

## Pupil Premium Strategy 2020-2021



### Summary information

<b>School</b>	Thameside Primary School						
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£241,560		<b>Date of most recent external PP Review</b>	September 2018 (Ofsted)	
		<b>Additional school budget set aside for PP intervention</b>	£0		<b>Date of most recent internal PP Review</b>	September 2020 (Trust)	
<b>Total number of pupils</b>	708	<b>Number of pupils eligible for PP</b>	Sept 2019		<b>Date for next internal review of this strategy</b>	July 2021	
			EYFS	9			
			Year 1	27			
			Year 2	17			
			Year 3	31			
			Year 4	39			
			Year 5	29			
			Year 6	31			
			Total:	183			

PPG pupils within other groups  
% of PPG pupils that are :

SEND= 27% (50/185)

EAL = 20% (37/185)

LAC= 1% (2/185)

Current attainment - July 2019 (All PPG)

	<i>Pupils eligible for PP July 2019</i>	<i>Pupils not eligible for PP July 2019</i>
<b>% meeting Good Level of Development in EYFS</b>	73%	57%
<b>% achieving age expectations in Year 1 Phonics Screening Check</b>	72%	74%
<b>% meeting expected standard in Reading, Writing and Maths Year 1</b>	44% combined R-56% W- 53 % M= 58 %	39% combined R- 49% W- 46% M-48%
<b>% meeting expected standard in Reading, Writing and Maths Year 2</b>	50% combined R-65% W- 58% M-65%	38% combined R-51% W-39% M- 51%
<b>% meeting expected standard in Reading, Writing and Maths Year 3</b>	50% combined R- 59% W- 53% M- 69%	51% combined R- 66% W- 54% M- 66%
<b>% meeting expected standard in Reading, Writing and Maths Year 4</b>	51% combined R- 68% W- 56% M- 59%	53% combined R- 67% W- 62% M- 60%
<b>% meeting expected standard in Reading, Writing and Maths Year 5</b>	61% combined R-79% W- 64% M-71%	62% combined R-75% W-69% M- 70%
<b>% meeting expected standard in Reading, Writing and Maths Year 6</b>	57% combined R- 83% W- 69% M- 71%	61% combined R- 76 % W- 65% M-78%

## Barriers to future attainment (for pupils eligible for PP including high ability)

### In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

<b>Barrier A</b>	Behaviour, Social and emotional difficulties – barriers to learning. A high level of pupils are supported through the Pastoral System. This includes behaviour support, Learning Mentor/Counselling and Family Support Workers. A social Worker is employed to support pupils/families subject to CP/CIN/EOH plans.
<b>Barrier B</b>	Delayed language and vocabulary skills (speaking & reading skills) Learning and retaining phonic sounds and blending to read.- EYFS / KS1
<b>Barrier C</b>	Attainment in writing is low in comparison to other subjects. Pupils experience difficulty in writing due to lack of first -hand experiences to write in different contexts.
<b>Barrier D</b>	Self- esteem and confidence issues for some pupils leading to reduced engagement in lessons and extra- curricular activities.

### External barriers (*issues which also require action outside school*)

<b>Barrier E</b>	Attendance for disadvantaged children has decreased PPG -89.7% ( 96% National) Attendance for all pupils has decreased Attendance 93.% A gap of 3.3% exists
<b>Barrier F</b>	Access to on line learning – Ensuring Reading and My Maths are completed
<b>Barrier G</b>	Low aspirations for the future – lacks of positive role models within families.
<b>Barrier H</b>	Pupil turbulence- higher than average turnover of pupils on role. This has a significant impact on resources and learning outcomes due to high frequency of pupils arriving and leaving. (37% mobility in academic year 2018-2019)

## Outcomes

<i>Desired outcomes</i>	<i>Success criteria</i>
The attendance of al pupils including disadvantaged pupils improves and the % gap between disadvantaged and all pupils shall decrease.	The attendance of PPG pupils will improve and and move on a trajectory in line with national expectations (96%) Parents and carers understand the importance of good attendance and engage with family learning opportunities
Pupils eligible for PPG make progress and achieve in line with their peers to meet national expectations.	Pupils eligible for PPG make at least expected progress from their starting point and achieve in line with their peers to meet national expectations. The attainment gap is narrowed between PPG and non- PPG across all year groups.

