

Pupil premium strategy 2019 - 2020

1. Summary information					
School	Simonside Primary School				
Academic Year	19 - 20	Total PP budget	£193,320	Date of most recent PP Review	Sept 19
Total number of pupils	235	Number of pupils eligible for PP	146	Date for next internal strategy	Feb 2020

2. Current attainment - KS2 2019		
Year 6 = 19 children. Of the 19 children 9 are SEND = 47%	<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	48% (NA PP 51.2%)	70% (70%)
% achieving expected standard reading	60% (NA PP 61.9%)	80% (78%)
% achieving expected standard in writing	56% (NA PP 67.9%)	80% (83%)
% achieving expected standard in mathematics	64% (NA PP 67.2%)	100% (83.6%)
% achieving expected standard in SPAG	68% (NA PP 67.2%)	90% (82.6%)
Average scaled score in Reading for PP 101.5 Average scaled score in Maths for PP 102.4 Average scaled score in SPAG for PP 104.9		
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.	Communication and Language skills in nursery and reception are lower for pupils eligible for PP than for other pupils. This impacts on reading and writing attainment in subsequent years resulting in lower numbers achieving GLD in Reception and Greater Depth at KS1 and KS2.	
B.	Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas.	

C.	Readiness for 'successful learning' on entry to school – many children need support to develop active learning and independent skills when starting school.
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	A high proportion of SEND children are also Pupil Premium pupils. This can impact on pupils' ability to reach the expected standards.
E.	Limited life and cultural experiences for some of our PP children restricts understanding of some curriculum areas.
F.	Attendance rates for pupils eligible for PP are 94% (2019) This reduces their school hours and can hinder chances to make the rapid progress required.
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)	
Success criteria	
A.	To increase the expected attainment of writing at KS2 for PP to at least 66%. 18 children out of 27 are PP.
B.	Close the gap in reading attainment for EYFS pupils eligible for PP in EYFS. Continue to close gap in Yr1 phonics, close gap in reading at KS2.
C.	Children continue to have a safe point of contact and emotional needs are met within school. Time is dedicated to follow up pupil needs supporting them with the building of emotional resilience. Directing families to other support services available, placing a team around them.
D.	Increased attendance rates for pupils eligible for PP and reduced PA.
	Improved outcomes in writing compared to previous years and developed use of extended vocabulary is seen in books.
	Reading culture across school will be developed. Increased vocabulary and comprehension. Gaps will reduce.
	Pupils are supported to deal with difficult points in their lives. Families are given support and are signposted to other services that can help. Improving attendance. Pupil basic needs are met through family support.
	Move from 5.7% to 4.2% (NA)

5. Review of expenditure

Previous Academic Year

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
Parent workshops in Nursery on how to support children with reading at home.	Improve rates of progress in Communication and Language and Literacy for EYFS children eligible for Pupil Premium.	65% of PP children reached a GLD in 2019. This was a 5% increase on 2018 and 6.7% since 2017. Communication and language was 65% which has decreased by 1.67% since 2017.	Parent workshops in Nursery on how to support children with reading at home took place but not all parents attended. Think needs to be more low key approach and offered on a more regular basis to encourage those less confident parents – yes continue. Early identification of children with delayed speech and language – this has happened and the training for staff has been well received. – yes continue.	£633.63
Use of Early Talk Boost/Talk Boost intervention. Small Reception class sizes (TA and JY)	Improved progress for all pupils in EYFS to increase % of pupils achieving GLD	65% of PP children reached a GLD in 2019. This was a 5% increase on 2018 and 6.7% since 2017.	Smaller class sizes and a consistent intervention approach with skilled TAs supported this improvement. This cohort has a high level of safeguarding needs (LAC/CP) and therefore the smaller class approach was highly beneficial. We will continue with this approach for this cohort into year 1. Reception numbers are lower	£500 £19,400 £32,915.00

<p>Supplementing residential experiences and school visits.</p> <p>All classes will have 1 trip / visitor each term.</p> <p>Yr6 residential will be part funded to ensure all can experience.</p>	<p>Increased opportunities for cultural and curriculum visits linked to topics/ experiences funded by school for PP impacts positively on pupil achievement.</p>	<p>This was achieved and classes took part in more visits and experiences across the school.</p>	<p>This will continue this year and we plan to include a further residential trip for year 3 children. Year 6 pupils had very limited experience of being out walking in mountains etc and so we want to widen this. Also we intend for each class to have a rural and urban setting trip for them to really emerge themselves in and develop vocabulary to support in their writing. – yes continue.</p>	<p>£10,493.50</p>
<p>Curriculum resources to support learning development.</p> <p>Training on the New Curriculum</p>	<p>B.2 Enriched curriculum linking to inspiring learning and pupil progress.</p>	<p>There has been intensive CPD around the Curriculum focussing on cognitive science and ensuring depth and breath.</p> <p>Curriculum Drivers in place that link to topics – concepts - agreed by Staff.</p>	<p>We will continue on this journey and have invested further in an assessment and planning system which complement our curriculum. – yes continue.</p>	<p>£8072.79</p>

