



## Pupil premium strategy statement 2024

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	21.7%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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 24/25	£111,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0 (Not confirmed as continuing in 24/25.)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£111,000</b>



## Part A: Pupil premium strategy plan

### Statement of intent

*'Giving every young person the best start in life, whatever their background and wherever they grow up, is a mission that unites everyone working in schools. Getting the most out of the Pupil Premium requires careful consideration and planning. Strategies for managing Pupil Premium spend must be clearly defined and responsive to the particular needs of individual schools and specific pupils.'* **Education Endowment Fund (EEF) Guide to the Pupil Premium September 2023**

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 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.

Our Pupil Premium Strategy is 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 (as reflected in our SDP September 24)
- 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 strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through funding tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 all our 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 pupil premium pupils are successful.

Our key principles are:

- To improve PP pupils' attendance – particularly the attendance of pupil premium 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 pupil premium pupils make at least good progress in lessons, whatever their starting point.
- Ensure Communication, Language and Oracy skills are prioritised, to address gaps in pupil premium pupils spoken and written vocabulary.
- Ensure that pupil premium pupils access tutoring to address knowledge gaps, enabling accelerated progress.

## 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 and lost learning</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 and our inclusive classroom design. These strategies are not yet consistently embedded enough for all 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 deficits that impact 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. Effective adult interactions are integral in our EYFS and Y1 continuous provision and our CPD opportunities for staff reflects this.
5	<b>Emotional resilience and complex family situations</b> –emotional needs must to be met before children can engage fully in learning. PP pupils can find it hard to express emotions verbally and require access to emotional literacy support (ELSA) and the PMHW, for example, to enable them to feel happy, secure and ready to learn.
6	<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)
7	<b>SEND</b> - It is significant that 48% 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 4 times the national average.

## Intended outcomes for 2024-2025

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
Attendance for pupils in receipt of PPG funding improves so that the attendance gap between PPG and non-PPG closes.	<ul style="list-style-type: none"> <li>An improvement of 3% to the 89% that is the attendance for PPG pupils at the end of the 23-24 academic year i.e. a target of 92% for PPG pupils in 24-25.</li> <li>Headteacher/ EBWWO / Education Welfare Assistant reports improved PP attendance, especially for boys in receipt of PPG</li> <li>More families engaging with the Family Hub to improve attendance</li> </ul>
100% of PP pupils (without significant SEND) pass the phonics screening at the end of Y1.	<ul style="list-style-type: none"> <li>Increasing number of pupils passing the screening year on year.</li> <li>Phonics screening data demonstrates no gaps for PP and non-PP pupils or that the gap is narrowing.</li> <li>The number of pupils leaving the phonics programme and moving to whole class shared reading increases in Year 2.</li> </ul>
Teachers plan activities with effective scaffolding that enables all children to access ARE learning.	<ul style="list-style-type: none"> <li>Book monitoring shows that PP pupils are completing work set in lessons.</li> <li>Scaffolds chosen are supporting pupils to make good progress in lessons.</li> <li>PP pupils can speak positively about how scaffolds support them to be independent learners.</li> </ul>
Communication and language is explicitly planned for (in all areas of the curriculum) and delivered through effective adult interactions.	<ul style="list-style-type: none"> <li>PPG pupils in EYFS continue to make good progress in Year 1</li> <li>Monitoring shows that effective adult interactions are happening, especially in continuous provision</li> <li>Gaps close between PP and non-PP pupils in core subjects.</li> </ul>



	<ul style="list-style-type: none"> <li>• Pupils are confident to present and speak in full sentences in standard English about their learning both in class venues and to visitors.</li> <li>• 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 – can be seen through a reduction in suspensions, for example, for PPG pupils.</li> </ul>
PP pupils access targeted tutoring and interventions to address R/W/M knowledge gaps ensuring they make accelerated progress.	<p>Internal data demonstrates accelerated progress from start points in:</p> <ul style="list-style-type: none"> <li>• 1:1 phonics tuition</li> <li>• Protected afternoon intervention sessions</li> </ul>
PP pupils in FS to make accelerated progress through targeted interventions so that they achieve the Good Level of Development	<ul style="list-style-type: none"> <li>• 100% of PP pupils (without significant SEND) to achieve GLD at the end of Foundation Stage.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• PP pupils will have aspirational targets set on their learning plans and be supported to make at least good progress towards them.</li> <li>• PP pupils who need alternative provision will be supported by the school to access it.</li> <li>• Families will feel supported by the school and this will be evidenced in annual reviews (EHCPs) and learning plan reviews (SEND).</li> <li>• PP pupils with SEND will make good progress in core subjects i.e. there will be at least a 5-10% increase in PP pupils at ARE+ in 24-25 core subjects compared to 23-24.</li> </ul>

