



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School name	Thameside Primary School
Number of pupils in school	376 (18 <sup>th</sup> July 2023)
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	Sept 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Sophie Greenaway (Headteacher)
Pupil premium lead	Ingrid Burton (Deputy Headteacher)
Governor / Trustee lead	Lata Parbhoo (PPG lead governor)



## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (financial year 23/24)	£130,950
Recovery premium funding allocation this academic year (based on 91 FSM eligible children Oct 22 census) Quarterly payments, final quarter based on Oct 23 census figures and adjusted accordingly.	£ 13,195
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	£ 144,145



## Part A: Pupil premium strategy plan

### Statement of intent

*'Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery.'* **Education Endowment Fund (EEF) Guide to the Pupil Premium April 2022**

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective, they are founded on the following EEF principles:

- Leaders focus on a small number of priorities in each year in areas likely to make the biggest difference
- It is embedded within a wider strategic cycle and impact is reported termly in the Headteacher report and Assessment Point Analysis
- Our approach is linked closely to EEF evidence
- We will spend some of our PPG funding on non-academic interventions, such as improving attendance as this will boost attainment.

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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and who are young carers. The activity we have outlined in this statement is also intended to support pupils' 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. Implicit in the intended outcomes detailed in this plan, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

**Progressing together – inside and out**



Our school motto exemplifies our shared values and expectations. It represents our approach and ethos. We expect our PP pupils to have high aspirations of themselves and the confidence to progress and achieve well in all aspects of their life. Of all our school values that are instilled in our pupils, resilience and belonging are integral to ensuring our PP pupils are successful.

Our key principles are:

- To improve PP pupils attendance – particularly the attendance of PP persistent absentees.
- To ensure every disadvantaged child can exit Y1 having passed the phonics screening test.
- Ensure staff use effective scaffolding and modelling strategies every day to ensure PP pupils make at least good progress in lessons, whatever their starting point.
- Ensure Communication, Language and Oracy skills are prioritised, to address gaps in PP pupils spoken and written vocabulary.
- Ensure that PP pupils access PP tutoring to address R/W/M knowledge gaps, ensuring progress is accelerated.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Poor attendance</b> - amongst those pupils in receipt of PPG, attendance is lower than that of their peers. Those children with persistent absence (PA) tend to fall in the PPG group, therefore attendance needs to be closely monitored to ensure pupils can access good quality learning. Thameside has its own Emotional, Behaviour, Well-being, Welfare Officer who supports families in a range of ways, including engagement with school and attendance. The EBWWO has regular support from the Education Welfare Service.
2	<b>Phonics</b> – some PP pupils are not getting the opportunities they need to remember and recall phonics. Some pupils do not experience parental engagement at home to reinforce and extend their phonic knowledge. We ensure these children read daily and have 1:1 phonics tuition at school.
3	<b>Cognitive load</b> – teachers have begun to utilise strategies to reduce cognitive load in lessons through the use of scaffolding. These strategies are not yet consistently embedded enough for PP pupils to achieve age related expectations (ARE).



4	<b>Communication, Language and Oracy skills</b> – Poor pupil language levels and vocabulary can hinder the progress of some PP pupils across the curriculum. Many children also have speech, language and communication difficulties that impacts on progress across the curriculum. Staff are aware of the importance of Communication, Language and Oracy skills to improve social mobility and the life chances for PP pupils. Oracy continues to be embedded in the culture of our school.
5	<b>Lost learning</b> – Internal data, assessment and observation has demonstrated that many PP pupils have been disadvantaged by lockdown and strike action, widening the gap. These pupils will require additional interventions to close gaps.
6	<b>Emotional resilience and complex family situations</b> – high level of emotional needs to be met before they can engage fully in learning. PP pupils can find it hard to express emotions verbally and require access to emotional literacy support (ELSA) to enable them to feel happy, secure and ready to learn.
7	<b>Low baseline on entry to Foundation Stage</b> - There is a significant gap in pupil attainment on entry to our Foundation Stage between pupils in receipt of PPG and others i.e. they are below age related expectation & have on-going poor basic skills (see Foundation Stage Baseline)
8	<b>SEND</b> - It is significant that 53% of our pupils in receipt of PPG also have special educational needs (SEND). Over 10% of pupils at Thameside have an EHCP which is at least 5 times the national average.

