

1. Summary information					
School	Simonside Primary School				
Academic Year	17 -18	Total PP budget	£135,960	Date of most recent PP Review	Sept 2016
Total number of pupils	210	Number of pupils eligible for PP	61% (NA 26%)	Date for next PP Strategy Review	Spring 2017

2. Current attainment – end of KS2		59% 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	71%	67%	61%	
% achieving expected standard in reading	79%	89%	71%	
% achieving expected standard in writing	71%	67%	76%	
% achieving expected standard in maths	86%	100%	75%	
% achieving expected standard in GPS	77%		77%	
% making progress from K1 – KS2 in reading	4.0	Above national 0 - 0.3		
% making progress from K1 – KS2 in writing	0.8	Above national 0 - 0.2		
% making progress from K1 – KS2 in maths	5.2	Significantly Above national 0 - 0.3		
2a. Current attainment – end of KS1		75% of Year 2 cohort were PP		
% achieving expected standard in reading, writing & maths	59%	71%	64%	
% achieving expected standard in reading	64%	71%	76%	
% achieving expected standard in writing	64%	71%	68%	
% achieving expected standard in maths	68%	71%	75%	
2a. Current attainment – end of Rec		35% of Reception cohort were PP		
% achieving Good Level of development	58%	73%	69%	

### 3. Barriers to future attainment (for pupils eligible for PP)

#### **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)*

<b>A.</b>	Oral 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 lower numbers achieving greater depth at KS1 and KS2.
<b>B.</b>	Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas.
<b>C.</b>	Readiness for 'successful learning' on entry to school – many children need support to develop active learning and independence skills when starting school.
<b>D.</b>	A high proportion of PP children are also SEND pupils. This can impact on pupils' ability to reach the expected standard in English and Maths.

#### **External barriers** *(issues which also require action outside school, such as low attendance rates)*

<b>E.</b>	Attendance rates for pupils eligible for PP are 94% (2017) This reduces their school hours and can hinder chances to make rapid progress required.
<b>F.</b>	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.
<b>G.</b>	A high number of families receive support from the Parent Support Advisor where there may be contextual factors that can impact upon attendance, learning, behaviour and welfare of pupils.

<b>4. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	Improve oral language skills for pupils eligible for PP in nursery and Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that pupils eligible for PP meet or exceed age related expectations.
<b>B.</b>	Increased opportunities for cultural and curriculum visits / experiences part funded by school for PP 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.
<b>C.</b>	Higher rates of attainment across KS1 for pupils eligible for PP through targeted support/ interventions.	Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 1 in Reading, Writing and Maths.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Overall PP attendance improves from 94% to above 96% in line with 'other' pupils Nationally
<b>E.</b>	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.
<b>F.</b>	Pupils and families are supported emotionally through Teacher Assistant support, family support, specialist SEND support 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

2017 - 2018

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?
<p>A. Improved oral language skills in Reception</p> <p>A.2 Improved progress for all pupils in EYFS to increase % of pupils achieving GLD</p>	<p>Staff training on developing oracy for pupils in EYFS and creating and promoting a language-rich environment. Speech and Language support for key children.</p> <p>Extra TA support to develop skills. Use of talk boost intervention package.</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.</p> <p>Offer full time nursery places with non- profit payment system for those not entitled to 30 hours.</p>	<p>Courses /CPD selected using evidence of effectiveness. New staff to EYFS to be to be trained in Early Talk Boost/Talk Boost</p> <p>Use INSET / SM times to deliver training.</p> <p>Lessons from training embedded in school feedback policy.</p>	EYFS lead	<p>Jan 2018</p> <p>May 2018</p>

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?
B. Increased opportunities for cultural and curriculum visits / experiences funded by school for PP impacts positively on pupil achievement.	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.	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 curriculum.	Staff will link trips to planning and topics.	SLT	Termly
C. Higher rates of attainment across KS1 for pupils eligible for PP through targeted support/ interventions.	PP funding used to provide PP children with intervention sessions by teachers 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.	SLT	Termly

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Increased attendance rates.	Parent Support Advisor employed (31 hours per week) to monitor pupils and follow up quickly on absences. First day response provision.	Attendance is an area of challenge for our school and we need to invest in this to change mindsets and improve life chances.	Parent Support Advisor, Head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	Parent Support Advisor	Weekly monitoring Dec 2017 May 2018
E. Maintain high standards at KS2 for PP children and increase the % of children reaching Greater Depth through targeted support/ interventions.	PP funding used to provide PP children with intervention sessions by teachers in order to accelerate progress.	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. Inclusion Leader ensures all PP pupils with additional needs have specialist intervention.	Regular assessments used to evaluate the impact and measure progress. Termly pupil progress meetings and reports for governors and Achievement Partner.	SLT	January 2018

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
F. Pupils and families are supported emotionally through Teacher Assistant support, family support, specialist SEND support and extra-curricular activities making them better prepared to learn.	Timetabled support, nurture times that are fluid, communication via all professionals to ensure support is directed at most needed.	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.	Clear communication, planning and recording.  Monitoring of interventions.	HT/DHT	Jan 2018  May 2018
F.2 Children with social and emotional issues are well supported resulting in improved attitudes and behaviour which impact on progress and attainment.	Raising awareness of ways to manage children with attachment issues.	A high proportion of in year pupil admissions to our school arrive with emotional needs that require rapid intervention. Our ongoing observations show that there are children with attachment issues in our school.	Evidence based training and support for all staff. CPD updates and use of Clennell Ed services to deliver training.  CPD feedback sheets.	SLT	Jan 2018  May 2018
F.2 Ensure the emotional well-being of all children is being met.	Children participate in nurture sessions	Evidence suggests that pupils' emotional wellbeing can have a significant impact on academic achievement. By providing nurture support, pupils will be supported emotionally and will be better placed to learn.	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.	Parent Support Advisor/Inclusion Leader TA lead for nurture	Termly

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?
Enriched curriculum linking to inspiring learning and pupil progress.	Curriculum resources to support learning development.	Staff and children need to be inspired and keep up with the changing landscape of education.	Subject leader monitoring	Teachers	May 2018
<b>Staffing:</b> Provide smaller class sizes in increased mixed age provision.	Class sizes have been kept smaller in KS2.	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	Assessment results, lesson observations show high standards across the school.	HT/SLT	Termly
<b>Staffing:</b> Teaching Assistant support for each class: Extra support to focus on pupil progress.	We have 10 classes and 10.5 TA's. They are fluid to pupil need and intervention.	Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary if TAs provide general administrative or classroom support. We use TAs to support individual pupils or small groups, which on average show moderate positive benefits.	Assessment results, lesson observations show high standards across the school.	HT /SLT	Termly
Staffing and provision of a daily free breakfast club.	Children are on time for school and have a healthy, balanced breakfast which prepares them well for the school day.	Our breakfast club provides safe haven for children and ensures that they start the day calm and happy to be in school. It is a positive social experience for them.	Liaise with staff in provision.	SC	May 2018

Attendance prizes: Incentives to improve attendance across the school.	Attendance will improve across the school and PA reduced.	Attendance is an area of challenge for our school and we need to invest in this to change mindsets and improve life chances.	Weekly monitoring of overall attendance, following daily routines to improve individuals attendance.	Attendance team	Termly