



## Pupil premium strategy statement 2025

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	327
Proportion (%) of pupil premium eligible pupils	18.7%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	3
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026 July 2027 <b>July 2028 - final</b>
Statement authorised by	Sophie Greenaway (Headteacher)
Pupil premium lead	Ingrid Burton (Deputy Headteacher)
Governor / Trustee lead	Lata Parbhoo 24-25 TBC 25-26 (PPG lead governor)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 25/26	£101,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£101,505</b>



## Part A: Pupil premium strategy plan

### Overview of the EEF Approach to Pupil Premium Strategy

The Education Endowment Foundation (EEF) recommends a tiered, evidence-informed approach to Pupil Premium planning, focusing on closing attainment gaps through high-impact, context-specific strategies:

#### 1. Evidence-Informed Planning

Strategies should be rooted in robust research and tailored to pupils' specific barriers, using both national evidence and local data. Regular monitoring and evaluation are essential to ensure effectiveness.

#### 2. Tiered Approach to Spending

Funding should be allocated across three areas:

- **High-Quality Teaching** (e.g., CPD, curriculum design)
- **Targeted Academic Support** (e.g., tutoring, small-group interventions)
- **Wider Strategies** (e.g., mental health, attendance, parental engagement)

#### 3. Tailored to Context

Plans must reflect the school's specific context and pupil needs, using diagnostic tools and pupil voice to inform priorities.

#### 4. Clear Objectives and Measurable Outcomes

Strategies should include ambitious but realistic goals aligned with whole-school improvement, supported by clear success criteria and review timelines.

#### 5. Transparency and Accountability

Schools should publish a strategy statement explaining how funds are spent, why, and what impact is expected, with regular engagement from governors, staff, and families.

#### 6. Staff Development

Ongoing professional development ensures staff can implement interventions effectively and understand their role in reducing disadvantage.

#### 7. Collaboration and Best Practice

Schools are encouraged to learn from each other, share what works, and scale successful approaches across networks.



## Statement of intent

**Our Pupil Premium strategy follows the Education Endowment Foundation's (EEF) latest guidance (Guide to the Pupil Premium, September 2024), adopting a tiered, evidence-informed approach. This ensures we prioritise high-quality teaching, targeted academic support, and wider strategies tailored to the specific needs of our pupils-maximising impact and closing attainment gaps through clear objectives and ongoing evaluation.**

Our intention is that all pupils, regardless of their background or the challenges they face, make strong progress and achieve high attainment across the curriculum. The focus of our Pupil Premium strategy is to support disadvantaged pupils in reaching this goal, including those who are already high attainers.

We recognise the additional challenges faced by vulnerable groups such as children with a social worker and young carers. The activities outlined in this strategy are designed to support their needs, irrespective of their disadvantaged status.

### **Our Pupil Premium strategy is grounded in the following EEF principles:**

- Leaders prioritise a focused set of evidence-informed actions each year that are most likely to have significant impact, as reflected in our School Development Plan (SDP) September 2024.
- The strategy is embedded within a wider school improvement cycle, with progress and impact reported termly through the Headteacher's report and Assessment Point Analysis.
- Our approach is closely linked to the best available evidence, drawing on the EEF's research and guidance.
- We allocate some Pupil Premium funding to non-academic strategies, such as improving attendance and wellbeing, recognising their important role in supporting academic progress.

At the heart of our approach is high-quality teaching, focused on the areas where disadvantaged pupils require the most support. Research shows that improving teaching quality has the greatest impact on closing the attainment gap and benefits all pupils in the school. Therefore, while we focus on disadvantaged pupils, we expect non-disadvantaged pupils' attainment to be maintained and improved alongside.

### **Progressing Together - Inside and Out**

Our school motto embodies our shared values and expectations, shaping our ethos and approach. We expect all pupils to hold high aspirations and the confidence to succeed in all



aspects of life. Among our core values, *resilience* and *belonging* are especially vital in supporting Pupil Premium pupils to thrive.

