

# Pupil premium strategy statement 2024-25



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	457
Proportion (%) of pupil premium eligible pupils	75 (18 %)
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Leanna Rogers Principal
Pupil premium lead	Leanna Rogers Principal
Governor / Trustee lead	Barbara Fincham

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,640
Recovery premium funding allocation this academic year	£0
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	£100,640

# 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, with a cross over of 24% and an SEN percentage higher than national average for a mainstream primary school.

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. 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.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Attendance and Persistent Absenteeism: The attendance of the disadvantaged pupils remains lower than expected.
2	The behaviour of disadvantaged pupils leads to a disproportionate number of suspensions.
3	Ensuring that parents are equipped and confident in engaging with supporting pupils at home, especially in reading.
4	Disadvantaged pupils coming into the EYFS require additional support in the prime areas of learning.
5	There are gaps in individual pupil key skills which impact on overall achievement.

## 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>
The behaviour of disadvantaged pupils leads to fewer behaviour incidents and a much lower level of suspension (below national average).	<ul style="list-style-type: none"> <li>Lunchtime behaviour improves resulting in a low number of negative incidents.</li> <li>Play leaders are qualified and active. This is monitored through daily recording of organised activity by the PE lead.</li> <li>Inclusion Hub offers chatty time and support programme during free play. The impact of this is shown positively through starting and end points using Boxall profiling and SDQs.</li> <li>Pupil Voice shows that there is an improvement in behaviour and children feel safe, both in class and during playtimes.</li> </ul>
Accelerated reader shows pupils reading at home (with parental support/encouragement). Reading ages of all year groups are improving and Reading date is in line with national average.	<ul style="list-style-type: none"> <li>The attainment gap in Reading has reduced for PPG V's Non PPG pupils.</li> <li>Disadvantaged pupils' outcomes are in line with other pupils in each year group in Reading.</li> <li>Interventions for Reading with targeted key marginal pupils are monitored for impact on a weekly basis. Progress for targeted pupils is accelerated. This is monitored through a combination of Edukey monitoring and feedback from RSM meetings, where gaps are closely monitored.</li> <li>Reading records show regular home reading.</li> <li>Accelerated Reader tracking/ quiz data shows an increase in texts read in school and at home.</li> </ul>
All disadvantaged children are identified, provision mapping is accurate and interventions are reducing the attainment gap from the additional support, especially in the primae areas of learning.	<ul style="list-style-type: none"> <li>To introduce ELS (Phase 1, then 2) in Nursery (for all children, including 30 hour offer).</li> <li>Careful regular assessment, identifies that gaps are promptly closing, using the ELS phonics tracker in N, R and 1.</li> <li>Entry and exit data show that the attainment gap is closing for all vulnerable children in all year groups.</li> </ul>

	<ul style="list-style-type: none"> <li>• To be in line or above national expectation (82%) in EYFS and above the 23/24 outcome of 84%.</li> </ul>
<p>Assessment data shows a decrease in SEN/PPG and non SEN/PPG gap, closing individual gaps in key skills.</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>• Speech &amp; language therapy successfully impacts to enable disadvantage pupils to catch-up with their peers, as attainment data shows a close in the gaps.</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)

£39,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Planned opportunities for staff to engage in PINs training, to learn strategies for behaviour management and engagement/</p>	<p>Research suggests children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="#">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,4,5</p>
<p>Improve the quality of social and emotional (SEL) learning and staff understanding of authentic inclusion through HQIT strands.</p> <p>Implementation of adaptation strategies to enable more impact, which should be carefully monitored through pre and post assessments.</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="#">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2,4,5</p>
<p>To ensure ELS resources are in place in Nursery, as well as Reception and Year 1, as well as refresher training for staff and ELS training for new staff.</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. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>For the 3 Prime Areas of Learning in N and R; Personal, Social, and Emotional Development (PSED): Physical Development: EYFS have a PE Lesson per week, taught by the specialist PE teacher. They also take part in Forest School once per week to develop their knowledge of the outdoors and encourage physical activity. The TA supports these lessons helping the more vulnerable children in the cohort. According to Research physical development and literacy in the area of handwriting. Both involve mark-making and motor skills.</p>	<p>4,5</p>

	<p>There is also a relationship between physical development and self-regulation and executive function. <a href="https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development">https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development</a></p> <p>Communication and Language:  Research shows that communication approaches can have a very high impact and increase children’s learning by seven months. High quality approaches include multiple strategies across vocabulary, language, talk and social communication skills. EYFS conduct a range of S and L programmes, including speech link and blast, as well as ELS. Communication is also the core of EYFS with relevant vocabulary and questioning used by all staff and training given on this. <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a></p>	
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**£37,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target 1:1 and small group interventions for disadvantaged pupils. In class support and modelling for class teachers.	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:	3,4,5
Children in YR, Y1 and Y2 have HQIT in Phonics and both teaching and support staff have training in delivering the ELS schemes in small ability groups.	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Parent sessions are delivered for phonics and early reading as a strong evidence base indicates a positive impact on pupils, particularly from disadvantaged backgrounds of parental engagement. The EEF believes that parental</p>	3,4