## Planned activity in this academic year (2024-25)

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)

**Costs:**



£1,500 RWI Ruth Miskin's Phonics – core subscription and one development day

£244 RWI online library subscription

£301 Oxford Owl e-book subscription

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

£500 Scaffold folders for all classrooms

**Total budgeted cost: £2,825**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD (including weekly phonics practice sessions) to ensure delivery of phonics is effective and consistent.	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1, 2, 4, 6, 7
<p>Early identification of children with weak C&amp;L skills.</p> <p>All staff are aware of children's phonics/C&amp;L targets in EYFS and Y1.</p> <p>Effective adult interactions using the SCERTs approach.</p>	<p>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 impacts</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 3, 4, 6, 7
Colourful semantics to be used as the main scaffold (and intervention) for pupils across the school. This will be supported in class by new scaffold folders on desks.		
Embedding the effective teaching of vocabulary into maths lessons so that pupils can access their learning and apply the mathematical language they are being taught i.e. speak like mathematicians.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p>	3,4,7



	<a href="#">Vocabulary in Action EEF</a>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

£250 WellComm Digital - Delayed language skills lead to under-performance later in life. WellComm will assist with identifying early years and primary school children who are experiencing barriers to speech and language development so we can support them early in their education journey.

£384 RWI Writing intervention books

£400 Nesy Learning Platform

£540 ABC Read Volunteer Contribution (supporting children to find interest in reading)

£28,333 (x 3) Classroom Teaching Assistants to carry out afternoon interventions. Funded from PPG to cater for larger eligible children across these KS groups, for intervention group work and improved classroom targeted support.

£12,906 School Led Tutoring- 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: £42,813**

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI writing intervention group for pupils in Year 6 with PPG and SEND needs.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 3, 7
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:	1, 2, 3, 4, 6, 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:	2, 3, 4, 6, 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	3, 5, 6, 7
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	1, 3, 7
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	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.  New scaffold folders are effective in supporting PPG pupils to make good progress in English and maths lessons.	1, 3, 7

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

£17,696 HLTA 3 days per week to support therapeutic thinking across the school

£10,550 Leadership Interventions and support (accounts for 1 day per week of SLT time)

£500 Inside out Experience Day

£15,626 Family Hub – part time salary for Emotional Wellbeing Behaviour and Welfare Officer role supporting low income/ hard to reach PPG families to improve and promote sustainable attendance.

£1,470 plus 2 additional visit £316 Educational Welfare Service (SLA buy back LA attendance support) providing the procedural responsibility to target families whose children are missing education due to non-attendance at school. A named Attendance Support Officer from the LA will regularly meet with school attendance leads, working collaboratively with colleagues and partners to identify and signpost to appropriate support, support with attendance reviews, planning



preventative interventions, monitoring attendance and progress and supporting initiatives in school to support improved attendance.

£12,318 ELSA (2 days per week, equivalent of HLTA)

£2,490 Costs for supporting PPG eligible families to attend holiday clubs/after schools' extra-curricular activities

£0 Bursary places Music (Rock steady) lessons for 3 PPG children

£2,500 PPG free or subsidised places for school trips (includes subsidy 55% for PPG children for Year 6 Residential to RYG £2,200 and subsidy towards other trips e.g. Year 4 Camp £300)

£0 (no cost this year, no cost until 26/27) Signing in system for managing late attendance - 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.

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

£500 Inclusive playground & communal area signage to support the effective implementation new 24-25 Behaviour Curriculum

£496 School meals for a child from a vulnerable family

£350 Nest resources for SEMHD children (e.g. cooking, supplies for alternative learning)

£300 contingency fund – see below

**Total budgeted cost: £65,362**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour curriculum effectively and consistently delivered across the school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	5
HLTA to help up-skill staff across school in supporting children with SEMHD needs for sustainability of effective SEND support.	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)	4, 6, 8,



The lead of the Family Hub at school continues to provide support for families with attendance and acute need	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 5
Signage and scripts around the school to ensure that PP pupils are supported to follow the school Behaviour Curriculum.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions</a>   <a href="#">Teaching and Learning Toolkit</a>   <a href="#">EEF</a>	3, 4, 8
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £111,000**



