



Pupil Premium Strategy Statement for Thameside Primary School

1. Summary information					
School	Thameside Primary School				
Academic Year	2019-20	Total PPG budget for 2019-20	£127,000	Date of most recent PPG Review	Sept 19
Total number of pupils	407	Number of pupils eligible for PPG <i>(including 2 previously LAC)</i>	92	Date for next internal review of this strategy	July 20

2. 2019 KS2 Attainment		
	Pupils eligible for PPG 20 in Y6 2019 (national average)	Pupils not eligible for PPG (national average)
% achieving expected standard for reading, writing and maths combined KS2	50% (51.5%)	60% (70.6%)
% making expected standard in reading KS2	70% (62%)	75% (78%)
% making expected standard in writing KS2	85% (68%)	78% (83%)
% making expected standard in maths KS2	55% (67.5%)	73% (83%)
% making expected standard in SPAG KS2	80% (67%)	75% (82%)

3. Barriers to future attainment (for pupils eligible for PPG)
In-school barriers
There is a significant gap in pupil attainment on entry to our Foundation Stage between pupils in receipt of PPG and others i.e. they are below age related expectation & have on-going poor basic skills
Many children arrive at school with a lack of independence and self-help skills and first require to learn how to learn.
Many children have speech, language and communication difficulties that impacts on progress across the curriculum
Emotional resilience and complex family situations – high level of emotional needs to be met before they can engage fully in learning. These children tend to find it hard to express emotions verbally and require access to emotional literacy support (ELSA) to enable them to feel happy, secure and ready to learn
Attendance amongst those pupils in receipt of PPG is lower than that of their peers. Those children with persistent absence (PA) tend to fall in the PPG group, therefore attendance needs to be closely monitored to ensure pupils can access good quality learning; the school works closely with the Education Welfare Service and a parental engagement working group has been set up to counter this
It is significant that 35% of our pupils in receipt of PPG also have special educational needs (SEND); 59% of our pupils in receipt of PPG are boys; 28% of our pupils in receipt of PPG have recognised SEND and are boys.
Parents of children from the PPG group tend to be less engaged in their child's learning and are less likely to attend parents evening, for example, and a parental engagement working group has been set up to counter this and gaps in oracy skills.
External barriers
Some children have moved house several times and have had many primary schools; they required careful transition with intervention to catch up with their peers
There is a difference of 10 years in life expectancy in men across our catchment area (The Marmot Indicators 2015)
Attendance is lower than other pupils which is a barrier to progress (PPG attendance in 2018-19 was 94.8%; non-PPG was 97.2%).
Impact of family challenges, having an effect on emotional well-being and learning

4. Desired long term outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Close the gap between PPG and non-PPG attainment and progress in all areas of the curriculum, with a particular focus on reading /phonics, writing & maths	Gaps reduced from previous year & PPG children make accelerated progress (monitored through internal and external data)
B.	To increase parental engagement and pupil attendance .	<p>Parents and carers attend parents' evenings, curriculum sharing evenings, workshops and (if applicable) Family Pupil Progress Meetings.</p> <p>Through increased attendance and support at home, children will engage with learning more effectively & make accelerated progress academically</p> <p>In KS2, PPG children will be supported to complete their daily 10 minute reading challenge at home.</p> <p>Parents will feel better able to help their children at home.</p>
C.	Ensure all PPG children's emotional needs have been supported through, for example: social skills, PSHCE lessons, Inside Out Days, Play therapy, Art therapy, ELSA, key lunch worker, key person.	<p>Information from attendance records demonstrates that children are attending regularly</p> <p>Enthusiasm for school / learning is enhanced</p> <p>Bespoke PSHCE curriculum increases children's life chances.</p>
D.	Children have a greater opportunity of experiences	<p>Improved attendance at school and other events</p> <p>In pupil voice opportunities, children speak positively about their learning opportunities that have been enhanced by participation in activities and experiences such as: enrichment sessions, residential visits, Y4 camp, seaside visit in Y2.</p>
E.	To improve Pupil Premium pupils' oracy and language skills	Pupils eligible for PPG funding in years EYFS to Y6 are developing their oracy and language skills through their increasing vocabulary (monitored through progress made throughout the curriculum).