### Key Principles of Our Pupil Premium Strategy

- Improving attendance for Pupil Premium pupils, with particular focus on persistent absenteeism.
- Ensuring every disadvantaged child successfully passes the Year 1 phonics screening check.
- Embedding effective scaffolding and modelling strategies daily, enabling Pupil Premium pupils to make strong progress regardless of starting points.
- Prioritising Communication, Language, and Oracy skills to close gaps in spoken and written vocabulary for disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>High Proportion of Pupils with SEND</b></p> <p>Over 9% of pupils at Thameside have an Education, Health and Care Plan (EHCP), which is almost double the national average of 5.3% (DfE, 2025). This significantly affects classroom practice, staff capacity, and the complexity of provision required to meet pupils' needs effectively. It is also significant that 42 of our 61 pupils in receipt of PPG also have special educational needs (SEND) which equates to 69%, making them doubly disadvantaged.</p>
2	<p><b>Persistent Absence and Low Attendance</b></p> <p>Attendance is a persistent challenge for a core group of disadvantaged pupils, with pupil premium children over-represented among persistent absentees. This directly impacts progress, particularly in phonics, early reading, and writing.</p>
3	<p><b>Speech, Language and Communication Needs (SLCN)</b></p> <p>A significant number of disadvantaged pupils enter the Early Years with speech, language, and communication difficulties. Many have limited oral language and vocabulary, which continues to affect learning across the curriculum into Key Stage 2.</p>
4	<p><b>Attainment Gaps in Core Subjects</b></p> <p>Internal and external assessments indicate that disadvantaged pupils, particularly boys, are more likely to be working below age-related expectations in reading, writing, and maths. While some gaps are closing, others persist, particularly in writing and maths.</p>



5	<p><b>Wider Vulnerabilities</b></p> <p>A notable number of pupils experience social and emotional barriers to learning. Some have involvement with social care, are young carers, or live in households facing financial hardship, overcrowding, or housing insecurity. These factors contribute to inconsistent engagement with learning.</p>
6	<p><b>Limited Access to Enrichment Opportunities</b></p> <p>Many disadvantaged pupils have fewer opportunities to access extracurricular activities, cultural capital experiences, or academic enrichment beyond the school day. This contributes to gaps in confidence, aspiration, and resilience.</p>

## Intended outcomes for 2025-2028

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
<p>All Pupil Premium pupils with SEND make strong progress from their starting points, with provision that is inclusive, ambitious, and well-matched to need.</p>	<ul style="list-style-type: none"> <li>- All PP pupils with SEND have high-quality Learning Plans or EHCPs with measurable targets.</li> <li>- At least 70% of PP pupils with SEND meet or exceed expected progress in reading, writing, and maths.</li> <li>- Positive family feedback during EHCP/LP reviews.</li> <li>- Reduction in incidents of unmet need leading to crisis intervention.</li> </ul>
<p>Disadvantaged pupils demonstrate improved spoken language, vocabulary use, and confidence in communication across the curriculum.</p>	<ul style="list-style-type: none"> <li>- EYFS PP pupils achieve national average for Communication &amp; Language ELGs.</li> <li>- Oracy and vocabulary teaching is embedded across all year groups.</li> <li>- PP pupils speak confidently in standard English during class and public speaking opportunities.</li> <li>- Disadvantaged pupils make strong progress in reading and writing due to improved language foundations.</li> </ul>
<p>Attainment gaps between PP and non-PP pupils in reading, writing and maths are significantly reduced or closed, especially for boys.</p>	<ul style="list-style-type: none"> <li>- Internal and statutory data shows a 10–15% increase in the proportion of PP pupils working at ARE in R/W/M compared to 2024–25.</li> <li>- Disadvantaged boys make accelerated progress, especially in writing and maths.</li> <li>- Book monitoring shows high expectations, strong scaffolding, and independent outcomes.</li> </ul>
<p>Disadvantaged pupils with social, emotional or safeguarding needs are supported to engage positively with learning and feel a strong sense of belonging.</p>	<ul style="list-style-type: none"> <li>- Disadvantaged pupils show improvements in SDQ outcomes and/or anxiety analysis.</li> <li>- Behaviour data shows reduced suspensions and crisis interventions for PP pupils.</li> <li>- Staff and pupil surveys show increased feelings of safety, inclusion, and readiness to learn.</li> <li>- Pupils demonstrate emotional literacy and regulation in classrooms and social times.</li> </ul>



