

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Simpson's Lane Academy
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	56% (will increase once Reception chn apply)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022, 2022 – 2023, 2023 - 2024
Date this statement was published	9 th September 2023
Date on which it will be reviewed	9 th July 2024
Statement authorised by	Lee Colley
Pupil premium lead	Sarah Coopey
Governor / Trustee lead	Helen Prout

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£253,898
Recovery premium funding allocation this academic year	£0
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	£ 253,898
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Part A: Pupil premium strategy plan

Statement of intent

At Simpson's Lane Primary Academy, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Help raise the aspirations of our pupils for their own lives and futures

Our context:

Simpson's Lane Academy has 353 pupils on roll. 50% of the children are girls and 50% of them are boys. 13% are classed as EAL, 15% minority ethnic, 22% SEN and 1% CiC.

- 56% of our pupils receive funding compared to the national average of 23%. Our IDAC rating is 0.45 compared to the national average of 0.21.
- The rate of adults claiming benefits is 25% higher than the national average, suggesting that many are unemployed or on a low salary.
- There is a high level of residencies with either no qualifications or qualifications equal to 1 or more GCSE. 31% have no qualifications in Knottingley compared to national of 18%.

The Warwick estate is currently within the bottom 10% nationally for:

- Deprivation
- Income
- Employment
- Education and skills
- Crime
- Health and Disability

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to educational visits, residentials and first-hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport, music and forest schools as well as an array of after school clubs
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication interaction
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement
7	Raising the aspirations of pupils and tackling anti-social behaviour of pupils in the community

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
Continued improvements in outcomes for Reading, Writing and Maths across the academy.	Achieve outcomes in-line with, or above, national average by the end of KS2. GD outcomes in KS1 and KS2 will improve and the gap with national will decrease
Phonics	Phonics outcomes for the Y1 cohort will remain above the national average. Phonics outcomes for disadvantaged pupils will be above the national average.
Attendance	Ensure attendance of disadvantaged pupils improves and is closer to national. Attendance data indicates that the gap to national closes year on year.

Social, emotional & mental health	Pupils will be thriving within the school environment, being resilient in the face of new challenges and able to regulate themselves when frustrated or scared. There will be a reduction in number of pupils requiring targeted support from external agencies.
Speech, language and communication	Pupils will be able to communicate clearly and with confidence. Where they find this challenging, appropriate support and intervention is in place. In year data will show an increase in outcomes in EYFS for Communication & Language and those children achieving GLD. Pupils across the academy will show progress in all areas of oracy, language and vocabulary development.
Access to wider opportunities	Pupils will have the opportunity to a wide variety of wider opportunities such as: <ul style="list-style-type: none"> • Play a variety of instruments during their time at school. • Access library services. • Receive subsidised educational visits • Have access to experiences through a range of visitors and educational visits • Access a range of extra-curricular after school clubs
Raising the aspirations of pupils and tackling anti-social behaviour of pupils in the community	There will be less anti-social behaviour from pupils whilst outside of school. Pupils will have more respect for the emergency services. Pupils will have higher aspirations for themselves later in life. There will be stronger links between the academy and local community

Activity in 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 (for example, CPD, recruitment and retention)

Budgeted cost: £48,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Voice 21 CPD (over 3 years)	Assessments in EYFS show that children enter school significantly below in communication strand. Learning Walks have supported this and children struggle to articulate themselves as well as engage in meaningful debates/discussions using their oracy skills. Children struggle to have the confidence to speak in front of an audience.	3
Early Years Professional Development Programme (with a focus on Speech and Language)	This has been identified as an area of need through observations within EYFS and the high proportion of children who require speech and language interventions.	2, 3
Cover supervisor employed to release curriculum leaders	Through high quality teaching and learning in all curriculum areas, pupils will make accelerated progress and achieve in line with national.	1, 2,
Member of staff employed to deliver bespoke phonic interventions to lowest 20% across the academy	More capacity needed to be able to upskill support staff and ensure children make accelerated progress in phonics to ensure academy is above national average. Proportion of children in KS2 who have not passed the phonics screening check	2
Thrive Practitioner	A member of staff is non-class based to allow for consistent Thrive interventions to take place based on children's needs.	1
Ready to Progress CPD	Intervention is needed for children identified as struggling to keep up with their peers in Maths.	2