5. Planned expenditure

Academic year

2019-2020

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Higher rates of progress in maths for PP pupils in Key Stages 1 & 2	Quality first teaching	We believe in supporting pupils, particularly those who are disadvantaged, to achieve the highest standards. The importance of daily, focused, quality teaching is key to ensuring that every learner's needs are met.	All staff have been made aware of this group of pupils and the need to further improve their progress and attainment.	Class teachers Maths Lead SEND Lead PPG Lead	Half Termly
	Maths mastery approach, including 'Breaking Barriers' and 'Closing the Gap' interventions	We will provide additional ambitious support to maintain and improve attainment. We will implement and monitor maths interventions, delivered by trained staff, particularly focusing on those PP pupils working well below ARE (Age Related Expectations). In class, PP pupils working below ARE will be targeted for conference marking by the class teacher.	Staff trained by mastery lead and then subsequent monitoring of staff delivering maths interventions, including diagnostic learning walks.	Assessment Lead & phase leaders to monitor progress against NC standards	
	Work watch	Following the successful pilot of 'Work Watch' for PP pupils whose progress was slow / slowing last year, we will continue to deliver this additional support this academic year.	Actions for improvement are discussed and assessed termly by SLT at data collection points.		
			Teaching assistant CPD, including from the maths hub.	Headteacher	
A. Higher rates of progress in reading for PP pupils in Key Stage 1	Quality first teaching, including Accelerated Reader	We believe in supporting pupils, particularly those who are disadvantaged, to achieve the highest standards. The importance of daily, focused, quality teaching is key to ensuring that every learner's needs are met. The school uses the Accelerated Reader programme as studies have shown that it can add 5+ months to the progress made by a child in receipt of the PP grant – it was introduced to the school by the London Excellence Project.	All staff have been made aware of this group of pupils and the need to further improve their progress and attainment.	Class teachers Reading Lead SEND Lead PPG Lead	Half Termly
	Daily phonics	We recognise the need to provide additional phonic support to disadvantaged pupils who are not working at the expected standard. We will therefore ensure that these children practise sound cards during 1:1 reading sessions and their daily phonic	All staff trained either by phonics lead or LA English leader, model lessons are used to support staff either new to phonics or when staff	Assessment Lead & phase leaders to monitor progress against NC standards	




	<p>Daily reading</p> <p>Guided reading (when ready)</p>	<p>sessions are delivered in small group sizes.</p> <p>We recognise the need to provide additional reading to support disadvantaged pupils who are not reading at the expected standard. We will therefore ensure that these children are heard to read daily at school.</p> <p>We will identify those PP pupils that have the potential to reach higher standards, demonstrating high aspirations and ensuring they are given the focus they need to achieve the higher standards. These children will be placed into a guided reading group as soon as they are ready.</p>	<p>move groups, adults move groups every short term to ensure that all class teachers teach all pupils, half termly phonic assessments ensure children not making progress are quickly identified and further intervention is put in place.</p> <p>Organise timetable to ensure all identified PP pupils working below ARE receive daily reading support. Monitored at Pupil Progress meetings, timetables monitored by phase leader.</p> <p>Guided Reading CPD for all staff.</p>		
<p>A. Higher rates of progress in reading for PP pupils in Key Stage 2</p>	<p>Quality first teaching, including Accelerated Reader</p> <p>Daily reading</p> <p>Guided reading</p> <p>Paired reading</p>	<p>We believe in supporting pupils, particularly those who are disadvantaged, to achieve the highest standards. The importance of daily, focused, quality teaching is key to ensuring that every learner's needs are met. The school uses the Accelerated Reader programme as studies have shown that it can add 5+ months to the progress made by a child in receipt of the PP grant – it was introduced to the school by the London Excellence Project.</p> <p>We recognise the need to provide additional reading to support disadvantaged pupils who are not reading at the expected standard. We will therefore ensure that these children are heard to read daily at school.</p> <p>We will provide additional, ambitious support to maintain and improve attainment. We will implement and monitor guided reading, delivered by highly qualified staff, particularly focusing on PP pupils working below ARE.</p> <p>Paired Reading has been selected using evidence of effectiveness from the EEF (Education Endowment Fund) who complete action research on interventions used in schools.</p>	<p>All staff have been made aware of this group of pupils and the need to further improve their progress and attainment.</p> <p>Organise timetable to ensure all identified PP pupils working below ARE receive daily reading support. Monitored at Pupil Progress meetings.</p> <p>Headteacher trains staff on Paired Reading approach</p> <p>Guided Reading CPD for all staff.</p>	<p>Class teachers Reading Lead SEND Lead PPG Lead</p> <p>Assessment Lead & phase leaders to monitor progress against NC standards</p>	<p>Half Termly</p>