## 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.

Intended outcome	Success criteria
1. Those PP pupils with less than 90% attendance improves by 25% or is at or above 95% (national).	<ul style="list-style-type: none"> <li>Headteacher/ EBWWO / Education Welfare Assistant reports improved PP attendance</li> <li>More families engaging with the Family Hub to improve attendance</li> </ul>
2. 100% of PP pupils (without significant SEND) pass the phonics screening at the end of Y1.	<p>Increasing number of pupils passing the screening year on year.</p> <p>Phonics screening data demonstrates no gaps for PP and non-PP pupils or that the gap is narrowing.</p> <p>The number of pupils leaving the phonics programme and moving to whole class shared reading increases in Year 2.</p>

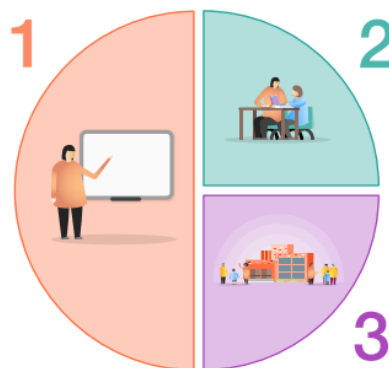


<p>3. Teachers plan activities with effective scaffolding that enables all children to access ARE learning.</p>	<p>Book monitoring shows that PP pupils are completing work set in lessons.</p> <p>Scaffolds chosen are supporting pupils to make good progress in lessons.</p> <p>PP pupils can speak positively about how scaffolds support them to be independent learners.</p>
<p>4. Communication and language is explicitly planned for in all areas of the curriculum.</p>	<p>Gaps close between PP and non-PP pupils in core subjects.</p> <p>Pupils are confident to present and speak in full sentences in standard English about their learning both in class venues and to visitors.</p> <p>Emotional regulation is improved as pupils are better equipped to speak about their feelings instead of reverting to anti-social behaviours to show how they feel.</p>
<p>5. PP pupils access targeted tutoring and interventions to address R/W/M knowledge gaps ensuring they make accelerated progress.</p>	<p>Internal data demonstrates accelerated progress from start points in:</p> <ul style="list-style-type: none"> <li>• 1:1 phonics tuition</li> <li>• Afternoon intervention sessions</li> <li>• PP tutoring sessions – targeting fluency in R/W/M through RWI and White Rose's Fluency Bee</li> </ul>
<p>6. PP pupils in FS to make accelerated progress through targeted interventions so that they achieve the Good Level of Development</p>	<p>100% of PP pupils (without significant SEND) to achieve GLD at the end of Foundation Stage.</p>
<p>7. All PP pupils with SEND to have their needs identified and met with high-quality teaching and internal/external additional provision so that they meet targets set on their learning plans or EHCPs.</p>	<p>PP pupils will have aspirational targets set on their learning plans and be supported to make at least good progress towards them.</p> <p>PP pupils who need alternative provision will be supported by the school to access it.</p> <p>Families will feel supported by the school and this will be evidenced in annual reviews (EHCPs) and learning plan reviews (SEND).</p>



## Activity in this academic year (2023-24)

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



**Diagram Source:**

<https://educationendowmentfoundation.org.uk/news/new-pupil-premium-support-resource-for-schools>

*Please see Appendix A for the EEF's tiered model and menu of approaches to spending Pupil Premium funding effectively.*

### 1. High Quality Teaching (for example, CPD, recruitment and retention)

**Costs:**

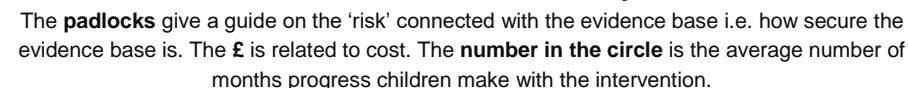
£2,482 RWI Ruth Miskin's Phonics training for the whole school inset and development day

£280 Visit to a flagship Literary Curriculum school in London with a focus on PP pupils in writing

£400 NELI Language Link Screening Tool and C&L intervention programme for Foundation Stage (Purchase, development and implementation of oral language interventions (NELI in EYFS) for pupils who have delayed language skills.)