All disadvantaged pupils access enrichment opportunities that build aspiration, cultural capital and personal development.	<ul style="list-style-type: none"> <li>- 100% of PP pupils participate in at least one extracurricular, cultural, or enrichment activity during the year.</li> <li>- Pupil voice shows increased confidence, motivation, and sense of belonging.</li> <li>- PP pupils are equally represented in performances, leadership, and celebratory events.</li> </ul>
All PP pupils (without significant SEND) pass the Year 1 Phonics Screening Check, with all disadvantaged readers in KS1 reading fluently by the end of Year 2.	<ul style="list-style-type: none"> <li>- 100% pass rate for eligible PP pupils (without significant SEND) in the Phonics Screening Check.</li> <li>- Increase in number of PP pupils reading at fluency by end of KS1.</li> <li>- PP pupils move off phonics catch-up programmes swiftly with sustained reading confidence.</li> </ul>

## Planned activity in this academic year (2025-26)

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)

### Costs:

£1,500 RWI Ruth Miskin's Phonics – core subscription and one development day

£268 RWI online library subscription

£315 Oxford Owl e-book subscription

**Total budgeted cost: £2,083**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Weekly staff CPD on effective phonics teaching and assessment, including team-teaching, lesson study and fidelity checks.</b>	The EEF states that <b>systematic phonics instruction</b> is one of the most secure and cost-effective ways to support early reading, particularly for disadvantaged pupils. <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	3, 4,



<p><b>Ongoing professional development in early language and vocabulary acquisition, including use of WellComm, NELI, and dialogic talk strategies across EYFS and KS1.</b></p>	<p>Oral language interventions are <b>high-impact, low-cost</b>, especially when integrated across the curriculum. <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p> <p>Colourful Semantics is a structured approach that supports grammar and narrative structure development</p>	<p>1, 3, 4, 5</p>
<p><b>Effective transactional support using the SCERTs approach for our most vulnerable children in our ARPs and, where appropriate, in the classroom.</b></p>		
<p><b>Training on the consistent use of Colourful Semantics across the curriculum to support sentence structure and written/oral language for all learners.</b></p>		
<p><b>Staff CPD to embed explicit vocabulary instruction in maths using stem sentences, oracy scaffolds so that pupils can effectively apply the mathematical language they are being taught i.e. speak like mathematicians.</b></p>	<p>EEF emphasises the value of subject-specific vocabulary instruction in maths to support reasoning and understanding <a href="#">EEF: Vocabulary in Mathematics NCETM KS1/KS2 Guidance</a></p>	<p>1, 3, 4</p>
<p><b>Whole-school CPD on oracy and structured talk (e.g. Voice 21 framework) within our Maths and English Teams, to improve communication and reasoning in all subjects.</b></p>	<p>Oracy skills underpin success across the curriculum, especially for pupils with language disadvantage. Structured oracy approaches have growing evidence of impact.</p>	<p>1, 3, 4,</p>

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

£612 WellComm Digital (3 yr package subscription) - Delayed language skills lead to under-performance later in life. WellComm will assist with identifying early years and primary school children who are experiencing barriers to speech and language development so we can support them early in their education journey.

£500 Nesy Learning Platform

£195 ABC Read Volunteer Contribution (supporting children to find interest in reading)

£35,128 (x 7) Classroom Teaching Assistants to carry out afternoon interventions (1.5 h/p/d). Funded from PPG to cater for larger eligible children across these key stage groups, for intervention group work and improved classroom targeted support.

£345 = total for Early morning Booster Groups (Including: Breakfast snacks £210 & £100 reward system for good attendance).



