



# Pupil premium strategy statement 2021

## School overview

Metric	Data
School name	Thameside Primary School
Number of Primary pupils on roll	393 (October 2020 Census)
Percentage of Primary pupils eligible for the Deprivation Pupil Premium	22.65%
Number of Primary pupils eligible for the Deprivation Pupil Premium	89
Pupil premium allocation this academic year	£119,705.00
Academic year or years covered by statement	2020-21
Publish date	September 2021
Review date	September 2022
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
<b>Reading</b>	All pupils (expected standard +)	82%
	Meeting expected standard+ at KS2	57%
	Achieving high standard at KS2	7%
<b>Writing</b>	All pupils (expected standard +)	62%
	Meeting expected standard+ at KS2	43%
	Achieving high standard at KS2	7%
<b>Maths</b>	All pupils (expected standard +)	75%
	Meeting expected standard+ at KS2	50%
	Achieving high standard at KS2	0%

## 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 &amp; 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 has been exacerbated and is even more of a barrier since Covid-19 school closures meant that many children had different – often challenging – experiences during the Spring term 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 in 2020-21. Looking forward to 2021-22, we have a new Family Hub on site which is led by our own Emotional, Behaviour, Well-being, Welfare Officer who will support families in a range of ways, including engagement with school and attendance.</p>
<p>It is significant that 42% of our pupils in receipt of PPG also have special educational needs (SEND); 42% (13 children) of our children with EHCPs are also in receipt of PPG. 57% of our pupils in receipt of PPG are boys; 28% of our pupils in receipt of PPG have recognised SEND <u>and</u> 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 worked hard this academic year 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>Some children have had sustained lengths of time out of school due (during lockdown and afterwards) to parental reluctance to send their children to school due to concerns and anxieties surrounding Covid. The Education Welfare Officer supported us in these instances.</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 2020-21 up was 88%; non-PPG was 97%).</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. As a result, our pupil premium strategy for 20-21 prioritised emotional wellbeing.</p>

## Strategy aims for disadvantaged pupils for 2021-22

Measure	Activity
Aim 1	Ensure the individual emotional and academic 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 for disadvantaged pupils are closed through effective scaffolding-up in writing and maths lessons.
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
<b>Total Projected spending</b>	<b>£ 28,207</b>

## Teaching priorities for academic year 2021-22

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	Sept 22
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	Sept 22
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)	Sept 22
Phonics	Achieve national average expected standard in PSC	Sept 22
Other	Improve attendance of disadvantaged pupils to be in line with that of non-disadvantaged pupils	Sept 22

## Phonics specific priorities for academic year 2021-22

We aim to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

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 <b>Total: £1,248</b>

## Targeted academic support for academic year 2021-22

Measure	Activity
Priority 1	Establish small group maths and reading interventions with our catch-up tutor for disadvantaged pupils falling behind age-related expectations
Priority 2	Ensure that staff prioritise disadvantaged pupils in writing and maths lessons with high quality conferencing and scaffolding-up (Teaching WALKTHRU's & Scaffolding-up INSET)
Priority 3	Breaking Barriers intervention to work effectively within KS2 Maths lessons to support disadvantaged pupils at risk of falling behind age-related expectations
'Barriers to learning' that these priorities addressed	Confidence in maths of lowest 20% Encouraging wider reading and reading for pleasure with catch-up tutor
<b>Projected spending:</b>	Cost for Catch-up Tutor for 2021-22 (1 ½ days a week): £8,378 (Sept 21 to Feb 22) Teaching WalkThrus CPD pack Subscription: £350 <b>Total: £8,728</b>
<b>Evidence Base:</b>	<div style="border: 1px solid orange; padding: 5px; margin-bottom: 5px;"> <p><b>One to one tuition</b> <span style="float: right;">££££££</span> <span style="float: right;">🔒🔒🔒🔒🔒</span> <span style="float: right; background-color: orange; color: white; border-radius: 50%; padding: 2px 5px;">+5</span></p> <p>Moderate impact for high cost, based on extensive evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/</a></p> </div> <div style="border: 1px solid orange; padding: 5px; margin-bottom: 5px;"> <p><b>Feedback</b> <span style="float: right;">££££££</span> <span style="float: right;">🔒🔒🔒🔒🔒</span> <span style="float: right; background-color: orange; color: white; border-radius: 50%; padding: 2px 5px;">+8</span></p> <p>High impact for very low cost, based on moderate evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</a></p> </div> <div style="border: 1px solid orange; padding: 5px;"> <p><b>Mastery learning</b> <span style="float: right;">££££££</span> <span style="float: right;">🔒🔒🔒🔒🔒</span> <span style="float: right; background-color: orange; color: white; border-radius: 50%; padding: 2px 5px;">+5</span></p> <p>Moderate impact for very low cost, based on moderate evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</a></p> </div>

