



Pupil Premium Strategy plan 2025-2028

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	197 (including Nursery)
Proportion (%) of pupil premium eligible pupils	37% 73 chn (including EYFS)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Laura Youngman
Pupil premium lead	Annette Polley
Governor / Trustee lead	Sandra North

Funding overview

Detail	Amount
Pupil Premium Allocation this academic year	£80,260.00
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£80,260.00

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

Our strategy is also embedded in wider school plans to support continued recovery after the COVID-19 pandemic, with a focus on those pupils who were most affected.

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

- Ensure that high expectations are embedded for all pupils and implement a whole school approach and ethos where all staff take responsibility for disadvantaged pupils' outcomes.

- 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. Early intervention and a supportive approach are at the core of our attendance procedure. We act early to address patterns of absences through robust analysis; our culture and ethos ensures that pupils' attendance is everyone's responsibility and as such we involve key members of staff in our 5 stage attendance process.

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, 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.

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.</p> <p>Assessments indicate low entry points in Reception, especially with early language/oracy (as shown via Wellcomm assessments and baseline measures in Reception)</p>
2	<p>Our assessments indicate low attainment of children eligible for PP at the end of each key stage in R,W, M – assessments show that disadvantaged children achieve less well than their peers in the core subjects.</p>
3	<p>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 88.8% and 26% are persistent absentees. Within this number, there are some complex cases. Attendance for some pupils becomes a significant barrier to achieving their outcomes.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for support remain relatively high. 13% pupils (68% of whom are disadvantaged) currently require additional support with social and emotional needs, with whom are disadvantaged) receiving small group interventions.</p>
5	<p>Our observations and discussions show that there is still lower engagement with wider sporting, art and cultural opportunities beyond school (lower levels of cultural capital for those who are eligible for PP).</p>

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
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<p>Improved oracy amongst disadvantaged pupils</p>	<ul style="list-style-type: none"> 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 and GLD outcomes)
<p>To improve attainment and progress in core subjects for children eligible for PP (and those with PP/SEND) and to close the gap between those eligible for PP and other groups</p>	<ul style="list-style-type: none"> Core subject outcomes (R, W, M) show that an improved % of disadvantaged pupils met the expected standard or made at least expected progress from baseline Attainment levels of children in Phonics at the end of Year 1 including those children in receipt of Pupil Premium Funding are improved compared to 23/24 - Little Wandle assessments and heat maps show good progress from starting points ECT and new staff are quickly up to speed with pedagogy and practice due to a strong induction programme, thus ensuring a consistent approach
<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"> A yearly increase in attendance for children eligible for PP End of year PP attendance 94% to be at or above 96% with the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of disadvantaged pupils (26%) who are persistently absent to be reduced. To continue to receive support for the complex cases from external agencies e.g. OCC SEN Team and Social Care. Outcomes of Trust Inclusion reviews which have a focussed section on attendance.
<p>To achieve and sustain improved wellbeing for all pupils in our school (particularly disadvantaged pupils)</p>	<ul style="list-style-type: none"> Children from disadvantaged backgrounds make strong gains in cultural capital Increased participation and variety in enrichment activities. Improved qualitative data – pupil and parent surveys Children contribute to the development of the school and feel they have a voice Inclusion team including HSLW and MHL in post using strategies to support the MH and wellbeing of all children. There is a distinct and clear culture of aspiration for all children Children from disadvantaged backgrounds are inspired by real-world experiences and curricular opportunities

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: £24 000

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 and delivering parent sessions	A government approved scheme for teaching phonics and supporting early reading. Choosing a phonics teaching programme - GOV.UK (www.gov.uk)	1, 2, 4
Strategic catch-up plan embedded to support development of phonics and reading and close gaps in	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics EEF (educationendowmentfoundation.org.uk) Strong foundations in the first years of school - GOV.UK	1,2 , 4

<p>reading and phonics, as well as address gaps in Early Writing</p>		
<p>Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access BBO Maths Hub resources and CPD.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</p>	<p>1.2.4</p>
<p>Enhancement of teaching and curriculum planning in line with the DfE and EEF guidance (core and non-core subjects)</p>	<p>Via CPD and coaching using the '5 a day approach'</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)</p> <p>The DfE non-statutory guidance has been produced in conjunction with the NCET, drawing on evidence-based approaches.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4</p>
<p>Strategic recruitment, coaching and CPD for staff to develop high quality daily</p>	<p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Walkthrus resources based on cognitive science - WalkThrus website</p>	<p>1,2,4</p>

teaching, including joint CPD and research-engagement	Sage – why do teacher research? 53552 Dana Chapter 1.pdf (sagepub.com)	
Induction programme and ECT support network	https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview	1,2