	<p>engagement in early years education is consistently associated with children's academic success.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement</a></p>	
<p>Children who are identified as SEMH, are put on a tailored therapy programme run by the Inclusion Team, with clear entry and exit data (Boxall profiling/SDQ's)</p>	<p>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</p> <p><a href="https://educationendowmentfoundation.org.uk/primary-schools/improving-social-and-emotional-learning">Improving Social and Emotional Learning in Primary Schools   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1,2
<p>Home School Support works with Parents to ensure early help is in place. Where necessary pupils are brought in to school in the morning by the team, to increase attendance of vulnerable pupils.</p>	<p>80 % of the PPG pupils have been targeted to receive support. Five families who are on the PA list have also been selected to receive additional support from the inclusion hub team, including coming in to school support in the mornings.</p> <p><a href="https://educationendowmentfoundation.org.uk/primary-schools/improving-social-and-emotional-learning">Improving Social and Emotional Learning in Primary Schools   EEF</a> (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1,5



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

£23,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on supporting parents with promoting reading for pleasure and to allow parents to understand and support the Accelerated Reader system.</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 (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 (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 (educationendowmentfoundation.org.uk)</a></p>	<p>3, 4, 5</p>
<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/government/publications/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>
<p>To implement HQIT Teaching Strands, with a focus on Strand 5, no passengers for all children (including vulnerable groups).</p>	<p>The school follows the core pedagogy and has a focus on HQIT strands in all year groups. No passengers is a key focus of school improvement and is a focus of learning walks and book looks to ensure all children are fully engaged in learning and making progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a></p> <p><a href="https://my.chartered.college/impact_article/a-reflection-on-a-project-to-promote-high-engagement-in-the-early-years-curriculum/">https://my.chartered.college/impact_article/a-reflection-on-a-project-to-promote-high-engagement-in-the-early-years-curriculum/</a></p>	

**Total Spend £100,640**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Attendance data shows that overall attendance for the year 23/24 is 93.6%, broadly 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 24/25 report to further decrease this gap. Persistence Absence is in line with national and the lowest it has been since pre-covid times at Thames View, at 14.2%. This needs to be lower and will be the first target of next years' PPG focus.

The houses, Dahl, Donaldson, Rowling and Walliams have been further promoted this year, not only in the environment but through the house trips which every year group has. Golden ticket has also been a second year of winning a book from one of the House Authors. This has encouraged our Reading for Pleasure culture and has brought the houses to life. We have also been renovating the Library, so we have one central base for our books and we have been introducing a scan in and scan out system for the children to use and to enable us to make sure that our more vulnerable children are gaining access to high quality texts. We have also started in the summer term to introduce Accelerated Reader to ensure that the books in the book bands are much more accurately measured to the ZPD of children and so that we can track how much a child reads and their progress with their reading ages. This will be a key focus of 24/25.

The Inclusion Hub and Parent Counselling and Support Worker have been supporting identified parents with overall wellbeing and expectations of how to support their child at home with their learning. They have facilitated Parent Forum, so parents can share ideas and support each other and this has included 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. This has been a key focus of the school improvement plan this year and has also been quality assured by our governors who support the drive for authentic inclusion and a culture of inclusion. The SENCO has been modelling adaptive practice for teaching staff and the priority continues to be for children to be able to reach their potential within the classroom through successful adaptation.

Phonics data shows an increase from the 22/23 data. The 23/24 data is 84% for Year 1 PSC and 92% for Year 2 PSC re-sits which is an increase from the previous years and should be sitting above national data. This is a significant increase due to the embedding of the new scheme, Essential Letters and Sounds, full staff training and teaching consistently in phonics. This has also been down to our increase in 30 hours in our Nursery provision, where we have been teaching ELS 6 months early and identifying our SEN and PPG children for extra interventions from a younger age. This will begin in September next year.

There is an overlap of 24% PPG and SEN. The SEN register is regularly reviewed every half term and parents are regularly met with. There has been an increase in EHCPs applications, with 17 being agreed, an increase from 3 in 22/23. Of these 17, over half are PPG. The SEN/PPG gap needs further closing in KS1 but KS2 data shows a much better picture with disadvantaged outperforming non disadvantaged in writing.

## Externally provided programmes

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