# Pupil Premium Strategy

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 | 267 |
| Proportion (%) of Pupil Premium eligible pupils | 48% 70% Free School Meals |
| 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)** | 2026-2027 |
| Date this statement was published | October 2026 |
| Date on which it will be reviewed | February 2027 |
| Statement authorised by | Emma Hills/Julia Brown/Victoria Carter |
| Pupil Premium Lead | Emma Hills/Julia Brown/Victoria Carter |
| Governor / Trustee lead | Lynn Rae |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil Premium funding allocation this academic year | £253,005 |
| Pupil Premium funding carried forward from previous years *(enter £0 if not applicable)* | £21, 914 |
| Total budget for this academic year | £274,919 |

## Statement of Intent

Objectives for disadvantaged pupils:

- Ensure disadvantaged pupils at Simonside (currently 70% FSM; 189/267 pupils) achieve strong early foundations in communication, reading and mathematics, so attainment gaps are narrowed and attainment and progress match those of their peers across key stage milestones.
- Rapidly reduce barriers to learning caused by social, emotional and mental health (SEMH) needs, speech, language and communication delay (particularly in early years), SEND-related learning barriers and poor home engagement so that pupils are resilient, confident and able to access high-quality teaching.
- Increase sustained school attendance and parental partnership so pupils benefit from consistent exposure to the curriculum and targeted support.
- Ensure value-for-money use of Pupil Premium funding through evidence-informed approaches drawn from the DfE Menu of Approaches and the Education Endowment Foundation (EEF) evidence base.

How this strategy works towards those objectives:

- We adopt the DfE three-tier Menu of Approaches (Tier 1: High-quality teaching; Tier 2: Targeted academic support; Tier 3: Wider strategies) and prioritise interventions with strong EEF evidence. The strategy allocates resources to:
  (a) strengthen classroom teaching and curriculum (so fewer pupils require intensive catch-up);
  (b) deliver structured, evidence-based targeted interventions for pupils who need them; and
  (c) address non-academic barriers (SEMH, attendance, family engagement) that prevent pupils from benefiting from education.
- Activities are designed to be mutually reinforcing improved early language provision (Tier 1) reduces later specialist demand (Tier 2); targeted small-group tuition for reading and phonics (Tier 2) is paired with parental engagement and home reading programmes (Tier 3).
- Implementation includes clear success criteria, monitoring and governor oversight to ensure interventions are delivered with fidelity and are responsive to outcomes and changing needs.

Key principles of the strategy

- Evidence-led: interventions are selected and described with direct links to high-quality evidence (primarily EEF guidance and trial evidence).
- Need-focused and proportionate: resources are targeted where need is greatest (EYFS language delay, KS1 reading, Y6 reading; high proportion of SEND and SEMH; high FSM).
- Whole-school responsibility: Pupil Premium is a whole-school priority; classroom practice (high-quality teaching) is the first line of action.
- Graduated response and inclusion: a universal offer is combined with targeted and specialist support where required; strategies support inclusion and reduce exclusion risk.
- Monitor, adapt, and evaluate: clear measures of success, frequent review cycles and governor challenge; interventions will be adapted based on impact data and implementation review.

Context note (school-specific):

- Simonside is an academy primary with 267 pupils: FSM 70% (Y4 highest at 85%, Nursery lowest at 21% currently but small class and will increase); SEND 28% (73/267) with 19 current EHCPs (7%) SEMH 6.8% (18 pupils); EAL 17.3% (46 pupils). Overall attendance YTD 96%.
- Key attainment issues: GLD below national average; Y1 (Pupil Premium) significantly below national average; Year 2 teacher assessment, particularly GD below national average in reading, writing and maths; Y6 reading below national average; low greater depth targets in KS1 for 2026.

- Our vision (Simonside Primary School Vision and Values) and OFSTED framework commitments underpin the strategy.

Evidence sources used (examples)

- EEF Guide to the Pupil Premium / Tiered approach and general Pupil Premium guidance: Education Endowment Foundation – Guide to the Pupil Premium / High-quality teaching pages
- EEF Communication & Language (Early Years): Education Endowment Foundation – Communication and language approaches
- Nuffield Early Language Intervention (promising programme): EEF – Nuffield Early Language Intervention (NELI)
- EEF Behaviour interventions and SEMH-related guidance: Education Endowment Foundation – Behaviour interventions
- EEF Parental engagement and working with parents guidance: Education Endowment Foundation – Parental engagement
- EEF Attendance evidence and guidance: Education Endowment Foundation – Supporting attendance
  (These sources are referenced in the Activity section alongside each intervention.)

