# F:\Thames View\Deputy Head Folder\Acting Headteacher\Logo with motto.JPGThames View Junior Pupil premium strategy Statement

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## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 | Thames View Junior  School |
| Number of pupils in school | 327 (as of 1st Dec 2021) |
| Proportion (%) of pupil premium eligible pupils | 156 chn are PP  48% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022  2022-2023  2023-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by |  |
| Pupil premium lead | S.Sanghera |
| Governor / Trustee lead | Gillian Bratley |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £209,820 |
| Recovery premium funding allocation this academic year | £ 25,085.00 |
| School Led Tuition funding | £21,060.00 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **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 | £255,965 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Thames View juniors we are an inclusive school and our motto is ‘Striving for Excellence’. At the heart of everything we do is to make a difference to the lives of our children. Our intention is to provide an inspiring, engaging and inclusive teaching and learning experience.  We believe that ‘Striving for Excellence’ can only be achieved by having the highest expectations of all our learners. Our ultimate objective is that no child is left behind socially, or academically because of disadvantage. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.  The percentage of pupils eligible for pupil premium at Thames View Junior is significantly higher than the national average. Our Pupil Premium Strategy aims to address the main barriers our children face with rigorous tracking, careful planning and targeted support and intervention. This will provide all children the access and opportunities to enjoy academic success and to flourish in the next step of their lives. |

## 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 | Gaps in learning prevent pupils from achieving age related expectations, particularly those eligible for pupil premium funding. Particularly due to school closures in March 2020 , January 2021 and due to Corona Virus). |
| 2 | Social difficulties experienced by families including housing, finance, family literacy and parental anxieties. |
| 3 | Attendance and punctuality is lower than other pupils. There is a higher record of persistent absenteeism in PP children (58% last year as opposed to 13% for Non-PP) |
| 4 | % of pupils eligible for pupil premium funding also falling into other target groups (SEND, vulnerable & EAL) |
| 5 | History of families poor educational experiences |
| 6 | Limited real life experience beyond the vicinity of Barking/Dagenham |

## 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 |
| 1.Attainment gaps in learning between PP and Non- PP children close. | Data shows the attainment gap between PP and non PP pupils is less than 10 % in all subjects.  Pupil Progress meetings demonstrate PP pupils are making the same progress as Non-PP pupils.  PP pupils’ books demonstrate progress, in some cases accelerated progress, in comparison to non-PP pupils.  Lesson observations demonstrate PP pupils are active and engaged in their learning. |
| 2.Social difficulty barriers such as housing, finance, family literacy and parental anxieties are reduced or removed to impact Pupil’s learning positively. | PP families confidently engage with school to seek and offer support. PP register will show which families are requesting support.  PP families are more knowledgeable and utilise the support that the wider school community can offer them.  Vulnerable PP pupils access school counselling service. Register for school counselling will show 100% attendance to sessions.  Clear safeguarding protocols allows for triangulation of key information between safeguarding team and teachers. |
| 3. The attendance of PP to be the same as Non-PP pupils (96%). | Attendance data to demonstrate that the there is a gap of 10% or below between absenteeism of PP pupils and non PP pupils.  PP pupils have a good attendance (96%) which results in PP pupils engaged with their learning and attainment & progress data to show this.  Breakfast club register demonstrates a higher proportion of PP attending free breakfast club to ensure they are in school on time for lessons.  Families follow the clear attendance policy which results in PP pupils having good attendance (96%). |
| Pupils who are the most vulnerable (EAL,PP,CIN CP, SEND) to be supported using the PP funding. | Pupils who are the most vulnerable (EAL, PP, CIN CP, SEND) to receive emotional well-being support to ensure engagement with school life.  Pupils who are the most vulnerable (EAL, PP, CIN CP, SEND) to be making the expected progress at each assessment point in the academic year.  Pupils who are the most vulnerable (EAL, PP, CIN CP, SEND) to receive a curriculum modified to their needs. This will then reflect in progress data. |
| To provide our families with more educational experiences. | Parent engagement action plan in place to ensure we build and develop parental engagement. Action plan to show actions have been met.  Registers of parent workshops will demonstrate 90% uptake of any courses offered to parents.  Parent voice indicates majority of parents have taken opportunities to be involved in an educational experience at school. |
| PP pupils are given opportunities to experience life beyond the vicinity of Barking & Dagenham | All PP pupils are able to attend trips as result of accessing PP funding.  After school club registers show majority of the pupils are PP pupils.  Tracking of PP pupils who play a musical instrument is higher than previous academic year.  All PP pupils will take part in any external paid workshops as a result of accessing PP funding.  All PP pupils to be seen in full uniform as a result of PP families accessing support with purchasing school uniform. |

## 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: £84,154.20

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All teachers given ½ day developmental time per week, with a focus on assessment.  Each week to release x3 class teachers for ½ day £84,154.20 | Teachers in every year group are given ½ day developmental time as an addition to PPA time.  This allows our teachers to develop and embed effective formative assessment strategies to ensure all pupils make progress including PP pupils. Effective assessment leads to good teaching.  *EEF Guidance Report*  *Effective feedback policies encourage teachers to consider the foundations for the feedback they provide– highlighting the importance of delivering high-quality instruction, which includes making purposeful use of formative assessment strategies, beforehand.*  “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils “ |  |

