



# **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	199 (including Nursery)
Proportion (%) of pupil premium eligible pupils	33% 66 chn (including EYFS)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£98010
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£98010</b>

## Part A: Pupil premium strategy plan

### Statement of intent

The overarching objective is to ensure that, irrespective of background or challenges that they face, that pupils make good progress; achieve well in all subject areas; feel a sense of belonging and are enabled to thrive. Through our strategy, we also want to ensure that our community has a school that they are proud of and that the wellbeing of the community is supported.

Our school motto, 'Every Child, Every Chance, Every Day' drives our commitment to supporting disadvantaged pupils. Through quality teaching and targeted support, we ensure children leave with high aspirations and the skills to achieve them.

High-quality teaching is central to our approach, focusing on areas where disadvantaged pupils need most support—particularly oracy and early reading. We know excellent daily teaching has the greatest impact on closing the disadvantage gap whilst benefiting all pupils. CPD focuses on cognitive science, coaching, and targeted academic support.

Our strategy supports continued recovery from COVID-19, prioritising those most affected, and responds to individual needs through robust diagnostic assessment.

We will:

- Embed high expectations for all pupils with whole-school accountability for disadvantaged outcomes
- Ensure quality-first teaching identifies and overcomes barriers for all children
- Prioritise staff development to enhance teaching provision
- Design a coherently sequenced curriculum rich in cultural capital, with oracy and vocabulary woven throughout
- Provide early, targeted intervention when barriers are identified

Wider strategies also support children's social and emotional wellbeing as the foundation for academic progress. Our inclusion team—including the inclusion leader and home school link worker—provides significant support to children and families.

Attendance and punctuality are key priorities. We work closely with families, developing communication and support packages alongside a robust multi-

stage attendance procedure involving all staff. Early intervention and support are at the core of our approach.

We know happy, positive children are ready to learn. Through behaviour for learning, the Zones of Regulation programme, and high-quality PSHE provision, children develop essential skills. Important roles, responsibilities, and extra-curricular activities empower children to contribute fully 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>Data shows that attendance is lower for those children eligible for PP– observations show that attendance amongst disadvantaged pupils is currently 91.1% and 15 chn 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. 16% pupils (47% 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>

6	Our data on behaviour, including records of concerns, and external suspension rates, show a disproportionate representation of disadvantaged pupils. Observations and data suggest a lot of these pupils are low-prior attaining pupils and that many lack self-regulation strategies to cope with challenging tasks and situations, which has a negative impact upon their learning.
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## 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
To improve <b>oracy</b> (including effectiveness of partner talk) 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 and GLD outcomes)</li> <li>Learning walks show consistent oracy teaching strategies across all year groups and subjects, - all staff use effective questioning, wait time, and talk scaffolds to support disadvantaged pupils.</li> <li>Oracy is valued and prioritised across the school, with a clear oracy progression framework in place</li> </ul>
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 – <b>ensure a tight focus on foundational skills in KS1 and EYFS</b> and implementation of the ‘ <b>Botheredness</b> ’ curriculum approach to non-core curriculum delivery	<ul style="list-style-type: none"> <li>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</li> <li>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 24/25 - Little Wandle assessments and heat maps show good progress from starting points</li> <li>Evidence from books, learning walks and pupil voice show a greater engagement and retention of core knowledge in non-core subjects due to more developed connectedness with curriculum content</li> </ul>
All disadvantaged pupils will benefit from consistently <b>high-quality teaching</b> across all subjects and year groups – with a focus on core pedagogy that benefits our most vulnerable	<ul style="list-style-type: none"> <li>Teaching and Learning Principles are understood and consistently applied by all of staff across all subjects and year groups, with learning walks showing consistency in the use of core pedagogical approaches (modelling, checking</li> </ul>

<p>pupils, for example <b>adaptive teaching; modelling and checking for understanding</b> (as part of our school Teaching and learning principles) and ensuring <b>active participation</b> in lessons.</p>	<p>for understanding, explicit instruction, scaffolding)</p> <ul style="list-style-type: none"> <li>• Assessment data shows reduced gaps in understanding for disadvantaged pupils, with misconceptions identified and addressed quickly to prevent pupils from falling behind</li> <li>• Teachers use frequent, varied checks for understanding throughout every lesson (including cold calling, mini whiteboards, targeted questioning of disadvantaged pupils, and observation of work in progress) and respond immediately to misconceptions</li> <li>• Monitoring shows that disadvantaged pupils are children are being supported to active participate in lessons</li> </ul>
<p>To achieve and sustain <b>improved attendance</b> 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 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.</li> <li>• Positive outcomes of Trust Inclusion reviews which have a focussed section on attendance.</li> </ul>
<p>To achieve and sustain improved <b>wellbeing</b> 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> <li>• There is a high level of parental engagement in the use of My Happy Mind and a qualitative data (feedback from pupil and parent surveys) reference a positive impact of the programme</li> </ul>