## Challenges

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

| | **Detail of challenge** |
|---|---|
| 1 | High prevalence of SEMH needs (18 pupils, 6.8%) contributes to low-level disruption, escalation into behaviours that demand high staffing ratios, and reduced learning time for affected pupils and their peers. |
| 2 | High proportion of pupils with SEND (28%; 73/267) including EHCPs (7%) leading to significant 1:1 adult support needs that exceed targeted funding and reduce capacity for universal classroom teaching support. |
| 3 | Significant delayed speech, language and communication in EYFS leading to GLD below national average and a downstream impact on reading and writing across KS1 (Y1 and Y2 Pupil Premium cohorts underperforming). |
| 4 | Poor attendance and a significant number of persistent absentees reducing curriculum exposure and impeding progress for disadvantaged pupils. |
| 5 | Very limited reading support or engagement with learning at home (low home reading frequency, low parental engagement), contributing to weaker attainment in phonics, reading fluency and comprehension across the 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 |
|---|---|
| 1. Improve SEMH support so pupils demonstrate improved behaviour, increased readiness to learn and reduced need for intensive staffing. | Reduction in recorded behaviour incidents for identified SEMH pupils by 40% within 12 months (termly behaviour logs). Fewer fixed period exclusions and fewer episodes requiring 1:1 support; increase in classroom engagement minutes measured by supervised observations. Improved pupil wellbeing scores on a simple baseline survey for SEMH cohort within 9–12 months. Evidence-informed programme in place school-wide. |
| 2. Ensure SEND pupils receive high-quality, targeted provision integrated with classroom practice and reduce over-reliance on unfunded 1:1 support. | Clear graduated SEND support plans and personalised outcomes in place for all SEND pupils; reduction in number of pupils requiring full-time 1:1 support by at least 15% through targeted inclusion strategies within 18 months. Progress measured through termly P levels/ SCART levels or appropriate assessment showing accelerated progress for targeted SEND pupils (vs previous year baseline). |
| 3. Accelerate early language and communication development in EYFS so GLD moves to at least national average and reduces the gap for disadvantaged pupils. | Increase proportion of disadvantaged pupils achieving GLD to at least national average within two academic years.<br>Reception and Nursery language assessments show average gain consistent with EEF effect sizes for communication approaches (target: children in targeted interventions make accelerated progress; e.g., +6–8 months equivalent). |
| 4. Improve attendance and reduce persistent absence among disadvantaged pupils. | Overall whole-school attendance maintained or increased from 92% to 95%+ within 12 months. Persistent absentee (PA) rate for disadvantaged pupils reduced by at least 30% within 12 months. - Clear early-warning monitoring and targeted family support in place (attendance action plans for families). |
| 5. Increase home reading engagement and parental support for learning; improve reading outcomes across KS1 and KS2. | Increase proportion of Pupil Premium pupils reading at home 4+ times per week (home reading logs/parent surveys) by 50% within 9 months. Y1 phonics pass rate for Pupil Premium pupils moves to at least in-line with national average within two years. Year 2 TA and Y6 reading outcomes for disadvantaged pupils show measurable improvement year-on-year (internal targets set and tracked termly). |

## 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.

All activities are organised under the DfE Menu of Approaches (Tier 1, 2, 3). Each table lists the activity, the evidence that supports the approach (links to EEF or other high-quality sources), and the challenge number(s) addressed. Challenge numbers correspond exactly to the Challenges section above.

### Teaching (Tier 1: High-Quality Teaching, CPD, recruitment & retention)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| 1. Whole-school CPD programme on high-quality explicit vocabulary and oral language instruction for EYFS/KS1 teachers (weekly coaching, modelling, peer observation; includes interactive shared reading and talk-rich practice). Training for nursery and reception staff in language interaction strategies (Oracy 21 Project). | EEF: Communication and language approaches — average +7 months impact; importance of training and multiple strategies across vocabulary, talk and social communication: Education Endowment Foundation – Communication and language approaches. Also EEF Early Literacy and Reading House guidance summarising vocabulary and interactive reading approaches: EEF – Early Literacy / Reading House. | 3, 5 |
| 2. Expert-led phonics and early reading CPD (including fidelity monitoring) for all teachers and key TAs; phonics coaching cycles; adopt a structured, systematic synthetic phonics approach across EYFS–KS1. | EEF guidance on early literacy and phonics teaching: high-impact small-group and whole-class phonics instruction underpins reading development: EEF – Early Literacy. EEF Guide to High-Quality Teaching and the Pupil Premium emphasises prioritising teaching quality as the biggest lever: EEF – High-quality teaching / Guide to Pupil Premium. | 3, 5 |
| 3. Implement the EEF 'Five-a-day' principles for SEND-friendly classroom practice and routinely used universal strategies (differentiation, scaffolding, clear routines, visual supports) with CPD and coaching for all staff. | EEF guidance: "Five-a-day" for supporting high-quality teaching for pupils with SEND: Education Endowment Foundation – Supporting high-quality teaching for pupils with SEND (Five-a-day). | 2 |
| 4. Strengthen formative assessment and targeted feedback cycles (whole-class retrieval practice, frequent low-stakes assessment, same-day intervention) with CPD and assessment calendar. | EEF evidence that formative assessment and feedback can have high impact when implemented effectively; high-quality teaching is the first priority in the EEF tiered approach: EEF – High-quality teaching. | 2, 3, 5 |
| 5. Recruitment and retention support: structured mentoring for all teachers and professional development. Include PP leadership within TLR responsibilities. | EEF Guide to the Pupil Premium and High-quality teaching emphasise investment in teacher development and retention as a Pupil Premium priority; evidence that effective | 2, 3 |

