



Pupil premium strategy statement 2020

School overview

Metric	Data
School name	Thameside Primary School
Pupils in school	396 (July 2020)
Proportion of disadvantaged pupils	21.5%
Number of disadvantaged pupils	85
Pupil premium allocation this academic year	£127,000
Academic year or years covered by statement	2019-21
Publish date	September 2020
Review date	September 2021
Statement authorised by	Sophie Greenaway
Pupil premium lead	Ingrid Burton
Governor lead	Alison Harwood

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	NA due to Covid lockdown
Writing	NA due to Covid lockdown
Maths	NA due to Covid lockdown

Disadvantaged pupil performance overview for last academic year

Measure	Score	Difference from 2018-19
Reading	All pupils (expected standard +)	88%
	Meeting expected standard+ at KS2	73%
	Achieving high standard at KS2	18%
Writing	All pupils (expected standard +)	79%
	Meeting expected standard+ at KS2	54%
	Achieving high standard at KS2	9%
Maths	All pupils (expected standard +)	89%
	Meeting expected standard+ at KS2	73%
	Achieving high standard at KS2	9%

In-school barriers

<p>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</p>
<p>Many children arrive at school with a lack of independence and self-help skills and first require to learn how to learn.</p>
<p>Many children have speech, language and communication difficulties that impacts on progress across the curriculum</p>
<p>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. This is even more of a barrier since Covid-19 school closures meant that many children had different – often challenging – experiences during lockdown despite the school’s best efforts to maintain regular contact and invitations for our most vulnerable children to learn on site.</p>
<p>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</p>
<p>It is significant that 39% of our pupils in receipt of PPG also have special educational needs (SEND); 57% of our pupils in receipt of PPG are boys; 29% of our pupils in receipt of PPG have recognised SEND and are boys.</p>
<p>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.</p>

External barriers

<p>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</p>
<p>There is a difference of 10 years in life expectancy in men across our catchment area (The Marmot Indicators 2015)</p>
<p>Attendance is lower than other pupils which is a barrier to progress (PPG attendance in 2019-20 up until the point of school closure was 93%; non-PPG was 97.5%).</p>
<p>Impact of family challenges, having an effect on emotional well-being and learning</p>
<p>Specifically. the impact of Covid-19 school closures on families and pupils with regards to their wellbeing and education. Experiences for children have been varied during this time and some children are requiring far more support on return to school following the trauma they have experienced during this challenging time.</p> <p>As a result, our pupil premium strategy for 20-21 needs to prioritise emotional wellbeing.</p>

Strategy aims for disadvantaged pupils for 2020-21

Measure	Activity
Aim 1	Ensure the individual emotional needs of disadvantaged pupils are being effectively supported.
Aim 2	Disadvantaged pupils make accelerated progress in phonics with the aspiration that they all pass their phonics screening
Aim 3	Gaps identified in learning by class teachers for disadvantaged pupils are closed through effective interventions e.g. tutoring, Y6 clubs, phonics, 1:1 reading
Aim 4	Disadvantaged pupils in EYFS to have the communication, language and oracy skills to enable them to fully access and engage in the whole curriculum
Total Projected spending	£40,201

Teaching priorities for academic year 2020-21

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 21
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	Sept 21
Phonics	Achieve national average expected standard in PSC	Sept 21
Other	Improve attendance of disadvantaged pupils to be in line with that of non-disadvantaged pupils	Sept 21

Phonics specific priorities for academic year 2020-21

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively
Priority 2	Disadvantaged pupils have phonics interventions as part of their 1:1 reading lessons
Priority 3	Pupils in Year 2 have phonics lessons in the Autumn Term to ensure they are secure on their letters and sounds (due to lockdown)
Projected spending	£330 (Phonics Tracker) RWI £684.10 Literacy Shed (EdShed) £234 Total: £1,248

Targeted academic support for academic year 2020-21

Measure	Activity
Priority 1	Establish small group maths and reading interventions with a tutor (or HT in Y6) for disadvantaged pupils falling behind age-related expectations
Priority 2	Ensure that staff prioritise disadvantaged pupils in writing lessons with high quality conferencing (Teaching WALKTHRU's)
Priority 3	Short burst maths interventions in an identified area of weakness using new NCETM / DfE resources
Priority 3	Use of the 'ESSENTIALspelling' programme in Years 3 and 4 ensures that disadvantaged pupils are able to produce better quality writing through focusing on content rather than secretarial skills
Projected spending: £32,000	

