



Pupil premium strategy statement 2026

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	321
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3
Date this statement was published	September 2026
Date on which it will be reviewed	July 2026 July 2027 July 2028 - final
Statement authorised by	Sophie Greenaway (Headteacher)
Pupil premium lead	Ingrid Burton (Deputy Headteacher)
Governor / Trustee lead	PPG link governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 26/27	£93,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£93,000



Part A: Pupil premium strategy plan

Overview of the EEF Approach to Pupil Premium Strategy

The Education Endowment Foundation (EEF) recommends a tiered, evidence-informed approach to Pupil Premium planning, focusing on closing attainment gaps through high-impact, context-specific strategies:

1. Evidence-Informed Planning

Strategies should be rooted in robust research and tailored to pupils' specific barriers, using both national evidence and local data. Regular monitoring and evaluation are essential to ensure effectiveness.

2. Tiered Approach to Spending

Funding should be allocated across three areas:

- **High-Quality Teaching** (e.g., CPD, curriculum design)
- **Targeted Academic Support** (e.g., tutoring, small-group interventions)
- **Wider Strategies** (e.g., mental health, attendance, parental engagement)

3. Tailored to Context

Plans must reflect the school's specific context and pupil needs, using diagnostic tools and pupil voice to inform priorities.

4. Clear Objectives and Measurable Outcomes

Strategies should include ambitious but realistic goals aligned with whole-school improvement, supported by clear success criteria and review timelines.

5. Transparency and Accountability

Schools should publish a strategy statement explaining how funds are spent, why, and what impact is expected, with regular engagement from governors, staff, and families.

6. Staff Development

Ongoing professional development ensures staff can implement interventions effectively and understand their role in reducing disadvantage.

7. Collaboration and Best Practice

Schools are encouraged to learn from each other, share what works, and scale successful approaches across networks.



Statement of intent

Our Pupil Premium strategy follows the Education Endowment Foundation's (EEF) latest guidance (Guide to the Pupil Premium, September 2024), adopting a tiered, evidence-informed approach. This ensures we prioritise high-quality teaching, targeted academic support, and wider strategies tailored to the specific needs of our pupils-maximising impact and closing attainment gaps through clear objectives and ongoing evaluation.

Our intention is that all pupils, regardless of their background or the challenges they face, make strong progress and achieve high attainment across the curriculum. The focus of our Pupil Premium strategy is to support disadvantaged pupils in reaching this goal, including those who are already high attainers.

We recognise the additional challenges faced by vulnerable groups such as children with a social worker and young carers. The activities outlined in this strategy are designed to support their needs, irrespective of their disadvantaged status.

Our Pupil Premium strategy is grounded in the following EEF principles:

- Leaders prioritise a focused set of evidence-informed actions each year that are most likely to have significant impact, as reflected in our School Development Plan (SDP) September 2024.
- The strategy is embedded within a wider school improvement cycle, with progress and impact reported termly through the Headteacher's report and Assessment Point Analysis.
- Our approach is closely linked to the best available evidence, drawing on the EEF's research and guidance.
- We allocate some Pupil Premium funding to non-academic strategies, such as improving attendance and wellbeing, recognising their important role in supporting academic progress.

At the heart of our approach is high-quality teaching, focused on the areas where disadvantaged pupils require the most support. Research shows that improving teaching quality has the greatest impact on closing the attainment gap and benefits all pupils in the school. Therefore, while we focus on disadvantaged pupils, we expect non-disadvantaged pupils' attainment to be maintained and improved alongside.

Progressing Together - Inside and Out

Our school motto embodies our shared values and expectations, shaping our ethos and approach. We expect all pupils to hold high aspirations and the confidence to succeed in all



aspects of life. Among our core values, *resilience* and *belonging* are especially vital in supporting Pupil Premium pupils to thrive.

