

Simon de Senlis Primary Pupil Premium Strategy Statement

Academic Years 2022-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Simon de Senlis primary
Number of pupils in school	427
Proportion (%) of pupil premium eligible pupils	10% (46)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2024
Date this statement was published	November 2022
Date on which it will be reviewed	March 2023
Statement authorised by	Joanne Fennelly Headteacher
Pupil premium lead	Joanne Fennelly/Rachel Rosevear
Governor / Trustee lead	Karen Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,015
Recovery premium funding allocation this academic year	£12,325
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£66,340

Part A: Pupil premium strategy plan

Statement of intent

At Simon de Senlis Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. First and foremost, we understand that as a school staff, we are all on a continual journey of improving and ensuring that our subject knowledge and pedagogical knowledge will ensure all pupils achieve the best outcomes possible. Through the implementation of a robust and structured CPD plan, which is under pinned by the most up to date educational research, we ensure that teachers and support staff have the most current information and skill regarding their teaching. This CPD is then supported by our Instructional Coaching cycle to support teachers to embed the training into their practise. In addition, leaders continue to develop their skills through high quality CPD. The delivery of structured coaching and lesson study by released teachers and leaders has an impact on attainment and progress for pupils. This increased knowledge of teachers and support staff enable them to identify the exact next step of the child and to implement this within times during the day or week. These range from- keep up sessions, catch up sessions or small group interventions delivered by the class teacher or a tutor either during or after school.

We are also committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential. Our Family Support Worker and Nurture Lead are part of an experienced Inclusion Team who work closely with the Senior Leadership Team to identify what support our disadvantaged pupils receive. This may be a small group intervention developing their speech and language skills, a one to one session developing their confidence or it could be longer term access to our Nurture Provision. As well as supporting our pupils, we also work closely with parents ensuring that they are knowledgeable about parenting strategies and also curriculum support they can give their child. The support for parents comes in a variety of forms; school delivered parenting programmes such as PPP, small group parental workshops, year group information sessions or access to relevant information within weekly newsletters and class blogs.

Furthermore, within school, in order to support pupils in receipt of the pupil premium grant, we deliver structured programmes to support speech and language development and the development of vocabulary. The implementation of the Forest School approach, with trained staff, allows speech, SEL and the curriculum to be developed by pupils.

We are aware that the access to wider educational opportunities has a large impact on both the emotional and the academic needs of pupils and so we allow parents to have access to a small amount of their grant to spend on educational visits and trips, peripatetic music lessons and after school clubs.

All of what we offer is supported by the knowledge we take from the EEF and other key research in this area.

Challenges

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

Challenge number	Detail of challenge
1	SEND – A comparatively large proportion of disadvantaged children have significant additional needs (8/40 or 20%).
2	Confidence and self-esteem: 50% disadvantaged children have low regard for themselves as learners and are receiving individual pastoral support
3	Year 5 end of year outcomes low- Reading 33% achieved EXS, Writing- 33% achieved EXS, maths- 33% achieved EXS 7/7 children in this year group have support from the pastoral team. 6/7 children are on the SEND register
4	Low levels of parental knowledge re supporting children's education
5	Speech and language levels and vocabulary levels are low as a result of C19 lockdown (mainly in KS1).

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
Increased attendance for disadvantaged children.	PP attendance increases to 96%. No persistent absenteeism from within the PP group.
Increased achievement for disadvantaged children.	Non-SEND PP cohort achieve academic outcomes in line with national expectations
Improved attitudes towards self and increased self-esteem.	PASS results show improvement for PP cohort – particularly for self-regard as a learner' and 'attitudes to attendance'.
Increased involvement in extra-curricular activities and wider school life	All children from PP cohort attend extra-curricular activities and increased numbers of children learn to play an instrument.
To improve parental knowledge linked to home support and knowledge of the curriculum	All parents are able to support their child at home in-order to improve their learning outcomes at school.

To improve speech and language and vocabulary development in KS1	All children in PP cohort have increased speech and language and vocabulary attainment.
--	---

Activity within this academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching- Quality of Teaching For All

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved Teacher CPD focusing on subject knowledge- Maths, Reading Comprehension and writing.</p> <p>The delivery of training for staff on maths, writing and reading from internal and external providers.</p> <p>The delivery of training from experts in their field- T4W, reading and maths mastery training to whole staff.</p>	<p>This approach is based on the standard for CPD in schools (July 2016) and also based on two principles evaluated as 'moderate impact' by EEF Toolkit – 'Reading Comprehension Intervention' (+5 months)</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3,
<p>The delivery of training for staff on increased pedagogical knowledge- especially linked to responsive teaching and feedback.</p>	<p>This approach is based on one principle evaluated as 'very high impact' by EEF Toolkit – 'Feedback' (+6 months)</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk) Assessment and feedback EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3,
<p>The continuation of Instructional Coaching and lesson study across the whole school with 9 members of leaders completing the Coaching Collective training. Release time will be given for</p>	<p>This approach is based on one principle evaluated as 'very high impact' by EEF Toolkit – 'Feedback' (+6 months)</p> <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3,

staff to complete these IC sessions and give effective teacher feedback to improve outcomes in maths, reading and writing.	Assessment and feedback EEF (educationendowmentfoundation.org.uk) In addition, by teachers developing their subject and pedagogical knowledge, their teaching will improve, resulting in increased outcomes.	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. This will include enhanced Jigsaw provision and Forest School training for 3 members of staff and the Nurture Provision each afternoon.</p> <p>In addition, the FSW, nurture lead and Inclusion team will deliver structured 1:1 and small group interventions to develop children's individual needs linked to their social, emotional and mental health needs.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1, 2, 3,
Teacher to be released to support speech and language assessments and the delivery of interventions	<p>The extensive evidence shows that small group tuition has an impact on learning, along with the delivery from the class teacher improving these outcomes further.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,5

