

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thameside Primary
Number of pupils in school	790
Proportion (%) of pupil premium eligible pupils	28% (220 pupils)
Academic year/years that our current pupil premium strategy plan covers	Sept 21 – Aug '22
Date this statement was published	16.12.21
Date on which it will be reviewed	July '22
Statement authorised by	Mrs J. Bray
Pupil premium lead	Mrs R. Rippon
Governor / Trustee lead	Mr M. Fall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£316,075
Recovery premium funding allocation this academic year	£ 62,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£378,875

Part A: Pupil premium strategy plan

Statement of intent

To provide personalised, targeted intervention for pupils, enhancing Quality First Teaching to enable every pupil deemed to be disadvantaged to make at least expected progress and be on track for achieving age-related expectations or above by the end of Year 6.

We recognise that not all children who receive free school meals will be socially disadvantaged and that not all children that are disadvantaged received free school meals. Therefore, we endeavour to allocate our pupil premium funding to support any child in the school that is identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality – regular punctual attendance is a challenge for percentage of our disadvantaged children.
2	Restricted opportunities to experience cultural enrichment and to develop cultural capital
3	Starting points for a significant proportion of disadvantaged pupils are well below expected.
4	Home environment and facilities do not always support positive learning.
5.	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 and in general, are more prevalent among our disadvantaged pupils than their peers, especially in EYFS and KS1.
6.	Mobility – a clear grasp of a child’s prior learning need to be clear on entry to ensure that pupils keep up and don’t 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.

Intended outcome	Success criteria
Stable pupils below age related expectations move towards, or achieve, age related expectations	Increasing numbers of pupils achieve age related expectations from Autumn 2021 baseline.

Stable pupils at or above age-related expectations make at least expected progress	Pupils at or above age-related expectations make good progress overall
All pupils have full access to enrichment and school visits, including visits which enhance cultural capital	Parents are asked for a donation towards trips and costs are met by the school where PPG parents are unable to pay.
Attendance of PPG pupils moves on and meets the trajectory of national expectations by 2023-24	Improved and consistent attendance will enable learning opportunities to be maximised and outcomes improve.
Continue to raise aspirations for all parents and pupils about the central importance of life-long learning	Children have a greater understanding of the opportunities available to them in later life and are more supported with their learning. Pupils, parents and carers gain knowledge, skills and confidence with learning.

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: £ 147,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD – The Write Stuff 25 teacher- 5 days online training 4 HLTA CPD training to support knowledge and understanding of The Write stuff.	https://www.janeconsidine.com/jane-considine-TWS-online-training	3 5
Ensure staff use evidence- whole class assessment to plan	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	3 5
CPD training provided by NCSL	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3 5
ECT training programme including Mentor training.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf	
Relevant staff are trained in using and applying Flash Academy to support vocabulary acquisition.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3 4 5 6
Whole school CPD- Understanding Trauma Perceptive Training.	https://www.nctsn.org/trauma-informed-care/trauma-informed-systems/schools/essential-elements	4
Trailblazer projects- CPD training and planned activities for	https://www.kapowprimary.com/blog/a-practical-guide-to-ofsted-and-cultural-capital-for-primary-schools/	2

children to participate in.		
School leaders project. Teacher led to develop leadership skills. (Sports, Animals, Mental Health, School Councillors).		2, 4
Music club provision	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 4
Specialist Music teacher to support pupils and CPD .	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	2, 4

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

Budgeted cost: £101,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions focus on pupils specific areas of need (pre and post teaching)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
SALT interventions used as appropriate to improve spoken language and increased vocabulary.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
4 x HLTA targeted intervention using PIXL resources and learning therapies.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3
Yr 1/2 Time for class teacher and support staff to work with Phonics Leader to plan effective interventions for identified disadvantaged pupils to ensure substantial progress	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2,3,4
The Brilliant Club'. – Scholars Programme	https://thebrilliantclub.org/the-scholars-programme/for-schools/the-programme/	

Register 12 Higher ability children across year 5, 33% Pupil premium. (TPS requirements)		
Curriculum, assessment and intervention resources. Resources ensure children are able to access the curriculum.	Online Learning Platforms	
Whole school CPD- Understanding Trauma Perceptive Training.	https://www.nctsn.org/trauma-informed-care/trauma-informed-systems/schools/essential-elements	4
Relevant staff are trained in using and applying Flash Academy to support vocabulary acquisition.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3 4 5