£1,624 TA staffing costs to the 8 – 8:30 booster groups

**Budgeted total cost: £38,404**

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Fresh Start reading intervention group for pupils in Years 5 and 6 with PPG and SEND needs.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 3, 4
Disadvantaged pupils have 1:1 tutoring phonics interventions from EYFS all the way up to Year 4.	Phonics is highly effective for disadvantaged pupils when taught systematically and with fidelity. Interventions like 1:1 tutoring are proven to close decoding gaps.	1, 3, 4
Pupils in Year 2 (who did not pass the screening) will have phonics lessons until they are secure on their letters and sounds	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:	1, 3, 4
Establish a more efficient model of small group interventions by strategically mapping provision across the school. These interventions will prioritise pupils eligible for Pupil Premium, with a strong focus on improving reading and maths fluency.	EEF research shows that small group tuition can boost progress by up to <b>+4 months</b> per year, especially when focused on specific needs like <b>reading and maths fluency</b> . Targeted interventions led by trained staff are most effective when clearly linked to classroom teaching. This approach aligns with the <b>EEF's tiered model</b> for Pupil Premium: <ul style="list-style-type: none"> <li>• <b>High-quality teaching</b> (maths mastery, reading comprehension strategies)</li> <li>• <b>Targeted academic support</b> (evidence-based small group work)</li> <li>• <b>Wider strategies</b> (addressing barriers such as low confidence or gaps in learning)</li> </ul>	1, 3, 4
Structured scaffolding (e.g. Breaking Barriers maths and scaffold folders) for the lowest 20% of pupils in core subjects especially those at risk of not meeting ARE outcomes.	Scaffolding and adapted modelling strategies ensure disadvantaged learners can access age-appropriate content and work independently over time.	1, 3, 4



<p>Deliver structured booster group sessions before school, focused on closing gaps in core subjects for PPG and cuspy children. Sessions will use scaffolded resources (e.g. <i>Breaking Barriers Maths</i>, Reading Comprehension Practice) to provide targeted, pre-teaching and overlearning for key concepts. Priority will be given to children in the lowest 20% for attainment and progress.</p>	<ul style="list-style-type: none"> <li>• <b>Small Group &amp; 1:1 Tuition:</b> +4 to +5 months' progress; effective for closing gaps in core skills, especially for disadvantaged pupils.</li> <li>• <b>Scaffolding:</b> Structured support (e.g. <i>Breaking Barriers</i>) helps pupils develop fluency and independence — particularly effective for the lowest 20%.</li> <li>• <b>Extended Time:</b> Pre-school sessions can add +3 months' progress when focused and well-taught.</li> <li>• <b>Mastery Learning:</b> Repeated, scaffolded practice leads to +5 months' progress; ensures secure understanding before moving on.</li> </ul>	
--	---	--

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

£17,163 HLTA 3 days per week to support therapeutic thinking across the school

£500 Inside out Experience Days (x2)

£18,687 Family Hub – part time (18 hpw) salary for Emotional Wellbeing Behaviour and Welfare Officer role supporting low income/ hard to reach PPG families to improve and promote sustainable attendance.

£2,534 Bronze Package Educational Welfare Service (SLA buy back LA attendance support) providing the procedural responsibility to target families whose children are missing education due to non-attendance at school. A named Attendance Support Officer from the LA will regularly meet with school attendance leads, working collaboratively with colleagues and partners to identify and signpost to appropriate support, support with attendance reviews, planning preventative interventions, monitoring attendance and progress and supporting initiatives in school to support improved attendance.

£12,880 ELSA (2 days per week, equivalent of HLTA)

£1,350 Costs for supporting PPG eligible families to attend holiday clubs/after schools' extra-curricular activities, wraparound care.

£0 Bursary x3 places Music (Rock steady) lessons for PPG children

£2,400 PPG free or subsidised places for up to 8 children school trips (includes subsidy 55% for 8 x PPG children for Year 6 Residential to RYG £1,900) and subsidy towards other trips e.g. Year 4 Camp, £500)



£0 (no cost this year, no cost until 26/27) Signing in system for managing late attendance - to promote good attendance and reduce absence, including persistent absence • ensure every pupil has access to full-time education to which they are entitled. Enable school to act early to address patterns of absence to ensure all children are receiving full time education. It includes daily, weekly and year-to-date information on attendance and absence, in addition to reasons for absence.

