Pupil premium strategy statement

Thameside Primary School

This statement details our school's use of pupil premium 2023- 2024 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
Number of pupils in school	838
Proportion (%) of pupil premium eligible pupils	31.5% (264)
Academic year/years that our current pupil premium strategy plan covers	2023-2024 2024-2025 2025-2026
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	J Bray
Pupil premium lead	R Rippon
Governor / Trustee lead	T Jaffe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£359,385.00
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
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*	£359,385.00

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the inequalities which exist between children from disadvantaged backgrounds and their peers. The percentage of our pupils eligible for pupil premium (31.5%) is significantly higher than the national average (24%*) in primary schools.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF has helped us to shape this strategy.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. All members of staff and the governing body at Thameside Primary School accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. The approaches we have adopted complement each other to help our pupils succeed.

To ensure they are effective we will:

• ensure disadvantaged pupils are challenged in the work that they're set

• act early to intervene at the point need is identified

• adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve through robust pupil progress meetings.

Through our reporting, we demonstrate how and why, this funding has been spent, using research to guide our decisions. We ensure robust monitoring and evaluation takes place in order to account for the use of the Pupil Premium, by the school and governing board throughout the year and allows us to be critical and confident that pupils are being given opportunities to excel.

At Thameside Primary school, we recognise the vital role that parents and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference. We actively encourage the take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.

*Figures from DfE (2023)

Challenges

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

Challenge number	Detail of challenge
1 Poor oral language skills and low vocabulary acquisition	Observations, assessments and discussions with pupils suggest that PP pupils entering school in EYFS generally have very low attainment in English, with oracy, reading and vocabulary skills and understanding below that of others of their age group. Due to a poorer socioeconomic and disadvantaged upbringing, these children are unlikely to have the breadth of vocabulary, knowledge and skills required that 'typical' Reception children have. In KS1 and KS2, PP children are unlikely to use talk to connect ideas and explain what is happening coherently.
2 Reading	Assessments, observations, and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers - particularly inference and comprehension skills, as well as fluency (sometimes due to a lack of practice at home).
3 Maths	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is typically below that of non-disadvantaged pupils. Fluency and recall of basic skills – those children furthest behind struggle to recall addition facts, times tables,

	basic number bonds and find retaining taught calculation strategies difficult.
4 Personal development	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.
5 Attendance	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 negatively impacts disadvantaged pupils' progress.

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
Priority 1: Children eligible for PPG, progress and achieve in line with their peers and meet national expectations in reading.	Achieve at least national average progress scores at KS2 reading (0) by academic year 2025/2026.
	PPG pupils make at least expected progress from their starting point (6 points of progress each year is expected.)
	The attainment gap is narrowed between PPG and non-PPG across all year groups.
Children eligible for PPG, progress and achieve in line with their peers and meet national expectations in writing.	Achieve at least national average progress scores at KS2 writing (0) by academic year 2025/2026.
	PPG pupils make at least expected progress from their starting point (6 points of progress each year is expected.)
	The attainment gap is narrowed between PPG and non-PPG across all year groups.
Children eligible for PPG, progress and achieve in line with their peers and meet national expectations in maths.	Achieve at least national average progress scores at KS2 maths (0) by academic year 2025/2026.
	PPG pupils make at least expected progress from their starting point (6 points of progress each year is expected.)
	The attainment gap is narrowed between PPG and non-PPG across all year groups.

Children eligible for PPG, progress and achieve in line with their peers and meet national expectations in phonics.	Achieve 82% in phonic screening by the academic year 2025/26
	Year 1 phonic check data shows improvement in reducing the gap between PPG and non-PPG.
Priority 2 For all pupils to have improved emotional resilience and aspirations through access to wider opportunities.	Increase in the number of pupils accessing extra-curricular activities and trips.
	Pupil voice demonstrates increased well being
	Behaviour data demonstrates that the PPG children behave in line with non-PPG children.
Priority 3 To continue to improve the attendance of PPG children.	The attendance of PPG children continues to improve and move on a trajectory to be in line with national expectations by the end of 2025/26.

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: £87,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning.</u> CPD for all staff including	Evidence shows that excellent teaching and learning experiences lead to good progress. To provide these excellent experiences for our pupils we need to ensure our staff are highly trained professionals. We will continue to develop our staff team over the next 3 years by investing in several CPD opportunities for staff including the National College Online, NPQs, ECT mentor training, ITT specific training and The Write Stuff in addition to a range of 'in school' training that is used to share best practice to support the needs of the community the school serves. High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET to ensure key information and principles	1, 2, 3, 4

teachers and LSAs. Adaptive teaching strategies CPD Colourful Semantics CPD Use of diagnostic assessment strategies.	are disseminated effectively to staff. For staff to lead effectively they are released once a term to lead their subject/area of speciality. https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/effective-professionaldevelopment/EEF-Effective-ProfessionalDevelopment-Guidance-Report.pdf 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	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. CPD (including Teaching for Mastery training).	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) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 1 and 2.	3
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. Graduated Approach CPD The US Approach CPD	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)	4,5

| Mentoring and coaching
Qualified teachers to mentor and support trainee teachers and ECTs to ensure good or better teaching is delivered across the school. | Evidence has shown that over the last 8 years of supporting both the TES Institute and Essex Teacher Training programmes within our school that the 'grow your own' model that we have adopted is very successful. Our first trainees are now middle leaders within with our school, and we have retained 70% of our trainees at ETPS and 85% of our trainees within Trust schools over the last 8 years. Our ECT programmes have been successfully led by the ITT lead with all ECTs passing their induction year and the vast majority remaining at the school over the past 8 years.