<p>To Improve pupils' <b>metacognitive and self-regulatory skills</b> across all subjects.</p>	<ul style="list-style-type: none"> <li>Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.</li> </ul>
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## 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: £38 000 – CHECK

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop and Implement a consistent approach to develop oracy across the school, to include the development of a consistent 'peer talk' approach. Provide CPD for all staff</p>	<p><a href="#">Oral language interventions   EEF</a></p> <p><a href="#">Communication and language approaches   EEF</a></p>	<p>1</p>
<p>Further develop use of validated phonics scheme (introduced in 2021), including training for new staff and release time for the Early</p>	<p>A government approved scheme for teaching phonics and supporting early reading.</p> <p><a href="http://www.gov.uk">Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</a></p>	<p>1, 2, 4</p>

Reading and Phonics lead and delivering parent sessions		
Strategic catch-up plan embedded to support development of phonics and reading and close gaps in reading and phonics, as well as address gaps in Early Writing	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Strong foundations in the first years of school - GOV.UK</a>	1,2 , 4
Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance – including Mastering Number for EYFS and KS1  We will fund teacher release time to embed key elements of guidance in school and to access BBO Maths Hub resources and CPD.	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:  <a href="#">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6)</a>	1.2.4
Enhancement of teaching	Via CPD and coaching using the '5 a day approach'	1,2,4

and effective curriculum planning in line with the DFE and EEF guidance (core and non-core subjects).	<p><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></p> <p>The Dfe non-statutory guidance has been produced in conjunction with the NCET, drawing on evidence -based approaches.</p> <p><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></p>	
Strategic recruitment, coaching and CPD for staff to develop high quality daily teaching, including joint CPD and research-engagement	<p><a href="https://www.educationendowmentfoundation.org.uk/high-quality-teaching/">1. High-quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Walkthrus resources based on cognitive science - <a href="https://www.walkthrus.com/">WalkThrus website</a></p> <p>Evidence that focusing on professional development makes an impact on outcomes is provided by the <a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF</a></p> <p>There is evidence that instructional coaching is a form of PD that can make a positive impact provided key mechanisms are included.</p>	1,2,4
Induction programme and ECT support network	<p><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></p>	1,2

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

Budgeted cost: £26 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of small group intervention/catch up in English and Maths	<p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,4
Additional phonics sessions (and groups) targeted at disadvantaged	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted	1,2,4

pupils who require further phonics support	phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 week. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	
Release for a specialist English teacher (and Reading Champion) to provide additional Phonics CPD for staff, assessments 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="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4
Additional EYFS/Year 1 TAs to provide additional support in phonics and catch up groups	<a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	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	Effective early identification of family needs. Signposting and guidance for next steps. Access to external support facilitated as necessary.  <a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="#">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>	3

<p>programme, whole school MH approach (with dedicated SMHL) and emotions and social skills groups</p>		
<p>Implement and embed mental health support, including: Implementation of My Happy Mind to support pupils' self-regulation and Oxfordshire Mental Health team to support children and families (mental health ambassadors; parent support sessions)</p>	<p><a href="#">Working with Parents to Support Children's Learning   EEF</a></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, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Social and emotional learning   EEF</a></p>	<p>3</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><a href="#">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	<p>3</p>
<p>Creating subsidised (and free) extra-curricular experiences to provide aspiration and wider</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>	<p>5</p>

curriculum experience.		
Welfare cupboard supplies for children as well as other practical support for example uniform, food bank.	Uniform, stationery etc for those who do have this at home.	3,5
Contingency fund for acute issues.	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.	All

**Total budgeted cost: £99 000**

## 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**

The data demonstrated that our core strategies were effective in narrowing the gap in some year groups and in some subjects, but this was not yet a consistent picture. However, several of our PP children also have SEND needs which has impacted the overall attainment data. Data suggests that by the end of Year 6, over time, gaps are starting to narrow.

#### **Phonics**

Little Wandle external termly audits (by the White Knights Hub) 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

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantage pupils remains an ongoing concern.

Attendance for PP children in 24/25 was 89.8% (compared 93.3% for all children). However, internal analysis showed an in-year improvement and reduction in lates for the majority of PP 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. There is a need to increase capacity for pastoral support for our children and their families.

Summary:

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.*

<b>Programme</b>	<b>Provider</b>
Synthetic phonics programme	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**

#### **We worked with DFE advisor, Marc Rowland, to devise our new plan for 25-28.**

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.