£240 Autism Training (Rainbow Provision)

**Total budgeted cost: £3,402**











School Led Tutoring- £12,480 in house paid upper threshold qualified teacher (one day a week) Establish small group maths and reading intervention with our catch-up tutor for disadvantaged pupils falling behind. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.

**Budgeted total cost: £51,914**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils have phonics interventions as part of their 1:1 reading lessons – this includes Fresh Start for children in Years 5 and 6	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 High impact for very low cost based on very extensive evidence 	2, 3, 5, 7
Pupils in Year 2 (who did not pass the screening) will have phonics lessons until they are secure on their letters and sounds	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 High impact for very low cost based on very extensive evidence 	2, 3, 5, 7
Establish small group interventions with our PP tutor for disadvantaged pupils falling behind age-related expectations. These will focus on PPG pupils with a particular emphasis on maths fluency.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  Small group tuition Moderate impact for low cost based on moderate evidence 	3, 5, 8
Establish small group interventions with our teaching assistants for disadvantaged pupils falling behind age-related expectations. These will focus on PPG pupils with a particular emphasis on fluency in core subjects.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind  Small group tuition Moderate impact for low cost based on moderate evidence 	3, 5, 8



<p>Scaffolding effectively for lowest 20% and Breaking Barriers intervention within KS2 Maths lessons to support disadvantaged pupils at risk of falling behind age-related expectations</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence</p> <p>£ £ £ £ £</p> <p>£ £ £ £ £</p> <p>+4</p>	<p>3, 4, 6, 8</p>
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### 3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

#### Costs:

£17,708 (HLTA 4 days per week to support behaviour across the school)

Leadership Interventions and support £10,000 (accounts for 1 day per week of SLT time)

Inside out Experience Day x2 £500

Family Hub – part time salary for Emotional Wellbeing Behaviour and Welfare Officer role £15,025 supporting low income/ hard to reach PPG families to improve and promote sustainable attendance.

SLA buy back LA attendance support Educational Welfare £1,470 (from April 24) providing the procedural responsibility to target families whose children are missing education due to non-attendance at school.

ELSA (2 days per week) – £7,425

Costs for supporting PPG eligible families - £4,220 holiday clubs/after schools extra-curricular activities (Ukraine families are supported separately from the Ukraine grant received 22/23)

Music (Rock steady) lessons for PPG children (3 chn) circa £800

PPG free or subsidised places for school trips circa £2,600 (includes subsidy 55% for PPG children for Year 6 Residential to RYG and subsidy towards other trips)



Signing in system for managing late attendance - £950 to promote good attendance and reduce absence, including persistent absence • ensure every pupil has access to full-time education to which they are entitled. Enable school to act early to address patterns of absence to ensure all children are receiving full time education. It includes daily, weekly and year-to-date information on attendance and absence, in addition to reasons for absence.

Active Leaders course for Year 5 (high level pf PPG) £1,000- Aimed at primary school children in Years 5 and 6. It develops activity ambassadors, leaders of playground activities and independent, confident, responsible role models.