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf | 1,2,3,4 |
| Training in computing to assist high quality teaching and learning. | Evidence shows that teachers' content knowledge and pedagogical content knowledge are important factors in high-quality computing education. This is because this knowledge helps teachers decide, for example, what to teach, how to question students about it and how to deal with problems of misunderstanding. Computing education is important for pupils to make sense of and to contribute positively to our technologically diverse world.

https://www.gov.uk/government/publications/research-review-series-computing/research-review-series-computing | 1,2,3,4 |

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

Budgeted cost: £126,885.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Technology to support learning.	Every child should equal access to books, resources, uniform, and equipment. Every child has access to IT outside of lesson time as well as quality IT equipment to enable full access to the curriculum The online programmes we purchase licences for provide parents with the tools to support their children at home and feel more confident.	1,2,3,4

Pupils have regular access to My Maths, TT Rockstars, Reading Eggs, Numbots, DigiMaps and Flash Academy which will allow pupils to consolidate learning both at home and in school. Resources to support learning PiXL, Cornerstones and Oddizzi etc.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-,reports/digital/EEF_Digital_Technology_Guidance_Report.pdf	
<u>One to one and small group intervention</u> Additional phonics sessions targeted for 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 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3
<u>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</u> Speech and Language Therapist to support speech and language	On entry to Early Years, disadvantaged children have low Language and Communication skills. 47% of our disadvantaged children have significant SEND/ learning difficulties requiring high levels of support. The additional staff sees progress accelerated in KS1 and KS2. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
needs across the school with a significant focus on the speech and language needs in Reception.		
<u>Teaching assistant deployment and interventions</u> HLTAs/LSAs to provide intervention groups for PPG pupils to ensure that the PPG and non-PPG gap begins to close across all year groups.	66% of the children in our nurture provision are disadvantaged children who have significant SEND/ learning difficulties requiring high levels of support. These are 12% of the total disadvantaged children across the school. The additional staff sees progress accelerated in KS1 and KS2. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,4

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

Budgeted cost: £145,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Supporting pupils' social, emotional and behavioural needs</u> Specialised counsellor who provides specialist intervention and support to identified vulnerable pupils.	Evidence shows that while mental health issues are relatively common, with around 10% of 5- to 16-year-old pupils experiencing them children and young people do not always get the help that they need as quickly as they should. Issues such as anxiety, low mood, depression, conduct and eating disorders can impact significantly on their happiness and future life chances. Good mental and emotional wellbeing is an integral part of children and young people's holistic development. When this development is inhibited, counselling can be an effective and important resource. The aims of counselling are to assist the child or young person to achieve a greater understanding of themselves and their relationship to their world, to create a greater awareness and utilisation of their personal resources, to build their resilience, and to support their ability to address problems and pursue meaningful goals. https://assets.publishing.service.gov.uk/media/5a74ba8640f0b619c8659f41/Counselling_in_schools.pdf	4

<u>Family Support work with children and families.</u>	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): Improving Social and Emotional Learning in Primary Schools	EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
<u>Whole staff training on behaviour management</u> Developing our school ethos and improving behaviour across school. Further development of the US approach and CPD	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions	EEF (educationendowmentfoundation.org.uk)	1,2,3,4
<u>Supporting pupils attendance</u> To provide tailored support for families with low attendance, working with the school's attendance team and key members of staff. (Early Intervention approach) .	Embedding principles of good practice set out in the DfE's Improving School Attendance advice EEF research states that parental engagement has a +3 month impact on disadvantaged pupils. EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils. KCSIE 2021 & NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Early Intervention Foundation (EIF), 2018 - Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life.	5
<u>Supporting pupils' social, emotional and behavioural needs</u> BESD pupils are supported	Evidence shows that disadvantaged children are more likely to make poor choices around behaviour and our school data shows that our support and interventions have had an impact on our behaviour incidents with a reduction in incidents for PPG children. Any child that suffers social, emotional, or behavioural difficulties is supported such that they are then able to focus on learning.	4

by a behaviour team who support then to make the right choices.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
<u>Food provision</u>	Many of our pupils arrive at school hungry and the provision of bagels has allowed them to start the day more successfully. https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf	1,2,3,4,5
<u>Schools may be justified in funding items not listed in the Menu of Approaches where it is necessary to overcome specific barriers to student attainment.</u> 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.	