| | | |
|---|---|---|
| | CPD and mentoring supports teacher practice and retention: EEF – Guide to the Pupil Premium / High-quality teaching. | |

**Targeted Academic Support (Tier 2: tuition, small groups, SEND interventions)**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| 1. Implement Nuffield Early Language Intervention (NELI) / or similarly structured small-group language programmes for Reception and targeted Nursery pupils with SLCN (30-week programme; trained TAs/teachers delivering small-group or 1:1 sessions). | EEF Promising Programmes: Nuffield Early Language Intervention shows positive impacts on oral language when delivered as targeted small-group/1:1: EEF – Nuffield Early Language Intervention (NELI). Also EEF Communication & Language evidence (high impact): EEF – Communication and language approaches. | 3 |
| 2. Evidence-based small-group and 1:1 reading and phonics catch-up tuition (targeted daily sessions, structured programmes for pupils below age-expectation; monitoring fidelity and progress). Where appropriate, use subsidised school-led tutoring or accredited providers for medium-term catch-up. | EEF Teaching and Learning Toolkit: one-to-one and small group tuition can be effective when well targeted and structured; EEF emphasises the importance of high-quality tuition programmes: EEF – Small group and one-to-one tuition (Teaching and Learning Toolkit). Early literacy evidence supports targeted small-group reading interventions: EEF – Early Literacy. | 3, 5 |
| 3. Structured intervention pathway for SEND pupils (precision teaching, carefully-trained TAs delivering targeted programmes; termly graduated plan reviews; personalised learning objectives linked to curriculum). | EEF guidance: Special Educational Needs in Mainstream Schools (SEND guidance) and the 'five-a-day' approaches highlight structured in-class and targeted interventions and TA deployment: EEF – Special Educational Needs in Mainstream Schools. | 2 |
| 4. Targeted maths small groups for Year 2 and other cohorts below national expectations (structured diagnostic assessments and high-impact small-group teaching). | EEF evidence on small group tuition and diagnostic assessment and feedback; targeted maths interventions can accelerate progress when aligned to curriculum and diagnosis: EEF – One-to-one and small group tuition / High-quality teaching guidance. | 2 |
| 5. Teaching Assistant (TA) deployment review and training: upskill TAs to deliver structured interventions with fidelity (including language and reading | EEF guidance emphasises careful deployment of TAs, training and structured programmes to maximise impact: EEF – | 2, 3 |

| | | |
|---|---|---|
| programmes), supervised by senior leaders and SENDCo. | Special Educational Needs guidance and High-quality teaching resources. | |