Support for PP with buying uniform, for example, Year 6 hoodies circa £250 (second hand uniform is offered free of charge by the school)

Communication stations around the school to enable PP pupils with SEND to communicate feelings £500

Theraplay training £100

**Total budgeted cost: £62,548**

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to help up-skill staff across school in supporting children with SEMHD needs	<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> <div> <div> Social and emotional learning  Moderate impact for moderate cost, based on extensive evidence. </div> <div> ££££££ </div> <div> +4 </div> </div> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p> <div> <div> Metacognition and self-regulation  High impact for very low cost, based on extensive evidence. </div> <div> ££££££ </div> <div> +7 </div> </div> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p>	4, 6, 8,
The lead of the Family Hub at school continues to provide support for		1, 6



families with attendance and acute need	<div> <div>Parental engagement</div> <div>Moderate impact for moderate cost, based on moderate evidence.</div> <div> <div>£ £ £ £ £</div> <div> </div> <div>+3</div> </div> </div> <div> <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</a> </div>	
The SEND working party to ensure that PP pupils with SEND can communicate effectively by the instalment of communication stations around the school.	<div> <div>Communication and language approaches</div> <div>Very high impact for very low cost based on extensive evidence</div> <div> <div>£ £ £ £ £</div> <div> </div> <div>+6</div> </div> </div> <div> <a href="https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=interactive-reading">https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=interactive-reading</a> </div>	3, 4, 8

**Total budgeted cost: £117,864**

**Unbudgeted - £26,281 (additional spend identify in year to support children with PPG).**



## 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 **2022 to 2023** academic year.

Ensure all relevant and new staff (including new staff) have received training to deliver the phonics scheme effectively and consistently	<u>Headlines</u>				
	<ul style="list-style-type: none"> <li>77% of Y1 pupils passed the Phonics Screening Check (target was 80% so we were only 3% off this target, despite several in year arrivals).</li> <li>No gender gap between boys and girls</li> </ul>				
	<b>Year 1 (56 pupils)</b>	<b>No. of Pupils (%)</b>	<b>Average Score</b>	<b>Working Towards</b>	<b>Working At</b>
	All Pupils	56 (100%)	30.9	13 (23.2%)	43 (76.8%)
	Males	29 (51.8%)	29.4	7 (24.1%)	22 (75.9%)
	Females	27 (48.2%)	32.4	6 (22.2%)	21 (77.8%)
	Pupil Premium	13 (23.2%)	26.0	5 (38.5%)	8 (61.5%)
	Not Pupil Premium	43 (76.8%)	32.3	8 (18.6%)	35 (81.4%)
	Education, health and care plan	7 (12.5%)	14.3	5 (71.4%)	2 (28.6%)
	All SEN	21 (37.5%)	21.1	12 (57.1%)	9 (42.9%)
	Not SEN	35 (62.5%)	36.7	1 (2.9%)	34 (97.1%)
	EAL	11 (19.6%)	29.5	3 (27.3%)	8 (72.7%)
	Not EAL	45 (80.4%)	31.2	10 (22.2%)	35 (77.8%)
	UPEG	5 (8.9%)	25.8	2 (40.0%)	3 (60.0%)
	NOT UPEG	51 (91.1%)	31.4	11 (21.6%)	40 (78.4%)
	<ul style="list-style-type: none"> <li>Last year the gap between Pupil Premium Pupils (76%) and Not Pupil Premium (53%) was 23% and this year, it is 19%.</li> </ul>				
	<u>Impact</u>				
	<ul style="list-style-type: none"> <li>Pupils are leaving Year 1 ready for the Year 2 curriculum.</li> <li>Pupils are applying their phonic knowledge to their writing.</li> </ul>				
	<u>Headlines</u>				
Early identification of children with weak C&L skills –					