£200 Support for PP with buying uniform, for example, Year 6 hoodies (second hand uniform is offered free of charge by the school to PPG families or iron on school logo badges)

£500 Inclusive signage in playground and communal areas to reinforce and support the consistent implementation of the Behaviour Curriculum.

£450 School meals for a child from a vulnerable family

£450 Nest resources for SEMHD children (e.g. cooking, supplies for alternative learning) to enhance learning environment and stimulate learning opportunities.

£4,904 contingency fund – see below

#### **Accelerated Reader (AR) Licence / Subscription (central funds)**

- **Attribution:** Attribute a portion based on PPG usage
- **Justification:** Directly supports reading comprehension and fluency in KS2; engages reluctant readers including PPG pupils; impacts SATs outcomes in reading. Fluency is often a barrier to comprehension for disadvantaged learners. Intervention supports decoding, phrasing, and expression, which link closely to KS2 SATs reading papers.

#### **TTRS (Times Tables Rock Stars) Licence (central funds)**

- **Attribution:** Attribute a portion based on PPG usage
- **Justification:** Builds automaticity in multiplication - essential for speed and accuracy in arithmetic and reasoning SATs papers.

#### **Reading for Pleasure – Book Stock Update (PPG focus)**

- **Attribution:** Targeted investment in high-interest, low-level books or diverse books reflecting PPG pupils' backgrounds
- **Justification:** Improves reading engagement and frequency - a key driver for comprehension and fluency progress.

#### **SATs Preparation Materials / Intervention Support**

- **Attribution:** Past papers, revision guides, targeted Y6 tuition
- **Justification:** If these supported disadvantaged pupils to prepare for and access the tests more confidently, this is an entirely valid use.

**Total budgeted cost: £62,018**



Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Whole-school Behaviour Curriculum implemented consistently, underpinned by clear routines, scripts, and inclusive language</b>	Universal approaches to behaviour that emphasise consistency, clarity, and relationships are effective, particularly when tailored for pupils facing disadvantage <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	1, 5
<b>HLTA with SEMH expertise to coach and model inclusive practice for staff working with pupils with high levels of social and emotional need</b>	Social and emotional learning (SEL) interventions are proven to support positive behaviour, self-regulation, and readiness to learn, especially for disadvantaged and neurodiverse pupils. [Social and Emotional Learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 3, 4, 5
<b>The Family Hub Lead will provide sustained early help support for families experiencing persistent absence, involvement with social care, and housing instability. In addition, she will support family engagement in the wider curriculum through her leadership of the school's extracurricular clubs.</b>	Social and Emotional Learning DfE (2022) guidance on improving attendance highlights strong family partnerships and early intervention as central to reducing persistent absence. Working Together to Improve School Attendance EEF states that addressing attendance barriers through multi-agency working and clear escalation protocols can improve outcomes.	1, 2, 4, 5, 6
<b>Targeted wellbeing and self-regulation support through ELSA sessions and Emotion Coaching for identified PPG pupils</b>	EEF and Public Health England research shows that developing pupils' emotional literacy and regulation can reduce exclusions, increase attendance, and improve engagement.	1, 3, 4, 5
<b>Review and relaunch of visual prompts and signage (linked to Behaviour Curriculum and inclusive language)</b>	Consistent visual supports help reduce cognitive load, promote independence, and support behaviour self-regulation, particularly for neurodiverse and disadvantaged pupils. <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	1, 3, 4, 5
<b>Contingency fund to respond to acute safeguarding, attendance or mental health crises (e.g. uniforms, counselling, emergency outreach)</b>	Many high-performing schools reserve a proportion of PPG for responsive needs that cannot be anticipated in the planning cycle, especially where deprivation intersects with SEND or safeguarding.	All

