

Simonside Primary School Pupil Premium Strategy Statement

1. Summary information					
School	Simonside Primary School				
Academic Year	2018-19	Total PP budget	£166,320	Date of most recent PP Review	
Total number of pupils	246	Number of pupils eligible for PP	126	Date for next internal review of this strategy	Termly

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	27	70
% achieving expected standard or above in reading	47	80
% achieving expected standard or above in writing	60	83
% achieving expected standard or above in mathematics	33	81

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	The children have limited vocabulary and slow development of language skills.
B.	Pupils eligible for PP making less than expected progress in maths at the end of Key Stage Two.
C.	Some pupils face challenges such as SEN and social and emotional needs.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improve percentage of PP pupils attaining expected + level in reading and writing	70% achieving expected level
B.	Improve percentage of PP pupils in KS1 to pass the Phonics Test	75% achieving 32 or above

C.	Improve percentage of PP pupils attaining expected + level in maths	70% achieving expected level
D.	Systems in place to support PP pupils with SEN and social and emotional needs	Improved outcomes& engagement

5. Review of expenditure				
Previous Academic Year		2017/18		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Termly pupil progress meetings. Termly SEN meetings. No split year group classes. Extra TAs in class for small group and 1:1 support. Ability grouping for spelling and phonics in KS1. Reading CPD	Improve attainment and progress in reading, writing and maths across the school for PP pupils.	End of KS2 results were low this year (particularly in maths) – progress measures for PP pupils – Reading -2.23 Writing -0.41 Maths - -3.38 Phonics results dipped this year at 60%.	Half-termly meetings will ensure children are identified earlier to ensure greater progress. TA's to have specific roles in class and more training so that all children can make as much progress as possible. Phonics programme needs to be reviewed to ensure more systematic teaching which has greater impact.	£99,530 + £17,200
ii. Targeted support				

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Targeted interventions.</p> <p>Close collaboration with parents/ carers.</p> <p>Specific counselling and support for vulnerable pupils.</p>	<p>Raise the self-esteem, emotional health and wellbeing, and resilience of PP pupils.</p>	<p>Increased engagement and access to the curriculum for some children.</p> <p>Support for parents/carers from Learning Mentors in school and from outside agencies.</p> <p>Counselling for some vulnerable children has</p>	<p>More SEMH programmes need to be investigated.</p> <p>Learning Mentors have excellent relationships with families and many are now engaging with school and asking for help.</p> <p>Counselling is having an impact on some of our vulnerable children although due to waiting lists some are still waiting to be seen.</p>	<p>£30,450</p>
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>Reward systems for good attendance.</p> <p>Daily recording of lateness.</p> <p>First day response system.</p> <p>LA fining system employed for unauthorised absences.</p> <p>Early Help support for struggling families.</p> <p>Breakfast Club available.</p>	<p>Increase attendance and punctuality rates for pupils eligible for PP across the school to reduce number of persistent absentees.</p>	<p>Attendance reduced by 1.1% compared with last academic year for persistent absentees.</p> <p>Attendance reduced by 0.9% overall.</p> <p>First response system working well.</p> <p>Parents are aware that all unauthorised absences are passed to the L.A. to pursue fines.</p> <p>Parents are engaging in Early Help plans.</p> <p>Breakfast club is not well attended due to the cost to parents.</p>	<p>Our rigorous approach to attendance is having an impact and will be continued.</p> <p>A free Breakfast club has been secured and started in September 2018.</p>	<p>£22,4680</p>
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6. Planned expenditure

Academic year

2018/19

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Embed Primary Literacy Project	Improved reading and writing attainment across the school.	The Primary Literacy Project will support all children in reading and writing across the school. A whole school approach will ensure consistent strategies are used effectively.	Course selected using evidence of effectiveness. Use INSET days and twilight sessions to deliver training where necessary. All staff embed practice within daily teaching. Key staff members from KS1 and KS2 to attend training and lead on different sections to ensure a whole school approach.	DHT	Sept 2019
Introduce Read Write Inc to teach phonics	Improved Phonics Test Results in KS1	RWInc is a proven systematic approach which groups the children across KS1 into ability groups to ensure targeted teaching and support.	HT to provide training to all staff in EYFS and KS1. Phonics teaching will be closely monitored. Phonics tracker will provide discrete information for individualised targeted support in school and work to take home. Local Authority training for all Early Years and KS1 staff.	HT DHT	Half Termly
Improve provision in Early Years to ensure all children especially PP children engage and develop independence and critical thinking.	High quality provision and interaction in Early Years.	Challenging and engaging provision will aid speaking and listening, independence and critical thinking.	Training for Early Years staff. Improve the environment and provide stimulating resources to encourage interest and independence.	HT	Ongoing

