## Thameside Primary School Pupil Premium Detailed review 2022-2023

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| Detail | Data |
| School name | Thameside Primary School |
| Number of pupils in school | 841 |
| Proportion (%) of pupil premium eligible pupils | 29% (243) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) |  |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £370,260 |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | 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 |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Teacher assessments, pupil profiles and discussions with pupils have identified social and emotional issues for many pupils, lack of ability to self-regulate behaviour, low aspirations and lack of enrichment opportunities.  Reviewing Cultural passports has indicated that restricted opportunities to experience cultural enrichment and to develop cultural capital for disadvantaged pupils |

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| 4 | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between \*1.5%lower than for non-disadvantaged pupils. Whole school attendance is below The National Expectation.  Absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 5 | Mobility – a clear grasp of a child’s prior learning needs to be clear on entry to ensure that pupils keep up and do not fall behind during transitions. |

## 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2022/2023 show that the gap between disadvantaged pupils and all pupils is narrowed and there is an increased % of pupils achieving ARE |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2022/23 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * an increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2022/23 demonstrated by:   * attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced. * the percentage of all pupils who are persistently absent reduced and in line with National Expectation |

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Teaching (for example, CPD, recruitment and retention)**

Budgeted cost:

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| **Summary of activity and intervention** | **Evidence that supports this approach** | **Challenge number(s) addressed** | **Actual impact:**  **What was actually achieved?** |
| Training for staff to ensure AFL and feedback is accurate and effective.  Retrieval Practice.  Fluency books – Maths Yrs1-6  Reading Yrs 2-6  Introduced in summer term to be completed daily to support  Use of diagnostic assessment strategies.  Completion of QLA of summative assessments to inform planning  Engagement strategies CPD  Forward marking and in the lesson marking . | Diagnostic tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3, 4 | Pixl - Termly summative tests Years 1-6  Gaps analysed by year group and used to inform planning.  Children identified for intervention using scores.  HLTA in each year group deployed to support pupils ( PIXL therapies identified to teach gaps)  Focus on Fluency in Reading.  CPD on Fluency and pedagogy.  KS1 and kS2 daily reading text . Questions as extension.  Focus on Maths Fluency- progressive questioning 6- 8 questions daily on curriculum content for the year group.  Increased range of engagement strategies evidenced in lesson observations. Coaching amongst pupils more evident in a range of subjects. Pupils are developing confidence to share and talk about their learning. |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.  Little Wandle- whole school staff training  KS 1 daily timetabling of scheme –  KS2 phonics catch up scheme used to support pupils | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 | All staff have had training on the Little Wandle phonics programme. The phonics lead has completed drop in lesson observations for all of EYFS & KS1, these have all been positive. Assessments were completed at the end of HT1 with interventions starting as a result of gap analysis.  A new SSP programme has been implemented throughout the school. Little Wandle Letters and Sounds is taught throughout EYFS and KS1, and in targeted groups in KS2. The reading programme which follows alongside the phonics scheme has also been introduced. Daily group reading sessions (using Little Wandle books) are taught in EYFS and Year 1, with catch up groups in Y2-Y6 where necessary.  The phonics/reading lead has carried out phonics drop ins across EYFS and Year 1. Sessions are well-paced and all staff are following SSP programme  Phonetically decodable reading books are provided to support children in Year R and 1 in group reading sessions. All children receive 3 sessions a week and have access to the book at home. Teachers ensure PPM children change their books and that books are regularly shared with an adult.  Reading CPD sessions have taken place (spring 23)  Extra year 1 phonic lessons put in place to strengthen phonic knowledge for all children. This is having an impact and will continue until Easter then reassessed.    World book day  Parent workshops for phonics carried out    Practice deep dive completed 17.05.23 – feedback to be given at a later date. On-going assessment children showing gaps (especially year 1) senior lead used to provide interventions. After 6 weeks, initial assessment data suggests that interventions are having a positive impact. |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  CPD (including Teaching for Mastery training).  Maths CPD Thames Park – workshop based to support teachers area of development | 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:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  Improving Mathematics in Key Stages 1 and 2. | 3 | J Sensi – pupil voice  Confidence of teaching staff improved   |  | | --- | | Subitising – getting the foundations of number right! | | Effective use of concrete resources in Maths | | Negative Numbers | | Distributive law in multiplication | | Principles of quotative and partitive structures in division | | Problem Solving & reasoning | | Fractions and decimals | | Times table strategies | | Challenging the more able in Maths | | Effective modelling in Maths | | Effective planning and adaptive teaching for SEND pupils in Maths | | Assessment for learning in Maths |   23.11.22  New to EYFS and Year 1 staff have received training on EY Maths on subitising, counting and 5 & 10 frames. Year 1 planning has been supported by the Maths lead (EYFS teacher) to ensure that learning follows on from Rec and not repeated. A guidance video on subitising before counting has been shared with all staff.  Subitising is used as a starter activity along with the teaching input for place value and addition and subtraction. Key questions asked are ‘What do you see? How do you see it?  **Feb 23**  The maths leads have taken part in a number of maths hub meetings. ECT staff have undertaken training with a maths specialist linked to the Trust. |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.  Play therapist employed to support identified pupils. | 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):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 5 | Play therapist and speech and language therapist employed to support identified pupils. |

