# Pupil premium strategy statement

## This statement details our school’s use of pupil premium 2022- 2023 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

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| Detail | Data |
| School name | Thameside Primary School |
| Number of pupils in school | 841 |
| Proportion (%) of pupil premium eligible pupils | 29% (243) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-23 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) |  |
| **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 | £370,260 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| 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.  Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The intended outcomes detailed below, illustrate the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  To ensure provisions 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.

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| --- | --- |
| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Teacher assessments, pupil profiles and discussions with pupils have identified social and emotional issues for many pupils, lack of ability to self-regulate behaviour, low aspirations and lack of enrichment opportunities.  Reviewing Cultural passports has indicated that restricted opportunities to experience cultural enrichment and to develop cultural capital for disadvantaged pupils |
| 4 | Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between \*1.5%lower than for non-disadvantaged pupils. Whole school attendance is below The National Expectation.  Absenteeism is negatively impacting disadvantaged pupils’ progress. |
| 5 | Mobility – a clear grasp of a child’s prior learning needs to be clear on entry to ensure that pupils keep up and do not fall behind during transitions. |

## 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.

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| Intended outcome | Success criteria |
| Improved oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2022/2023 show that the gap between disadvantaged pupils and all pupils is narrowed and there is an increased % of pupils achieving ARE |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2022/23 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations * an increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2022/23 demonstrated by:   * attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced. * the percentage of all pupils who are persistently absent reduced and in line with National Expectation |

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training for staff to ensure AFL and feedback is accurate and effective. Retrieval Practice.  Use of diagnostic assessment strategies.  Engagement strategies CPD | Diagnostic tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1, 2, 3, 4 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils.  Little Wandle | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  CPD (including Teaching for Mastery training). | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Maths\_guidance\_KS\_1\_and\_2.pdf (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/897806/Maths_guidance_KS_1_and_2.pdf)  The EEF guidance is based on a range of the best available evidence:  Improving Mathematics in Key Stages 1 and 2. | 3 |
| Improve the quality of social and emotional (SEL) learning.  SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.  Play therapist employed to support identified pupils. | 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):  [EEF\_Social\_and\_Emotional\_Learning.pdf(educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) | 5 |

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

Budgeted cost: **£**

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Curriculum, assessment and intervention resources.  Resources ensure pupils can access the curriculum. | Online Learning Platforms.  (Phonics, Reading, Maths)  PIXL |  |
| Implementation of new Phonics programme across KS1  Staff CPD for all teaching and class-based support staff  Additional phonics sessions targeted for pupils who require further phonics support . | 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |
| Engaging with the National Tutoring Pro-gramme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 4 |
| The Brilliant Club Scholars Programme | <https://thebrilliantclub.org/the-scholars-programme/for-schools/the-programme/> |  |

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

Budgeted cost:

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| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Mentor and counsellor provide specialist intervention and support to identified vulnerable pupils. |  | 4 |
| Family Support work with children and families. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 4 |
| Whole staff training on behaviour management with the aim of developing our school ethos and improving behaviour across school.  Implementation of Regulation Stations for each class | Both targeted interventions and universal approaches can have positive overall effects:  [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 5 |
| Embedding principles of good practice set out in the DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| BESD pupil are supported by a behaviour team who support then to make the right choices. | <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions> | 4 |

**Total budgeted cost:**

# 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 2021 to 2022 academic year.

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| **Phonics**  Phonics lead has carried out phonics drop ins. Sessions are well-paced and all staff are following SSP programme. Individual teachers/LSAs have been given support and advice in working with specific groups.  Phonetically decodable reading books are regularly provided to support children in Year R and 1. Teachers ensure PPM children change their books and that books are regularly shared with an adult.   Year1 and 2  Phonics intervention groups set up for children not achieving ARE.  HLTA intervention groups for cusp children to fill gaps and secure knowledge.   Year 1  88% PPM children made progress from starting points.  18% PPM children made significant progress from starting points.  6% maintained high pass mark  12% made no progress – both children SEND/EAL   Year 2  (those who did not pass Phonics Screening in Year 1)  59% PPM children made progress from starting points.  18% PPM children made significant progress from starting points.  35% PPM children made little progress – All children SEND and 1 also EAL  **The Write Stuff- Evaluation**  All teaching staff are now trained, including HLTAs and Cover supervisors.  Preliminary triangulated monitoring shows that:  - learning environments are consistent and support the learning activities.  - Teachers feel increasingly confident about teaching writing  - Pupils are engaged and enthusiastic about writing  - Lessons are well planned and support all learners.  **Attendance - June 2022**  PP attendance 90.64%  Non PP is 91.94%  **Cause for concerns received 2021-2022 in relation to Pupil Premium and SEND**   |  |  |  | | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **2021-2022** | **Cause for Concerns** | **Male** | **Female** | **PP** | **SEND** | | **Total** | 254 | 165 | 98 | 121 | 133 |   **Learning Mentor Referrals**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **2021-2022** | **Male** | **Female** | **Pupil Premium** | **SEN** | | Total | 53.0 | 44.0 | 56.0 | 46.0 | |

## Externally provided programmes

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| Programme | Provider |
| Brilliant Club |  |
| Reading Eggs |  |
| White Rose |  |
| My Maths |  |
| Time Tables Rock Stars |  |
| Cornerstones |  |
| Sing Up |  |
| Speech Link |  |
| PIXL |  |