Planned expenditure						
Academic year: 2020/21						
Activity	Amount allocated to intervention/activity (projected costs)	Summary of intervention/activity	Evidence and rationale for this choice	Intended outcomes: what will it achieve if successful?	Monitoring: when and by whom?	Actual impact: What was actually achieved?
<b>Nurture provision (Nurture team and pastoral team support)</b>		<p>Y1-2 Footsteps. Y3-4-5 Footsteps.</p> <p>Basic learnings skills for Reading, writing and maths are planned for children to access at appropriate level.</p> <p>Afternoon nurture group</p> <p>Social skills development to enable children to be able to integrate with other children in the group and class</p>	<p>Vulnerable pupils are able to access specialist education, when they are unable to access the mainstream as a result of exceptionally low attainment, and/or social and personal issues.</p>	<p>Nurture groups provide a differentiated curriculum for pupils within it. The children within these groups make progress from their starting points as evidenced in Boxall profiles and 'Individual learning journeys'</p> <p>Afternoon nurture supports children's emotional and social needs. Less risk of disruption and exclusion from class.</p>	<p>CLT SENC Class teachers</p>	
<b>Attendance support</b>		<p>The Attendance Officer will be involved with families where attendance falls below 90%.</p>	<p>Improved and consistent attendance will enable improved progress of pupils learning</p>	<p>Disadvantaged pupils will attend school more.</p> <p>Learning opportunities will be maximised.</p> <p>All stable pupils will make at least good progress in learning from previous KS</p>	<p>EWO CLT</p>	

<b>Phonics groups</b>		<p>Yr 1-2 Time for class teacher and support staff to work with Phonics Leader to plan effective interventions for identified disadvantaged pupils to address gaps</p>		<p>Phonics and reading skills are embedded, being used independently and with confidence by pupils.</p> <p>All disadvantaged (especially new to school and more able pupils) make substantial progress</p>	<p>DHT Phonics lead</p>	
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				to pass phonics screening test in Year 1 (or Year 2 if new to school or retaking)		
<b>Writing</b>		<p>Teachers including Newly Qualified, staff in training posts and support staff will develop their practice of the teaching of writing, employing a range of effective strategies.</p> <p>Year group teams to establish writing targets that link directly to their year group writing framework.</p> <p>All teachers to undertake an initial assessment to identify an early writing target.</p> <p>Targets to be reviewed regularly in line with individual pupil progress.</p>		<p>Disadvantaged pupils make substantial progress in W from starting points to achieve in line with or better than other peers.</p> <p>Strengthen the practice of support staff to teach writing effectively.</p> <p>Identify through professional discussions, specific training needs and provide bespoke training and opportunities to share good practice between colleagues.</p>	Writing leads	
<b>Reading</b>		<p>High quality reading texts are available and being used in cross curricular lessons across the school for teachers/ teaching assistants to use in reading times .</p> <p>Enssure access is available to all pupils for Reading Eggs ( additional IPAD access for PPG identified as in need of support).</p>	<p>Engagement in reading increases.</p> <p>Skills linked to new VIPERS approach are developed and applied.</p>	Disadvantaged pupils make substantial progress in R from starting points to achieve in line with or better than other peers.	Reading lead	

<p><b>ICT online learning support</b></p>		<p>Cost of additional IT resources to upgrade equipment and ensure high quality teaching of Computing.</p> <p>Remove barriers to access to ICT to ensure online learning programmes can be used</p>		<p>Enable children who cannot access resources and learning programmes at home, to have access in school.</p> <p>Consolidate and practise skills across reading and maths.</p> <p>Progress for PPG pupil will be at least good from the starting point.</p>	<p>DHT Teaching/ Learning. ICT PPG lead</p>	
<p><b>Curriculum , assessment and intervention resources.</b></p>		<p>Resources will be bought and used to ensure children are able to access the curriculum. These can be things such as pencil grips, writing slopes, different coloured books.</p> <p>Cost of Reading Eggs to support the enjoyment of reading and to use in guided reading lessons so that pupils develop a deep understanding of the text to support learning across all areas of the curriculum (Y1 – 6)</p> <p>Resources for teaching of arithmetic skills and times tables and flexibility in number (My Maths, Times Table Rockstar)</p> <p>Cost of resources and subscription to PIXL to support application of mathematical skills to reasoning problems.</p> <p>Cost of additional resources and training to support the implementation of a cohesive curriculum across all subjects and all phases.</p>	<p>Knowledge and understanding of multiplication table improves.</p> <p>Areas identified as 'gaps' in learning are addressed and taught to ensure all pupils make at least good progress from their starting point.</p>	<p>Disadvantaged pupils will demonstrate improved inference and deduction skills in reading including for the taught key texts at least in line with their peers, particularly at greater depth standard/exceeding.</p> <p>Disadvantaged pupils will demonstrate a wider and deeper understanding of the taught knowledge and skills in writing across the curriculum. Disadvantaged pupils will demonstrate fluency when applying</p>	<p>Reading lead Maths leads</p>	

