



**Pupil Premium Strategy  
plan 2022- 2025**

**Thameside Primary School**

# Pupil premium strategy statement – Thameside Primary School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	189 (including Nursery)
Proportion (%) of pupil premium eligible pupils	35% 67 chn (including EYFS)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Laura Youngman
Pupil premium lead	Annette Polley
Governor / Trustee lead	Sandra North/Elizabeth Cooper

## Funding overview

Detail	Amount
Pupil Premium Allocation this academic year	£87,300
Recovery premium funding allocation this academic year	£2,175
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£89,475</b>

*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*

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## Part A: Pupil premium strategy plan

### Statement of intent

The overarching objective is to close the attainment gap between disadvantaged and non-disadvantaged pupils and ensure that, irrespective of background or challenges that they face, that pupils make good progress and achieve high attainment across all subject areas. Our school motto, 'Every Child, Every Chance, Every Day' is the core driver for supporting those most disadvantaged in our school. We believe our whole school approach combined with highly focused support targeting those who need it, will ensure children leave our school having excelled; having high aspirations for their futures with the necessary skills to achieve them.

At Thameside, in line with the 3-tiered approach in the EEF's pupil premium guide, the focus of our activities and planned spend focus on the following three core areas:

- Developing the quality of teaching, including staff professional development
- Providing targeted academic support, such as small group tutoring
- Tackling non-academic barriers to success, such as attendance, behaviour and social and emotional support.

High quality teaching is at the centre of our approach, with a focus on the core areas where disadvantaged pupils require most support, for example oracy and early reading; we know that daily high-quality teaching has the greatest impact on closing the disadvantage gap but will also serve to benefit all pupils at our school. CPD is based on developing high quality teaching, with a focus on cognitive science; coaching approaches and targeted academic support/interventions.

This year we are continuing to strategically review our curriculum and weekly staff development sessions are focusing on planning, implementation and research-based pedagogical approaches. High quality texts are used across subjects to develop and promote a love and culture of reading. Our strategy is also embedded in wider school plans to support recovery after the COVID-19 pandemic, with a focus on those pupils who were most affected, through programmes such as the National Tutoring programme.

Our approach will be responsive to Individual needs and regular and robust diagnostic assessment - to ensure this will be effective, we will:

- Ensure a whole school approach that focuses on quality first teaching which enables needs and barriers to be identified, understood and overcome for all children
- Ensure staff development is a core focus which enables quality teaching provision and benefits all children - especially the most disadvantaged.
- Ensure the curriculum is coherently sequenced and organised based on a clear understanding of cultural capital whereby oracy and vocabulary are woven throughout.
- To ensure that where additional support is needed, targeted strategies are used and that intervention takes place early, where barriers or challenges are identified

### **Use of wider strategies**

At Thameside, we are continuing to support children's social and emotional well-being and place high value on its importance in providing the foundations for academic progress. We recognise that sometimes children have unresolved issues or are upset and need some additional support in order to settle in their learning. We have an inclusion team, which includes the inclusion leader and home school link worker, all of whom provide significant additional support to our children and families.

As a school, a key element of our strategy is to improve school attendance and punctuality; this includes working closely with, and developing communication and support packages, for parents and carers as well as the implementation of a robust multi-stage attendance procedure that involves all staff.

