

# THAMESIDE - Pupil Premium Strategy Statement:

1. Summary information					
School	THAMESIDE PRIMARY SCHOOL				
Academic Year	2021-2022	Total PP budget	£ 74,780	Date of most recent PP Review	September 2021
Total number of pupils	186	Number of pupils eligible for PP	56 (includes 8 Forces)	Date for next internal review of this strategy	April 2022

2. Current attainment		
tbc	<i>Pupils eligible for PP *(13 children)</i>	<i>Pupils not eligible for PP (12 children)</i>
% achieving expected in Reading, Writing and Maths		
% achieving expected or better in Reading		
% achieving expected or better in Writing		
% achieving expected or better in Maths		

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A</b>	Low entry points into Reception, especially with early language acquisition and development
<b>B</b>	Low attainment of some PP children in reading, writing and maths. These gaps need to be closed by the end of KS2 to ensure children are secondary ready.
<b>C</b>	63% of PP families have challenging home circumstances and are supported by working with the HSLWs or are working with social care
<b>D</b>	50% of PP children have SEND
<b>E</b>	Parental engagement – encourage/support parents of PP children to attend meetings/events at school and take an active role in their child(ren)'s education
<b>F</b>	8 forces children. Support when parent(s) are away, gaps resulting from more school moves, transport issues, EAL support.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>G</b>	Attendance for PP children can be lower than their non-PP peers
<b>H</b>	Some PP pupils have a lack of life experiences and low aspirations. They do not have the same opportunities out of school as many non-PP children.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	- To ensure PP children in Reception make better than expected progress to close the gap with non-PP peers.	- Identify and close gaps resulting from missed school due to Covid-19 - Children make better than expected progress across the year - Identified children take part in interventions to close attainment gaps - PP children take part in weekly P4C sessions to develop vocabulary and spoken language
<b>B</b>	- To continue to improve performance of PP children in reading, writing and maths closing the gap between their progress/ attainment and that of other pupils in school and nationally. Measured through standardized assessments.	- Interventions to include PP children impacted by missed school due to Covid-19 - PP children make better than expected progress thus reducing the attainment gap - Teachers & SLT use FFT to ensure sufficient challenge is in place for all PP children - Increase in % of PP children achieving ARE in reading, writing & maths by the end of KS2
<b>C</b>	- To ensure children with challenging circumstances at home are supported at school so they reach their potential - To seek additional support for children/families where appropriate e.g. Young Carers, food bank	- Families impacted financially and emotionally by Covid-19 are identified - Identified children and their families receive support from HSLWs - Appropriate services are accessed to provide additional support
<b>D</b>	- To ensure all PP children with SEND are provided with appropriate support	- Interventions focused on reading and social groups due to impact of Covid-19 - Targeted interventions/catch-up labels are in place to meet children's needs - Termly PPMs monitor progress and review support provided - Support with internet access and devices during periods of self isolation
<b>E</b>	- To continue to improve PP parental engagement in supporting learning and improving children's welfare and well-being	- SLT/HSLWs identify and support families to access remote learning during lockdown/self-isolation - All PP parents/carers attend parents evenings and success sharing sessions - Families of PP children are more confident to/are able to engage with school - There is an increase in the number of PP children supported with reading and homework by parents/carers - Regular phonecalls from Teachers/TAs/HSLWs during lockdown/self isolation
<b>F</b>	- Behaviour of forces/PP children on the bus is good - Forces PP children are supported with learning gaps - Support is available for forces children when parents/carers are away from home or when children are facing a move	- There are no reports of inappropriate behaviour on the bus - Forces children make expected or better progress from their starting points - Identified Forces children and their families receive support from HSLWs - PPMs identify additional support needed for forces children and interventions put in place - Regular phonecalls from Teachers/TAs/HSLWs self isolation - Support with internet access and devices during periods of self isolation
<b>G</b>	- To improve the attendance rates of PP children. - To reduce the number of persistent absentees.	- Overall attendance will continue to improve so that PP attendance is in line with non-PP pupils, improving from last year's end of year percentage of 92% towards the whole school attendance target of 96% - HSLWs to support families where attendance is an issue
<b>H</b>	- PP children are provided with a variety of experiences in addition to curriculum subjects	- All PP children take part in termly 'Learning to Learn' events and school visits - PP children are targeted when opportunities arise e.g. invites to events at local schools - Links are made for children to the experience and learning skills as well as possible career options