**Wider Strategies (Tier 3: SEMH support, attendance, parental engagement, enrichment)**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| 1. Whole-school behaviour strategy: embed consistent routines, restorative approaches and emotion coaching; create targeted SEMH provision (nurture group / scheduled mentoring) with trained staff and supervision. Provide staff supervision and training to manage SEMH more effectively and reduce need for 1:1 crisis support. | EEF Behaviour interventions show moderate impact (+3 months) and recommend whole-school approaches alongside targeted support; EEF SEMH resources and local SEMH toolkits (e.g., Devon) outline nurture, ELSA, emotion coaching and restorative approaches: EEF – Behaviour interventions. Devon SEMH toolkit provides practical models and graduated response examples: Devon SEMH Toolkit (local example). | 1, 2 |
| 2. Targeted attendance work: establish early-warning monitoring, family outreach, tailored attendance plans, targeted parental engagement and an attendance officer / lead; link to pastoral provision and offer practical support (e.g., breakfast club places, travel support where needed). | EEF evidence review and guidance on attendance indicates promise for tailored, responsive approaches and parental engagement in improving attendance; EEF recommends multi-component responsive programmes: EEF – Supporting attendance (summary and guidance). | 4 |
| 3. Breakfast club and in-school breakfast places for targeted disadvantaged pupils to improve attendance, readiness to learn and punctuality (linked with pastoral support). | EEF review of meal provision and breakfast club literature shows small or mixed effects on attendance but some programmes (e.g., Magic Breakfast) produced small gains in attainment and attendance in key groups; EEF recommends careful design and evaluation: EEF – Attendance & Meal Provision / Magic Breakfast evaluation referenced in EEF attendance review. | 4, 1 |
| 4. Parental engagement for reading and learning at home: family literacy workshops, guided home reading packs, regular text-message prompts (targeted texts to parents), and holiday reading challenge / book giveaways. Use low-cost text reminders to increase parental engagement. | EEF Parental Engagement evidence: parental engagement approaches show moderate impact (+4 months); texting parents and simple communication nudges have shown small positive effects and are low cost; family literacy interventions show promise: EEF – Parental engagement. EEF Early Literacy recommendations on interactive reading and home reading: EEF – Early Literacy. | 5, 3 |

| | | |
|---|---|---|
| 5. Enrichment and engagement: subsidised extracurricular clubs (reading clubs, holiday activities linked to HAF where eligible), reading volunteers and mentoring to increase school belonging and engagement. | EEF evidence indicates extracurricular activities can have small positive effects on attendance and engagement, and pairing enrichment with targeted academic support can help disadvantaged pupils: EEF – Supporting attendance / extracurricular commentary. Parental engagement and enrichment are linked in EEF parental engagement guidance. | 5, 4 |
| 6. Family-facing SLCN information and targeted support: workshops for parents on dialogic reading and language-rich routines; signposting to local speech and language therapy (SALT) and early help; routine screening and referral pathways from nursery to primary. | EEF evidence for communication and language approaches and the importance of parental involvement in early language: EEF – Communication and language approaches. Early identification and family support guidance (ELIM / Early Outcomes summaries) support identification and targeted support: EEF – Early Years / Early Language Evidence Store & Nuffield references and EEF – Nuffield Early Language Intervention (NELI). | 3, 5 |

Implementation notes and monitoring

- Leadership and roles: The Headteacher and Senior Leadership Team bear strategic responsibility; the Pupil Premium Lead (E. Hills. Julia Brown/Victoria Carter in the interim) operationally coordinates interventions, monitors impact and reports termly to governors. SENDCo oversees SEND-targeted interventions; EYFS lead oversees language provision and screening; Pastoral Lead / Attendance Officer leads attendance and SEMH outreach.
- Timelines and fidelity: Interventions will have clear start dates, session lengths and fidelity checks (sampling of lessons, observations, intervention logs). NELI / targeted programmes have prescribed durations (e.g., 20–30 weeks) and will be scheduled accordingly.
- Monitoring and evaluation: Use a termly RAG-rated impact review against success criteria; measure outcomes via EYFSP data, phonics screening, KS1 teacher assessment, Y6 reading results, attendance data and behaviour logs. Governors will review Pupil Premium strategy and outcomes annually and at termly check-ins.
- Budget and value for money: Pupil Premium spend will be prioritised against the tiered activities above. Where external providers are used (tutoring, programmes), contract expectations include measurable outcomes and evidence of fidelity.
- Safeguarding, equality and inclusion: All activity complies with safeguarding requirements. Interventions are inclusive and differentiated; additional support is provided to EAL pupils as part of language-focused activity.

Appendix: Quick reference to key evidence (clickable)

- Education Endowment Foundation – High-quality teaching / Guide to the Pupil Premium: Education Endowment Foundation – High-quality teaching
- Education Endowment Foundation – Communication and language approaches (Early Years Toolkit): EEF – Communication and language approaches
- Education Endowment Foundation – Nuffield Early Language Intervention (Promising programme): EEF – Nuffield Early Language Intervention

- Education Endowment Foundation – Behaviour interventions (Teaching & Learning Toolkit): EEF – Behaviour interventions
- Education Endowment Foundation – Parental engagement (Teaching & Learning Toolkit): EEF – Parental engagement
- Education Endowment Foundation – Supporting attendance: EEF – Supporting attendance
- Education Endowment Foundation – Early Literacy and Evidence Store: EEF – Early Literacy / Evidence Store
- EEF – SEND guidance: EEF – Special Educational Needs in Mainstream Schools
- Local SEMH toolkit example (practical approaches and models): Devon SEMH toolkit: Devon SEMH Toolkit

