

# Pupil premium strategy statement 2023-24



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Thames View Primary School
Number of pupils in school	450
Proportion (%) of pupil premium eligible pupils	77 (18 %)
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Leanna Rogers Head of School
Pupil premium lead	Nicola Wilson Deputy Head (Data and Assessment)
Governor / Trustee lead	Barbara Fincham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,580
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£121,600

# Part A: Pupil premium strategy plan

## Statement of intent

At Thames View, we have a lower than national average of pupils from disadvantaged backgrounds. Each and every one of them is important to us. Many of these pupils have additional barriers to learning and there is a high percentage of PPG children who are also on our SEN register. Some of these pupils have been casual admissions.

Our intention is that all pupils, irrespective of their background or the challenges they face, make accelerated progress and achieve age related or above 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 consider the challenges faced by vulnerable pupils, such as those who are subject to child protection and child in need plans, as well as some of our pupil premium children who are looked after or are young carers.

Quality First 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 disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. (Education Endowment Foundation)  
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.

We intend for all of our pupils from a disadvantaged background to leave Thames View as confident individuals who are the best learners they can possibly be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will have opportunities compete in a team, such as at the Medway Youth Games, and/or play musical instrument. They will have aspirations, similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and Persistent Absenteeism: Regular punctual attendance is a challenge for some of our disadvantaged pupils.
2	Improving parental engagement in learning and strategies to support children with their home learning.
3	Ensuring that Quality First Teaching is driving achievement; beyond intervention to authentic inclusion.
4	To ensure the phonics continues to be in line with or exceed national in years 1 and 2, so all children can successfully decode and blend.
5	To build on and widen the SEMH and Mental Health support for the most vulnerable children.
6	SEN/PPG gap needs to close in attainment for pupils in year 2 and 6 in Reading, Writing and Maths, so that SEN/PPG is broadly In line with Non SEN/PPG.

## Intended outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

Intended outcome	Success criteria
An improvement in attendance to be in line or above national	<ul style="list-style-type: none"> <li>The attendance of Pupil Premium children is in line with non-pupil premium and national average (95%).</li> <li>Persistent absence of PP children is also in line or less than national average (11%).</li> </ul>
Increase in parental engagement in learning and supporting with homework	<ul style="list-style-type: none"> <li>A genuine culture of home reading both for purpose and pleasure. This is celebrated within the culture at TVPS.</li> <li>Book collection grows to allow more borrowing from the school library for parents to read with their children at home.</li> <li>Introduction of a Reading and phonic Group for parents (PPG).</li> </ul>

<p>Outcomes at the end of KS1 and at KS2 are at least in line with the national/FFT averages at the expected standard and at greater depth in all three areas of Reading, Writing and Mathematics</p>	<ul style="list-style-type: none"> <li>• The attainment gap has reduced</li> <li>• Disadvantaged pupils' outcomes are in line with other pupils in each year group</li> <li>• Interventions for targeted key marginal pupils are monitored for impact on a weekly basis. Progress for targeted pupils is accelerated.</li> <li>• Target setting for disadvantaged and other pupils is "owned" by the class teacher.</li> <li>• Planning is individualised and bespoke.</li> </ul>
<p>Sustain the attainment in Phonics to be in line or above national</p>	<ul style="list-style-type: none"> <li>• To refresh the ELS phonics training, as well as providing appropriate training for all new staff.</li> <li>• Careful regular assessment, identifying and closing gaps promptly using the ELS phonics tracker.</li> <li>• Record and monitor impact of interventions on Edukey to ensure gaps are closing.</li> <li>• To be in line or above national expectation (82%).</li> </ul>
<p>All disadvantaged children are identified, provision mapping is accurate and interventions are reducing the attainment gap</p>	<ul style="list-style-type: none"> <li>• Provision Mapping demonstrates clear links between PPG and SEN pupils whereby interventions target the specific gaps in learning.</li> <li>• Internal and external QA shows that provision is bespoke to individual learners and that resourcing and staffing are allocated on need and impact.</li> <li>• Additional timetabling and resourcing has focused support on QFT and not just a series of Interventions.</li> </ul>
<p>Increase inclusion offer to build on SEMH provision and increase the therapy offer</p>	<ul style="list-style-type: none"> <li>• To build on the inclusion hub and team and offer bespoke training to be able to offer additional therapies.</li> <li>• To build on the school counselling offer for both parents and pupils</li> <li>• Increase referrals to external agencies for additional support i.e. CHEWs/CAHMs.</li> </ul>
<p>Year 2 and 6 data show a decrease in SEN/PPG and non SEN/PPG gap</p>	<ul style="list-style-type: none"> <li>• Gaps are quickly identified with the use of Edukey at the start of each intervention and as it runs, so it can be adapted easily.</li> <li>• Speech &amp; language therapy successfully impacts to enable disadvantage pupils to catch-up with their peers.</li> <li>• Any referrals for further assessment are thorough.</li> <li>• External services are brought in to add to support capacity.</li> </ul>

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on supporting parents with promoting reading for pleasure and where necessary, to support literacy. An increase in parent groups and phonics groups.</p>	<p>Working on improving reading and writing outcomes linked to EEF Improving Literacy in KS2 <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>) and Improving literacy in KS1 <a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Parenting-based initiatives linked to the EEF Working with parents to support children's learning <a href="https://educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning">Working with Parents to Support Children's Learning   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>2,3,6</p>
<p>Planned opportunities for staff to observe outstanding practice, this includes marking and feedback and planning support.</p>	<p>There is strong evidence which highlights the impact on quality first teaching which leads to pupil progress, linked to marking and feedback and planning which meets the needs of individuals through differentiation and challenge for all.</p> <p><a href="https://educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning">Metacognition and Self-regulated Learning   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p><a href="https://educationendowmentfoundation.org.uk/teacher-feedback-to-improve-pupil-learning">Teacher Feedback to Improve Pupil Learning   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	<p>3,4,6</p>