## Wider strategies for academic year 21-22

Measure	Activity
Priority 1	Creating and embedding our own SEMHD provision – The Nest
Priority 2	New Family Hub at school with lead provides support for families with attendance and acute need
Priority 3	Creating a communication and language (C&L) progression document in EYFS to further improve the C&L skills and vocabulary of disadvantaged pupils so that this is not a barrier to their learning.
<b>Projected spending</b>	Emotional Wellbeing, behaviour and welfare officer- Family Hub Lead role (15 hours per week TTO): £11,407 per annum, full calendar year includes on costs.  Lunchtime Active Play sessions Weds 12.30 - 1.30 (Weds) 3 school terms starting 28/4/21 to 7th July 2021 then Autumn & Spring 21/22 £750  Extended Services and Holiday Club subsidy to PPG families x 2 chn = £500.

	<p>The Nest resources: £1,000</p> <p>RYG £2,592 (£288 per child x 9 PPG chn in Year 6 in Sept 21)</p> <p>Yr 4 Camp £480 (£40 per child x 12 PPG children in Year 4 in Sept 21)</p> <p>Yr 5 Swimming - £320 (£20 x16 PPG children in Year 5 in Sept 21)</p> <p>Yr 4 Swimming £240 (£20 x 12 PPG children in Year 4 in Sept 21)</p> <p>Yr 3 Swimming - £140 (£20 x 7 PPG children in Year 3 Sept 21)</p> <p>Mini bus hire, once a week, 12 weeks - £1,440</p> <p>Yr 5 Trip - £192 (£12 x 16 PPG children in Year 5 in Sept 21)</p> <p>FS Trip - £60 - £120 (Approx. 5 to 10 PPG children starting in Sept 21)</p> <p>Yr 4 Trip £120 (£10 x 12 PPG children in Year 4 in Sept 21)</p> <p>Inside out Day: £250</p> <p>Yr 2 West Wittering Trip £120 (£15 x 8 PPG children in Year 2 in Sept 21)</p> <p><b>£18,231</b></p>	<b>Total:</b>
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<b>Evidence Base:</b>	<div style="border: 1px solid orange; padding: 5px; margin-bottom: 10px;"> <p><b>Social and emotional learning</b></p> <p>Moderate impact for moderate cost, based on extensive evidence. <span style="float: right;">£ £ £ £ £</span> <span style="float: right;">🔒 🔒 🔒 🔒 🔒</span> <span style="float: right; background-color: orange; color: white; border-radius: 50%; padding: 2px 5px;">+4</span></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> </div> <div style="border: 1px solid orange; padding: 5px; margin-bottom: 10px;"> <p><b>Metacognition and self-regulation</b></p> <p>High impact for very low cost, based on extensive evidence. <span style="float: right;">£ £ £ £ £</span> <span style="float: right;">🔒 🔒 🔒 🔒 🔒</span> <span style="float: right; background-color: orange; color: white; border-radius: 50%; padding: 2px 5px;">+7</span></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p> </div> <div style="border: 1px solid orange; padding: 5px; margin-bottom: 10px;"> <p><b>Parental engagement</b></p> <p>Moderate impact for moderate cost, based on moderate evidence. <span style="float: right;">£ £ £ £ £</span> <span style="float: right;">🔒 🔒 🔒 🔒 🔒</span> <span style="float: right; background-color: orange; color: white; border-radius: 50%; padding: 2px 5px;">+3</span></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a></p> </div> <div style="border: 1px solid orange; padding: 5px; margin-bottom: 10px;"> <p><b>Oral language interventions</b></p> <p>Moderate impact for very low cost, based on extensive evidence. <span style="float: right;">£ £ £ £ £</span> <span style="float: right;">🔒 🔒 🔒 🔒 🔒</span> <span style="float: right; background-color: orange; color: white; border-radius: 50%; padding: 2px 5px;">+5</span></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a></p> </div> <div style="border: 1px solid orange; padding: 5px;"> <p><b>Outdoor adventure learning</b></p> <p>Moderate impact for moderate cost, based on moderate evidence. <span style="float: right;">£ £ £ £ £</span> <span style="float: right;">🔒 🔒 🔒 🔒 🔒</span> <span style="float: right; background-color: orange; color: white; border-radius: 50%; padding: 2px 5px;">+4</span></p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</a></p> </div>
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## Monitoring and Implementation for academic year 21-22