Wider strategies for academic year 20-21

Measure	Activity
Priority 1	Staff are equipped to better support the emotional needs and wellbeing of disadvantaged pupils following behaviour training, focusing on trauma, attachment and values.
Priority 2	Emotional wellbeing and self-esteem of disadvantaged pupils is prioritised through opportunities to experience a wide variety of activities, including RYG and school camp.
Priority 3	Alongside embedding the use of Word Aware, the communication and language (C&L) project in EYFS effectively focuses on improving the C&L skills and vocabulary of disadvantaged pupils so that this is not a barrier to their learning.
Projected spending	INSET: £1,000 RYG £4'032 Yr 4 Camp (Current year 5) £280 (8 PPG children) Yr 4 Camp (Current year 4) £525 (15 PPG children) Yr 4 Swimming £225 (15 PPG children) Yr 3 Swimming - £210 (14 PPG children) Yr 5 Trip Marwell Zoo - £80.00 (8 PPG children) FS Trip - £260 (13 PPG children) Yr 4 Ashmolean Trip £115 (15 PPG children) Yr 2 West Wittering Trip £150 (10 PPG children) Yr 1 & 2 Zoolab £76 (19 PPG children)
	Total: £6,953

Monitoring and Implementation for academic year 20-21

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional support being provided by senior leaders in Team Development days, for example
Targeted support	Ensuring enough time for school tutor and members of SLT to carryout interventions	Timetable carefully planned by Pupil Premium Lead for the tutor and Headteacher for Y6 clubs
Wider strategies	Engaging the families facing most challenges	Working closely with the LA e.g. Lead of Therapeutic Thinking and other local schools in our partnership

Review 2019-20: last year's aims and outcomes

Aim	Outcome
<p>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</p>	<p>Steady improvement in disadvantaged pupil progress from 2018-19 to 2019-20 in reading and maths.</p> <p>Writing was less successful and will be a priority subject across the school for PPG pupils – see SDP for specific strategies.</p> <p>Work watch was valued by the children – showing their work regularly to a member of SLT motivated them to make accelerated progress.</p> <p>Phonics teaching was rigorous, consistent and supported 1:1 reading sessions and children made good progress as a result. Both lessons seen and the leadership of phonics were celebrated by Ofsted.</p>
<p>To increase parental engagement and pupil attendance.</p>	<p>More interaction between hard to reach and vulnerable families throughout school closure has meant that their parental engagement has increased and better parent-school partnerships have formed going into 2020-21.</p> <p>Working party and member of staff working in FEW (Family Engagement Worker) role supported families to attend school more regularly and maintain good communication levels and positive relationships.</p>
<p>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>	<p>Prior to school closure, the school took disadvantaged children on Insideout days and Insideout resources were well used during lockdown and on return to school. The high profile of PSHCE lessons was maintained by the subject lead to ensure pupils had access to good quality lessons and regular opportunities to voice their worries. The success of our bespoke PSCHE curriculum to address the external barriers disadvantaged pupils face was validated by Ofsted in November. Play therapy for some children was maintained through lockdown and the ELSA support was there throughout the academic year both online and in person. Feedback from parents/pupils with regards to ELSA support was very positive.</p> <p>To prepare staff on how to best support the reintegration of pupils following school closure, CPD/guidance was delivered on reintegration, behaviour and safeguarding.</p>
<p>Children have a greater opportunity of experiences</p>	<p>Before school closures, Year 6 disadvantaged children were supported financially to participate in our Year 6 residential to RYG. Year 4 disadvantaged children were to be supported to attend our on-site camp (which has been moved to Autumn term 2020 so that they still have this experience). Nature school and participation in PE events meant that attendance was improving for our harder to reach families.</p> <p>Curriculum planning had greater emphasis on Credibility Creativity Coherence Compassion and Community.</p>
<p>To improve Pupil Premium pupils' oracy and language skills</p>	<p>Improvement in reading attainment in Y6 shows that the language skills and vocabulary knowledge are widening. In school monitoring showed that teachers are making oracy a priority in the classroom.</p> <p>Vocabulary journals were being used consistently and effectively.</p> <p>Scrap store was encouraging free play, creativity, talk and imagination.</p>