## Part B: Review of the previous academic year 2023-24

### Outcomes for disadvantaged pupils

<p>Those PP pupils with less than 90% attendance improves by 25% or is at or above 95% (national).</p>	<p><u>Headlines</u></p> <p>52% of pupil premium children have improved their attendance in 2023-24.</p> <p><u>Impact</u></p> <p>Accelerated progress for PPG pupils in core subjects</p> <table border="1" data-bbox="536 667 1366 1016"> <thead> <tr> <th rowspan="2">Core subject</th> <th colspan="2">% PPG pupils ARE+</th> <th rowspan="2">Difference</th> </tr> <tr> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>26.2%</td> <td>38.4%</td> <td>+12.2%</td> </tr> <tr> <td>Writing</td> <td>9.8%</td> <td>28.8%</td> <td>+19%</td> </tr> <tr> <td>Maths</td> <td>19.7%</td> <td>35.6%</td> <td>+15.9%</td> </tr> </tbody> </table>	Core subject	% PPG pupils ARE+		Difference	2022-23	2023-24	Reading	26.2%	38.4%	+12.2%	Writing	9.8%	28.8%	+19%	Maths	19.7%	35.6%	+15.9%
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<p>Teachers plan activities with effective scaffolding that enables all children to access ARE learning.</p>	<p><u>Headlines</u></p> <ul style="list-style-type: none"> <li>• Writing lead asked to speak at the LA network meeting on our use of scaffolding in English lessons.</li> <li>• Scaffolding in maths lessons seen as a strength in a LA SENED deep dive in July 2024</li> <li>• Year 6 SATs results for PPG pupils are much improved with many PPG pupils achieving the higher standard this year, compared to none in 2022-23.</li> </ul> <table border="1" data-bbox="536 1659 1366 1984"> <thead> <tr> <th rowspan="2">Core subject</th> <th colspan="2">% PPG pupils ARE+ Year 6 SATS</th> <th rowspan="2">Difference</th> </tr> <tr> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>44%</td> <td>57%</td> <td>+13%</td> </tr> <tr> <td>SPAG</td> <td>22%</td> <td>50%</td> <td>+28%</td> </tr> <tr> <td>Maths</td> <td>33%</td> <td>57%</td> <td>+24%</td> </tr> </tbody> </table>	Core subject	% PPG pupils ARE+ Year 6 SATS		Difference	2022-23	2023-24	Reading	44%	57%	+13%	SPAG	22%	50%	+28%	Maths	33%	57%	+24%
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<p>Communication and language is explicitly planned for in all areas of the curriculum.</p>	<p><u>Headlines</u></p> <p>PPG pupils in EYFS make accelerated progress in their communication and language skills due to the priority staff have given this in their curriculum design, cpd opportunities, teaching and learning.</p> <p><u>EYFS PPG baseline 23:</u></p> <table border="1" data-bbox="534 1099 1331 1229"> <thead> <tr> <th>8 pupils Period: Rec Aut1</th> <th>Below</th> <th>Risk</th> <th>At</th> </tr> </thead> <tbody> <tr> <td>Listening, Attention and Under..</td> <td>1 (12.5%)</td> <td>4 (50.0%)</td> <td>3 (37.5%)</td> </tr> <tr> <td>Speaking</td> <td>5 (62.5%)</td> <td>1 (12.5%)</td> <td>2 (25.0%)</td> </tr> </tbody> </table> <p><u>EYFS PPG Summer 24</u></p> <table border="1" data-bbox="534 1301 1331 1431"> <thead> <tr> <th>8 pupils Period: Rec Sum1</th> <th>Below</th> <th>Risk</th> <th>At</th> </tr> </thead> <tbody> <tr> <td>Listening, Attention and Under..</td> <td>1 (12.5%)</td> <td>2 (25.0%)</td> <td>5 (62.5%)</td> </tr> <tr> <td>Speaking</td> <td>3 (37.5%)</td> <td>0 (0%)</td> <td>5 (62.5%)</td> </tr> </tbody> </table> <p><u>Impact</u></p> <p>Pupils in EYFS are ready to progress into Year 1.</p>	8 pupils Period: Rec Aut1	Below	Risk	At	Listening, Attention and Under..	1 (12.5%)	4 (50.0%)	3 (37.5%)	Speaking	5 (62.5%)	1 (12.5%)	2 (25.0%)	8 pupils Period: Rec Sum1	Below	Risk	At	Listening, Attention and Under..	1 (12.5%)	2 (25.0%)	5 (62.5%)	Speaking	3 (37.5%)	0 (0%)	5 (62.5%)
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<p>PP pupils access targeted tutoring and interventions to address R/W/M knowledge gaps ensuring they make accelerated progress.</p>	<p><u>Headlines</u></p> <p>PPG pupils continue to be prioritised for interventions with the tutor the school employs (Mrs Spencer) and with TAs who are allocated resources and a space for their valuable tuition.</p> <p><u>Impact</u></p> <p>PPG pupils working with Mrs Spencer have made better progress this year due to her interventions.</p>																								