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development, including TAs & SEND TAs	Use of INSET days and additional support being provided by senior leaders in Team Development days, for example. CPD mapped out for the year.
Targeted support	Ensuring enough time for catch-up tutor to carryout interventions	Timetable carefully planned by Pupil Premium Lead for the tutor and teachers have already identified what these pupils need to work on.
Wider strategies	Engaging the families facing most challenges	Thameside's new Family Hub and lead is working with SLT to identify families to target for support and has already begun this work before the summer holiday. Also, continue to work closely

## Review 2020-21: last year's aims and outcomes

Aim	Outcome
<p>Ensure the individual emotional needs of disadvantaged pupils are being effectively supported.</p>	<p>The children in receipt of PPG with additional emotional needs, found the transition back to school after the summer holidays and the spring term lockdown incredibly difficult (especially those with SEND) and this was shown through their behaviour, which in many cases was verbally and physically aggressive and they found it difficult to access classroom learning.</p> <p>The school's focus on belonging (including the use of 'contracting' by classroom teachers learnt in our October INSET day) helped to support all children on their return to school but some children still required substantial additional and specialised support.</p> <p><b>This provision provided by the school included:</b> positive lunch time groups; 1:1 classroom support (Reading Play Rangers and Reading Primary Stars); a range of therapies for children (play, art &amp; Drawing and talking); EP and PMHW surgeries; use of class TAs to provided additional support; online and in person ELSA; friendship group set up by the AHT; additional PSCHE lessons; reduced timetables; Wellbeing days; support for families from SLT and Family Hub lead; trial of our own alternative provision for children with SEMHD; the use of small gardens (see our Behaviour Policy); bespoke support/guidance/training for staff from the LA's Therapeutic Thinking lead; support/guidance from Cranbury Behaviour Support and the termly support from one of their Higher Level Teaching Assistants.</p> <p>Some children in KS2 have also been identified this academic year to work with a weekly trained adult mentor, arranged by the AHT, on 1:1 basis to support their emotional and wellbeing needs.</p> <p>The impact of all of this has been that the wellbeing of all children has been put first – children are able to learn in the classroom and those who need amended provision to best meet their needs have been well supported. Through this provision, these children have become more regulated and are now able to access more of their learning and manage being in class for longer periods of time.</p>
<p>Disadvantaged pupils make accelerated progress in phonics with the aspiration that they all pass their phonics screening</p>	<p>In the first week of the 2020-21 academic year, phonics leads assessed phonic knowledge of PPG children. They were grouped accordingly, with the lowest 20% being taught by the class teacher.</p> <p>The DHT, AHT and the FS lead ran intensive 1:1 reading interventions for PPG children in KS1, this included phonics teaching.</p> <p>Every half term children were reassessed.</p> <p><u>Outcomes in phonics screening</u></p> <p>Due to Covid children in Year 2 took the phonics screening at the end of the Autumn Term.</p> <p>5 out of 8 PPG children met the expected standard in phonics (63%)</p> <p>The 3 children who did not met expected standard did not get a chance to retake the screening at the end of Y2 due to all assessments being cancelled because of Covid; however, these children will continue to be monitored in Year 3.</p> <p>Year 1 pupils did not take the phonics screening at the end of Year 1 due to all assessments being cancelled; however, they will take the screening at the end of the Autumn Term in Year 2.</p> <p>RWI training programme has been purchased and staff have begun their training.</p>