<p>Improve the quality of social and emotional (SEL) learning and staff understanding of mental health issues which affect children and families. Implementation of inclusion hub and increase in relevant therapies.</p>	<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>	1,3,5
<p>Refresher training given for all staff delivering phonics to ensure at least good quality phonics teaching across the school. To ensure all phonicall decodable books are carefully matched to the teaching week to support decoding and blending in phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) and early reading skills particularly for disadvantaged pupils.</p> <p><a href="#">Phonics   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</a></p>	2,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	<p>Additional teacher one day per week to carry out small group interventions. The sessions will be 3 x 20 mins or 2 x 30 mins or 3x 30 min sessions per week and will begin during w/c 12.9.22.</p> <p><a href="#">Small group tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</a></p>	2,3,6
Target 1:1 and small group interventions for disadvantaged pupils. In class support and modelling for class teachers.	<p>Cognitive focused interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p>	3,4,5

Children in YR, Y1 and Y2 have QFT in Phonics and both teaching and support staff have training in delivering the new ELS schemes in small ability groups.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  <a href="#">Making Best Use of Teaching Assistants   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	4
All anxious/SEMH vulnerable children have access the inclusion hub and relevant counselling/therapy	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion hub increases offer for pupils and Parent Support and Counselling Co-ordinator increase support for more families. This includes providing support for families and helping them access external support groups.	80 % of the PPG pupils have been targeted to receive support from the WBC and PSCC. Five families who are on the PA list have also been selected to receive additional support from the inclusion hub team.  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1,5
Financial support is also provided to enable PPG children to attend PGL and School Trips.	Disadvantaged children are able to access PGL and school trips with their non-disadvantaged peers.  <a href="#">Educational visits   NEU</a>	1

<p>Attendance and Punctuality AAP (Attendance Advisory Practitioner) employed for 38 hours per year to analyse attendance data and offer support to parents who struggle to get their children into school and on time.</p>	<p>The school refers children with low attendance to the AAP, who will undertake home visits, send out letters, hold attendance clinics and advise the school on how best to support families who struggle to maintain satisfactory attendance.</p> <p><a href="https://www.gov.uk/guidance/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	<p>1</p>
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## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Attendance data shows that overall attendance for the year 22/23 is 93.4%, in line with national. Pupil premium attendance was 89.6% for the year, which was an increase on the previous year but a gap of 4% which will be an aim of the 23/24 report to further decrease this gap. Persistence Absence is lower than national at 18.6%, but this needs to be lower and will be the first target of next years PPG focus.

Following the introduction of the Reading HLTA specialist, we have been running Reading for Pleasure groups and have increased the number of parents who are coming in and reading with their child's class. The whole school communal areas have been re-decorated to reflect the four new author houses, Dahl, Donaldson, Rowling and Walliams, this makes the houses and the Reading for Pleasure culture tangible. All children also go on a house related school trip, alongside their curriculum trips. Children are able to use the libraries at play and lunch time to read for pleasure with our Reading HLTA. The Inclusion Hub and Parent Counselling and Support Worker have been supporting identified parents with literacy tasks and how to support their children with learning at home, by adjusting resources to make them more accessible and through invitations to come in to school and work with the Inclusion Team.

As part of the CPL focus, staff have been having relevant training on strategies to ensure that Quality First Teaching is driving achievement; beyond intervention to authentic inclusion. All staff, teaching and support have had training sessions with SLT and the SENCO to ensure that inclusion is embedded as part of classroom practice and scaffolding is a strength seen in learning walks and books looks. The SENCO and Inclusion Team work alongside teaching staff to share good practice and the priority is for children to be able to reach their potential within the classroom through successful adaption. Children who require above this level of support will come out and work with the Inclusion Hub to access a higher level of support and therapy.

Phonics data shows an increase from the 21/22 data. The 22/23 data is 80% for Year 1 PSC and 90% for Year 2 PSC re-sits. This is a significant increase due to the implementation of the new scheme, Essential Letters and Sounds, full staff training and teaching consistently in phonics. This has show a positive progress improvement from R to 1 and from 1 to 2 in phonics. The disadvantaged pupils achieved in line with Non PPG with year 1 PSC achieving ? compared to Non PPG and year 2 re-sits PPG achieving ? compared to ? Non PPG. Targeted intervention have been able to be accurately measured in line with data over 2022/23, due to the implementation of the digital Edukey system that has enabled all TA's and Teachers to record interventions in 2022/23 to ensure that all interventions are effective and we have seen maximum impact.



There is an overlap of 20% PPG and SEN, however the recruitment of the New SENCO has led to faster identification of need and all referrals being up to date. The SEN register is regularly reviewed every half term and parents are regularly met with. There has been an increase in EHCPs applications, with 11 being agreed, an increase from 3 in the previous year. This allows for increased funding from the Local Authority and more tailored support. From these 11 children, 7 are PPG.

### Externally provided programmes

Programme	Provider
Reading Wise	
Spelling Shed	
Times Tables Rock Stars	
ELSA	Medway EP