p>Children identified with Speech and language delays will receive timely, intensive support.</p>	<p>Higher % of children who attain GLD at the Reception.</p> <p>Speech and language difficulties have been addressed before children start in KS1.</p>
<p>School will offer a high level of nurture, BSED support and mental health support to children and families.</p>	<p>The effective deployment of behaviour support staff will enable all children to access the curriculum, meet their academic potential and understand how to regulate their emotions.</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: £121,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Keep class sizes small wherever possible to address high SEND and deprivation levels.</p>	<p>Small classes enable tailored interventions that address specific needs.</p> <p style="text-align: center;">EEF: +4mths</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>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>	<p>1,2,5,6</p>
<p>Enhance the curriculum offer to close gaps in learning and life experiences.</p>	<p>Evidence:</p> <p><i>'.....learning outside the classroom contributed significantly to raising standards and improving pupils' personal, social and emotional development'. Ofsted</i></p> <p><i>'HSE believes strongly in the educational value of well-planned visits and is a firm supporter of outdoor education'. HSE</i></p> <p><i>'Learning Outside the Classroom has a vital part to play in meeting the demands of the National Curriculum, and in achieving the goal of effectively preparing young people for life beyond school. Outstanding schools have always used educational visits, residential experience and activity in the local learning area of the school and school grounds as an integral part of their whole-school approach'. OEAP</i></p>	<p>1,3,4,5,6</p>

Improving the speech and language skills of children across the phases through infusing vocabulary across the curriculum.	EEF +6mths The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.	1,5,3,5,6
Appointment of phase leaders to monitor and enhance provision, besd, support CPD and ensure Quality First teaching in all KS2 classes.	<i>Evidence from The Key (for school leaders):</i> The research argues that school leaders improve teaching and learning most powerfully through their influence on staff motivation and commitment; that there are associations between the increased distribution of leadership roles and responsibility and the continuing improvement of pupil outcomes	3,5,6,7

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

Budgeted cost: £41,271.22

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.	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.	1,5,6
Where possible, provide extra TA support to whole classes to help facilitate Quality First teaching.	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	1,5, 6

	overcome barriers to learning and 'catch-up' with previously higher attaining pupils.	
KS2 PP children to receive tailored small-group tutoring sessions.	EEF +4mths Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1,6

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

Budgeted cost: £64,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of experienced part-time PSA and EWO to support school and families in improving attendance and punctuality.	Ofsted: Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. This relationship between attendance and achievement may appear early in a child's school career.	4,7
Employment of a highly experienced behaviour support specialist to support with managing BESD needs.	Nurture UK: Nurture allows children to connect with others, to build important relationships, and to develop a sense of self-worth. It helps them learn.	4,7
Embed 'Zones of Regulation' across school as a means to teach emotional regulation.	Created by Occupational Therapist and Autism Resource Specialist, Leah Kuypers, The Zones of Regulation® framework provides children with strategies and tools to become aware and independent in controlling their emotional impulses, manage their sensory needs, and improve their overall ability to problem solve.	7
Kalmer counselling to provide targeted support for vulnerable learners.	Evidence from Education Endowment Foundation – Social and Emotional Learning Toolkit: Social and emotional learning (SEL) interventions = +4 months	7,3

	<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>	
<p>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.</p>	<p>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</p>	3,4,7
<p>Provide targeted nurture work 1:1 and in small groups.</p>	<p>Nurture UK: Nurture allows children to connect with others, to build important relationships, and to develop a sense of self-worth. It helps them learn.</p>	3,4,7

Total budgeted cost: £277,594.22

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 2021 to 2022 academic year.

Assessment	School result 2022	National average
EYFS – Good level of development PP EYFS – Good level of development	65% 24/35 children with PP. 13 of these achieved GLD. 69%	65.2%
KS1 SATs Reading PP KS1 SATs Reading	56% Exp 38.5% of your school's Disadvantaged cohort achieved the expected standard in Reading, 5 pupils out of 13.	66.9%
KS1 SATs Writing PP KS1 SATs Writing	30% Exp 15.4% of your school's Disadvantaged cohort achieved the expected standard in Writing, 2 pupils out of 13.	57.6%
KS1 SATs Maths PP KS1 SATs Maths	59% Exp 46.2% of your school's Disadvantaged cohort achieved the expected standard in Maths, 6 pupils out of 13.	67.7%
KS1 Phonics PP KS1 Phonics	70% 75.0% of your school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 15 pupils out of 20. Your school's gap to Non-Disadvantaged pupils nationally has improved	75.5%

	<p>by 17.8% from -21.9% in 2018/19, to -4.1% in 2021/22.</p> <p>Your Year 1 Disadvantaged cohort's Phonics Expected Standard has increased by 12.5% from 62.5% in 2018/19, to 75.0% in 2021/22.</p>	
<p>KS2 SATs Reading PP KS2 SATs Reading</p>	<p>38% Exp 29.2% of your school's Disadvantaged cohort achieved the expected standard in Reading, 7 pupils out of 24.</p>	74%
<p>KS2 SATs Writing PP KS2 SATs Writing</p>	<p>38% Exp 39.1% of your school's Disadvantaged cohort achieved the expected standard in Writing, 9 pupils out of 23.</p>	69%
<p>KS2 SATs Maths PP KS2 SATs Maths</p>	<p>47% Exp 33.3% of your school's Disadvantaged cohort achieved the expected standard in Maths, 8 pupils out of 24.</p>	71%

Perspective Lite data:

154 of your school's 234 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 65.8% of your cohort.

This is 39.8% higher than the national average of 26.0%.

67.2% (78) of your female pupils are disadvantaged, 41.3% higher than the national of 25.9%.

64.4% (76) of your male pupils are disadvantaged, 38.4% higher than the national of 26.0%.

27.3% (42) of your disadvantaged pupils have a SEN provision, 1.4% higher than the national of 25.9%.

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)	