

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	245
Proportion (%) of pupil premium eligible pupils	46.94%
Academic year/years that our current pupil premium strategy plan covers	2021/22
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Donna Scott/Samantha Harrison
Pupil premium lead	Donna Scott
Governor / Trustee lead	Samantha Harrison

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,675
Recovery premium funding allocation this academic year	£16,675
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	£171,350

# Part A: Pupil premium strategy plan

## Statement of intent

At Simonside Primary School we make use of the Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. This can include less support at home, weak language and communication skills, lack of confidence and attendance and punctuality issues. There may also be complex family situations which can prevent the children from achieving.

Our ultimate objectives are:

- To ensure all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- To narrow the attainment gap between disadvantaged and non- disadvantaged pupils in all subjects
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates
- To support our children's health and wellbeing to enable them to access learning at an appropriate level
- To support parents/carers with their child's learning and development

We aim to do this through:

- Providing all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work. Feedback is timely and impacts on the progress made in children's learning
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences
- Providing opportunities for all pupils to participate in enrichment activities including sport and music
- Providing appropriate nurture support to enable pupils to access learning within and beyond the classroom
- Clear communication with our families about the children's learning and working collaboratively

The intended outcomes detailed below will show how school intends to achieve the above objectives to ensure our disadvantaged pupils' attainment will improve and close the gap with their non-disadvantaged peers. We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data and termly Pupil Progress meetings. Class teachers will identify specific intervention and support for individual pupils. Alongside academic support, we will ensure that those pupils who have

social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attainment on entry to Reception in Knowledge of the World and language development as identified in initial observations and assessments by staff
2	Assessments and observations indicate our disadvantaged pupils have greater difficulties with phonics than their peers
3	Assessments and observations indicate our disadvantaged pupils have greater difficulties with Reading than their peers
4	Assessments and observations indicate our disadvantaged pupils have greater difficulties with Writing than their peers
5	Assessments and observations indicate our disadvantaged pupils have greater difficulties with Maths than their peers
6	Attendance and punctuality issues of disadvantaged children are impacting on their attainment and progress
7	There has been an increase in children and families requiring support for their emotional and well-being needs in and out of school

## 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
Attainment in reading	Children achieve at least the national average attainment scores in KS2 Reading
Attainment in Writing	Children achieve at least the national average attainment scores in KS2 Writing
Attainment in Maths	Children achieve at least the national average attainment scores in KS2 Maths
Phonics screening	At least 80% of children pass the phonics screening in Year 1 and Year 2
Increase in attendance and punctuality	Attendance of disadvantaged children is at least 96%

## 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: £31,403.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part time teacher appointed to work within Year 6 to enable children to be taught as two smaller (below 20) groups every morning	EEF+3 months The EEF suggests that smaller groups can allow staff to make more observations of children's progress and provide the opportunity for more intensive small group teaching. Having two smaller groups for Maths and English will allow our staff to increase the amount of attention each child will receive	3, 4, 5
To ensure quality teaching and learning so that all teaching is at least good	The EEF states that improving classroom teaching increases independent thinking, self-esteem confidence and problem-solving skills by four months	1, 2, 3, 4, 5
Embed the practice of children recalling their previous learning	The EEF states that this helps to motivate learners and instil persistence and resilience in their learning which then boosts confidence.	1, 2, 3, 4, 5
The explicit teaching of reading comprehension strategies focussing upon learning of written texts.	The EEF states that teaching reading comprehension boosts confidence in reading and help to develop vocabulary. This helps children to access other subjects, not just English.	3

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

Budgeted cost: £89,266.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Read Write Inc programme to secure strong phonics teaching to all pupils	There is research to show that younger learners in EYFS/KS1 benefit from phonics to support their reading and can increase attainment by 4 months (EEF)	1, 2, 3, 4
Targeted small group activities to support	Oral language interventions can have a positive impact on pupils' language	1

communication and language skills.	skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. The EEF states that good speaking and listening skills improve behaviour and social outcomes and can increase learner confidence.	
Purchase of digital technologies eg, Times Tables Rockstars	Digital technology can be used to bring about improvements in attainment, producing on average an extra four months progress over a year (EEF)	3,4 and 5

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

Budgeted cost: £50,679.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional support through the Attendance and Inclusion Support Coordinator/DSL	There has been an increase in the need for support for children and families and a lot of our families appreciate the relationships developed with this member of staff	1-7
Kidsafe	Increased mental health support needed for children along with an increase in online usage ensures we are building awareness, resilience and how to access support and help	6, 7
A Star Attendance online system for monitoring attendance	Current attendance monitoring is time consuming. This will reduce the time taken to monitor and allow for the increase in the support provided to families thus improving and maintaining attendance percentages above 95% which will impact on attainment and progress	1-7
Nurture groups	Opportunities for children to access 1-1 or small group support for their social and emotional needs where they can share feelings or take part in well-being activities	6, 7
Wider curriculum experiences planned throughout the year. (cultural capital)	The term 'cultural capital' is defined as "the essential knowledge that children need to be educated citizens" Ofsted Early Years Inspection handbook.	1, 3, 4, 5

**Total budgeted cost: £171,350**

## 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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. In school we have termly data analysis taking place of all subjects with Pupil Progress meetings held with class teachers to identify individuals and/or groups of children who require targeted support/challenge to enable them to achieve. This is supported by lesson observations, book looks and learning walks involving senior leaders, Subject Leads and Link Governors.

All children returned to school in September 2020. School then again closed in January 21 and reopened in March 2021. During that period children identified as vulnerable attended school. Attendance and Inclusion Coordinators were in contact with families. The average daily attendance was 60 children.

20 DfE ipads/laptops were handed out to disadvantaged pupils. Paper copies and stationery were also handed out to pupils who struggled to access online lessons. Home learning was delivered to a high standard. Children at home accessed Seesaw online to complete work.

All families with children at home were called at least once per week.

### 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	Times Tables Rock Stars
Kidsafe	Kidsafe UK
O Track	Juniper Education
Targeted English and Maths support for Reception	SAFC Foundation of Light
Forest School	Scouted

## Further information (optional)

- Breakfast Club is provided for any families who require this. It is well attended.
- Lunchtime clubs and after school clubs are run by members of staff to enhance the curriculum across school.
- Booster groups are available for Year 6 in the Spring term.
- Subject Leads are given dedicated time and training to build upon the curriculum offer and ensure progression is evident across the year groups as well as monitoring the support and challenge of all learners.