

Pupil premium strategy statement 2021-22



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	413
Proportion (%) of pupil premium eligible pupils	15 %
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Deanne Daburn Head of School
Pupil premium lead	Wendy Riddington Deputy Headteacher
Governor / Trustee lead	Claire Passmore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65,455
Recovery premium funding allocation this academic year	£ 6,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 3,338.80
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	£ 75,608.80

Part A: Pupil premium strategy plan

Statement of intent

At Thames View our pupils from disadvantaged backgrounds are a relatively small group. Each and every one of them is important to us. Many of these pupils have additional barriers to learning, some have joined us from other schools.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. (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, including non-disadvantaged pupils.

We intend for all of our pupils from a disadvantaged background to leave Thames View as confident individuals who are the best people 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	<p>Attendance and punctuality: Regular punctual attendance is a challenge for 60% of our disadvantaged pupils.</p> <p>Only 32 % of our disadvantaged pupils have attendance of 96 % (Government target) 42 % of disadvantaged pupils have been 'persistently absent' compared to 21 % of the non-disadvantaged children during that period. However, 8 of these children were absent for a prolonged period due to COVID, leaving Pupil Premium children at 29 % for persistent absence. Our assessments and observations still indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>Of the 101 reported late arrivals at school, 75 % of these were PP children.</p>
2	<p>Catch-up - Levels of engagement in remote/in school education varied during the pandemic. As a result, there are some pupils who need to catch-up, so that they are working at age-related expectations. Baseline assessments in September in KS2 evidenced a clear loss of learning for many pupils. Assessments, observations and discussions have suggested that this is more prevalent amongst our disadvantaged pupils.</p>
3	<p>Some pupils lack confidence, self-esteem and/or resilience which results in them being unwilling to take a chance in case they get their work wrong. They do not see making mistakes as part of the learning process.</p>
4	<p>Baseline assessments for Years R, 1 and 2 show the impact of the loss of learning in speaking, listening, phonics, reading and writing. Assessments, observations and discussions have suggested that this is more prevalent amongst our disadvantaged pupils.</p>
5	<p>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 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
6	<p>Some pupils are suffering from additional anxiety and mental health concerns as a result of the pandemic. The number of contacts from parents and referrals by teachers has increased significantly. Our disadvantaged children have been disproportionately impacted. Partially due to a lack of enrichment opportunities during school closure.</p>
7	<p>Some pupils may not have had access to books or have had them read to them at home, or have opportunities to read regularly with an adult. This has been exacerbated by the Covid-19 pandemic. This negatively impacts on their development as readers and the development of positive attitudes towards reading.</p>
8	<p>Financial constraints which may mean that eligible pupils are unable to access educational visits and other extra-curricular opportunities and the resultant impact on attendance and self-esteem.</p>

Intended outcomes

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

Intended outcome	Success criteria
Improve attainment in Maths	For Thames View to meet at least national floor targets and to ensure that pupils have the relevant skills needed for the next stage of their education
Improve attainment in Reading	For Thames View to meet at least national floor targets so that pupils can more easily access the curriculum offer.
Improve attainment in Writing	For Thames View to meet at least national floor targets to ensure that pupils can access the full curriculum offer
For disadvantaged pupils who do not have a SEND need to reach age-related expectations in Reading, Writing and Maths and 100% to meet the expectations for Year 1 & 2 phonics check.	100% of disadvantaged pupils who do not have a SEND need will reach age related expectations in R,W,M and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points.
Remove barriers to learning to raise self-esteem and resilience	Pupils engage more confidently with learning and have a range of strategies to support them to overcome barriers to learning. This supports progress in their learning.
Support and improve the mental health and wellbeing of pupils	Attendance improves. Pupils engage more confidently with learning. Pupils and families have strategies that they can use effectively to regulate their wellbeing and anxiety.
Improve attainment in Phonics	For Thames View to meet at least national floor targets. Due to improved phonics knowledge, pupils can more easily access the curriculum offer
Improve attainment at the end of EYFS – specifically with speaking and listening (oracy skills)	For Thames View to meet at least national floor targets and ensure that pupils are ready to access their KS1 learning.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6,158.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of 3 x qualified teachers as TAs in Y1, Y3 and Y6	Expertise spread throughout the school, able to provide expert support for all subjects for small group work and qualified class teaching, where required.	2
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised 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 I Assessing and Monitoring Pupil Progress/ PIRA/PUMA	2,4,5
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources, engage in initiatives and fund ongoing teacher training and release time,	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading: Oral language interventions	3,7
Purchase of a DfE validated Systematic Phonics programme to secure stronger phonics teaching for all pupils. Training for staff delivering phonics to ensure at least good quality phonics teaching across the school. Purchasing additional reading books linked to the validated scheme to ensure that pupils have access to good quality books and the correct stage and phase.	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	4
Enhancement of our Maths teaching and curriculum planning in line with DfE guidance. We will fund teacher release time to embed key elements of guidance in school and to		2,3

