

## Simonside Primary Pupil Premium 2017/18

| 1. <u>Summary Information</u> |                          |   |   |   |           |
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| <b>School</b>                 | Simonside Primary School |   |   |   |           |
| <b>Academic Year</b>          | 2017-2018                | <b>Total PP budget</b>                  | £170,660  | <b>Date of most recent PP Review</b>                  | N/A       |
| <b>Total number of pupils</b> | 250                      | <b>Number of pupils eligible for PP</b> | 128- funding based on this figure (139 – more current figure) | <b>Date for next internal review of this strategy</b> | June 2018 |

| 2. <u>Current Attainment</u>  |   |
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| Based on 2016 results at the end of Key Stage 2                                   | <b><u>Pupils eligible for PP (school)</u></b><br><i>(national average based on 2016 data)</i><br><i>(based on FSM6 data )</i> |
| % achieving expected standard or above in reading, writing & maths (RWM Combined) | 35% (39%)   |
| % achieving expected standard or above in reading                                 | 59% (53%)   |
| % achieving expected standard or above in writing                                 | 47% (64%)   |
| % achieving expected standard or above in grammar, punctuation and spelling       | 59% (60%)   |
| % achieving expected standard or above in maths                                   | 59% (57%)   |

### 3. Barriers to Future Attainment for pupils eligible for PP

#### **In-School Barriers** (*issues to be addressed in school, such as poor oral language skills*)

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| <b>A.</b> | <b>School Context of Deprivation:</b><br><br>Our school has an increasing number of families facing social and economic challenge. Our current school deprivation indicator (IMD) is 35 which is in line with the 20% of most deprived areas in the country. A significant number of these children start school with poor oral language skills.   |
| <b>B.</b> | <b>Social Care Needs:</b><br>A number of our PP children do not receive frequent parental support with reading and homework.<br>Currently, we have 78 chn with welfare concerns at some level in school and 42 of these are in receipt of PP funding. 1 child is LAC, 6 of the children on child in need plans and 3 of the children on child protection plans are in receipt of PP funding.   |
| <b>C.</b> | <b>Outcomes:</b><br>Outcomes for pupils eligible for PP by the end of KS2 compare favourably with national figures historically although in 2016 our pupil premium children performed well below the National Average in writing which had an adverse effect on the combined scores. (This was partly due to the fact that we took in 5 new children into our year 6 cohort throughout the year and 5 of these chn were in receipt of pupil premium funding and this had an impact on the data.) |

#### **External Barriers** (*issues which also require action outside school, such as low attendance rates*)

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| <b>E.</b> | <b>Attendance:</b> Overall attendance in 2016-17 showed FSM6 pupils at 5.9% absence which is higher than the National Average of 5.2%<br>18.1% of FSM6 pupils were Persistent Absentees which is higher than the National Average of 15.1%. Poor attendance rates for PP pupils reduces their school hours and causes them to fall behind on attainment. |
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| <b>4. Outcomes</b> |   |   |
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|                    | <b><i>Desired outcomes and how they will be measured</i></b>  | <b><i>Success criteria</i></b>  |
| <b>A.</b>          | Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP.   | Pupils eligible for PP in every class make accelerated progress in reading, writing and maths by the end of the year so that the differential between pupils eligible for PP and other pupil groups is reduced. |
| <b>B.</b>          | Raise the self-esteem, emotional health and wellbeing, and resilience of pupils eligible for PP.  | The resilience and motivation of pupils eligible for PP in learning situations will be improved. Attainment and progress for these (and other) pupils is improved   |
| <b>C.</b>          | Increase attendance and punctuality rates for pupils eligible for PP across the school ensuring that the number of PP pupils who are Persistent Absentees (PA) decreases. | Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves in line with other pupil groups.   |