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

Budgeted cost: **£**

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| Summary of activity and intervention | Evidence that supports this approach | Challenge number(s) addressed | **Impact:**  What was actually achieved? |
| Curriculum, assessment and intervention resources.  Resources ensure pupils can access the curriculum.  Enhancement opportunities for pupils | Online Learning Platforms.  (Phonics, Reading, Maths)  PIXL  Flash Academy  Engagement activities  Cultural capital  Clubs |  | Creative Blast led a drama based assembly to encourage engagement in the arts.  Aspirations week took place week beg. 23.01.23.  The garden project has begun. Fencing is completed and the construction of the poly tunnel complete  The school has been awarded the Artsmark Gold award. Cultural passports continue to be used by all year groups and are updated by teachers. Pupils are earning praise cards for completing all activities on the cultural passport. Year 5 pupils are going to TSS to see Annie Jnr the musical. |
| Implementation of new Phonics programme across KS1  Staff CPD for all teaching and class-based support staff  Additional phonics sessions targeted for pupils who require further phonics support .in Year 1 | 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 weeks:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 | . All teachers received the initial training in September, and individual teachers/LSAs have been given further support and guidance in working with specific groups. |
| Engaging with the National Tutoring Pro-gramme most impacted by the pandemic.  A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4 | PPG pupils selected in first selection process for pupils attending both in school day and after school t  **Academic Mentor Tutoring**  Year 6 pupils Autumn and Spring Term  Year 4 pupils spring Term  Year 5 pupil in the summer term  After school tutoring - Autumn /Spring/ Summer Term. . |

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

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| **Summary of activity and intervention** | **Evidence that supports this approach** | **Challenge number(s) addressed** | **Actual impact:**   * **What was actually achieved?** |
| Learning Mentor and counsellor provide specialist intervention and support to identified vulnerable pupils. |  | 4 | |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2022 Sept to May 2023** | **Male** | **Female** | **Pupil**  **Premium** | **SEN** | | **Total** | **16** | **19** | **16** | **13** |   School counsellor  Learning mentor   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Month** | **Male** | **Female** | **Pupil Premium** | **SEN** | | **Total** | 27.0 | 16.0 | 25.0 | 22.0 | |
| Family Support work with children and families. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4 | Vulnerable children and families have also been supported due to hardship . Clothing, foodbanks and guidance given. |
| Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school. | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 5 | Implementation of Regulation Stations for each class  US approach adopted across the school  All staff now trained in the US Approach and links made between regulation and supporting children with ASD. All staff have now completed ACES training. Pupil voice has been conducted around behaviour and regulation stations. Children understand what the zones of regulation and have a clear understanding of strategies that they can use to help regulate themselves, they also know which adults that they can rely on for support. |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 | Parent coffee mornings offered for parents to discuss a range of issues and support offered.  Pastoral team support for pupils with anxiety attendance preventing attendance |
| BESD pupil are supported by a behaviour team who support then to make the right choices. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 4 | ‘The Bridge’  Behavioural support team -  1.supporting pupils who experience challenges with regulating behaviour.  2. reinforcing boundaries and expectations for pupils who make the wrong choice in their learning behaviour in class. Minimising disruption in class to enable teaching to continue. |

# **Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes SUMMARY**

PHONICS JULY 2023 REVIEW

A new SSP programme has been implemented throughout the school. Little Wandle Letters and Sounds is taught throughout EYFS and KS1, and in targeted groups in KS2. The reading programme which follows alongside the phonics scheme has also been introduced. Daily group reading sessions (using Little Wandle books) are taught in EYFS and Year 1, with catch up groups in Y2-Y6 where necessary.

EYFS

Additional sessions taught throughout the day for children who are not achieving ARE. Individual children receive focussed support, and all children take phonics sheets home.

Year 1 and 2

Phonics intervention groups set up for children not achieving ARE.

HLTA intervention groups for cusp children to fill gaps and secure knowledge.

Extra teaching sessions incorporated into the day to fill gaps.

Year 1  - Phonics screening check

57% PPM children passed phonics screening check.

70% PPM children made progress from starting points.

40% PPM children made significant progress from starting points.

20% made little progress – all children SEND

10% children were new to school with no previous data

Year 2  (those who did not pass Phonics Screening in Year 1)

87% PPM children made progress from starting points.

38% PPM children made significant progress from starting points.

13% PPM children made little progress – 1 child (SEN and EAL)

**Cause for concerns received 2022-2023 in relation to Pupil Premium**

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| **2022-2023** | **Cause for Concerns** | | **Male** | **Female** | | **PP** | |
| **Total** | 465 | | 316 | 149 | | 254 | |