Essential Letters and Sounds CPD	Each year, the academy is always working around national standard. ELS Phonics scheme will take the academy to working consistently above national within three years.	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 105,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Support	Speech and language assessments and bespoke plans and interventions are needed to support children across the academy.	2, 3
Fluency reading interventions	Additional fluency reading interventions across the academy are needed to support children in reading.	2
Small Motor and Handwriting Intervention	Additional support in their fine motor and handwriting skills	2
Ready to Progress Interventions	Additional support for those children that struggle in Maths. This closes previous year group gaps to ensure that progress is then accelerated.	2
Launchpad for Literacy intervention	Additional intervention is needed to support those children who are working below age-related in phonics in EYFS/KS1 & KS2. This intervention ensures that children who fall into this category are able to keep up with their peers.	2
Thrive Interventions	Through assessments and tracking academy has a high number of children who require Thrive profiles and intervention to help them regulate and be ready to access learning.	1, 7
Breakfast Club focussed interventions	Additional intervention is needed since Covid19 pandemic to help plug gaps for children in Reading, Writing, Phonics and Maths as well as Thrive support for children with SEMH needs.	2

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor/Family Support Worker	The Academy has a high number of pupils and families that need extra pastoral support	1, 4, 5
Attendance Officer employed full time	The Academy is aiming for attendance to be above national and persistent absence to be below national.	4
Breakfast Club	Children who are hungry do not perform as well	1, 4, 5, 6
Reward shop	Essential part of the behaviour policy to ensure children are motivated to access learning effectively.	1, 7
Subsidised visits	Children from our community historically have not had the same life experiences as children from other areas. It is important that we subsidise trips so that our children can have the same life experiences as others.	1, 5
After school clubs/resources	Children historically do not have access to wider experiences out of school. Previously limited access to after school enrichment activities. It is important that we give children opportunities to access a wide range of clubs and experiences.	5
Parent workshops, stay and play, stay and read etc	Provides opportunities for parents to become immersed in their children's learning and development through their school journey. Parents to be upskilled and see the importance of their child's education to enable them to support their child's learning.	2, 4, 6
Musical instrument tuition/choir	Every child should have the opportunity to learn to play an instrument/perform in front of an audience.	5, 7

Thrive	Due to a high number of behaviour incidents and children with low resilience, the Academy adopted the Thrive approach. This has seen the more children able to regulate and resilience increase, in turn the number of behaviour incidents has decreased.	1, 7
Key Stage Two Library / library online system	The local library has been closed down, the nearest one is now over an hour away, the children needed a library that	2, 5, 7
Mental Health First Aid CPD	CPD to allow adults trained to support staff well being in school as well as children with mental health needs	1
Attendance reward	An initiative started to help improve the attendance of children in the school. This happens weekly so it is more achievable for the children and motivates them further.	1, 4
Classroom Kitchen	Children have the opportunity to participate in whole class cooking experiences to experience different nutritional meals which they wouldn't usually experience at home. This helps to teach new life skills.	5

Total budgeted cost: £ 253,898

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes:

Priority	Outcome/ Evidence																													
<p>Reading, Writing and Maths</p> <ul style="list-style-type: none"> - Achieve outcomes in-line with, or above, national average by the end of KS2. 	<table border="1"> <thead> <tr> <th rowspan="2">Subject</th> <th colspan="2">Expected standard + (including Greater Depth)</th> <th colspan="2">Greater Depth</th> </tr> <tr> <th>Percentage</th> <th>Pupil Premium</th> <th>Percentage</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>79%</td> <td>80%</td> <td>35%</td> <td>37%</td> </tr> <tr> <td>Writing</td> <td>81%</td> <td>83%</td> <td>21%</td> <td>17%</td> </tr> <tr> <td>Maths</td> <td>85%</td> <td>80%</td> <td>21%</td> <td>13%</td> </tr> <tr> <td>Combined</td> <td>77%</td> <td>80%</td> <td>8%</td> <td>6%</td> </tr> </tbody> </table>	Subject	Expected standard + (including Greater Depth)		Greater Depth		Percentage	Pupil Premium	Percentage	Pupil Premium	Reading	79%	80%	35%	37%	Writing	81%	83%	21%	17%	Maths	85%	80%	21%	13%	Combined	77%	80%	8%	6%
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<p>Phonics</p> <ul style="list-style-type: none"> - Achieve above the national average for pupils passing the Phonics Screening Check 	<table border="1"> <thead> <tr> <th colspan="2">Achieving 32+ in PSC</th> </tr> <tr> <th>Percentage</th> <th>Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>94%</td> <td>100%</td> </tr> </tbody> </table> <p>The National average for Phonics in 2023 was 75%. This shows the academy were 19% above the national average.</p>	Achieving 32+ in PSC		Percentage	Pupil Premium	94%	100%																							
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<p>Social, emotional & mental health</p> <ul style="list-style-type: none"> - Pupils will be thriving within the school environment, being resilient in the face of new challenges and able to regulate themselves when frustrated or scared. 	<p>Thrive assessments have been completed by Thrive Lead. Timetable is in place to support pupils needing SEMH support. A thrive practitioner is non-class based to allow for consistent interventions to take place.</p> <p>Full time non-contact Learning Mentor, so children can access support at the 'right time'.</p> <p>RSE policy updated and parent consultation taken place.</p> <p>A Thrive Intervention room and Lego Therapy space was created to allow for interventions to run consistently and also give vulnerable children a safe space when needed.</p>																													
<p>Speech, language and communication</p> <ul style="list-style-type: none"> - Pupils will be able to communicate clearly and with confidence. Where they find this challenging, appropriate support and intervention is in place. 	<p>See Phonics outcomes above.</p> <p>Launchpad CPD and assessments have identified children who need specific intervention.</p> <p>Referrals to Speech and Language therapists made where needed.</p> <p>47 pupils accessed Speech and Language therapy throughout the year with 5 of them no longer needing further intervention.</p>																													