Having protected intervention time for TAs in the afternoons has meant that all children are having the interventions they need and gaps in learning are closing (see core subject progress tables above).

PP pupils in FS to make accelerated progress through targeted interventions so that they achieve the Good Level of Development

Headlines

Despite not all PPG children meeting GLD requirements, the tables below clearly show the progress made in both prime and specific areas of the EYFS curriculum.

2023-24 BASELINE

8 pupils Period: Rec Aut1	Missing Assessment	Below	Risk or higher	At or higher
Listening, Attention and Under..	0 (0%)	1 (12.5%)	7 (87.5%)	3 (37.5%)
Speaking	0 (0%)	5 (62.5%)	3 (37.5%)	2 (25.0%)
Self-Regulation	0 (0%)	3 (37.5%)	5 (62.5%)	5 (62.5%)
Managing Self	0 (0%)	0 (0%)	8 (100%)	8 (100%)
Building Relationships	0 (0%)	0 (0%)	8 (100%)	5 (62.5%)
Gross Motor Skills	0 (0%)	0 (0%)	8 (100%)	8 (100%)
Fine Motor Skills	0 (0%)	5 (62.5%)	3 (37.5%)	3 (37.5%)
Comprehension	1 (12.5%)	1 (14.3%)	6 (85.7%)	3 (42.9%)
Word Reading	0 (0%)	3 (37.5%)	5 (62.5%)	2 (25.0%)
Writing	0 (0%)	6 (75.0%)	2 (25.0%)	2 (25.0%)
Number	0 (0%)	2 (25.0%)	6 (75.0%)	3 (37.5%)
Numerical Patterns	0 (0%)	2 (25.0%)	6 (75.0%)	4 (50.0%)
Past and Present	0 (0%)	2 (25.0%)	6 (75.0%)	4 (50.0%)
People, Culture and Communitie..	0 (0%)	1 (12.5%)	7 (87.5%)	7 (87.5%)
The Natural World	0 (0%)	5 (62.5%)	3 (37.5%)	1 (12.5%)
Creating with Materials	0 (0%)	4 (50.0%)	4 (50.0%)	2 (25.0%)
Being Imaginative and Expressi..	0 (0%)	0 (0%)	8 (100%)	8 (100%)
<b>Combined</b>	<b>Missing Assessment in one or more</b>	<b>Below in one or more</b>	<b>Risk or higher in all</b>	<b>At or higher in all</b>
	1 (12.5%)	6 (85.7%)	1 (14.3%)	0 (0%)
<b>GLD</b>	1 (12.5%)	5 (71.4%)	2 (28.6%)	1 (14.3%)

2023-24 END

8 pupils Period: Rec Sum1	Below	Risk or higher	At or higher
Listening, Attention and Under..	1 (12.5%)	7 (87.5%)	5 (62.5%)
Speaking	3 (37.5%)	5 (62.5%)	5 (62.5%)
Self-Regulation	0 (0%)	8 (100%)	6 (75.0%)
Managing Self	0 (0%)	8 (100%)	7 (87.5%)
Building Relationships	0 (0%)	8 (100%)	6 (75.0%)
Gross Motor Skills	0 (0%)	8 (100%)	8 (100%)
Fine Motor Skills	2 (25.0%)	6 (75.0%)	4 (50.0%)
Comprehension	1 (12.5%)	7 (87.5%)	6 (75.0%)
Word Reading	4 (50.0%)	4 (50.0%)	1 (12.5%)
Writing	4 (50.0%)	4 (50.0%)	2 (25.0%)
Number	1 (12.5%)	7 (87.5%)	6 (75.0%)
Numerical Patterns	1 (12.5%)	7 (87.5%)	6 (75.0%)
Past and Present	1 (12.5%)	7 (87.5%)	7 (87.5%)
People, Culture and Communitie..	1 (12.5%)	7 (87.5%)	7 (87.5%)
The Natural World	1 (12.5%)	7 (87.5%)	7 (87.5%)
Creating with Materials	0 (0%)	8 (100%)	6 (75.0%)
Being Imaginative and Expressi..	0 (0%)	8 (100%)	6 (75.0%)
<b>Combined</b>	<b>Below in one or more</b>	<b>Risk or higher in all</b>	<b>At or higher in all</b>
	4 (50.0%)	4 (50.0%)	1 (12.5%)
<b>GLD</b>	4 (50.0%)	4 (50.0%)	1 (12.5%)



