

# Pupil premium strategy statement – Simonside Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024/25
Date this statement was published	2024
Date on which it will be reviewed	2025
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	£202,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£202,980

# 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 all 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 the 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	Children's often limited vocabulary is preventing them from being able to access reasoning and problem solving activities in maths
2	Children's often limited vocabulary is preventing them from being able to infer meaning effectively from texts they have read
3	There has been an increase in the number of children with speech and language and communication difficulties, particularly on entry to reception
4	Our assessments and discussions with pupils and families have identified increased social and emotional needs in pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Attendance of disadvantaged pupils is having a direct impact on their attainment

## 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
Children can accurately decipher what is required when answering reasoning and problem solving questions in maths	Increase in % of children achieving the expected standard on RPS paper in termly maths assessments Number of children achieving EXS in maths at the end of KS2 is in line with national average
Children throughout school will have a broader knowledge of vocabulary, utilising this to support inference when reading	Number of children achieving EXS in reading at the end of KS2 is in line with national average Formative assessments show an increase in the number of children with secure vocabulary knowledge QLA shows that inference skills are secure at the end of KS2
Children in EYFS will have improved communication and language skills	Increase in children meeting expectations in communication and language in EYFS compared to baseline assessments A decrease in the number of children requiring speech and language referrals / support / interventions
Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil

	voice, pupil and parent surveys and teacher observations A reduction of incidents on CPOMs linked to mental health
Attendance increases amongst disadvantaged with a drop in persistent absenteeism and the gap narrows in attainment with peers	Reduction in attendance meetings Reduction of children at stages 2 and 3 of attendance pathway Termly data captures show a narrowed gap between disadvantaged and their peers Increase in overall attendance of whole school

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 45,556

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase parental engagement with learning through workshops and curriculum sessions within the school day	EEF +4 months Providing practical strategies with tips, support and resources to assist learning at home may be more beneficial to pupil outcomes than generic help	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
Small group adult support for disadvantaged children with complex SEND needs	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average on progress	1, 2, 3
Two year groups split into smaller classes to support their learning and progress	EEF +3 months Vaag Iverson and Bonesronning, 2013 stated that there is evidence 'that children from disadvantaged backgrounds may benefit more directly from being taught in smaller classes'.	1, 2, 4, 5
Staff attendance at relevant CPD sessions	EEF +4 months	1, 2, 3, 4, 5

around the curriculum, mental health, retention and attendance	Coe et al 2014 stated that 'great teaching is simply that which leads to improved student progress.' Some studies have suggested that students from disadvantaged backgrounds 'can gain an extra year's worth of learning during a year with very effective teachers'.	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £83820

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 5 months (EEF)	1, 2, 3
Purchase of digital technologies e.g. Times Table Rockstars	Digital technology can be used to bring about improvements in attainment, producing on average an extra 4 months progress over a year (EEF)	2
Use of Fresh Start programme for children in KS2 to narrow gaps and improve spellings	Citing 1-1 support, D'Agostino and Harmey 2016 stated that 'the ability to target need and the intensity of support makes it very efficient'.	1, 2
Provision through the ARC for children with more complex SEMH needs	EEF +3 months Successful use of an individualised learning approach can develop more independent and confident learners (Yeh, 2010).	1, 2, 3, 4, 5

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

Budgeted cost: £ 73604

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional support through the Attendance and Inclusion Coordinator / DSL, as well as increasing in-school counsellor to 2 days per week	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.	4, 5

	Counsellor provides a more instant form of access for the children and is a familiar face around school.	
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	4, 5
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	4, 5
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" <i>Ofsted Early Years Inspection Handbook</i> . Children will benefit from a residential trip and visits linked to the curriculum	1, 2, 3, 4, 5
Introduction of new behaviour system (When the Adults Change) to complement existing reward system, including Lunchtime and weekly class STARS	Behaviour in classrooms, corridors and elsewhere in school is calm and children are ready to learn. Children are motivated to earn rewards and time spent dealing with incidents/low level behaviours is reduced, allowing staff to maximise teaching and learning time.	4, 5
Provision of free breakfast club for all children. Staffing and resources required to support the children	There is extensive research highlighting that children from disadvantaged backgrounds are less likely to get regular exercise and eat balanced diets. Studies show that breakfast clubs produce an average of two months' extra progress for primary school pupils during the academic year (EEF, 2018). There is also evidence to suggest that this improves attendance and behaviour.	4, 5
Use of 'Teach Active' resources to provide Physically Active Lessons (PAL) in English and maths	Research by Public Health England, 2014, suggests that incorporating moderate to vigorous activity into lessons can improve academic progress, with the potential gains in later life being much broader than this.	1, 2, 3, 4, 5

**Total budgeted cost: £202,980**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

In school, we have termly data analysis taking place in all subjects, with Pupil Progress Meetings held with class teachers on a termly basis 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 who are responsible for areas highlighted in the School Development Plan.

78% of Year 1 children passed the Phonics Screening Check (national was 80%) and 67% of disadvantaged children in Year 1 passed the Phonics Screening Check (national was 68%). By the end of Year 2, 89% of children had passed the Phonics Screening Check (including any resits), which is inline with national.

57% of Year 4 children scored full marks on the Multiplication Tables Check (national was 34%) with 83% scoring 20+; 63% of disadvantaged children scored full marks and 83% scored 20+. This was another significant improvement on the previous year. The mean average score was 22.8 (national was 20.6).

In KS2, 49% of all children and 45% of disadvantaged children met the expected standard in reading (national for all was 74%); 63% of all children and 52% of disadvantaged children met the expected standard in writing (national for all was 73%); and 51% of all children and 48% of disadvantaged children met the expected standard in maths (national for all was 71%). These pupils experienced disruption to their learning during the pandemic, particularly at the end of Year 2 and in 3; this has impacted significantly on the progress made by this cohort.

The purchase of A Star Attendance impacted on overall attendance despite a range of illnesses and term-time holidays continuing to affect the children's attendance; the end of year average attendance was 93% which was slightly down (1%) on the previous year. PA was 19.9%, which is broadly in line with national average (19.2% for autumn and spring 23/24; overall end of year data for 23/24 academic year is still to be published).

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
Times Table Rockstars	Times Table Rockstars

Kidsafe	Kidsafe UK
Sonar Curriculum and Tracker	Juniper Education
Targeted English and Maths support for Reception Lunchtime and after school sports clubs	South Shields Football Club
Sport club support for children with complex SEND/SEMH needs	Ultimate Fun Coaching
Forest School	Scout.Ed
When the Adults Change behaviour support (CPD, resources/portal)	When the Adults Change (Paul Dix)



## Further information

- Breakfast Club is provided free of charge for any families who require this. It is very well attended. Wraparound the Clock is after school provision for up to two hours for families
- Lunchtime clubs and after school clubs are run by members of staff to enhance the curriculum across school. There is no charge for after school clubs.
- Booster groups are available for Year 6 in the Spring term. Booster groups will also be introduced in Year 5 in the summer 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.
- School provides additional support for disadvantaged families by subsidising the Year 5/6 residential
- Pantomimes at Christmas and additional theatre productions performed in school are provided for all children, free of charge
- Children leaving at the end of Year 6 are provided with a leaver's hoodie, free of charge