access Maths Hub resources and CPD (including Teaching for Mastery training). Engagement with the Maths Hub on embedding mastery within the school.		
<p>Improve the quality of social and emotional (SEL) learning and staff understanding of mental health issues which affect children and families.</p> <p>Two members of staff undertaking ELSA training.</p> <p>DHT receiving training to become Senior Mental Health Lead.</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)	3,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £42,242.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	All 'tutors' trained and ready to begin tutoring. The sessions – 3 x 20 mins or 2 x 30 mins per week will take 15 weeks to complete <u>or</u> 3x 30 min sessions per week will take 10 weeks to complete, so will begin during w/c 24.1.22.	2
27% of Pupil Premium children are currently having between 1 and 7 targeted interventions during the week.		2
Children in YR, Y1 and Y2 are grouped by ability in Phonics and reading books have been re-classified to better suit the phonics phases the children are currently studying.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Of the 5 of the Pupil Premium children who were unsuccessful in their Phonics screening in Y1, 4 of them were successful in re-taking the screening in Y2 and the other child was absent due to COVID.	4

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

Budgeted cost: £27,737.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Support Liaison Worker (Employed for 18.5 hours per week) This includes providing support for families and helping them access external support groups.</p>	<p>PSLW working with 30 % of PPG children. All feedback from parents/teachers and children is positive and signifies positive outcomes for families. 68 % of the PPG that are supported by PSLW have seen their attendance increase during the past year.</p>	<p>3, 4</p>
<p>Financial support is also provided to enable PPG children to attend PGL and School Trips.</p>	<p>Disadvantaged children are able to access PGL and school trips with their non-disadvantaged peers.</p>	<p>8</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. 68 % of the PPG children have seen their attendance increase during the past year.</p>	<p>1</p>

Total budgeted cost: £ 76,138.02

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Year Group	No. in Year Group	% of PP pupils	% of PP and SEND
Year R	60	7%	0%
Year 1	60	12%	2%
Year 2	61	8%	2%
Year 3	58	10%	0%
Year 4	60	8%	3%
Year 5	60	3%	2%
Year 6	62	13%	3%

Due to lockdown at the end of March 2020 for COVID, Internal and external assessments could not be completed as in all previous years. This includes the Phonics screening for Year 1 children, 'Mop Up' phonics screening for the Year 2 children and Year 2 and Year 6 SATS testing, so we are unable to report on the Outcomes for the Pupil Premium children in the same way we would have done previously.

We spent the first two weeks of Term 1, focusing on the wellbeing and support for all children whether or not they attended school in the summer terms in one of our 'bubbles'. We felt it was important for the children to re-connect with the school routines, Golden Rules, behaviour and learning expectations as well as re-connecting as a whole school community and re-establishing friendships and social engagement. The children in all year groups (YN-Y6) were therefore involved in a two-week unit of work called 'Here we are'. This was a literacy-based unit of work/learning that was devised specifically for a whole school to work together using a single text to support a

transition curriculum as children returned to school. It aimed to support reading and writing for pleasure across the school. The age-appropriate activities provided opportunities for the children to use writing for a range of purposes including personal response as well as shared reading and also to engage in related subject based activities.

At the beginning of November, all children, including Pupil Premium Children were assessed and discussed during Pupil Progress Meetings. Specific interventions will now be put in place to address any gaps in knowledge and skills caused by the COVID-19 pandemic where these have been identified. This will be partly financed by the Government's COVID-19 Catch-Up Funding and for Pupil Premium children this funding will be supplemented by their PPG funding.

We will be using the Pupil Premium Grant this year to reduce the gaps caused by the COVID-19 pandemic, so they are in a position to accelerate their progress in order to achieve at least age- related expectations (ARE), through

- 1:1 conferencing support to raise attainment in writing and reading, closing the gap with peers
- Small group targeted support in Reading, to ensure children are reading and understanding at age appropriate levels
- Additional support to encourage children to push for Greater Depth in their work
- Funding Speech and Language therapists to deliver specific programmes of support
- Partially funding separate Lunchtime Building Clubs in Y3,Y4, Y5 and Y6, (due to restrictions on mixing year group 'bubbles'.
- Partially funding a counsellor for targeted children
- Supporting families to enable children to take part in educational visits
- Continuing to fund the Pastoral Support Liaison Officer to work with at least 29% of the Pupil Premium Children

Externally provided programmes

Programme	Provider
Reading Wise	
Spelling Shed	
Times Tables Rock Stars	
Yoga (Y5 Pupils)	Children Inspired by Yoga Rochester
ELSA	Medway EP