	<p><u>Impact</u></p> <p>PPG pupils in EYFS are ready to progress into Year 1 and teachers are aware of areas of focus in Y1 continuous provision for the pupils who did not meet GLD.</p>																																		
<p>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><u>Headlines</u></p> <p>Pupils with PPG on the SEND register are having their pastoral and learning needs met by their teachers, external professionals (e.g. RISE) and the SEND team – as evidenced in the LA July 24 deep dive report).</p> <p><u>Impact</u></p> <p>Pupils with SEND and in receipt of PPG funding are beginning to catch up with their peers academically.</p> <p><u>Summer 2023 PPG pupils with SEND</u></p> <table border="1" data-bbox="528 913 1157 1160"> <thead> <tr> <th>34 pupils</th> <th>At or higher</th> <th>Above or higher</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2 (6.7%)</td> <td>2 (6.7%)</td> </tr> <tr> <td>Writing</td> <td>0 (0%)</td> <td>0 (0%)</td> </tr> <tr> <td>Mathematics</td> <td>1 (3.3%)</td> <td>1 (3.3%)</td> </tr> <tr> <td rowspan="2">Combined</td> <td><b>At or higher in all</b></td> <td><b>Above or higher in all</b></td> </tr> <tr> <td>0 (0%)</td> <td>0 (0%)</td> </tr> </tbody> </table> <p><u>Summer 2024 PPG pupils with SEND</u></p> <table border="1" data-bbox="528 1227 1168 1478"> <thead> <tr> <th>34 pupils</th> <th>At or higher</th> <th>Above or higher</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3 (8.8%)</td> <td>1 (2.9%)</td> </tr> <tr> <td>Writing</td> <td>1 (2.9%)</td> <td>0 (0%)</td> </tr> <tr> <td>Mathematics</td> <td>4 (11.8%)</td> <td>1 (2.9%)</td> </tr> <tr> <td rowspan="2">Combined</td> <td><b>At or higher in all</b></td> <td><b>Above or higher in all</b></td> </tr> <tr> <td>1 (2.9%)</td> <td>0 (0%)</td> </tr> </tbody> </table>	34 pupils	At or higher	Above or higher	Reading	2 (6.7%)	2 (6.7%)	Writing	0 (0%)	0 (0%)	Mathematics	1 (3.3%)	1 (3.3%)	Combined	<b>At or higher in all</b>	<b>Above or higher in all</b>	0 (0%)	0 (0%)	34 pupils	At or higher	Above or higher	Reading	3 (8.8%)	1 (2.9%)	Writing	1 (2.9%)	0 (0%)	Mathematics	4 (11.8%)	1 (2.9%)	Combined	<b>At or higher in all</b>	<b>Above or higher in all</b>	1 (2.9%)	0 (0%)
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## Externally provided programmes

Programme	Provider
NELI SCERTS Colourful Semantics Bucket Time Drawing & Talking Therapy Play therapy Rocksteady – being part of a music band RWInc	OxED & Assessment SCERTS training through the RISE team. SALT ( <a href="https://speechstuff.org.uk/colourful-semantics/">https://speechstuff.org.uk/colourful-semantics/</a> ) Attention Autism Sarah Vugler, therapist Yasmeen Floodgate, therapist Rocksteady Ruth Miskin



Tapestry	<a href="https://tapestryjournal.com/login/">https://tapestryjournal.com/login/</a>
Reading Primary Stars pastoral support	Reading Football Club
FACE pastoral support	<a href="#">FACE</a>

## Further information

### **Free Morning Club Offer 204-25:**

In September 2024, we will have a free morning club running each day of the week. The school has prioritised places for vulnerable children, including those in receipt of PPG so that their learning is enriched and enhanced through this extra-curricular offer.

### **Other ways we support pupil premium children at Thameside:**

- Teachers who specialise in either maths or English teaching across the school
- 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