## 5. Planned Expenditure

<b>Academic year</b>	2021-2022				
The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>Desired outcome</b>	<b>Chosen action / approach What is the evidence and rationale for this choice?</b>	<b>Cost</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Review</b>
<b>Quality of teaching for all</b>					
Reduce the attainment gap between PP and non PP pupils <b>A B C D F</b>	<ul style="list-style-type: none"> <li>- Quality first teaching and differentiated work based on assessment and prior learning</li> <li>- Staff professional development through staff meetings &amp; INSET.</li> <li>- Close monitoring of learning, lesson observations, book looks, pupil interviews.</li> <li>- Interventions and specific teaching of skills to close gaps in learning</li> <li>- Use of effective feedback and marking to enable children to make progress.</li> <li>- Termly pupil progress meetings to monitor progress and to adjust provision for groups/individuals as required.</li> </ul>	SENCo/SLT £4,100  £4,300	<ul style="list-style-type: none"> <li>- Progress data will be monitored 3 times a year at PPMs</li> <li>- Learning walks and monitoring of pupils' work</li> <li>- VAT and OCC moderation</li> </ul>	SLT	Termly following PPMs
Improve attendance for PP pupils to target of 96%+ <b>C E G</b>	<ul style="list-style-type: none"> <li>- Daily phone call to any children who are absent without parental contact</li> <li>- HSLWs and SLT to work with families where attendance is below target</li> <li>- Use of parenting contracts to improve persistent absenteeism</li> </ul>	Office Staff £2,100 HSLWs SLT £2,064	<ul style="list-style-type: none"> <li>- SLT meet with HSLWs and attendance officer.</li> <li>- All staff to remain vigilant in improving attendance</li> </ul>	DHT Attendance Off. HSLWs	Half termly
<b>Targeted support</b>					
Home-School Link Workers (5.5 days) <b>C D E F G</b>	<ul style="list-style-type: none"> <li>- To work with parents/carers and families providing support with e.g. parenting, housing, medical appointments and promoting positive behaviour.</li> <li>- To work with children on e.g. self-esteem, protective behaviour</li> <li>- To bring attendance of PP children in line with national expected</li> </ul>	HSLWs £28,747	<ul style="list-style-type: none"> <li>- HT regular meetings with HSLWs to identify children/families requiring support</li> <li>- HSLW report to Governors</li> </ul>	HT	Termly
Additional Reading Support <b>A B D E F</b>	<ul style="list-style-type: none"> <li>- To provide additional support for small group and 1:1 reading.</li> <li>- Little Wandle ebook subscription to provide access to levelled reading books at home</li> <li>- Teacher 1:1 support to enable parents to access e-books at home</li> <li>- Accelerated Reader</li> </ul>	Teacher/TA £15,000 AR tbc LW £175	<ul style="list-style-type: none"> <li>- Learning walks and monitoring of pupils' work</li> </ul>	DHT	Termly at PPMs
Support for vulnerable PP pupils <b>C D E F</b>	<ul style="list-style-type: none"> <li>- Aid transition from home to school e.g. settling, breakfast, uniform</li> <li>- To provide support for children on TAF/CiN/CP manage day to day concerns/problems as they arise.</li> <li>- 1:1 support/mentoring for identified children</li> </ul>	SLT £2,408 HSLWs	<ul style="list-style-type: none"> <li>- HT regular meetings with HSLWs</li> </ul>	HT HSLWs	Ongoing
Additional support for Reception Class <b>A D E F</b>	<ul style="list-style-type: none"> <li>- Additional support provided to accelerate progress from low starting points on entry to school</li> <li>- To provide small group work for small group support in reading; Talk Boost; phonics interventions; 1:1 reading</li> <li>- To provide additional adult for reading/phonics keep-up sessions</li> </ul>	TA £4,000	<ul style="list-style-type: none"> <li>- Progress data will be monitored 3 times a year at PPMs</li> <li>- Learning walks and monitoring of pupils' work</li> <li>- VAT and OCC moderation</li> </ul>	SLT	Termly at PPMs

Additional TA support for Year 1 phonics <b>A B D F</b>	- To enable an additional group for Yr 2 phonics session. Provides 3 differentiated groups for daily phonics session.	TA £2470	- Progress data will be monitored 3 times a year at PPMs - Learning walks and monitoring of pupils' work	SLT	Termly at PPMs following regular phonics assessment points
Safety of children on the bus <b>F</b>	- Adults to escort forces children to and from the bus. Ensure children have seat belts on and are seated appropriately. - Point of contact with bus driver.	TAs £1235	- Any concerns raised by bus driver are followed up with children/parents/transport	HT	Ongoing
Additional support for forces children <b>F</b>	- TA support for catch-up work as required - HSLW/TA/SLT group/1:1 support - Transport to/from events/after school activities as required - Parent evenings/SEND reviews re-arranged if needed due to postings away from home	TAs/HSLW/ Teachers £1165	- Progress data will be monitored 3 times a year at PPMs - Learning walks and monitoring of pupils' work	SLT	Termly at PPMs
<b>Other Approaches</b>					
Enrichment activities <b>B H</b>	- Provide at least one event (and associated resources) half-termly to widen experiences and develop vocabulary. Events are arranged to support 'Learning to Learn' focus for the term and are from a range of curriculum areas. - Visits/events that target specific children/groups of children to follow up interests or raise aspirations	£3,000	- Evidence in children's work, displays	SLT	Annually
Breakfast club for selected PP children <b>B C</b>	- To improve attendance of identified vulnerable children. - To aid transition from home to school. - To provide support for identified families on TAF/CP - To provide breakfast to identified children arriving after breakfast club	£1,000	- Improved attendance of identified children - SLT monitoring of identified children	SLT/HSLW	Ongoing
Additional EP support <b>D</b>	- To identify needs of PP-SEN children. - To work with pupils/parents of PP-SEN children - To provide support for TAs/teachers working with PP-SEN children.	£2,500	- Feedback from EP and staff - SENCo monitoring	SENCo	Termly
Funded Covid-19 Catch up support <b>A B D F</b>	- PPMs used to identify needs - HSLWs to identify needs when working with families - Targeted teaching with tutor - Quest for learning reading tuition - Little Wandle e-books - TA and HSLW led social groups	Covid-19 catch up funding	- Feedback from staff involved - Teacher assessments & PPMs - Quest for learning assessments	SLT/HSLW	Termly
<b>Total budgeted cost</b>		<b>£74,089 tbc</b>	<i>Adjustments may need to be made following, PPMs and termly assessments</i>		