

# THAMESIDE - Pupil Premium Strategy Statement: Review July 2022 by Anna Grice

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

2. Current attainment		
July 2022 – Year 6	Pupils eligible for PP (6 children)	Pupils not eligible for PP (12 children)
% achieving expected in Reading, Writing and Maths	30%	50%
% achieving expected or better in Reading	70%	75%
% achieving expected or better in Writing	50%	63%
% achieving expected or better in Maths	40%	50%

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 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
<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>	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.					
<b>Desired outcome</b>	<b>Chosen action / approach</b> <b>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	Attainment reviewed regularly by SLT with teachers. Interventions in place alongside amended teaching in classes to close gaps resulting from lock downs.
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	Regular contact with families. HSLW and SLT involvement with families of persistent absentees. However work on attendance impacted by ongoing Covid requirements.
<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> <li>- HT'</li> </ul>	HT	On-going support provided for families. Family Links training and courses. 1:1 and small group support provided for children. Attendance at Radar and Social Services meetings. Work on attendance impacted by ongoing Covid requirements.
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> </ul>	Teacher/TA £15,000 AR £639 LW £175	<ul style="list-style-type: none"> <li>- Learning walks and monitoring of pupils' work</li> </ul>	DHT	Reviewed at PPMs and with VAT monitoring. Levelled reading

	- Accelerated Reader				books and e-books available for children to access at home. Additional reading support disrupted throughout the year due to staff and pupil absences.
Support for vulnerable PP pupils <b>C D E F</b>	- 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	Regular support provided throughout the year by SLT and additional TAs.
Additional support for Reception Class <b>A D E F</b>	- 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 additional adult for reading/phonics keep-up sessions	TA £4,000	- Progress data will be monitored 3 times a year at PPMs - Learning walks and monitoring of pupils' work - VAT and OCC moderation	SLT	Reviewed at PPMs. Keep-up and Catch-up groups used extensively for phonics and reading. Additional support given for handwriting.
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	Reviewed termly at PPMs following regular phonics assessment points. 81% passed phonics screening test.
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	Staff members daily escort children to and from the school bus.
Additional support for forces children <b>F</b>	- TA support for catch-up work as required - HSLW/TA/SLTgroup/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	Support required identified in PPMs and provision made.
<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	- Planning and Risk assessments carried out prior to each event - Evidence in children's work, displays - Additional adult support on visits where needed	SLT	Visits resumed across the school – greatly enjoyed by children. Postponed KS2 visit to London in June was a key event this year.

Breakfast club for selected PP children <b>B C</b>	<ul style="list-style-type: none"> <li>- To improve attendance of identified vulnerable children.</li> <li>- To aid transition from home to school.</li> <li>- To provide support for identified families on TAF/CP</li> <li>- To provide breakfast to identified children arriving after breakfast club</li> </ul>	£1,000	<ul style="list-style-type: none"> <li>- Improved attendance of identified children</li> <li>- SLT monitoring of identified children</li> </ul>	SLT/HSLW	Breakfast club made available to children when needed to support families and to aid transition. Increase in the provision of breakfast for children after the start of the school day.
Additional EP support <b>D</b>	<ul style="list-style-type: none"> <li>- To identify needs of PP-SEN children.</li> <li>- To work with pupils/parents of PP-SEN children</li> <li>- To provide support for TAs/teachers working with PP-SEN children.</li> </ul>	£2,500	<ul style="list-style-type: none"> <li>- Feedback from EP and staff</li> <li>- SENCo monitoring</li> </ul>	SENCo	EP school visits resumed post Covid restrictions. EP worked with identified children.
Funded Covid-19 Catch up support <b>A B D F</b>	<ul style="list-style-type: none"> <li>- PPMs used to identify needs</li> <li>- HSLWs to identify needs when working with families</li> <li>- Targeted teaching with tutor</li> <li>- Quest for learning reading tuition</li> <li>- Little Wandle e-books</li> <li>- TA and HSLW led social groups</li> </ul>	Covid-19 catch up funding	<ul style="list-style-type: none"> <li>- Feedback from staff involved</li> <li>- Teacher assessments &amp; PPMs</li> <li>- Quest for learning assessments</li> </ul>	SLT/HSLW	Children identified and reviewed through PPM meetings. Catch-up support disrupted throughout the year due to staff and pupil absences.
<b>Total budgeted cost</b>		<b>£74,728</b>	<i>Adjustments may need to be made following, PPMs and termly assessments</i>		