<p>A. Higher rates of progress in writing for PP pupils in Key Stage 1</p>	<p>Quality first teaching, including Accelerated Reader</p> <p>Talk4Writing</p> <p>Shared writing</p> <p>Conference marking</p> <p>Use of high quality texts</p> <p>Work Watch</p>	<p>We believe in supporting pupils, particularly those who are disadvantaged, to achieve the highest standards. The importance of daily, focused, quality teaching is key to ensuring that every learner's needs are met.</p> <p>We will provide additional ambitious support to maintain and improve attainment. We will implement and monitor writing interventions, delivered by trained staff, particularly focusing on those PP pupils working below ARE (Age Related Expectations). In class, PP pupils working below ARE will be targeted for questioning and conference marking by the class teacher.</p> <p>Following the successful pilot of 'Work Watch' for PP pupils whose progress was slow / slowing last year, we will continue to deliver this additional support this academic year.</p>	<p>All staff have been made aware of this group of pupils and the need to further improve their progress and attainment.</p> <p>Staff trained by Writing lead and then subsequent monitoring of staff delivering writing interventions, including diagnostic learning walks.</p> <p>Actions for improvement are discussed and assessed termly by SLT at data collection points.</p> <p>Teaching assistant CPD, including from the maths hub.</p>	<p>Class teachers</p> <p>Writing Lead</p> <p>SEND Lead</p> <p>PPG Lead</p> <p>Assessment Lead & phase leaders to monitor progress against NC standards</p>	<p>Half Termly</p>
<p>A. Higher rates of progress in writing for PP pupils in Key Stage 2</p>	<p>Quality first teaching, including</p> <p>Talk4Writing</p> <p>Shared writing</p> <p>Conference marking</p> <p>Use of high quality texts</p> <p>Paired writing</p> <p>Work Watch</p>	<p>We believe in supporting pupils, particularly those who are disadvantaged, to achieve the highest standards. The importance of daily, focused, quality teaching is key to ensuring that every learner's needs are met.</p> <p>We will provide additional ambitious support to maintain and improve attainment. We will implement and monitor writing interventions, delivered by trained staff, particularly focusing on those PP pupils working below ARE (Age Related Expectations). In class, PP pupils working below ARE will be targeted for questioning and conference marking by the class teacher.</p> <p>Following the successful pilot of 'Work Watch' for PP pupils whose progress was slow / slowing last year, we will continue to deliver this additional support this academic year.</p>	<p>All staff have been made aware of this group of pupils and the need to further improve their progress and attainment.</p> <p>CPD opportunities for all staff including planning support from the Deputy.</p> <p>Actions for improvement are discussed and assessed termly by SLT at data collection points.</p>	<p>Class teachers</p> <p>Writing Lead</p> <p>SEND Lead</p> <p>PPG Lead</p> <p>Assessment Lead & phase leaders to monitor progress against NC standards</p>	<p>Half Termly</p>
<p>A. Higher rates of progress in reading, writing and maths for PP pupils that have the potential to reach the higher standards at the end of Key Stages</p>	<p>Quality first teaching.</p> <p>Early identification</p>	<p>We believe in supporting pupils, particularly those who are disadvantaged, to achieve the highest standards. The importance of daily, focused, quality teaching is key to ensuring that every learner's needs are met.</p> <p>We will identify those PP pupils that have the potential to reach higher standards, demonstrating high aspirations and ensuring they are given the focus they need to achieve the higher standards.</p>	<p>All staff have been made aware of this group of pupils and the need to further improve their progress and attainment.</p> <p>Any underachieving PP HA pupils are highlighted as 'underlined purple' children for discussion at termly Pupil Progress meetings.</p>	<p>Class teachers</p> <p>Assessment Lead</p> <p>SLT</p> <p>PPG lead</p>	<p>At each assessment point</p>