<p>Gaps identified in learning by class teachers for disadvantaged pupils are closed through effective interventions e.g. tutoring, Y6 clubs, phonics, 1:1 reading</p>	<p>In the first week of the 2020-21 academic year, teachers had checklists to identify gaps in the learning of PPG children in maths and reading. The DHT and HT then placed children into small groups for closing their identified gaps with our school Catch- Up tutor. These sessions started in week 2. During the spring term lockdown, this tuition continued with the children who were learning on the school site and some telephone support was given to those off site.</p> <p><u>Outcomes in reading:</u></p> <p>69% of these children made at least expected progress. 34% made better than expected progress.</p> <p><u>Outcomes in maths:</u></p> <p>53% made at least expected progress 28% made better than expected progress</p> <p>Year 6 Reading and Maths Clubs were run by the HT until May half term and supported class teachers to ensure that the majority of those children got to at least expected in mock SATs which we still held in the summer term.</p> <p>The DHT, AHT and the FS lead ran intensive 1:1 reading interventions for PPG children in KS1, this included phonics teaching.</p>
<p>Disadvantaged pupils in EYFS to have the communication, language and oracy skills to enable them to fully access and engage in the whole curriculum</p>	<p>Children are encouraged to listen and communicate appropriately. We enhance the classroom and outdoor area to reflect the topic learnt. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play and the stage are able to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible.</p> <p><b>Children who struggle to communicate – largely those in receipt of PPG - are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-appropriate skills –currently done through NELI interventions.</b></p> <p>All C&amp;L opportunities are now highlighted on planning and the timetable has been revised allowing all core learning (with the exception of phonics) to take place in the morning.</p> <p>Word Aware words have evolved over the course of the year to be more topic based tier 2/3 words e.g. metamorphosis. Literacy planning fully embeds the Debra Kidd approach to teaching and learning using stories and children are familiar with concepts such as hot seating.</p> <p><b>All</b> children can successfully nest talk, talk in pods and are familiar with the traverse and onion speaking and listening techniques as highlighted as good practice by our School21 oracy project leads.</p> <p><u>NELI</u></p> <p>The Nuffield Early Language Intervention (NELI) is a programme for children in Reception, which has been found to improve children’s language and early literacy skills. Robust evaluations found NELI children made on average 3 months of additional progress in language. The Foundation Stage lead and a teaching assistant completed all of the NELI training and have been delivering interventions to a group of 6 FS children identified as scoring the lowest on the language screen assessment.</p> <p>Communication and Language is effectively embedded in the Thameside EYFS curriculum and prioritises the progress of child in receipt of PPG with low prior attainment in this area.</p> <p>Outcomes for EYFS Communication (out of a maximum of 9):</p>

	All pupils – 5.7 PPG (15 pupils) – 5.1 Not PPG – 5.9
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*I Burton & S Greenaway, September 2021*