Provide opportunities for problem solving and reasoning on a daily basis throughout the school.	Raise levels of attainment in maths in KS2.	Quality First Teaching ensures more opportunities for applying skills taught to deepen understanding and encourage mathematical thinking.	CPD – White Rose Maths for Maths Subject Lead. Staff to attend in-school training led by Subject Leader. Daily challenges to involve problem solving and reasoning. Times Tables rock stars to be used across the school to increase fluency.	DHT	Termly
Introduce Forest Schools sessions weekly to encourage literacy/numeracy/science work to be taken outside the classroom.	Raise levels of attainment in reading, writing, maths.	Cross curricular opportunities outdoors enables children to engage in learning and has positive benefits (EEF Toolkit).	Forest Schools Teachr (ScoutEd) on a weekly basis.		

Total budgeted cost £46,500

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Daily phonics interventions. Mathletics daily 10 minute sessions. Reading Eggs daily 20 minute sessions. In class small group support.	To support those children who are not meeting age- related expectations.	Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Pupil progress meetings, half-termly intervention reports, book scrutiny.	HT DHT	Half termly, monitoring cycle

<p>Good/outstanding teaching.</p> <p>Cross-curricular writing opportunities.</p> <p>Whole school approach to promote reading – library, reading garden, whole class novels.</p> <p>Use Star Assessment software to monitor progress in reading and maths.</p>	<p>To improve the percentage of pupils attaining expected + standard in reading and writing in KS2.</p>	<p>Ofsted findings ‘Achievement for all’</p> <p>Primary Literacy Project</p>	<p>Monitoring cycle, book scrutiny, pupil progress meetings, pupil voice.</p>	<p>HT DHT</p>	<p>Half termly, monitoring cycle</p>
Total budgeted cost					£65,000
iii. Other approaches					
Action	Intended outcome	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>Family Gateway to work alongside school staff to support families needing support.</p> <p>Early Help support for struggling families.</p> <p>Breakfast Club available</p>	<p>To support parents/carers to provide emotional support to children.</p> <p>Support those families who work with free breakfast club at the start of the school day. Support parents who are unable to provide a healthy breakfast for their children.</p>	<p>Improved engagement with parents. Support given to parents to ensure pupils attend external appointments. Support given to advise parents financially.</p>	<p>Family Gateway to support families who are experiencing difficulties – emotional or financial. Regular meetings with Family Gateway to monitor levels of success/ engagement.</p> <p>Inclusion and Attendance Coordinators to allocate cases to Family Gateway on a priority of need basis.</p> <p>Breakfast club staff will ensure all children who attend have a healthy breakfast.</p>	<p>Inclusion and Attendance Coordinators</p> <p>HT</p>	<p>Termly</p> <p>Termly</p>
<p>Provide sensory experience for those children who need extra support in this area.</p> <p>Provide specific SEN training to staff in order to target specific SEND/PP children.</p>	<p>Support those children who have sensory needs.</p> <p>Target specific interventions/ support to SEND/PP children.</p>	<p>Provide a 'safe space' for those children who need to regulate behaviour. Increased self-esteem, emotional resilience and engagement.</p> <p>Tailor the curriculum to match the needs of our SEND/PP children.</p>	<p>Sensory Room timetabled for specific children. Variety of sensory resources matched to the needs of the children.</p> <p>Staff training. Timetabling specific interventions. Staff responsible for specific aspects of SEND support.</p>	<p>Behaviour Lead</p>	<p>Ongoing</p>
Total budgeted cost					£55,000

7. Additional detail