<p>PP funding used to provide PP children with intervention sessions by teachers/TAs in order to accelerate progress.</p>	<p>Higher rates of attainment across Key Stage 1 for pupils eligible for PP through targeted support/intervention</p>	<p>KS1 SATs results showed that PP Yr2 pupils in reading and Maths scored the same as Non PP 76%. PP writing scored higher than non PP (76% -71%). Results showed an improvement on previous years.</p>	<p>Investing in staff who deliver high quality interventions has impacted positively on the children. Parental support at home is not as frequent so we need to offer more in school. – yes continue.</p>	
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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>Pupil Support Advisor employed (31 hours per week) and EWO employed (9 hours/week) to monitor pupils and follow up quickly on absences. First day response provision. Legal monitoring where necessary.</p>	<p>Increase attendance rates for pupils eligible for PP.</p>	<p>Attendance rates for PP was 94.3% which was the same as the school overall. There has been a slight improvement of 0.3% on previous year. This is an area school will continue to focus on.</p> <p>Legal monitoring and fines have taken place.</p>	<p>Pupil Support Advisor employed (31 hours per week) and EWO employed (9 hours/week) to continue.</p> <p>New strategies and updated policy to implement. Improved investment in the curriculum and playtimes.</p>	<p>£40,748.56</p>

<p>PP funding used to provide PP children with intervention sessions by teachers in order to accelerate progress.</p>	<p>Maintain high standards at KS2 for PP children and increase the % of children reaching Greater Depth through targeted support/ interventions.</p>	<p>Morning booster sessions starting at 8:00 Mon – Friday from January and then Easter booster classes were provided for free to the children (teacher and Ta were paid).</p> <p>This was an aspirational target and in house results show that we did exceed our targets however compared to NA results we were: 48% achieved expected standards in RWM compared to 51% national Disadvantaged. No children reached the higher standard in RWM combined compared to 13% ND.</p>	<p>Booster sessions were welcomed by the children and they did benefit from these, however this is too late in the year. We will continue with booster sessions but also split the class earlier to enable smaller class teaching. DHT will also cover PPA time.</p>	<p>£1,458.56</p>
<p>Timetabled support, nurture group support (fluid), counselling services, CYPS referrals, Educational Psychologist Support and EHCP applications.</p>	<p>F.1 Pupils and families are supported emotionally through TA support, PSA, specialist SEND support and external agencies to make them better prepared to learn.</p>	<p>Good support has been provided for pupils. 10 EHCP were completed and many services were involved in supporting the children.</p> <p>TA off timetable to support in nurture group support.</p>	<p>Our DHT was the school SENCo and this proved to be a huge workload. Next year the post of SENCo will be protected and is not linked the DHT.</p>	<p>£11,200.00 0.5fte TA £15,413.00 SENCO TA off Timetable £19,400</p>
<p>iii. Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>TA allocated to each class. TAs employed to support those children allocated extra support in EHCP provision.</p>	<p>Staffing: Teaching Assistant support for each class with extra support for vulnerable pupils and those requiring extra support from EHCPs</p>	<p>Evidence showed that TAs had a positive impact on academic achievement.</p> <p>TAs were used to support individual pupils or small groups to enhance learning and progress in the classroom.</p>	<p>We have a high percentage of children with social emotional mental health needs. Extra support is essential to support these children. – this will continue.</p>	<p>£19,400</p>
<p>Children are on time for school and have a healthy, balanced breakfast which prepares them well for the school day.</p>	<p>Staffing and provision of a daily free breakfast club</p>	<p>Our breakfast club provides a safe haven for pupils and ensures that they start the day calm and happy to be in school. It is a positive social experience for them.</p>	<p>This continues to be a highly positive provision. – this will continue.</p>	<p>£3,371.64</p>

<p>Attendance will improve across the school and PA reduced.</p>	<p>Attendance prizes: Incentives to improve attendance across the school.</p>	<p>Attendance is an area of challenge for our school and we need to invest in this to change mindsets and improve life chances.</p>	<p>Providing prizes has not had the intended impact we would like. We are looking to invest money in other ways to improve attendance. We will not continue this.</p> <p>Attendance Officer and Kalmer Counselling</p> <p>Total Budget Cost £195,808.32</p>	<p>£850</p> <p>£3,999.00</p> <p>£7,952.64</p>
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6. Planned expenditure