1 and 2.	Parental engagement	At either Family Progress Meetings or Parent-Teacher consultations, we will ensure parents are informed about their child's potential to reach the higher standards so that they are encouraged to attend school and engage with their learning at home.			
B. To increase parental engagement and pupil attendance .	<p>More accessible parent workshops with child care options</p> <p>Close tracking of pupils whose attendance is below 95% and increased communication with parents.</p> <p>Pupils with poor previous attendance are highlighted in green in registers.</p>	<p>The implications surrounding child care and evening workshops can mean that families, particularly those who are disadvantaged, are not in a place to engage.</p> <p>Following recommendations from the EEF Parental Engagement Toolkit, the school started sending out termly attendance letters from Easter 2019. Alongside regular features in the school newsletter, this approach has raised the profile of attendance.</p> <p>Teachers ensure that they monitor the attendance of these children closely and ensure that they give them a 'big' welcome to school in the mornings.</p>	<p>The attendance gap between PPG and non-PPG pupils will be monitored half termly to ensure that it is closing.</p> <p>The school analyses attendance trends and this is reported to Governors.</p> <p>With the support of the EWO, we target pupils that are falling below others. Therefore, working alongside families plans for improvement are put into place.</p>	<p>Headteacher PPG lead</p> <p>Education Welfare Officer (EWO)</p>	Weekly
C. Ensure all PPG children's emotional needs are being supported.	<p>Bespoke PSHCE curriculum increases children's life chances.</p> <p>Therapeutic approach to behaviour management</p>	<p>We believe that emotional, interpersonal and intrapersonal intelligence are linked to and support academic learning. Through our PSCHE curriculum we aim to raise aspirations and improve the life chances, particularly of the PP children. Our bespoke PSCHE curriculum provides our pupils with a 'toolkit' of practical skills and activities that will enable to them to reduce stress, find focus and increase confidence.</p> <p>This is the approach that has been adopted by Brighter Futures for Children and is being launched across Reading schools. Its philosophy is that negative feelings lead to anti-social behaviour and that staff need to be made aware of Adverse Childhood Experiences (ACEs) that may be impacting on a child's performance at school. It is statistically more likely for PP pupils to have encountered more ACEs than non-PP.</p>	<p>Information from attendance records demonstrates that children are attending regularly.</p> <p>Planning and delivery of PSCHE lessons monitored by subject lead and Deputy head.</p> <p>Therapeutic behaviour training delivered to all staff. Approach monitored by Headteacher and SLT.</p>	<p>Headteacher PSCHE lead PPG lead</p> <p>Therapeutic behaviour leads</p>	


