

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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
School name	Thameside Primary School
Number of pupils in school	393 (October 2020 census)
Proportion (%) of pupil premium eligible pupils	22.65%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	89
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sophie Greenaway (Headteacher)
Pupil premium lead	Ingrid Burton (Deputy Headteacher)
Governor / Trustee lead	Alison Harwood (PPG lead governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,705.00
Recovery premium funding allocation this academic year	£ 6,452.00
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	£ 126,157.00

Part A: Pupil premium strategy plan

Statement of intent

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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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

Challenges

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

Challenge number	Detail of challenge
1	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
2	Many children arrive at school with a lack of independence and self-help skills and first require to learn how to learn.
3	Many children have speech, language and communication difficulties that impacts on progress across the curriculum.
4	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.
5	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.
6	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 and are boys.
7	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.
8	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.
9	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.
10	There is a difference of 10 years in life expectancy in men across our catchment area (The Marmot Indicators 2015)
11	Attendance is lower than other pupils which is a barrier to progress (PPG attendance in 2020-21 up was 88%; non-PPG was 97%).
12	Impact of family challenges, having an effect on emotional well-being and learning.

13	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.
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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.


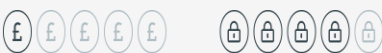
Intended outcome	Success criteria
Ensure the individual emotional and academic needs of disadvantaged pupils are being effectively supported.	The will be few behaviour related incidents recorded on CPOMs
Disadvantaged pupils make accelerated progress in phonics with the aspiration that they all pass their phonics screening.	Disadvantaged children will achieve national average expected standard in PSC
Gaps identified in learning for disadvantaged pupils are closed through effective scaffolding-up in writing and maths lessons.	Disadvantaged children will achieve national average progress scores in reading, writing and maths
Disadvantaged pupils in EYFS to have the communication, language and oracy skills to enable them to fully access and engage in the whole curriculum	Disadvantaged children in will meet 'expected' levels at the end of the foundation year

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively	<p>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:</p> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p>  <p>+5</p>	3, 6, 8 & 9
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.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts</p> <p>Communication and language approaches</p> <p>Very high impact for very low cost based on extensive evidence</p>  <p>+6</p>	1, 2 & 3

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




Budgeted cost: £9,976

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils have phonics interventions as part of their 1:1 reading lessons	<p>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:</p> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p>  <p>+5</p>	3, 6, 8
Pupils in Year 2 have phonics lessons in the Autumn Term to	<p>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:</p>	3, 8, 9

ensure they are secure on their letters and sounds (due to lockdown)	<p>Phonics</p> <p>High impact for very low cost based on very extensive evidence</p> 	
Establish small group maths and reading intervention with our catch-up tutor for disadvantaged pupils falling behind age-related expectations	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Small group tuition</p> <p>Moderate impact for low cost based on moderate evidence</p> 	3, 6, 8, 9,
Breaking Barriers intervention to work effectively within KS2 Maths lessons to support disadvantaged pupils at risk of falling behind age-related expectations	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence</p> 	3, 6, 8, 9

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

Budgeted cost: £ £18,231

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creating and embedding our own SEMHD provision – The Nest.	<p>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)</p> <div> <p>Social and emotional learning</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>  </div> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <div> <p>Metacognition and self-regulation</p> <p>High impact for very low cost, based on extensive evidence.</p>  </div> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p>	4, 6, 10, 12 & 13
New Family Hub at school with lead provides support for families with attendance and acute need	<div> <p>Parental engagement</p> <p>Moderate impact for moderate cost, based on moderate evidence.</p>  </div> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	5, 7, 9, 10, 11, 12 & 13

Total budgeted cost: £28,207

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Ensure the individual emotional needs of disadvantaged pupils are being effectively supported.	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. 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. This provision provided by the school included: positive lunch time groups; 1:1 classroom support (Reading Play Rangers and Reading Primary Stars); a range of therapies for children (play, art & Drawing and talking); EP and PMHW surgeries; use of class TAs to provide additional support; online and in person ELSA; friendship group set up by the AHT; additional PSCH 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. 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. 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.
Disadvantaged pupils make accelerated progress in phonics with the aspiration that they all pass their phonics screening	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. The DHT, AHT and the FS lead ran intensive 1:1 reading interventions for PPG children in KS1, this included phonics teaching. Every half term children were reassessed. Outcomes in phonics screening Due to Covid children in Year 2 took the phonics screening at the end of the Autumn Term. 5 out of 8 PPG children met the expected standard in phonics (63%) The 3 children who did not meet 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. 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. RWI training programme has been purchased and staff have begun their training.

<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. Outcomes in reading: 69% of these children made at least expected progress. 34% made better than expected progress. Outcomes in maths: 53% made at least expected progress 28% made better than expected progress 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. 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. 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. All C&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. 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. All 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. NELI 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. 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. Outcomes for EYFS Communication (out of a maximum of 9):</p> <p>All pupils – 5.7 PPG (15 pupils) – 5.1 Not PPG – 5.9</p>

Externally provided programmes

Programme	Provider

Further information (optional)

Other ways we support pupil premium children:

Class teachers

- *target disadvantaged children for conference marking*
- *target parents to ensure they all attend parents evening*
- *positive texts sent home, work photocopied*