Cornerstones Curriculum,  
Classroom secrets

**Pastoral team support  
(Social worker, Family support ,  
learning mentors)**

A Learning Mentor/Counsellor provides specialist intervention and support to identified vulnerable pupils.

Family support work with children and families.

BESD Pupils are supported by a behaviour specialist supports class teachers with pupils who make the wrong choices.

Pupils are referred by class teachers or discussed at Weekly Pastoral TAC meetings, including those on CP plans.

Pupils with specific emotional needs and behavioural issues develop social and learning skill to integrate into school life positively.

Pupil 's social and emotional well-being is best supported to enable them to learn and enjoy school

Teaching time in class is maximised as less incidents of disruption

Vulnerable pupils are safeguarded.

Parental engagement improves.

CLT  
Pastoral team

**Gifted and Talented opportunities**

Cost of travel, staff release and involvement of 'The Brilliant Club'.

Register 12 Higher ability children across year 5, 33% Pupil premium. (TPS requirements)

The Brilliant Club requires that at least 55% of pupils registered on the programme fulfil at least one of the following criteria:

- Pupil premium eligible
- No parental history of higher education.
- Deprivation according to postcode

Complete registration of children after gaining parental consent.

Disadvantaged pupils will demonstrate greater confidence and resilience in learning and in relationships with others.

To develop confidence and independence in learning workhops and tasks.

Disadvantaged pupils develop greater awareness of opportunities thrat are open to them in the wider world.

DHT  
Subject lead

<p><b>Clubs and trips</b></p>		<p>Trip and visits across the school including, curriculum visits, and workshops in school. Support for attendance at after school sports clubs to develop skills and sportsmanship.</p> <p>Support for disadvantaged pupils to attend holiday clubs. Places provided at after school clubs for disadvantaged pupils.</p> <p>Children are able to draw on experiences to write from first hand experiences.</p>	<p>Disadvantaged pupils will demonstrate greater confidence and resilience in learning and in relationships with others.</p>	<p>Enrichment opportunities presented to disadvantaged pupils.</p>	<p>PPG lead PE dept</p>	
<p><b>Continuing professional development for all staff</b></p>		<p>Professional development for teachers and teaching assistants to continue to develop/ plan lessons to provide a broad, high quality cohesive curriculum where pupils are able to secure concepts so that knowledge, skills and understanding are retained in pupils' long term memories before applying these to new contexts progressively.</p>	<p>Disadvantaged pupils will demonstrate greater confidence and resilience in learning and in relationships with others.</p>	<p>Outcomes for all pupils including disadvantaged pupils are at least good due to improved subject knowledge of all members of staff.</p>	<p>HT DHT Subject leads</p>	
<p><b>Additional teaching assistant support</b></p>		<p>Support in class for all year groups from LSA's and HLTA's developing focussed reading, writing, and maths interventions. Support for disadvantaged pupils to ensure at least good progress and bring their attainment in line with peers.</p>	<p>Raised self-confidence and independence in learning for targeted pupils.</p>	<p>The percentage of disadvantaged pupils achieving at greater depth is in line with peers. From the starting points, the progress of disadvantaged pupils matches their peers.</p>	<p>HT DHT Phase leads Year leads</p>	
<p><b>Support for parents</b></p>		<p>Workshops for parents and carers of disadvantaged pupils in all phases to develop learning skills. Support given to help parents' to enable them to work with their child at home on key learning skills.</p>	<p>Increase engagement and confidence in parents of disadvantaged pupils in working with their pupils at home.</p>	<p>Outcomes for disadvantaged pupils improve. Pupils, parents and carers to gain knowledge, skills and confidence from attending workshops</p>	<p>Subject leads Year leads Phase leads</p>	



Balance remaining 2019/2020	
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- ARE- Age related expectations
- NA- National Average