<p>D. Children have a greater opportunity of experiences</p>	<p>New curriculum planning that places great emphasis on Credibility Creativity Coherence Compassion Community</p>	<p>Through our curriculum we provide the opportunity for pupils to develop and embed in their memories the knowledge, skills, understanding and vocabulary that will enrich their experience in all subject areas. PP children are given financial support to enable them to take part in activities which enrich their life experiences such as the Year 4 camp and RYG residential trip. Financial support is also provided for trips that support the curriculum learning and PP children are targeted to take part in other enrichments such as Science workshops at Reading Girls school, sporting events and Raising Aspirations Workshops at Reading School</p>	<p>All staff have been made aware of this group of pupils and the need to further improve their progress and attainment.</p>	<p>Class teachers, PPG lead</p>	
<p>E. To improve Pupil Premium pupils' oracy and language skills</p>	<p>Quality first teaching</p> <p>Vocabulary journals</p> <p>Scrap store</p>	<p>We believe in supporting pupils, particularly those who are disadvantaged, to achieve the highest standards. The importance of daily, focused, quality teaching is key to ensuring that every learner's needs are met.</p> <p>Alongside the use of vocabulary journals to record the explicit learning of words in guided reading lessons, our Oracy Working Party will further develop strategies for improving the explicit teaching of oracy and language skills in the classroom. School 21 resources will be used to ensure children are both learning <u>to</u> talk and learning <u>through</u> talk.</p> <p>The Scrap Store actively encourages 'free play' and stimulates the children's creativity and imagination, this gives children the opportunity to express themselves effectively showing awareness of listeners need.</p>	<p>Vocabulary journals and pupil voice monitoring of PP pupils, for example, will allow us to monitor the progress of pupils' language development.</p> <p>All lunchtime support staff and the Deputy have</p>	<p>Oracy working party</p> <p>Reading lead PPG lead Assessment lead</p>	

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Higher rates of progress and attainment in maths for PP pupils in Year 6	Maths Club (Year 6)	Additional support will be provided by a maths mastery specialist teacher for those children in Year 6, especially those in receipt of PPG, who are working below ARE. This club will be run on a weekly basis and aims to support the learning happening in the classroom.	Implemented by a mastery specialist teacher. Monitored by maths lead.	Headteacher & maths lead	Termly
A. Higher rates of progress and attainment in reading for PP pupils in Year 6	Reading Club (Year 6)	Additional support will be provided by a highly trained teacher for those children in Year 6, especially those in receipt of PPG, who are working below ARE. This club will be run on a weekly basis and aims to support accelerated progress through the reading framework.	Implemented by an experienced teacher. Monitored by reading lead.	Headteacher & reading lead	Termly
A. Higher rates of progress and attainment in writing for PP pupils in Year 6	Slow Writing intervention (Year 6)	Additional support will be provided by a highly trained teacher for those children in Year 6, especially those in receipt of PPG, who are working below ARE. This will run on a weekly basis and aims to support accelerated progress.	Year 6 class teachers have identified this group of pupils and the need to further improve their progress and attainment. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. The actions for improvement are discussed, and assessed using data, termly at senior leader and middle leader meetings.	Deputy Headteacher	Termly
A. PPG children who are not making required progress are identified and the gaps in their learning are addressed through conferencing	Deployment of teaching time e.g. teachers to focus on target PPG chn in conferencing. Also: TA time, DHT/AHT intervention groups	Information from tracking pupil's attainment and progress will allow for impactful intervention. EEF research has proven that purposeful, focused, high quality and immediate feedback has a high impact on raising attainment. Feedback <small>High impact for very low cost, based on moderate evidence.</small>   	Regular pupil progress meetings, Team Development Days, core subject timeline monitoring opportunities by Head teacher and SLT. Conferencing overseen by PPG lead (who is also the writing leader)	Head teacher, PPG Lead (who is also writing leader) Assistant head	Half termly

