THAMESIDE - Pupil Premium Review (2020-2021)

1. Summary information

School	THAMESIDE PRIMARY SCHOOL				
Academic Year	2020-2021	**Total PP budget**	£ 84,735	**Date of most recent PP Review**	July 2020
Total number of pupils	195	**Number of pupils eligible for PP**	72 (includes 19 Forces)	**Date for next internal review of this strategy**	April 2021

2. Current attainment

July 2021 Assessments were not carried out due to Covid-19.	*Pupils eligible for PP *(13 children)*	*Pupils not eligible for PP (12 children)*
% 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)

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

A	Low entry points into Reception, especially with early language acquisition and development
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.
C	67% of PP families have challenging home circumstances and are supported by social care or by working with the HSLWs
D	49% of PP children have SEND
E	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
F	19 forces children. Support when parent(s) are away, gaps resulting from more school moves, transport issues, EAL support.

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

G	Attendance for PP children can be lower than their non-PP peers
H	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

	Desired outcomes and how they will be measured	Success criteria
A	- 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	- 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
C	- To ensure children with challenging circumstances at home are supported at school so they reach their potential - To seek additional support for children/families were 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
D	- To ensure at all PP children with SEND are provided with appropriate support	- Autumn term 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 - Offer of places at school were appropriate during lockdown - Support with internet access and devices during self isolation/lockdown
E	- 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 families 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
F	- 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 during lockdown/self isolation - Support with internet access and devices during self isolation/lockdown - Forces pupils entitled to attend school during Covid-19 lockdown
G	- 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 92.1 % towards the whole school attendance target of 96% - HSLWs to support families reluctant to send children to school during Covid-19 pandemic
H	- 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

Academic year	2020-2021	

The three headings below demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Cost	How will you ensure it is implemented well?	Staff lead	Review
Quality of teaching for all					
Reduce the attainment gap between PP and non PP pupils **A B C D F**	- Quality first teaching and differentiated work based on assessment and prior learning - Staff professional development through staff meetings & INSET. - Close monitoring of learning, lesson observations, book looks. - Interventions and specific teaching of skills to close gaps in learning - Use of effective feedback and marking to enable children to make progress. - Termly pupil progress meetings to monitor progress and to adjust provision for groups/individuals as required.	SENCo/SLT £4,100 £3,953	- Progress data will be monitored 3 times a year at PPMs - Learning walks and monitoring of pupils' work - VAT and OCC moderation	SLT	No statutory data for 2020-2021 due to Covid. Teacher assessments used to identify gaps in learning and to identify actions needed.
Improve attendance for PP pupils to target of 96%+ **C E G**	- Daily phone call to any children who are absent without parental contact - HSLWs and SLT to work with families where attendance is below target - Use of parenting contracts to improve persistent absenteeism	Office Staff £2,050 HSLWs	- SLT meet with HSLWs and attendance officer. - All staff to remain vigilant in improving attendance	DHT Attendance Off. HSLWs	Attendance lower than target set due to Covid
Targeted support					
Home-School Link Workers (5.5 days) **C D E F G**	- To work with parents/carers and families providing support with e.g. parenting, housing, medical appointments and promoting positive behaviour. - To work with children on e.g. self-esteem, protective behaviour - To bring attendance of PP children in line with national expected	HSLWs £28,791 38,884	- HT regular meetings with HSLWs to identify children/families requiring support - HSLW report to Governors	HT	HSLWs played a key role especially during Lockdown and supporting families isolating in addition to regular support provided to families
Additional Reading Support **A B D E F**	- To provide additional support for small group and 1:1 reading. - Oxford Owl subscription to provide access to levelled reading books during lockdown/self-isolation	Teacher £6,260 TA &15,740	- Learning walks and monitoring of pupils' work	DHT	e-books enabled children to access books during lockdown and whilst isolating
Support for vulnerable PP pupils **C D E F**	- Aid transition from home to school e.g. settling, breakfast, uniform - To provide support for children on TAF/CiN/CP manage day to day concerns/problems as they arise. - 1:1 support/mentoring for identified children	SLT £2,408 HSLWs	- HT regular meetings with HSLWs	HT HSLWs	Ongoing

Additional support for Reception Class **A D E F**	- Additional support provided to accelerate progress from low starting points on entry to school - To provide small group work for small group support in reading; Talk Boost; phonics interventions; 1:1 reading - To provide extra group for daily phonics session	TA £15,357	- Progress data will be monitored 3 times a year at PPMs - Learning walks and monitoring of pupils' work - VAT and OCC moderation	SLT	PP children made better than expected progress from their starting points.
Additional TA support for Year 1 phonics **A B D F**	- To enable an additional group for phonics session. Provides 3 differentiated groups for daily phonics session.	TA £1264	- Progress data will be monitored 3 times a year at PPMs - Learning walks and monitoring of pupils' work	SLT	Covid impacted on phonics attainment for both PP and nonPP children. Additional support required in Year 2
Safety of children on the bus **F**	- 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 £1264	- Any concerns raised by bus driver are followed up with children/parents/transport	HT	Ongoing
Additional support for forces children **F**	- TA support for catch-up work as required - HSLW 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	- Progress data will be monitored 3 times a year at PPMs - Learning walks and monitoring of pupils' work	SLT	Teacher assessments used to identify gaps in learning and to identify actions needed.
Other Approaches					
Enrichment activities **B H**	- 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	£4,000 *tbc currently not possible due to Covid*	- Evidence in children's work, displays	SLT	School based activities only due to Covid.
Breakfast club for selected PP children **B C**	- 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	£1,250	- Improved attendance of identified children - SLT monitoring of identified children	SLT/HSLW	Attendance impacted by Covid.
Additional EP support **D**	- 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.	*tbc. Additional EP support currently not available due to Covid*	- Feedback from EP and staff - SENCo monitoring	SENCo	Additional EP support not available due to Covid
Funded Covid-19 Catch up support **A B D F**	- PPMs used to identify needs - HSLWs to identify needs when working with families - Targeted teaching with tutor - Quest for learning reading tuition - Oxford Owl e-books - TA led social groups	Covid-19 catch up funding	- Feedback from staff involved - Teacher assessments & PPMs - Quest for learning assessments	SLT/HSLW	Termly
Total budgeted cost		**£82,427**	*adjustments to be made following return from lockdown, PPMs and assessments* *NB Covid catch up funding is in addition to PP grant.*		