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

Budgeted cost: £25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of small group intervention/catch up in English and Maths	One to one tuition EEF (educationendowmentfoundation.org.uk)	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. Phonics EEF (educationendowmentfoundation.org.uk)	1,2,4
Release for a specialist English teacher (and Reading Champion) to provide additional Phonics CPD for staff, assessments and support for	Reading comprehension strategies focus on learners' understanding of written text. They learn techniques that enable them to comprehend the meaning of what they read. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,2,4

lowest 20% readers		
Additional EYFS/Year 1 and Year 1 TA to provide additional support in phonics and catch up groups	Phonics EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,2,4

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

Budgeted cost: £ 35,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of HSLW and Inclusion 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) and emotions and social skills groups (led by trained ELSA)	<p>Effective early identification of family needs. Signposting and guidance for next steps. Access to external support facilitated as necessary.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	3
Implement and embed mental health support, including: Projects with 180 and Oxfordshire	<p>Working with Parents to Support Children's Learning EEF</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	3

<p>Mental Health team to support children and families (mental health ambassadors; parent support sessions)</p>	<p>attitudes, behaviour and relationships with peers): Social and emotional learning EEF</p>	
<p>Further embed principles of good practice set out in the Dfe's Improving School attendance advice</p> <p>This will involve training and release time for staff to develop and implement new procedures and release time for Attendance Champion to monitor impact and complete analyses</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	3
<p>Creating subsidised (and free) extra-curricular experiences to provide aspiration and wider curriculum experience.</p>	<p>Pupils need experiences to understand the world. Many pupils do not have the range of varied first-hand experiences to draw upon in the same way that other pupils do.</p>	5
<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 not have this at home.</p>	3,5
<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</p>	All

	aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £ 84 000

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. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

Challenge 1 and 2 - Assessment data

GLD % improved in 23/24 from 29% to 56%- 50 % of children in receipt of PP funding achieved GLD (almost in line with all pupils).

- Year 1 phonics (11) -64% of children with PP (7/11) met the expected standard compared to 64% of the whole cohort
- Year 2 PP (3) reaching expected standard:
 - 100% - Reading
 - 33% - Writing
 - 100% - Maths
 - 33% - combined

Year 6 PP reaching expected standard

- 43% Reading (3/7)
- 27% Writing (6/8)
- 43% Maths (3/7)
- 38% RWM
- 57% GPS (4/7)

Internal data: (Years 1 – 5 July 24 = percentage of those children in receipt of PP achieving expected standard based on internal assessment):

Year group	R	W	M	Combined (RWM)
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Y5	43%	29%	57%	29%
Y4	55%	18%	64%	18%
Y3	20%	0%	40%	0%
Y1	33%	11%	11%	11%

The data demonstrated that our core strategies were effective in narrowing the gap in some year groups and in some subjects.

As such, next year's strategy will continue to focus on Reading and Early Writing, as well as focussing on adaptive teaching methods to ensure that all learners, including those with PP, can meet expectations. In addition to this, we will receive enhanced support from the BBO Maths Hub to help us in providing high quality teaching in Maths across the school.

Phonics

Little Wandle external termly audits validated the enhancement of phonics provision and the strength of leadership in phonics.

Challenge 3 - Attendance

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

Attendance for PP children in 23/24 was 88% (compared 92% for all children). However, internal analysis showed an in-year improvement and reduction in lates for the majority of PPA pupils as a result of the strategies implemented.

Challenge 4 – Social and emotional development and enrichment

During the year children in receipt of Pupil Premium were supported to attend clubs and enrichment – analysis of clubs and enrichment showed that children in receipt of PP funding were increasingly represented in cross-school events and enrichment activities.

Feedback from families and outside agencies have provided evidence of the impact of the HSLW and nurture support provided.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions and family support where required. We are building on that approach with the activities detailed in this plan for 2025-2028 plan. There is a need to increase capacity for pastoral support for our children and their families.

As last year's strategy was due for completion in 2025, we have reviewed our strategy plan and have made changes as to how we intend to use our budget this academic year and to set strategic priorities for 2025-2028.

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 planning support	White Rose Maths
Maths fluency Early maths fluency	Time tables rockstars/numbots
EYFS assessment tool	Tapestry
SEND support programmes	Widget

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback through internal CPD sessions and internal monitoring. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Providing additional small group and 1:1 tuition for pupils in receipt of pupil premium in addition to that specified above
- Continue to enhance and implement our mental health and wellbeing strategy led by our Senior Mental Health Lead and Mental health first aiders to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the impact of activities completed in the previous three years.

We also took part in an annual Inclusion Review conducted by the trust which includes an external evaluation of provision for children in receipt of pupil premium funding.

We triangulated evidence from multiple sources of data including assessments, book looks, and conversations with parents, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils. We regularly discuss and liaise with other schools to ensure the sharing of best practice linked to disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.