B. To increase parental engagement and pupil attendance	Education Welfare Support	We buy into the Education Welfare Service in order to support pupils in receipt of PP with poor attendance, and their families. ___% of the PP pupils who were supported by the EWO in 2018-19 showed improved attendance.	Improved rates of attendance for pupils in receipt of PP with less than 95% attendance rate.	EWO Head teacher PPG lead	As required
C. Ensure all PPG children's emotional needs are being supported.	Positive play and Reflection Lunches	We recognise that some pupils can find lunchtimes particularly difficult and therefore we pay staff to run positive play for invited children. Reflection is used to support our therapeutic approach and also to ensure that all children have a positive lunchtime experience e.g 20:20:20	Invites to positive play are monitored at SEND reviews, few behaviour incidences at lunchtimes	SENC, Headteacher	SEND reviews
D. All PPG children have opportunities to experience a wide variety of activities, including outdoor learning, sport, clubs and visits	Track the engagement of PPG children in the activities offered by the school and ensure that there are no barriers to this e.g. cost Tracked by teachers using class PPG Toolkits	To ensure that PPG children have the same chances in life, we need to ensure that they have a love of school and learning and that they experience a wide range of activities. This is aimed to finding activities that they can excel at, take pride in and develop a sense of achievement.	Gather data from school clubs, PE leader and class teachers. Follow up any children who are not accessing these opportunities with meetings with the families to see how the school can help.	Head teacher and PPG lead	On-going (but reviewed annually)
E. To improve Pupil Premium pupils' oracy and language skills	Speech and language support	We buy into Speech and Language Therapy services in order to support identified pupils with speech and language needs. This is through direct support to individual pupils, assessment of individual pupil's needs and training of key staff to deliver interventions. For pupils without an EHCP this training is usually given to a SEND TA who then delivers their therapy programme on a weekly basis. The SEND TA also works with children who have been recently discharged from the SALT to ensure they have the necessary language to support learning.	Organise timetable for staff to deliver interventions. Discussed at Pupil Progress Meetings and SEND reviews.	Inclusion manager PPG lead	Termly

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Higher rates of progress in reading, writing and maths for PP pupils.	Homework Club	We recognise that some parents find it difficult to support their child's learning at home due to a range of factors. We therefore employ 2 experienced TAs for 1 hour a week to provide a Homework Club for these identified pupils. The priority is for pupils to complete any Own-work that they have been set and practice skills in core subject areas.	TA wages paid out of PP budget, not sought on a voluntary basis. Club register kept. Engage with parents before and after club.	PPG lead	Termly or as required
B. Attendance and parental engagement of PPG families are improved	DHT and AHT to lead Family Progress Meetings (FPMs) for children in KS2	Working party and data analysis has identified the children who have persistent low attendance combined with reduced parental engagement (or those who need to feel more positively about coming to school). The strategy of FPMs was successfully piloted in 2017-18.	FPM record sheet to complete at meetings, including data tracking. Records passed to class teacher. Sessions run by upper senior leadership staff.	DHT and AHT (overseen by Headteacher)	Ongoing
B. Strategies to support PPG children are shared and developed by our parental engagement & attendance working party	Working party to lead initiatives to support the teaching, learning and engagement of PPG pupils across the school e.g. School 21 oracy strategies and to research the role of a FLO (Family Liaison Officer)	Collaborative working and external CPD has highlighted a variety of approaches and examples of best practice to support PPG pupils to make accelerated progress and close the gap e.g. oracy. The working party is a way to share that practice and improve Thameside's own interventions. Oral language interventions <small>Moderate impact for very low cost, based on extensive evidence.</small> 	Regular working party meetings including minutes to track impact of initiatives.	DHT and working party	Each big term
B. Raise aspirations & expectations of children and their families	Run an Aspiration Afternoon in the spring term for all children across the school, using parents and adults in our community to inspire	Making children (and families) aware of different career paths they might take, to build future aspirations.	Children benefit from careers talks which take place during Aspiration Afternoon, visits to other educational settings and visits from professionals to enhance their learning experiences in lessons e.g. science.	AHT and working party	Ongoing (but reviewed annually)

