

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	220
Proportion (%) of pupil premium eligible pupils	51.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026
Date this statement was published	2025
Date on which it will be reviewed	2026
Statement authorised by	Nicholas Charlton / Samantha Harrison
Pupil premium lead	Donna Scott
Governor / Trustee lead	Samantha Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,255
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£177,255

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 articulate themselves in curriculum discussions and interactions within school. Disadvantaged children perform less well than non-disadvantaged at the end of KS2 in mathematics because they are less confident in explaining their methods and reasoning. Many children have few experiences outside the home, so their 'cultural capital' is limited.
2	Children's often limited vocabulary is preventing them from being able to infer meaning effectively from texts they have read. There are disadvantaged gaps in outcomes in Reading and writing in Year 2 and Year 6. Children achieve well in the phonics screening but not as well as non-disadvantaged in applying these skills in Reading and writing.
3	A significant number of children have 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 throughout school will be able to articulate themselves more successfully and confidently in curriculum discussions and interactions within school	Pupil voice discussions provide increasing evidence of pupils understanding and using more ambitious subject-specific vocabulary. Pupils receiving targeted support make good progress in English and Maths
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

On leaving reception, speech and language and communication difficulties will be minimal, and children will be prepared for the KS1 curriculum	The number of children achieving the communication & language Early Learning Goals is in line with national.
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 There will be a reduction in PA amongst PP children, moving closer to national benchmarks

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: £49,974

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 +3 months https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Providing practical strategies with tips, support and resources to assist learning at home may be more beneficial to pupil outcomes than generic help	4, 5
Secure and maintain 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. EEF evidence shows that securely embedding the practice of retrieval will significantly boost long-term	1,2

	retention of knowledge, which is the foundation of all future progress.	
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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3, 4
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’. There are more opportunities for individualised attention and focus for learners	3, 4
Staff attendance at relevant CPD sessions 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’. The EEF states that high-quality teaching is the most important factor for improving pupil outcomes, and effective PD is the crucial tool for developing teaching quality. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 4, 5
Introduction of Oracy-based curriculum, using resources from ‘Voice 21’ and associated staff CPD	The EEF states that on average, oral language approaches have a high impact on pupil outcomes (+6 months’ additional progress).	1,2,3

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

Budgeted cost: £66,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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)	2, 3
Purchase of digital technologies e.g. Times Table Rockstars, Grammarsaurus	Digital technology can be used to bring about improvements in attainment, producing on average an extra 4 months progress over a year (EEF)	1,2,3
Use of Fresh Start programme for children in KS2 to narrow phonics gaps and improve spellings (delivery of programme to identified children)	Citing 1-1 support, D'Agostino and Harmeay 2016 stated that 'the ability to target need and the intensity of support makes it very efficient'.	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).	4
Music tuition in small groups	EEF +3 months Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	4
Additional staff member working within the reception class to support phonics interventions in the Early Years	Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3
Maths CPD and resources purchased to support small group interventions: White Rose training, resources and materials; Mastering Number at Reception and KS1 training times and resources.	Training and resources enable precisely targeted interventions. Studies show that disadvantaged pupils or identified as being low prior attainers typically receive additional benefits from this targeted tuition, supporting the benefit of closing attainment gaps (EEF Teaching and Learning Toolkit).	1
TestBase subscription for assessments that allow for targeted teaching and interventions	Assessment evidence from this tool is used to support decisions around effective interventions. Studies show that disadvantaged pupils or identified as being low prior attainers typically receive additional benefits from this targeted	1, 2, 4

	<p>tuition, supporting the benefit of closing attainment gaps (EEF Teaching and Learning Toolkit).</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	
Talk Boost intervention programme to develop oral communication in EYFS and KS1	The EEF states that on average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).	1,2,3

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

Budgeted cost: £61,133

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and emotional support through the Attendance and Inclusion 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.	5
School counsellor offering sessions and support in school	Counsellor provides a more instant form of access for the children and is a familiar face around school. Counsellor is able to address specific needs of identified children, including those from disadvantaged backgrounds.	4,5
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	Manual attendance monitoring is time consuming. This tool assists in reducing 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

Continuation of new behaviour system (When the Adults Change) to complement school reward system, including awards, 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
Subsidisation of staffing costs for breakfast and after school clubs. 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. Subsidisation allows children to attend the clubs to benefit from this.	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.	1,4
Metro public transport pass to allow groups of children to take part in curriculum-related experiences beyond school	<p>Various barriers can deter primary school teachers from taking their classes on a school trip, including logistical limitations. Allowing for free transport helps to address this.</p> <p>Educational school visits can have extensive benefits for children with a range of special educational needs, including outcome-based affordances, learning engagement-related benefits and skill acquisition and development.</p> <p>https://doi.org/10.1111/1471-3802.12638</p>	1,2,3

Total budgeted cost: £177,255

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In school we have termly data analysis taking place in all core 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.

85% of Year 1 children passed the Phonics Screening Check (national was 80%) and 78% of disadvantaged children in Year 1 passed the Phonics Screening Check (national was 67%). By the end of Year 2, 95% of children had passed the Phonics Screening Check (including any resits), with national being 89%.

52% of Year 4 children scored full marks on the Multiplication Tables Check (national was 34%) with 78% scoring 20+; 35% of disadvantaged children scored full marks and 70% scored 20+. This is a slight drop on the previous year, when results were markedly high. The mean average score was 22.4 (national was 20.6). Note - national data is yet to be released for 2025, so the national data above is for 2024.

In KS2, 54% of all children and 53% of disadvantaged children met the expected standard in reading (national for all was 75%); 63% of all children and 47% of disadvantaged children met the expected standard in writing (national for all was 72%); and 66% of all children and 53% of disadvantaged children met the expected standard in maths (national for all was 74%). These pupils experienced disruption to their learning during the pandemic, particularly at the end of Year 1 and in Year 2; this has impacted significantly on the progress made by this cohort.

The use 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 93.3% which was slightly up on the previous year (93%). PA was 15.9%, which was lower than the previous year (19.9%). Attendance for children with FSM was 92.2%, which is equal to the national figure for this group.

Throughout 2024-2025, many disadvantaged children have accessed social and emotional health support from our school counsellor as well as our attendance and inclusion officer. The impact of direct and welcoming interventions to families that have been struggling for attendance has allowed us to put in place various measures to support increased attendance.

Feedback from children and parents surrounding extra-curricular opportunities, such as music tuition, clubs and visits has been very positive.

The use of dedicated educational programmes and resources (such as Read, Write Inc. and Times Tables Rock Stars) have contributed to strong outcomes in phonics and multiplication data. [Mastering Number in Early Years and KS1 has started strongly in 2025-2026.]

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
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 has been provided free of charge for any families who require this at the beginning of the year. There is now a small charge, which is subsidised by school. 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.
- 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