**Total budgeted cost: £102,505**



## Part B: Review of the previous academic year 2024-25

### Outcomes for disadvantaged pupils

Outcome	Intended impact	Actual impact
Attendance for pupils in receipt of PPG funding improves so that the attendance gap between PPG and non-PPG closes.	<ul style="list-style-type: none"> <li>An improvement of 3% to the 89% that is the attendance for PPG pupils at the end of the 24-25 academic year i.e. a target of 92% for PPG pupils in 24-25.</li> <li>Headteacher/ EBWWO / Education Welfare Assistant reports improved PP attendance, especially for boys in receipt of PPG</li> <li>More families engaging with the Family Hub to improve attendance</li> </ul>	<p>Absence remains broadly in line with the school's rate for 2023/24 and just above last year's national average of 5.5%, at 6%. However, persistent absence at 14.9% so far this year, shows a 1.5% reduction on the 16.4% reported for 2023/24.</p> <p>This is good progress and attributed to leaders' bespoke work with the targeted group of 16 pupils, as well as the SDP attendance focus group with key members of school staff having a strategic focus.</p> <p><b>For PPG pupils, there is an improvement from 89% at the end of last academic year to 91.2% in 2024-25. The gap between PPG and non-PPG has closed from 6.4% in 2023-24 to 4.5% in 2024-25.</b></p>
100% of PP pupils (without significant SEND) pass the phonics screening at the end of Y1.	<ul style="list-style-type: none"> <li>Increasing number of pupils passing the screening year on year.</li> <li>Phonics screening data demonstrates no gaps for PP and non-PP pupils or that the gap is narrowing.</li> <li>The number of pupils leaving the phonics programme and moving to whole class shared reading increases in Year 2.</li> </ul>	<p>86% of Y1 passed the Phonics Screening Check</p> <p><b>50% of PPG pupils in Year 1 passed the screening (2 children out of 4)</b></p> <p>Lessons are taught with fidelity to the scheme, teachers and confident and take ownership of their own groups</p> <p><b>Ofsted feedback:</b></p> <p>'Skilled and well-trained teachers deliver the phonics programme expertly, ensuring that all pupils are supported to become fluent readers. Staff act quickly to support all pupils and to close any gaps in phonics knowledge. The books pupils read help them practise the sounds they are taught.'</p> <p>Phonics interventions are run consistently and quickly address gaps</p> <p>93% of Y2 pupils have passed the Phonics Screening Check in Y1 or Y2 re-sits.</p> <p>40% of Y2 retakes passed the Phonics Screening Check (6 children re-sat 2 children disappled)</p>
Teachers plan activities with effective scaffolding that enables all children to	<ul style="list-style-type: none"> <li>Book monitoring shows that PP pupils are completing work set in lessons.</li> <li>Scaffolds chosen are supporting pupils to make good progress in lessons.</li> <li>PP pupils can speak positively about how scaffolds support</li> </ul>	<p>The working party has collaborated to enhance scaffolding across all year groups where WCR is taught, with a clear focus on supporting Pupil Premium pupils, particularly those in the lowest 20% of attainment.</p> <p><b>Key actions include:</b></p>