B & C. To increase parental engagement and emotional needs of pupils	Parenting Classes at Thameside	We recognise that some parents may benefit from additional support to improve their parenting skills and to have a safe space to talk. Following training on Triple P parenting course one of our experienced TAs will be setting up parenting classes for select parents to attend.	Parenting classes will help build positive relationships with school and allow parents to improve their parenting skills thus benefiting the child.	SR	At the end of each course
C & D. To support the emotional needs of identified PP pupils and ensure a greater opportunity of experiences	Play & Art Therapy Inside out Days ELSA Key lunch workers Social Skills Drawing & Talking	We have invested in a trained Play Therapist and an Art Therapist to provide additional support to identified pupils to improve their emotional well-being and therefore develop confidence in themselves. We have a member of staff who is a trained ELSA who supports children with emotional needs and social skills and we allocate specific children a key worker at lunchtime. A TA has been trained in Drawing & Talking so that she is able to further support children's emotional well-being through 1:1 support	Children benefit from emotional support/therapy	SENCO	Ongoing
D.To fund additional curriculum provision for PP pupils in order to provide them with the same enriched learning opportunities as their non-PP peers.	School trips Y4 camp Y6 residential Bikeability	93% of the Y4 pupils in receipt of PP funding attended the school camp in 18/19. 80% of the Y6 pupils in receipt of PP funding attended the residential to Wales in 18/19. We recognise that some pupils do not wish to attend Bikeability sessions due to not having a suitable bike / or helmet. We therefore ensure that their parents are aware that the school will fund the Bikeability sessions, and that suitable bikes and helmets can be provided if necessary.	Letters distributed clearly state that the cost of the camp and the residential will be met by the school. For both residential, parents/carers are telephoned and supported to complete relevant paperwork. Letters distributed clearly state that for pupils in receipt of PP the cost of Y5 and Y6 Bikeability will be met by the school. Parents / carers of PP pupils are telephoned if they do not return the relevant paperwork	Year 4 & 6 Headteacher	January & May Ongoing
D.To fund Extended Schools Provision for PP pupils in order to provide them with the same enriched learning opportunities as their non-PP peers.	Breakfast Club Aftercare Places in Extended Schools Clubs	We recognise that sometimes that children can benefit from breakfast club or aftercare and therefore we use the PPG funding to provide spaces to offer respite for families as necessary. With the support of Tesco FoodShare we provide a Ready2Learn Breakfast club 2 days a week which targets PPG children. The aim of the breakfast club is to ensure the children have a positive start and breakfast so that they are ready to begin the day. We recognise that children benefit from attending after school clubs. Parents/carers of pupils in receipt of PP are targeted through discussions with pupils and their families.	Attendance at breakfast club/aftercare is monitored Invitations are sent to children and parents inviting them to attend the Ready2Learn breakfast club, reminder texts are sent each week, follow up conversation takes place if children do not attend	Aftercare manager, class teachers Deputy Headteacher	Ongoing

6. Review of previous expenditure			
Previous Academic Year (2018-19)		2018-19 (£133,620 allocated)	Number of eligible pupils: 97/411 (24%)
i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)
Teachers have clear data and responsibility for tracking and improving the progress of PPG children	Continued development of pupil tracking system, training for staff and data sharing. Use of Accelerated Reader in KS2 to inform assessment judgments in reading. Use of WRH progress tests to inform judgements in maths. Use of cold and hot tasks to inform judgements in writing and monitor progress.	Through careful pupil tracking and pupil progress meetings successful interventions have been put in place to ensure that PPG children make good progress. 70% of PPG children achieved the expected standard or above in Reading compared to 59% the previous year. 80% of PPG children achieved the expected standard in SPaG compared to 47%. 55% of PPG children achieved the expected standard in maths this is a significant improved from the previous year where only 28% of PPG children achieved the expected standard or above.	Continue to develop pupil tracking particularly for teachers who are new to the school.
Teachers have a greater understanding of maths mastery teaching and how to engage PPG children in their learning	Training & continuing Professional development / links with Maths Hub / Teacher research groups (internal and external) Teaching and learning support from our maths mastery lead teacher: SG	Gaps are closing at Thameside for PPG pupils meeting age related expectations at the end of KS2. However, our figures are still behind national.	We are in the midst of our maths mastery journey and are starting to see the impact of the approach. A renewed approach to maths interventions (Breaking Barriers) from September 2019 to ensure that they are ambitious for all children, especially those which are disadvantaged.
All pupils access quality first teaching	Continuing professional development / training for all staff, with a focus this year on metacognition and self-regulation (i.e. learning to learn).	Discussion documents for parent-teacher meetings focus on learning behaviours and our therapeutic approach to behaviour has supported PPG pupils, in particular, to self-regulate. A lunchtime group called Reflection has ensured specific PPG children are ready to learn in the afternoons.	We will continue to include training on growth mind-set in our induction for new staff. Children will be encouraged – especially those in receipt of PPG – to reflect upon their learning and their behaviour. Pupil voice in maths of pupils in receipt of PPG has shown that they still find it difficult to both make and learn from their mistakes so work will continue on this next academic year.

ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)
PPG children who are not making required progress are identified and the gaps in their learning are addressed through conferencing	<p>Deployment of teaching time e.g. teachers to focus on target PPG chn in conferencing.</p> <p>Also: TA time, DHT/AHT intervention groups</p>	PPG children who are not making expected progress are quickly identified at each assessment point and through intervention groups and targeted conferencing gaps in their learning have begun to be addressed.	Continue to use pupil progress meetings to identify target PPG children who are not making the expected progress.
All PPG children have opportunities to experience a wide variety of activities, including outdoor learning, sport, clubs and visits	<p>Track the engagement of PPG children in the activities offered by the school and ensure that there are no barriers to this e.g. cost</p> <p>Tracked by teachers using class PPG Toolkits</p>	<p>Only 1 PPG child didn't attend the Year 4 camp and 5 out of 20 PPG children didn't take part in the Year 6 trip to RYG.</p> <p>ALL PPG children in Key Stage 2 took part in at least one sporting event throughout the year.</p>	<p>Approaching parents directly about the Year 4 camp and trip to RYG encouraged a greater uptake. The PPG children who did not take part in these activities chose not to for varying other reasons.</p> <p>Investigate how we can track more accurately which PPG children attend which after school activities.</p>

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PPG, if appropriate.	Lessons learned (and whether you will continue with this approach)
Attendance and parental engagement of PPG families are improved	DHT and AHT to lead Family Progress Meetings (FPMs) for children in KS2	<p>PPG attendance is good FS 94%, Y1 64%, Y2 96%, Y3 96%, Y4 97%, Y5 96%, Y6 96%</p> <p>Children and families involved in FPMs have developed more positive relationships with school, parents have become more engaged in child's learning and this has had a positive impact on the progress they have made</p>	<p>Continue to monitor the attendance of PP children</p> <p>Increase the number of children who have FPMs to 10. Continue to monitor the impact on learning. DHT and AHT to lead meetings.</p>
Strategies to support PPG children are shared and developed by our parental engagement working party	Working party to lead initiatives to support the teaching, learning and engagement of PPG pupils across the school e.g. School 21 oracy strategies and to research the role of a FLO (Family Liaison Officer)	<p>Through the working party best practice to support PPG pupil to make accelerated progress and close the gap have been implemented e.g oracy</p> <p>A TA has attended training in the triple P parenting program so that she will be able to deliver it the forthcoming year.</p>	<p>Continue to work with the working party to further develop parental engagement</p> <p>Ensure there is provision for parenting program to run one afternoon a week</p>
Raise aspirations & expectations of children and their families	Run an Aspiration Afternoon in the spring term for all children across the school, using parents and adults in our community to inspire	Aspiration Afternoon was really successful in getting the PPG children to begin to build future aspirations	PPG children have been inspired by the careers talk continue to hold Aspiration Afternoon in the Spring term – also ensure lessons in the PSICHE curriculum focus on the different pathways to a chosen career