the school will identify what the child's difficulties are and address them as soon as possible.	<ul style="list-style-type: none"><li>100% of PP pupils were expected in Communication</li></ul>																																																							
	<table><tr><th rowspan="2"></th><th colspan="2">Pupils</th><th colspan="3">Minimum Steps progress in Reception (all AoLs)</th><th colspan="2">Communication (2 aspects)</th></tr><tr><th>No.</th><th>%</th><th>%4+</th><th>%5+</th><th>%6+</th><th>Expected in all %</th><th>Avg Score</th></tr><tr><td>All Pupils</td><td>46</td><td>100.0</td><td>87.0</td><td>10.9</td><td>6.5</td><td>95.7</td><td>3.9</td></tr><tr><td>Males</td><td>23</td><td>50.0</td><td>91.3</td><td>21.7</td><td>13.0</td><td>95.7</td><td>3.9</td></tr><tr><td>Females</td><td>23</td><td>50.0</td><td>82.6</td><td>0.0</td><td>0.0</td><td>95.7</td><td>3.9</td></tr><tr><td>Pupil Premium</td><td>7</td><td>15.2</td><td>100.0</td><td>14.3</td><td>14.3</td><td>100.0</td><td>4.0</td></tr><tr><td>Not Pupil Premium</td><td>39</td><td>84.8</td><td>84.6</td><td>10.3</td><td>5.1</td><td>94.9</td><td>3.9</td></tr></table>		Pupils		Minimum Steps progress in Reception (all AoLs)			Communication (2 aspects)		No.	%	%4+	%5+	%6+	Expected in all %	Avg Score	All Pupils	46	100.0	87.0	10.9	6.5	95.7	3.9	Males	23	50.0	91.3	21.7	13.0	95.7	3.9	Females	23	50.0	82.6	0.0	0.0	95.7	3.9	Pupil Premium	7	15.2	100.0	14.3	14.3	100.0	4.0	Not Pupil Premium	39	84.8	84.6	10.3	5.1	94.9	3.9
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<ul style="list-style-type: none"><li>In 21-22, only 17.5% of our 81 PP pupils were expected in reading across the school from Y1 to Y6 and this is now 37% which demonstrates accelerated progress in reading.</li></ul>																																																								
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<ul style="list-style-type: none"><li>We are beginning to close the gap between PP pupils and their peers in reading which is a direct impact of the 1:1 phonics intervention that is happening in reading lessons, including the Fresh Start version of the intervention in Years 5 and 6.</li></ul>																																																								
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are secure on their letters and sounds	<ul style="list-style-type: none"> <li>PP pupils only move onto shared reading lessons when they can read fluently which has raised self-esteem and standards. This has been enabled by smaller groups and quality training for staff delivering phonics.</li> </ul>
Establish small group interventions with our catch-up tutor for disadvantaged pupils falling behind age-related expectations. These will focus on PPG pupils with a particular emphasis on boys and writing.	<p><u>Headlines</u></p> <ul style="list-style-type: none"> <li>Catch-up tutor has worked closely with class teachers to ensure interventions are closely matched to children's needs</li> <li>Intervention groups have been reviewed at every assessment point</li> <li>There was a noticeable difference in progress during the summer term when the catch-up tutoring was unable to take place due to staff illness.</li> </ul> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>Outcomes in reading 80% children made at least expected progress with 60% of children making better than expected progress</li> <li>Outcomes in maths 53% of children made at least expected progress with 27% of children making better than expected progress</li> <li>Outcomes in writing 50% of children made at least expected progress with 33% of children making better than expected progress</li> </ul>
Scaffolding effectively for lowest 20% and Breaking Barriers intervention within KS2 Maths lessons to support disadvantaged pupils at risk of falling behind age-related expectations	<p><u>Headlines</u></p> <ul style="list-style-type: none"> <li>School has designed a scaffolding menu for maths lessons and the maths leads have modelled many lessons– work will continue on this next year</li> <li>PP pupils in Year 4 and Year 1 have made accelerated progress, far exceeding that made by their not-PP peers.</li> <li>In Years 2 and 3, there are no gaps in progress between PP and not-PP pupils (although what we are striving for is better than good progress for PP pupils).</li> <li>The only year group where PP are demonstrating less progress in maths is in Y5 but 6 of these children are in our Rainbow Room learning resource and are assessed using B-Squared.</li> </ul> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>In our deep dive moderation exercises, PP pupils speak very highly of maths lessons and feel successful in them.</li> <li>PP pupils are able to complete more work in lessons pitched at ARE standards with scaffolding</li> </ul>