<p>Access to wider opportunities</p> <ul style="list-style-type: none"> - Pupils will have the opportunity to a wide variety of wider opportunities such as: <ul style="list-style-type: none"> • Play a variety of instruments during their time at school. • Access library services. • Receive subsidised educational visits 	<p>All children in Y1-Y6 received a term of being taught by a professional music teacher which involved them being taught how to play musical instruments. 100% participation from Disadvantaged children. Instruments included: guitar, samba and percussion. Children then performed in a parental assembly.</p> <p>School library service worked with the children and conducted a library edit to ensure books were current and up-to-date. Children were then given access to wider variety of books from the school library service to foster a love for reading. Stay and Reads were implemented successfully so children and parents could enjoy a wide variety of engaging reading books.</p> <p>Year 5 residential trip to Dallowgill was subsidised so that all pupils had access to experiencing a residential trip. 45/47 pupils attended the trip. 100% participation from Disadvantaged pupils.</p> <p>Other trips and visits that were subsidised are as follows:</p> <ul style="list-style-type: none"> - Living Eggs for a week (whole academy) - Farm Visit – EYFS – (Reception) - Seaside visit – (Nursery) - Poetry workshop from famous poet (whole academy) - Pantomime (whole academy) - Coal mining museum (Year 3) - Jorvik Museum and DIG (Year 4) - Wakefield Museum (Year 2) - York Dungeon (Year 5) - Harlow Carr (Year 4) - Yorkshire Wildlife Park (Year 1 and Year 6) - Visit to Church (Year 1 & Year 2) - Pontefract library (Reception) - Canon Hall Farm (Year 3) - Pontefract Castle (Year 2) - Delta Wings Project (Year 6) <p>During all of these visits/ trips there was 100% participation for Disadvantaged pupils.</p> <p>All pupils within the academy also had access to Classroom Kitchen throughout the year where they could experience cooking using a variety of healthy ingredients and taught them the basics of creating healthy affordable meals. 100% of disadvantaged pupils had access to these sessions.</p>
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<p>Raising the aspirations of pupils and tackling anti-social behaviour of pupils in the community</p> <ul style="list-style-type: none"> - There will be less antisocial behaviour from pupils whilst outside of school -- Pupils will have more respect for the emergency services - Pupils will have higher aspirations for themselves later in life 	<p>A variety of interventions and sessions were taught and delivered throughout the year to focus on raising aspirations such as:</p> <ul style="list-style-type: none"> - Positive Footprints program – Year 6 pupils - Luggage for life program to help build resilience – Year 5 and Year 6 - Risk and resilience and well-being art workshop – Year 6 - A range of career conventions including: astronauts, RAF and a software developer came to speak with year 6 pupils about their aspirations for later life - Regular sessions with the local police force - An array of student leadership roles were on offer where children had to apply and be interviewed including: Shopkeepers, Accountants, Librarians, Academy Councillors and Eco Councillors.
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Thrive	Fronting the Challenges Project Ltd
Emile	Emile
Talk for Writing	Talk for Writing
Reading Plus	Reading Plus Ltd
Launchpad for Literacy	Launchpad for Literacy
ELS Phonics Scheme	Essential Letters and Sounds