Academic year

2019 - 2020

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?
'Tips by Text'. Project.	Parents of children in rec will receive 3 text messages per week with tips and ideas for activities to improve their child's language, literacy, numeracy and socio-emotional skills.	The Tips by Text project is a collaboration between the Education Endowment Foundation (EEF), the Behavioural Insights Team (BIT), the National Institute of Economic and Social Research (NIESR), the Institute for Employment Studies (IES), and the University of Oxford	Researcher feedback and assessments.	SB	<p>Coordinate with the independent test administrator and schools to help arrange testing in September-October 2019 and June-July 2020</p> <p>Carry out online surveys of school staff in autumn 2019 and summer 2020</p> <p>Carry out online surveys of parents in summer 2020</p> <p>Cost = N/A</p>
1:1 reading sessions (3 half days)	Improved fluency and vocabulary.	Unpaid voluntary 1:1 reading mentors . Short term impact EEF would suggest 1:1 has high impact. Volunteers (1 x retired HT and COG 1x TA student)	Reading subject lead NM will monitor pupil progress through book bands and will hear a randomly selected PP pupils read their current book.	NM	<p>Reading progress updates half termly to full GB via HT</p> <p>Cost = N/A</p>

0.6 Additional teacher for Year 6 to enable smaller class sizes.	Extra support and quality learning and learning.	Year 6 class a range of complex needs and high SEN 33% and 66% PP.	Monitoring, lesson observations, book scrutiny, data capture, pupil discussions.	EH/LT	Currently on supply and will review in Dec to put on temporary contract until July 2020. Cost = £18,661.50
Smaller class sizes in Year 1 and Year 1/2	Extra support and quality learning and learning.	Smaller class sizes and a consistent intervention approach with skilled TAS supported This cohort has a high level of safeguarding needs (LAC/CP) and therefore the smaller class approach was highly beneficial in Rec..	Monitoring, lesson observations, book scrutiny, data capture, pupil discussions.	NM/LT	Teacher PM 6 monthly review. NQT last term – weekly mentor meetings. Cost = £71,715 JY + 2 x TA

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?
0.4 Senco teacher employed to focus solely on SEN support.	Improved support for vulnerable pupils. Quicker assessments and applications for support.	We have an increasing high percentage of SEND pupils with complex needs (20%).	SENCO and SLT to monitor the progress of individual pupils who meet the criteria of both PP and SEND. Planning and book scrutiny, lesson observation, termly pupil progress meetings and tracking of interventions.	LA	Termly reviews Cost = £15,413.00 (Cost September to April)

0.7 Pupil Support Advisor PSA.	Continue quality support for our most vulnerable families.	PSA is required with school IDACI at 0.39 compared to National at 0.21 and with school at 67.5% PP. The Sutton Trust Toolkit also evidences Behavioural Interventions and Social Emotional Learning as having a positive impact.	Close communication with DSL.	KD/ LT	Termly reviews Cost = £26,404.00 (KD)
EWO employed via SLA (9 hours/week) to focus on improving attendance.	Overall attendance will improve for PP and PA will reduce.	Attendance continues to be a high priority for the school to improve. Dedicated person to monitor, refer and support is essential.	Weekly communication with Attendance Officer. Half termly reports to Governors. Sims attendance records. Attendance file evidence.	HJ/EH	Monthly reviews with attendance team – LT/ GB Cost = £7,952.64
Kalmer counselling 0.1 per week.	Continue to provide counselling service so that children's social emotional and mental health needs are met in times of crisis.	An average 20% of children are on a safeguarding level that requires additional support. All places are continually filled and school evidences a waiting list of need.	Evidence: CPOMs logs for pupils who have received counselling.	LT/LAn	Weekly updates. Counsellor session reports. End of programme report to evidence number of closed cases. Cost = £3,999.00
TA allocated to each class.	TAs employed to support those children allocated extra support with PP and EHCP provision.	TAs are used effectively support individual pupils or small groups to enhance learning and progress in the classroom. high % PP children with SEMH needs. Extra support is essential to support these children.	Lesson observations. Performance management. Quality CPD	SLT/ Teachers	Part of monitoring cycle/ Cost = £23,008.00 (JJ, JS) Additional TA EYFS £19,400 Additional Training Days for TA and other Staff Cost = £744.11

Subscriptions to engaging subject specific resources.	Improved recall in core subjects.	Additional interventions to support class learning.	Subject leaders to review impact and progress made. Mathletics Times table rock stars Purple Mash	SLT	Termly. Cost = £2,843.28
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?
Staffing and provision of a daily free breakfast club.	Children are on time for school and have a healthy, balanced breakfast which prepares them well for the school day.	This has been a successful resource for many years in school.	Regular discussion with Lead re staffing and activities on offer. Small budget provided.	SC / EH	Termly Cost- £3,371.64 MC x5 hours per week 30 min overtime per week rotation of Tas
Supplementing residential experiences and school visits.	Increased opportunities for cultural and curriculum visits linked to topics/ experiences impacts positively on pupil achievement.	To ensure that DA pupils have the same opportunities as non DA. To increase language development and impact on imaginative writing.	Trips are linked to curriculum design with clear learning objectives.	Teachers/ EH	Termly Cost- £11,083.50 Class trips overall % PP =67 Year 6 trip 66 % PP =69 Year 3 trip % PP = 56
Total budgeted cost					£204,595.67