**5. Implementation**

**A1) Quality of teaching for all - Total budgeted cost - part-payment towards: 4 teachers, 4 TAs, staff training and release time for Management team**  
**£ 99,530**

| <b><u>A - Desired outcome</u></b> | <b><u>Chosen action / approach</u></b> | <b><u>Rationale</u></b> | <b><u>Monitoring</u></b> | <b><u>Staff lead</u></b> | <b><u>Review date and notes on progress</u></b> |
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| <p>A.<br/>Improve attainment and progress in reading, writing and maths across the school for pupils eligible for PP.</p> | <p>Termly pupil progress meetings will inform judgements about progress and interventions.</p> <p>Termly SEN meetings – PP chn identified and discussions held with all staff working with the child to ensure on track and steps taken to improve progress if needed.</p> <p>No split-year group classes to allow for dedicated teaching specifically tailored to address year-group objectives. (Small classes in years 2/3/4/5 particularly)</p> <p>Extra TA in-class support for 1:1 and small group support</p> <p>Children to be grouped according to ability in Phonics and spelling across school and in Maths in year 2.</p> <p>CPD provided for all staff in reading in line with the school improvement plan as main priority this year.</p> <p>Head Teacher takes year 2 &amp; 6 focus groups for writing</p> | <p>Disadvantaged pupils at the end of Key Stage 1 don't always do as well as disadvantaged pupils nationally.</p> <p>Achievement of disadvantaged pupils at the end of KS2 in 2017 was lower than the National average for all subjects when compared with all children but in line with disadvantaged children nationally.</p> <p>By ensuring extra support for children through small classes and TA support in lessons, the gap in attainment will be closed as support can be given for homework and reading which may not be given at home.</p> <p>By incorporating established learning research into a highly effective approach, through Bar method in maths and ability grouping for phonics and spelling, chn are able to experience success.</p> <p>Through training, staff feel confident in their delivery.</p> <p>Well trained and experienced staff provide quality personalised interventions for accelerated progress</p> | <p>Lesson observations – linked to performance management</p> <p>Focused learning walks</p> <p>Regular book scrutinies</p> <p>Moderation of work in school</p> <p>Data analysis termly</p> <p>Pupil Progress meetings termly</p> <p>Support &amp; external scrutiny from LA Advisors</p> <p>.</p> | <p>H. Bland (HT)</p> <p>E. Lowe (SENCO)</p> <p>L. Pegman (DHT)</p> | <p>July 2018</p> |
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**A2) Targeted support – Total Budget cost - part payment towards 4 TAs, resources for interventions eg: software, staff training and release time for Management Team**  
**£ 17,200**

| <b><u>A. - Desired Outcome</u></b>  | <b><u>Chosen action / approach</u></b>   | <b><u>Rationale</u></b>   | <b><u>Monitoring</u></b>   | <b><u>Staff lead</u></b>   | <b><u>Review date and notes on progress</u></b> |
|---|--|---|--|--|---|
| <p>A.<br/>           Improve attainment and progress in <b>reading</b>, writing and maths across the school for pupils eligible for PP.</p> | <p>Continue to implement targeted booster / intervention sessions in Reception, Key Stage 1 and Stage 2 with teachers/support staff in order to close the gaps and maximise achievement. This menu of interventions to be carefully tailored to suit curricular and individual need and organised at lunchtimes and other times so as not to impact negatively on chn's time spent learning across the curriculum.</p> | <p>Teachers and teaching assistants collaboratively plan systematically and effectively for the progress of different groups of learners across the curriculum through the use of bespoke assessment criteria, individual targets and intervention / catch up sessions.</p> <p>These interventions include bespoke and individually tailored approaches in handwriting, spelling and basic skills and 'off-the-shelf' and computerised interventions such as: Talk Boost, Lexia, Mathletics, Write Away Together, Dyspraxia club. These can take place in the classroom and on a withdrawal basis 1:1 or in small groups.</p> <p>Parental involvement plays key role in supporting this action.</p> | <p>Lesson observations on key focus areas.</p> <p>Focused learning walks and drop-ins</p> <p>Book scrutinies.</p> <p>Moderation of pupils' work in school and externally.</p> <p>Termly data input and analysis.</p> <p>Termly pupil progress meetings with the DHT – then reported to the HT.</p> <p>Performance Management discussions with TAs and DHT</p> <p>Feedback from parents</p> | <p>H. Bland (HT)</p> <p>L. Pegman (DHT)</p> <p>E. Lowe (SENCO)</p> | <p>July 2018</p>                                |