We know that when children are happy and positive, they are ready to learn. Behaviour for learning; the Zones of regulation programme and high quality PSHE provision, also continues to be a focus this year, ensuring children have all the skills they need to achieve across the curriculum. Children are provided with the opportunity to hold important roles and responsibilities and be involved in extra-curricular activities, so that they feel empowered and contribute to school life.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
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1	Knowledge and skills barriers including low level language skills, maths, writing and reading. Assessments and observations indicate low entry points in Reception, especially with early language/oracy (as shown via Wellcomm assessments and baseline measures in Reception)
2	Our assessments indicate low attainment of children eligible for PP at the end of each key stage and in particular, in KS1 in R,W, M – assessments show that disadvantaged children achieve less well than their peers in the core subjects.
3	Observations and discussions indicate that parental engagement and understanding, particularly around attendance is lower for those children eligible for PP– observations show that attendance amongst disadvantaged pupils is currently 91.9% and 59% are persistent absentees. Within this number, there are some complex cases. Attendance for some pupils becomes a significant barrier to achieving their outcomes.
4	Our assessments and observations of pupils and families, show that the education and wellbeing of disadvantaged pupils continues to be affected by the impact of Covid-19. This is supported by national figures and has resulted in gaps in knowledge, personal development, behaviour and welfare of PP children, thus leading to a significant group being unprepared for learning.
5	Our observations and discussions show that there is lower engagement with wider sporting, art and cultural opportunities beyond school (lower levels of cultural capital for those who are eligible for PP).

## 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
Improved oracy amongst disadvantaged pupils	<ul style="list-style-type: none"> <li>Assessments and observations show improved oral language amongst disadvantaged pupils from baseline assessments. This is evident when triangulated with various sources of evidence (e.g. learning walks; formative assessment)</li> </ul>
To improve attainment and progress in core subjects for children eligible for PP (and those with PP/SEND) and to close	<ul style="list-style-type: none"> <li>Core subject outcomes show that an improved % of disadvantaged pupils met the expected standard or made</li> </ul>

<p>the gap between those eligible for PP and other groups</p>	<p>at least expected progress from baseline</p> <ul style="list-style-type: none"> <li>• ECT + 1 and new staff are quickly up to speed with pedagogy and practice due to a strong induction programme, thus ensuring a consistent approach</li> </ul>
<p>To achieve and sustain improved attendance for all children eligible for PP, and reduce persistent/severe absence.</p>	<ul style="list-style-type: none"> <li>• A yearly increase in attendance for children eligible for PP</li> <li>• End of year PP attendance % to be at or above 96% with the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> <li>• The percentage of disadvantaged pupils (59%) who are persistently absent to be reduced to 27%. To continue to receive support for the complex cases from external agencies e.g. OCC SEN Team and Social Care.</li> <li>• Outcomes of Trust Behaviour reviews which have a focussed section on attendance.</li> </ul>
<p>To achieve and sustain improved wellbeing for all pupils in our school (particularly disadvantaged pupils)</p>	<ul style="list-style-type: none"> <li>• Children from disadvantaged backgrounds make strong gains in cultural capital</li> <li>• Increased participation and variety in enrichment activities.</li> <li>• Improved qualitative data – pupil and parent surveys</li> <li>• Children contribute to the development of the school and feel they have a voice</li> <li>• Inclusion team including HSLW and MHL in post using strategies to support the MH and wellbeing of all children.</li> <li>• There is a distinct and clear culture of aspiration for all children</li> <li>• Children from disadvantaged backgrounds are inspired by real-world experiences and curricular opportunities</li> </ul>

## 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: £34 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop use of validated phonics scheme (introduced in 2021), including training for new staff and release time for the Early Reading and Phonics lead; buying new books; resources and delivering parent sessions	A government approved scheme for teaching phonics and supporting early reading. <a href="http://www.gov.uk">Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a>	1, 2, 4
Strategic catch-up plan embedded to support development of phonics and reading and close gaps in reading and phonics	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="http://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1,2 , 4
Improve the quality of social and emotional learning	There is extensive evidence that associates childhood emotional and social skills with improved outcomes at school and in later life.	3,4,



through embedding the You, Me, PSHE scheme and associated staff training	<a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	
Enhancement of teaching and curriculum planning in line with the DFE and EEF guidance (core and non-core subjects)	Via CPD and coaching using the '5 a day approach'  <a href="https://www.educationendowmentfoundation.org.uk/blog/2019/05/21/five-a-day-to-improve-send-outcomes">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF (educationendowmentfoundation.org.uk)</a>  The Dfe non-statutory guidance has been produced in conjunction with the NCET, drawing on evidence-based approaches.  <a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4
Strategic recruitment, coaching and CPD for staff to develop high quality daily teaching, including joint CPD and research-engagement	<a href="https://www.educationendowmentfoundation.org.uk/high-quality-teaching">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a> Walkthrus resources based on cognitive science - <a href="https://www.walkthrus.com/">WalkThrus website</a>  <a href="https://www.sagepub.com/en-gb/9781446253552/dana-chapter-1">Sage – why do teacher research? 53552 Dana Chapter 1.pdf (sagepub.com)</a>	1,2,4
Induction programme and ECT support network	<a href="https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview">https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview</a>	1,2

