

Pupil premium strategy statement

School overview

Metric	Data
School name	Simonside Primary School
Pupils in school	252
Proportion of disadvantaged pupils	131
Pupil premium allocation this academic year	£191,265
Academic year or years covered by statement	2019/2022
Publish date	September 2020
Review date	September 2021
Statement authorised by	Governing Body
Pupil premium lead	Mrs J Parnaby
Governor lead	Mrs S Harrison

Disadvantaged pupil progress scores for 2019

No testing due to Covid-19

Measure	Score
Reading	0.05
Writing	2.23
Maths	-2.84

Disadvantaged pupil performance overview for 2019

No testing due to Covid-19

Measure	Score
Meeting expected standard at KS2	42%
Achieving high standard at KS2	14%
Strategy Aims for Disadvantaged Pupils	
Measure	Activity
Priority 1	Whole school use of White Rose planning and resources from EYFS to Y6. Regular training sessions to be arranged throughout the year.

Priority 2	<p>To provide targeted intervention. The EEF toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. Interventions will be discussed with HT/DHT during Pupil Progress Meetings and carried out by TAs.</p> <p>SEN/SEMH interventions will be overseen by the SENCO, ensuring children who require the support are identified and targeted. The SEN HLTA will work closely with the SENCO to carry out interventions for all children (not just SEN) who need targeted support.</p>
Barriers to learning these priorities address	Many pupils have been adversely affected by the Covid-19 lockdown and school closure. These are less likely to have engaged with home learning or returned to school in June when eligible.
Projected spending	£29,507.00

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National Average progress scores in KS1 and KS2	July 2021
Progress in Writing	Achieve national average progress scores in KS1 and KS2	July 2021
Progress in Mathematics	Achieve national average progress scores in KS1 and KS2	July 2021
Phonics	Achieve at least national average in phonics scores at the end of Y1.	July 2021
Other	Improve attendance of disadvantaged pupils to bring in line with non-PP pupils.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish smaller classes in Y1 and Y2. Support the Year 6 class with a TA and morning support from DHT to enable smaller groups, to ensure targeted support.

Priority 2	Highly trained HLTA will provide interventions throughout the school.
Barriers to learning these priorities address	Encouraging opportunities for targeted interventions for all children. More opportunities for behaviour support for those children who respond positively in a smaller group.
Projected spending	£22,547.00

Wider strategies for current academic year

Measure	Activity
Priority 1	Two part-time Inclusion and Attendance Coordinators to support families with attendance and acute need.
Priority 2	Continue to provide breakfast club after Magic Breakfast funding ends in December 2020.
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£43,532.00

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching is targeted and takes into account starting points for individual pupils as well as 'lost learning' due to Covid-19 pandemic.	Use of assessments completed across school by end of Autumn 1. For Maths, following the new White Rose planning with 'lost learning' taken into account. For English, following the English Leads' direction with relation to teaching reading and spelling. Use the new long term plans to allow for application of skills across the curriculum .
Targeted support	TAs time is used efficiently to have the most impact on progress.	Intervention timetables provided by teachers for TAs. Intervention will focus on those children who have gaps in learning due to lack of engagement through remote learning or absence. SEN intervention timetable for targeted work by HLTA SEN

		Lead for specialised individual work with children.
Wider strategies	Engaging families facing most challenges, in particular during the continuing current pandemic.	Regular contact from Attendance and Inclusion Coordinators.
Projected spending		£120,263.00

Review: last year's aims and outcomes

Due to Covid restrictions and the disruption to the academic year 2019/20 there is no official data. This information below is based on teacher assessments up to March 2020.

Teacher Assessment Information at March 2020	
<p>End of KS2 PP Children – 20 Non-PP Children - 11</p> <p>Maths PP Children – 55% EXS and 30% GDS. Non-PP Children - 91% EXS and 36% GDS.</p> <p>Reading PP Children - 60% EXS and 25% GDS Non-PP Children – 82% EXS and 27% GDS.</p> <p>Writing PP Children – 55% EXS and 15% GDS Non-PP Children - 91% EXS and 18% GDS.</p>	
<p>End of KS1 PP Children – 23 Non-PP Children - 17</p> <p>Maths PP children – 52% EXS and 17% GDS. Non-PP Children - 88% EXS and 6% GDS.</p> <p>Reading PP children – 48% EXS and 17% GDS. Non-PP Children - 94% EXS and 18% GDS.</p> <p>Writing PP children – 52% EXS and 17% GDS. Non-PP Children - 82% EXS and 6% GDS.</p>	