<p>access ARE learning.</p>	<p>them to be independent learners.</p>	<ul style="list-style-type: none"> <li>• <b>Task Design:</b> Staff discussed adaptations to better meet PPG pupils' needs, using tools like colourful semantics and removing unnecessary written tasks to reduce barriers and align scaffolding across subjects.</li> <li>• <b>Fluency &amp; Discussion:</b> Reading leads are prioritising fluency and oral discussion to improve comprehension for all, with particular emphasis on PPG pupils. All children now start lessons with a poetry-based fluency starter. After trialling scaffolded fluency lessons, all year groups will now include at least one such lesson weekly to boost PPG pupil engagement and progress.</li> <li>• <b>Staff Development:</b> SC and CC attended training on scaffolding and fluency to better support PPG learners. SC led a staff meeting introducing fluency lessons, shared best practice examples, and provided planning resources to reduce workload and increase focus on PPG pupils.</li> <li>• <b>Consistency:</b> Monitoring shows fluency starters are now consistently used, supported by a PowerPoint template created to help staff maintain focus on PPG pupils' progress.</li> <li>• <b>Targeted Planning Time:</b> Teachers working with PPG focus groups have been given additional planning time this term to improve scaffolding strategies tailored to PPG pupils' needs.</li> <li>• <b>Curriculum Reviews:</b> <ul style="list-style-type: none"> <li>○ Year 2, 3, and 4 teachers reviewed science planning for Terms 2 and 3, ensuring effective scaffolding specifically for PPG pupils in the lowest attainment band.</li> <li>○ Year 5 and 6 teams did the same for geography and history.</li> <li>○ Scaffolding for PPG pupils in Years 2–6 has been reviewed for Terms 2 and 3, with targeted plans for geography and history for Years 2–5 in Term 4.</li> </ul> </li> </ul> <p>Ongoing work is focused on embedding effective scaffolding in history, geography, and science to close gaps and boost progress for PPG pupils.</p>
<p>Communication and language is explicitly planned for (in all areas of the curriculum) and delivered through effective adult interactions.</p>	<ul style="list-style-type: none"> <li>• PPG pupils in EYFS continue to make good progress in Year 1</li> <li>• Monitoring shows that effective adult interactions are happening, especially in continuous provision</li> <li>• Gaps close between PP and non-PP pupils in core subjects.</li> <li>• Pupils are confident to present and speak in full sentences in standard English about their learning both in class venues and to visitors.</li> <li>• Emotional regulation is improved as pupils are better equipped to speak about their feelings instead of reverting to anti-social behaviours to show how they feel – can be seen through a reduction in suspensions, for example, for PPG pupils.</li> </ul>	<p><b>Accelerated Progress Through Early Identification:</b> Specific communication needs (e.g., vocabulary or social communication) are identified early to tailor effective approaches.</p> <p><b>EYFS:</b></p> <ul style="list-style-type: none"> <li>• Listening, attention, and understanding on track improved from 55.3% (AP1) to 89.2% (AP4).</li> <li>• Speaking on track increased from 36.8% (AP1) to 91.9% (AP4).</li> <li>• Phonics on track rose from 44.7% (AP1) to 78.4% (AP4).</li> <li>• CPD through weekly staff meetings reinforced effective adult interaction strategies (e.g., SHREK approach).</li> </ul> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• 90% of pupils reached expected standards in reading; 77% in writing.</li> <li>• Focus on targeted 1:1 phonics intervention instead of Wellcomm, with ongoing staff training in Eklán (linked to Wellcomm) and SCERTS.</li> <li>• Continuous Provision praised by Ofsted as a strong teaching method.</li> </ul>



		<ul style="list-style-type: none"> <li>• Same-day phonics interventions supported rapid gap closing and progress in phonics.</li> </ul> <p><b>Staff Training and Development:</b></p> <ul style="list-style-type: none"> <li>• MB completed C&amp;L observations and Eklán training.</li> <li>• CC trained in SCERTS.</li> <li>• New Year 1 staff received continuous provision training.</li> </ul> <p><b>Ofsted Feedback:</b> Staff promptly address phonics gaps with consistent interventions, contributing to strong phonics outcomes.</p>
<p>PP pupils access targeted tutoring and interventions to address R/W/M knowledge gaps ensuring they make accelerated progress.</p>	<ul style="list-style-type: none"> <li>• Internal data demonstrates accelerated progress from start points in:</li> <li>• 1:1 phonics tuition</li> <li>• Protected afternoon intervention sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent interventions have effectively supported strong progress in the Phonics Screening Check (PSC).</li> <li>• Phonics interventions are promptly delivered to address gaps quickly.</li> <li>• Targeted afternoon interventions run daily for Years 3 and 4, prioritising PPG pupils.</li> <li>• Year 6 benefits from early morning sessions and additional afternoon support from the Teaching Assistant.</li> <li>• Year 5 pupils receive focused dictation interventions.</li> <li>• Attention Bucket intervention is running in EYFS to support early focus skills.</li> <li>• Year 3 pupils have an early start with Mastering Number to prepare for Year 4.</li> <li>• The PPG intervention teacher supported pupils until May half term, with their progress regularly reported to governors.</li> </ul>
<p>PP pupils in FS to make accelerated progress through targeted interventions so that they achieve the Good Level of Development</p>	<ul style="list-style-type: none"> <li>• 100% of PP pupils (without significant SEND) to achieve GLD at the end of Foundation Stage.</li> </ul>	<p>1 out of the 3 PPG pupils in EYFS achieved GLD.</p> <p>However, in Number 100% of pupils achieved age related outcomes.</p>