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £35 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of small group tuition in English and Maths – to provide a mixture of tuition and school led tutoring.	<a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4
Additional phonics sessions (and groups) targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 week. <a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4
Support from a specialist English teacher (and Reading Champion) to provide additional CPD for staff and support for lowest 20% readers	Reading comprehension strategies focus on learners' understanding of written text. They learn techniques that enable them to comprehend the meaning of what they read. <a href="https://www.educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4
Additional EYFS TA to provide additional support in phonics and for CL	<a href="https://www.educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4

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

Budgeted cost: £ 23 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of HSLW and Inclusion to Lead to support children's emotional and social development and provide effective and efficient support for families experiencing social and emotional difficulties, e.g. Family Links programme, whole school MH approach (with dedicated SMHL)</p>	<p>Effective early identification of family needs. Signposting and guidance for next steps. Access to external support facilitated as necessary.</p> <p><a href="http://educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="http://educationendowmentfoundation.org.uk/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Relaunch zones of regulation in school – including developing regulation stations in each classroom; training for staff and parents; afternoon sessions with therapeutic mentor and growth of nurture room.</p>	<p>Zones of regulation evidence</p> <p><a href="#">Our Research Backed Approach   The Zones of Regulation</a></p>	3
<p>Embed principles of good practice set out in the Dfe's Improving School attendance advice</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="http://www.gov.uk/working-together-to-improve-school-attendance">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	3

<p>This will involve training and re-lease time for staff to develop and implement new procedures and release time for Attendance Champion to monitor impact</p>		
<p>Creating subsidised extra-curricular experiences to provide aspiration and wider curriculum experience.</p>	<p>Pupils need experiences to understand the world. May pupils do not have the range of varied first-hand experiences to draw upon in the same way that other pupils do.</p>	<p>5</p>
<p>Welfare cupboard supplies for children as well as other practical support for example uniform, food bank.</p>	<p>Uniform, stationery etc for those who do have this at home.</p>	<p>3,5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £ 92 000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal and summative assessments.

National assessment data 22/23

- Year 1 phonics (6) -100% of children with PP (5/5) met the expected standard compared to 84% of the whole cohort
- Year 2 PP reaching expected standard:
  - 33% - Reading
  - 17% - Writing
  - 33% - Maths
  - 33% combined

Year 6 PP reaching expected standard (11 – 7 of these had SEND)

- 27% Reading
- 27% Writing
- 27% Maths
- 18% RWM
- 18% GPS

Internal data: (Years 1 – 5 July 23 = percentage of those children in receipt of PP achieving expected standard based on internal assessment):

<b>Year group</b>	<b>R</b>	<b>W</b>	<b>M</b>	<b>Combined (RWM)</b>
Y5	75%	75%	63%	38%
Y4	38%	25%	50%	25%
Y3	40%	20%	60%	20%
Y2	25%	25%	25%	25%

We have also drawn in school data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

- **Attendance figures improved between 21-22 and 22-23 for PP children – 89% vs 92%.**

As such, we are currently on track to achieve outcomes set for 24/25 - strategies to develop phonics and attendance were notable in their impact last year. We have reviewed our strategy plan and have made changes as to how we intend to use our budget this academic year.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Synthetic phonics programme Clicker	Little Wandle
Reading Software	Accelerated Reader
Maths fluency Early maths fluency	Time tables rockstars/numbots
EYFS assessment tool	Tapestry
SEND support programmes	Widget