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

Budgeted cost: £ £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Learning Mentor and counsellor provides specialist intervention and support to identified vulnerable pupils		4
School leaders project. Teacher led to develop leadership skills. (Sports, Animals, Mental Health, School Councillors).		2 4
Whole school CPD- Understanding Trauma Perceptive Training.	https://www.nctsn.org/trauma-informed-care/trauma-informed-systems/schools/essential-elements	4
Family support work with children and families	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4

<p>BESD Pupils are supported by a behaviour team who support them to make the right choices . Support strategies are developed with the class teacher and parents.</p>	<p>Both targeted interventions and universal approaches have positive overall effects +4 months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions/all</p>	<p>4</p>
<p>Pupils are referred by class teachers or discussed at Weekly Pastoral TAC meetings,(including those on CP plans.)</p>		<p>1- 6 Weekly review of areas.</p>

Total budgeted cost: £ 317,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Writing

Covid lockdown and online learning significantly affected writing development and progress.

Writing CPD in September - minimum expectations for consistency across the School. Writing moderation across EYFS, KS1 and KS2 to ensure consistency across classes and to target weaknesses across the year groups.

Writing CPD - planning for progression and supporting writers who are working significantly below the Expected Standard for their year group to ensure targeted support

OCAT writing project moderation in year 5 to ensure consistency across the Trust

Phonics

All staff teaching phonics attended training in September 2020. Focus quality phonics session and gap filling. Drop ins show increased knowledge, and well-paced sessions. Decodable reading books were purchased for N to Year 1. These supported recap of sounds taught in these year groups. As a result of COVID, access and frequent home reading was limited. Pupils were unable to take reading books home, due to restrictions in place in the lockdown period and following protocol in the COVID Risk Assessment. Year 1 Phonics intervention groups were set up for LA PPM children via Google classroom during lockdown. Only 1/6 child regularly attended.

This has had a significant impact on the cohort as they moved to year 2. Since September 2021 daily phonics sessions are taught in Year 2 and all LSA's and HLTA's teach and support in intervention groups.

Year 1 Sept – July

47% PPM children made good progress from starting points.

34% PPM children made significant progress from starting points.

3% maintained high pass mark.

16% made no progress – 5 SEN children, 1 EAL

Year 2 Sept – July (not tested in Year 1)

69% PPM Passed phonics screening. 31% not passed

58% made progress from starting point

5 pupils SEN (3 in Footsteps)

Reading

A new reading approach was introduced to KS2 in September 2020. The scheme provided teachers with teaching power points and some of the texts to support all the Reading skills taught across KS 2. The daily focus, questions and reading skills are linked to VIPERS, (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise) making this more explicit for children. Initially all year group started to develop this approach and personalising for our pupils. Reviewing this termly, the

inclusion of specific teaching skills over the content needed to be included. Lockdown and online learning impacted this development and the overall progress of the children. Gap filling analysis and intervention are used to ensure learning opportunities are maximised.

In KS1 reading skills focus in teaching sessions. To enable and support this, high quality guided reading books were bought and available for all children.

Reception have guided reading groups developing skills taught in phonics sessions.

Electronic devices available for all PPM families that had no access during lockdown.

All children had access to Reading Eggs.

All PPM families not accessing on-line learning invited to join teaching groups via Google Classroom.

Year 1 – 16% PPM children made better than expected progress.

Year 2 – 14% PPM made better than expected progress

Year 3 – 7% children made better than expected progress.

Year 4 – 0% made better than expected progress.

Year 5 – 5% made better than expected progress.

Year 6 – 18% made better than expected progress.

MATHS

White Rose maths is used across the school to ensure clear progression. Teachers use the small steps approach alongside using information from assessments to fill gaps.

Tuition for PPG pupils will begin in January 2022 focusing on specific gaps in learning alongside interventions.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Brilliant Club	https://thebrilliantclub.org/
MyMaths	https://www.mymaths.co.uk/
Reading Eggs	https://readingeggs.co.uk/
PiXL	https://www.pixl.org.uk/
White Rose Maths	https://whiterosemaths.com/
Flash Academy	https://flashacademy.com/
Cornerstones	https://cornerstoneseducation.co.uk/
Sing Up	https://www.singup.org/
Speech Link	https://speechandlanguage.info/
Times Tables RockStars	https://trockstars.com/