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

Budgeted cost: £51,180.00

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| HLTA employed to deliver interventions and small group tuition to Year 3&4 PP pupils across the school. (£25,590.00)  PP lead employed to deliver interventions and small group tuition to Year 5&6 PP pupils across the school.  (£25,590.00) | PP pupils’ progress and attainment has been greatly affected by school closures over the last two years, resulting in a huge range of abilities across the school.  By delivering interventions and small group tuition the HLTA is able to give more attention to the children who need it, improving outcomes for children.  *EEF*  *“Small group tuition has an average impact of four months’ additional progress over the course of a year.*  *Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.*  *Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil’s premium strategy.”* |  |
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 89,496

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance officer tracks attendance of PP pupils. £10,000  Invite parents in to discuss potential barriers with PP lead.  Purchase of Partnership Learning attendance officer.  (Attendance Officer salary £5,000)  Free Breakfast for PP pupils, based on average attendance across AUT 1  (£10,000) per year | Pupils eligible for Pupil Premium have a higher rate of absenteeism than Non-PP children. There is also a higher level of lateness with PP children. The attendance officer has proven to be successful in the past when working with specific families who have dis-engaged with school for various reasons.  We have found that many PP children come to school without having breakfast due to running late or lack of funds. Offering all children free attendance at the Breakfast Club will help to alleviate this.  *EEF guidance*  *“Our own research shows that 93% of schools see an increase in concentration and energy amongst children attending our breakfast clubs.”* |  |
| All pupils eligible for Pupil Premium are offered the chance to learn an instrument in school.  £10,000 | EEF guidance  *“Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.”* |  |
| Lunchtime small nurture groups. (£200)  Counselling Support Service through 1:1 meetings  9 month contract  432 sessions £3420.00 | Vulnerable children have a safe place to discuss their emotions and feelings. Strategies are given to these children to help them concentrate in class and they are better able to cope with how they are feeling. The children are emotionally and socially able to access all aspects of the curriculum.  EEF Guidance  *“Both targeted interventions and universal approaches have positive overall effects (+4* *months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.”* |  |
| Pupils eligible for Pupil Premium receive help for school uniform and trips to ensure that all children have access to enrichment activities. (£50 per child for uniform and £50 for trips) £15,600.00  Pupils eligible for Pupil Premium receive discount towards the Year 6 residential. (Cost £74 per pupil, 34 PP pupils in Year 6 £2,516.00)  Pupils eligible for Pupil Premium are offered free after school club a week. (£3.50 per child per week – £32,760) | Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children.  We want to ensure that all children are getting access to all areas of the curriculum, including after school clubs. |  |

**Total budgeted cost: £ 224,830.20**

# 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.

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| |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **Whole school** | | | | | | | | | |  | | | | | | | | | |  |  | **NC Maths** | | **NC Writing** | | **NC Reading** | | **NC SPAG** | | |  |  | **Expected & above** | **Greater depth** | **Expected & above** | **Greater depth** | **Expected & above** | **Greater depth** | **Expected & above** | **Greater depth** | |  |  |  |  |  |  |  |  | | **General** |  | | | | | | | | | | **Pupil Premium** | **210** | 20% | 2.40% | 27.60% | 2.40% | 37.10% | 6.70% | 41.90% | 12.90% | | **Not Pupil Premium** | **207** | 36.70% | 9.20% | 33.30% | 3.90% | 44% | 16.40% | 52.70% | 23.70% |   **Chosen Actions: -**   * Maths Chartwell CPD plotted across the academic year. This will help develop teachers’ understanding of assessing gaps and building upon what all children know and how to move their learning forward. * X2 HLTA’s to deliver bespoke small group work with PP children across the school to close the gaps developed over National Lockdown. * Continue to purchase Bug Club so that children have a richer diet of reading materials and have access to reading at home. Bug Club has continued to be successful, particularly where it has been difficult to send home ‘real’ books due to COVID. During the school closure period in the Spring Term the teachers were able to allocate books to the children and were able to monitor the children’s engagement in reading. * Purchase of Partnership Learning Attendance Officer and free Breakfast Club available for PP children. Meetings held with parents to discuss potential barriers and sign attendance contracts with Deputy Headteacher. * Attendance is still an issue with a significant percentage of PP children, however it has been difficult to monitor due to children isolating and bubble closures. Partnership Learning EWO has worked with many families and the attendance of these families is improving. The EWO has started conducting home visits to try and discuss attendance with the families. Persistent absence has been tackled first (below 92%) as this was the area of most concern. * One to One counselling service for PP children started in Summer 2020. This will continue as they service provided emotional support for our PP children as a result of Lockdown and other issues the children face being part of a PP family. * Pupils eligible for Pupil Premium receive help for school uniform and trips to ensure that all children have access to enrichment activities. Pupils eligible for Pupil Premium are offered free after school clubs and breakfast club. Breakfast club has helped to give PP children a healthy and positive start to the day. At present about 75% of the children who take up Breakfast club are PP children. Below table shows PP children need to be attending more clubs, higher focus will be given to this.  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Club Analysis:** | | | | | | | | | | | | | | |  | Total | 0 Clubs | | 1 Club | | 2 Clubs | | 3 Clubs | | 4 Clubs | | 5 Clubs | | | PP | 117 | 56 | 48% | 22 | 19% | 28 | 24% | 7 | 6% | 0 | 0% | 1 | 1% | | SEND | 75 | 39 | 52% | 19 | 25% | 9 | 12% | 0 | 0% | 2 | 3% | 1 | 1% |  * When school trips resumed all PP children were given free places and PP children will be given a supplement for the year 6 residential trip in July 2022. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
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