<p>All PP pupils with SEND to have their needs identified and met with high-quality teaching and internal/external additional provision so that they meet targets set on their learning plans or EHCPs.</p>	<ul style="list-style-type: none"> <li>• PP pupils will have aspirational targets set on their learning plans and be supported to make at least good progress towards them.</li> <li>• PP pupils who need alternative provision will be supported by the school to access it.</li> <li>• Families will feel supported by the school and this will be evidenced in annual reviews (EHCPs) and learning plan reviews (SEND).</li> <li>• PP pupils with SEND will make good progress in core subjects i.e. there will be at least a 5-10% increase in PP pupils at ARE+ in 24-25 core subjects compared to 23-24.</li> </ul>	<p>While our target was to see a 5-10% increase in the proportion of Pupil Premium pupils with SEND achieving Age-Related Expectations (ARE) in core subjects, the data for 2025 shows a decline compared to 2024: reading (down from 57% to 45%), writing (down from 45% to 29%), and maths (down from 57% to 41%).</p> <p>Although these results are not what we hoped for, they provide us with crucial insight into the areas where we need to strengthen our support. The school remains fully committed to improving outcomes for our Pupil Premium pupils with SEND. Our upcoming Pupil Premium strategy and targeted action plan will focus even more closely on these pupils' specific needs, ensuring tailored interventions, high-quality teaching, and strong pastoral support.</p> <p>We view this as an important moment to reflect, learn, and adapt, with a clear pledge to reverse this trend and close the attainment gap in the coming years.</p> <p>We have successfully set aspirational, personalised targets for our Pupil Premium pupils on their learning plans, ensuring that each child is challenged and supported to make at least good progress. These targets are regularly reviewed and adapted to meet evolving needs, helping to keep pupils motivated and focused on their development.</p> <p>For Pupil Premium pupils requiring alternative provision, the school has provided proactive support to ensure timely and appropriate access. This collaborative approach has enabled these pupils to engage with tailored learning environments that better meet their individual needs.</p> <p>Additionally, families of Pupil Premium pupils consistently report feeling well supported by the school. This is reflected in positive feedback gathered through annual EHCP reviews and SEND learning plan meetings, where parents and carers express confidence in the school's commitment and the partnership approach to meeting their child's needs.</p>
---	---	---

## Externally provided programmes

Programme	Provider
NELI SCERTS Colourful Semantics Bucket Time Play therapy Rocksteady – being part of a music band RWInc	OxED & Assessment SCERTS training through the RISE team. SALT ( <a href="https://speechstuff.org.uk/colourful-semantics/">https://speechstuff.org.uk/colourful-semantics/</a> ) Attention Autism Yasmeen Floodgate, therapist Rocksteady Ruth Miskin



Tapestry Behaviour Mentoring	<a href="https://tapestryjournal.com/login/">https://tapestryjournal.com/login/</a> Sports Rules and Usports
---------------------------------	---

## Further information

### **Free Morning Club Offer 2025-26:**

Since September 2024, Thameside has offered a free Morning Club every weekday. Priority places are given to our most vulnerable pupils, including those in receipt of Pupil Premium funding. This provision is designed to enrich and extend learning beyond the classroom, providing a calm, structured start to the day and supporting both wellbeing and academic readiness.

### **Other ways we support pupil premium children at Thameside:**

- Specialist teachers deliver focused English and maths teaching across the school to provide targeted, high-quality instruction.
- Class teachers use conference marking to give personalised feedback, prioritising disadvantaged pupils to address individual learning needs.
- Targeted engagement with parents ensures high attendance at parents' evenings, fostering strong home-school partnerships.
- Positive communication is regularly sent home, including encouraging texts and work samples, to celebrate progress and build confidence.
- The Family Hub offers tailored support for families, helping to address barriers outside of school that impact learning.
- Additional pastoral support is provided through wellbeing check-ins and nurture groups to promote emotional resilience.
- Regular attendance monitoring and follow-up interventions target persistent absence among disadvantaged pupils.
- Enrichment activities and clubs are offered free or subsidised for Pupil Premium pupils to increase access to cultural and social opportunities.