<p>Now that we have had our own SEMHD provision – The Nest – in place for the last year and the children are ready to learn, our focus will be on academic progress this year.</p>	<p><u>Headlines</u></p> <ul style="list-style-type: none"> <li>• School has designed a scaffolding menu for maths lessons and the maths leads have modelled many lessons– work will continue on this next year</li> <li>• PP pupils in Year 4 and Year 1 have made accelerated progress, far exceeding that made by their not-PP peers.</li> <li>• In Years 2 and 3, there are no gaps in progress between PP and not-PP pupils (although what we are striving for is better than good progress for PP pupils).</li> <li>• The only year group where PP are demonstrating less progress in maths is in Y5 but 6 of these children are in our Rainbow Room learning resource and are assessed using B-Squared.</li> </ul> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>• All pupils are getting what they need to make progress</li> <li>• PP pupils in the Nest have access to the Alternative Provision they need</li> <li>• Behaviour of the PP pupils in the Nest is improved (SDQ analysis shows this) and any impact of anti-social behaviour on PP pupils learning in the classroom is practically gone.</li> </ul> <p><u>Soundbites from a visiting Headteacher from a local special school</u></p> <p><b>Strengths:</b>  I observed lots of good practice but the things that stood out for me were:  The Nest is essentially a really effective Nurture Group (NG) and follows the 6 principles of Nurture:</p> <ol style="list-style-type: none"> <li>1. Children's learning is understood developmentally</li> <li>2. The classroom offers a safe base</li> <li>3. The importance of nurture for the development of wellbeing</li> <li>4. Language is a vital means of communication</li> <li>5. All behaviour is communication</li> <li>6. The importance of transition in children's lives</li> </ol> <p>The relationship between Juliette and the pupils is the primary strength, it is clear there is mutual warmth and respect 😊</p> <p>Juliette deploys the support staff well and makes good use of the spaces available  Pupils appeared relaxed and respectful  Pupils showed good resilience, especially when waiting to use the gym equipment</p>
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	<p>Pupils shared space with each other, the younger ones were confident to take part etc.</p> <p><b>Lee Smith, Headteacher Holy Brook School</b></p>
<p>The lead of the Family Hub at school continues to provide support for families with attendance and acute need</p>	<p><u>Headlines</u></p> <ul style="list-style-type: none"> <li>• Family lead has targeted families where attendance has fallen below 95%</li> <li>• Support provided has included home visits, helping families to set up morning routines and following up absences with phone calls to 'check-in'</li> </ul> <p><u>Impact</u></p> <ul style="list-style-type: none"> <li>• Families have felt well supported and shown greater engagement with the school</li> <li>• Overall attendance for children in receipt of PPG funding is at 90%</li> </ul>

## Externally provided programmes

Programme	Provider
<p><b>SALT programmes:</b></p> <p>NELI</p> <p>Colourful Semantics</p> <p>Bucket Time</p> <p>Drawing &amp; Talking Therapy</p> <p><b>Other:</b></p> <p>Rocksteady – being part of a music band</p> <p>Play therapy</p> <p>RWInc</p> <p>Tapestry</p> <p>Reading Primary Stars pastoral support</p>	<p>OxED &amp; Assessment</p> <p>SALT ( <a href="https://speechstuff.org.uk/colourful-semantics/">https://speechstuff.org.uk/colourful-semantics/</a> )</p> <p>Attention Autism</p> <p>Sarah Vugler, therapist</p> <p>Rocksteady</p> <p>Yasmeen Floodgate, therapist</p> <p>Ruth Miskin</p> <p><a href="https://tapestryjournal.com/login/">https://tapestryjournal.com/login/</a></p> <p>Reading Football Club</p>



FACE pastoral support

<https://www.facevents.com/?msclkid=72f1b09dcf7d11ec9e903bab5833aa8d>

## Further information

Other ways we support pupil premium children:

- Class teachers target disadvantaged children for conference marking
- Class teachers target parents to ensure they all attend parents evening
- Class teachers send positive texts sent home, work photocopied
- Family Hub support

## Appendix A: EEF's Tiered model and menu of approaches