Targeted academic support: Tutoring, academic support and small group tuition

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school teacher led intervention groups to be delivered by the class teacher. Class teacher will be covered by SLT	Please see EEF evidence on small group tuition-->4 months improvement Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3,
Additional phonics sessions targeted at disadvantaged pupils who require further phonics and early reading support.	Please see EEF evidence on small group tuition with a +4 months improvement Small group tuition EEF (educationendowmentfoundation.org.uk) Please see EEF evidence on phonics instruction with a very high outcome of +5 months Phonics EEF (educationendowmentfoundation.org.uk)	1, 2, 3,
In school keep up and catch up interventions completed to support reading, writing and maths targets.	Please see EEF evidence below on improving reading, writing and maths in KS1 and 2. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk) Please see EEF evidence on small group tuition-->4 months improvement Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3,
Tutoring to be delivered with additional hourly lessons in reading, writing and maths-	Please see EEF evidence on small group tuition-->4 months improvement Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 2, 3,

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

Budgeted cost: £20,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
To employ a part time FSW to support pupil's well-being along with parental knowledge and development through the delivery of parenting courses.	This approach is based on two principles evaluated as 'very high impact' by EEF Toolkit – 'Metacognition and self-regulation' (+7 months)	1, 2,4,
To employ a part time nurture lead and pastoral assistant to support pupil's well-being along and positive awareness of themselves as a learner.	This approach is based on two principles evaluated as 'very high impact' by EEF Toolkit – 'Metacognition and self-regulation' (+7 months)	1,2,4
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 3
To train staff to deliver Forest School learning for Key Stage 1 pupils as a way of supporting their speech and language development and SEL	Key findings of Forest Research: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-youngchildren-in-england-and-wales/ There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) SEL- evaluated as an impact of +4 months from EEF guidance. Within the Improving Literacy guidance from the EEF one clear step is to improve speech and language and vocabulary approaches- Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1,2,5
Daily free school meals for those children eligible	Ensuring that pupils are receiving a meal during the day ensures they are able to learn.	2,3
Daily breakfast club to support SEL and to improve attendance.	Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress	1, 2, 3,5

	over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation	
Parents to have access to a £150 fund each year to be used for school trips, music lessons and any other clubs. One after school club will be paid for by school.	Evidence is clear that additional engagement in extra curricular clubs has an impact on confidence, self-esteem and well-being. This also supports pupil's access to a wider cultural capital which will support their wider knowledge and learning.	1, 2,5
Parents to be given a new school jumper a polo shirt and a school PE top each year	This will develop and improve pupil's confidence and self esteem as wearing the school uniform will enable them to be part of the school	2
Staff to be released to deliver curriculum training opportunities for parents. Weekly blogs and the weekly newsletter will be written to support parental knowledge and engagement in their child's learning	This approach is based on two principles evaluated as 'very high impact' by EEF Toolkit – 'Parental Engagement' (+4 months) Parental engagement EEF (educationendowmentfoundation.org.uk) Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	4
Contingency amount to be available for any unknowns within the year		1,2

Total budgeted cost: £66,340

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Covid-19 had an impact across all subjects to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We ensured that all disadvantaged pupils were able to attend a school place during school partial opening and that devices and data were given to those families during full lockdown. Staff delivered and maintained a high-quality curriculum during full and partial closures which was aided by use of online resources such as recorded lessons and live daily meetings, along with those provided by Oak National Academy.

Our assessments and observations indicated that wellbeing and mental health of pupils and parents were impacted last year, primarily due to COVID-19-related issues. The impact was particularly evident for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

The end of year disadvantaged attendance was 96.35% which was above National expectations and the National average. Attainment outcomes at the end of EYFS, KS1 and KS2 were as below-

End of EYFS Teacher Assessment		
9 Pupils in receipt of PPG (including 2 pupils within the SU)	Level	IN receipt of PPG
Reading	Expected	71%
Writing	Expected	71%
Maths	Expected	71%

End of KS1 NTA tests and Teacher assessment		
6 Pupil in receipt of PPG	Level	In receipt of PPG
Reading	EXS	83%
Writing	EXS	83%

Maths	EXS	83%
--------------	-----	-----

End of KS2 Past test paper and Teacher assessment		
9 Pupils in receipt of PPG (Including 1 child in the SU)	Level	In receipt of PPG
Reading	EXS	76%
Writing	EXS	75%
Maths	EXS	63%