**B - Raise the self-esteem, emotional health and wellbeing, and resilience of pupils eligible for PP. Total Budget cost – part payment towards – Learning Mentors, staff training, Management release time, commissioning services to support families . £30,450**

| <b><u>B – Desired Outcome</u></b>   | <b><u>Chosen Action and approach</u></b>   | <b><u>Rationale</u></b>  | <b><u>Monitoring</u></b>  | <b><u>Staff Lead</u></b>   | <b><u>Review date and notes on progress</u></b> |
|---|--|--|---|--|---|
| <p>B –<br/>Raise the self-esteem, emotional health and wellbeing, and resilience of pupils eligible for PP.</p> | <p>Targeted interventions such as Circle of Friendship groups, led by experienced support staff.</p> <p>Close collaboration with parents and carers through early help plan meetings, child in need and child protection meetings. Clear systems and policies for staff to utilise to report concerns and support pupils.</p> <p>Specific counselling and support for vulnerable pupils.</p> <p>Positive and coordinated approach to social and emotional difficulties</p> | <p>Increased engagement and independent access to the curriculum is needed for some children.</p> <p>Improved self-esteem, attitude and engagement to be evidenced for individual chn where it has been lacking.</p> <p>High standards of behaviour are maintained and barriers to learning are minimised.</p> <p>Staff feel confident that they have support in delivering high quality social and emotional education for chn.</p> | <p>Learning Walks and lesson observations with assessment of behaviour around school.</p> <p>Monitoring of chn on plans and awareness lists through discussions with staff and outside professionals.</p> <p>Section 11 Audit – action planning</p> | <p>H. Bland (HT)</p> <p>L.Pegman (DHT)</p> <p>R. Gibson/ C.Fada (Learning Mentors)</p> <p>N. Sultan (teacher with responsibility for behaviour management)</p> | <p>July 2018</p>                                |

**C - Increase attendance and punctuality rates for pupils eligible for PP across the school ensuring that the number of PP pupils who are Persistent Absentees (PA) decreases\_ Total Budgeted cost – part payment towards learning mentor, commissioning services to support families, reward scheme for good attendance - £22,680**

| <b><u>B - Desired Outcome</u></b>   | <b><u>Chosen action / approach</u></b>   | <b><u>Rationale</u></b>   | <b><u>Monitoring</u></b>  | <b><u>Staff lead</u></b>  | <b><u>Review date and notes on progress</u></b> |
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| <p>D.<br/>Increase attendance and punctuality rates for pupils eligible for PP across the school ensuring that the number of PP pupils who are Persistent Absentees (PA) decreases.</p> | <p>Positive Reward systems for good attendance: termly certificates and prizes for 100% attendance/ whole class reward system/ celebration assembly.</p> <p>Daily recording of lateness and collation of data to look for patterns which can be addressed.</p> <p>First Day Response system – phone calls/ text/ visits/ letters/ meetings/ visits from attendance officer when chn absent.</p> <p>LA fining system employed for unauthorised absences.</p> <p>Early Help support for struggling families</p> <p>Exciting and relevant topics and lessons to encourage chn to want to come to school.</p> <p>Breakfast club available to support parents</p> | <p>Reliable research shows that there is a direct correlation between rates of attendance and achievement.</p> <p>Poor attendance is often an indication of welfare issues.</p> <p>Persistent difficulties with punctuation has a direct impact on self-esteem and chn's engagement in all aspects of daily lessons and progress.</p> <p>When chn enjoy school and 'buy into' reward systems, they put pressure on parents to ensure that attendance and punctuality improves</p> | <p>Daily scrutiny of attendance information for PA's and immediate action taken.</p> <p>Weekly attendance review</p> <p>Termly analysis of attendance data.</p> <p>LA – data analysis on termly basis</p> | <p>L. Pegman (DHT)</p> <p>H. Bland (HT)</p> <p>R. Gibson/ C.Fada (Learning Mentors)</p> | <p>July 2018</p>                                |

**Residential Course - £800**

The school also intends utilising the pupil premium grant to subsidise the cost of a residential visit for 10 children at £80 per child.