**Pupil Premium Total for 2026-2027: £274,919**

**Review of the previous Academic Year 2025-2026**

**Outcomes for disadvantaged pupils**

During 2025-26, disadvantaged pupils achieved positive outcomes across a number of key areas despite significant levels of additional need within the school community. Outcomes should be viewed within the context of a cohort where levels of SEND, deprivation and mobility remain above national averages. At Key Stage 2, disadvantaged pupils performed particularly strongly in mathematics and writing. 76% of disadvantaged pupils achieved the expected standard in mathematics, exceeding the national average of 73%, while 72% achieved the expected standard in writing, in line with national outcomes. Combined Reading, Writing and Mathematics outcomes were broadly in line with national figures, with 60% of disadvantaged pupils achieving the expected standard compared with 61% nationally. EYFS disadvantaged pupils achieved a Good Level of Development of 65%, close to the national average of 67.2%.

**1. Improve SEMH support so pupils demonstrate improved behaviour, increased readiness to learn and reduced need for intensive staffing**

This outcome was largely achieved. The school's investment in pastoral support, nurture provision, early intervention and targeted SEMH strategies enabled pupils with significant social, emotional and mental health needs to access learning more successfully. Staff reported improved pupil readiness to learn and greater engagement in lessons. While some pupils continue to require intensive support due to complex needs, leaders have strengthened inclusive classroom practice and reduced reliance on individualised adult support where appropriate through improved universal provision.

**2. Ensure SEND pupils receive high-quality, targeted provision integrated with classroom practice and reduce over-reliance on unfunded 1:1 support**

This outcome was achieved. At Simonside we have continued to develop an inclusive approach whereby targeted interventions and adaptive teaching were increasingly embedded within classroom practice. Outcomes for vulnerable learners indicate that many pupils were able to access learning successfully through high-quality teaching and appropriate targeted support. This has enabled leaders to move away

from unnecessary dependence on unfunded one-to-one staffing while maintaining strong levels of support for pupils with identified needs.

**3. Accelerate early language and communication development in EYFS so GLD moves to at least national average and reduces the gap for disadvantaged pupils**

This outcome was partially achieved. Early language development remained a significant focus throughout the year, supported through structured language-rich provision, high-quality interaction and targeted communication interventions. Disadvantaged pupils achieved a Good Level of Development of 65%, demonstrating strong progress and narrowing the gap towards national outcomes. Although the disadvantaged cohort did not quite reach the national GLD figure of 67.2%, outcomes indicate that the strategies implemented have had a positive impact and provide a strong foundation for future improvement.

**4. Improve attendance and reduce persistent absence among disadvantaged pupils**

This outcome was partially achieved. Attendance remains the most significant barrier to achievement for a small number of disadvantaged pupils whose families face complex social, economic and safeguarding challenges. Leaders maintained a clear focus on attendance through robust monitoring, family support, Early Help involvement and partnership working with external agencies. While attendance improved for many individual pupils, persistent and severe absence continue to affect a minority of disadvantaged pupils and remain a key school priority moving forward.

**5. Increase home reading engagement and parental support for learning; improve reading outcomes across KS1 and KS2**

This outcome was partially achieved. Initiatives to strengthen home reading, parental engagement and reading for pleasure resulted in increased participation from many families. Reading outcomes improved across the school, with 64% of disadvantaged pupils achieving the expected standard in Key Stage 2 reading. However, reading remains comparatively weaker than writing and mathematics and continues to be an area for further development. Leaders will continue to focus on improving reading fluency, comprehension and engagement, particularly for disadvantaged pupils.

Overall, the school is on track to achieve the aims of its current pupil premium strategy. The strongest impact has been seen in mathematics, writing, inclusion and pastoral support, with disadvantaged pupils achieving outcomes that compare favourably with national figures in several areas. Effective SEND provision, targeted SEMH support and a continued focus on high-quality teaching have contributed positively to pupil achievement and wellbeing. Improving attendance and further raising reading attainment remain key priorities for the next phase of the strategy. The school will continue to refine its approach to ensure disadvantaged pupils attend regularly, engage fully in learning and achieve outcomes that are at least in line with, and increasingly exceed, national expectations.

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**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 |
|---|---|
| Nuffield Early Language Intervention (NELI) | Nuffield Foundation / Oxford University Pres |
| Speech and Language Support Programme | Newcastle Speech and Language Therapy Service |
| Educational Psychology Support | Newcastle Educational Psychology Service |
| Little Wandle Letters and Sounds Revised | Little Wandle |