Key Principles of Our Pupil Premium Strategy

- Improving attendance for Pupil Premium pupils, with particular focus on persistent absenteeism.
- Ensuring every disadvantaged child successfully passes the Year 1 phonics screening check.
- Embedding effective scaffolding and modelling strategies daily, enabling Pupil Premium pupils to make strong progress regardless of starting points.
- Prioritising Communication, Language, and Oracy skills to close gaps in spoken and written vocabulary for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	High Proportion of Pupils with SEND Over 8% of pupils at Thameside have an Education, Health and Care Plan (EHCP), which is notably above the national average of 6% for all schools (DfE, 2026). This significantly affects classroom practice, staff capacity, and the complexity of provision required to meet pupils' needs effectively. It is also significant that 40 of our 65 pupils in receipt of PPG also have special educational needs (SEND) which equates to 62%, making them doubly disadvantaged.
2	Persistent Absence and Low Attendance Attendance is a persistent challenge for a core group of disadvantaged pupils, with pupil premium children over-represented among persistent absentees. This directly impacts progress, particularly in phonics, early reading, and writing.
3	Speech, Language and Communication Needs (SLCN) A significant number of disadvantaged pupils enter the Early Years with speech, language, and communication difficulties. Many have limited oral language and vocabulary, which continues to affect learning across the curriculum into Key Stage 2.
4	Attainment Gaps in Core Subjects Internal and external assessments indicate that disadvantaged pupils, particularly boys, are more likely to be working below age-related expectations in reading, writing, and maths. While some gaps are closing, others persist, particularly in writing and maths.



5	Wider Vulnerabilities A notable number of pupils experience social and emotional barriers to learning. Some have involvement with social care, are young carers, or live in households facing financial hardship, overcrowding, or housing insecurity. These factors contribute to inconsistent engagement with learning.
6	Limited Access to Enrichment Opportunities Disadvantaged pupils may have fewer opportunities to experience the wider cultural, creative and enrichment opportunities that support learning. This can contribute to gaps in knowledge, vocabulary, confidence and aspirations. Therefore, providing a rich, inclusive and experience-led curriculum is a key priority.

Intended outcomes for 2025-2028

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
All Pupil Premium pupils with SEND make strong progress from their starting points, with provision that is inclusive, ambitious, and well-matched to need.	- All PP pupils with SEND have high-quality Learning Plans or EHCPs with measurable targets. - At least 70% of PP pupils with SEND meet or exceed expected progress in reading, writing, and maths. - Positive family feedback during EHCP/LP reviews. - Reduction in incidents of unmet need leading to crisis intervention.
Disadvantaged pupils demonstrate improved spoken language, vocabulary use, and confidence in communication across the curriculum.	- EYFS PP pupils achieve national average for Communication & Language ELGs. - Oracy and vocabulary teaching is embedded across all year groups. - PP pupils speak confidently in standard English during class and public speaking opportunities. - Disadvantaged pupils make strong progress in reading and writing due to improved language foundations.
Attainment gaps between PP and non-PP pupils in reading, writing and maths are significantly reduced or closed, especially for boys.	- Internal and statutory data shows a 10–15% increase in the proportion of PP pupils working at ARE in R/W/M compared to 2024–25. - Disadvantaged boys make accelerated progress, especially in writing and maths. - Book monitoring shows high expectations, strong scaffolding, and independent outcomes.
Disadvantaged pupils with social, emotional or safeguarding needs are supported to engage positively with learning and feel a strong sense of belonging.	- Disadvantaged pupils show improvements in SDQ outcomes and/or anxiety analysis. - Behaviour data shows reduced suspensions and crisis interventions for PP pupils. - Staff and pupil surveys show increased feelings of safety, inclusion, and readiness to learn. - Pupils demonstrate emotional literacy and regulation in classrooms and social times.



All disadvantaged pupils access enrichment opportunities that build aspiration, cultural capital and personal development.	-100% of disadvantaged pupils participate in curriculum enrichment opportunities, including educational visits, visitors, performances and first-hand learning experiences. -Pupil voice shows increased confidence, aspiration, engagement and enthusiasm for learning. -Disadvantaged pupils are proportionately represented in performances, leadership roles and wider school experiences. -Monitoring demonstrates that disadvantaged pupils benefit from a broad, rich and ambitious curriculum and have equitable access to learning experiences that extend their knowledge, understanding and awareness of the wider world.
All PP pupils (without significant SEND) pass the Year 1 Phonics Screening Check, with all disadvantaged readers in KS1 reading fluently by the end of Year 2.	- 100% pass rate for eligible PP pupils (without significant SEND) in the Phonics Screening Check. - Increase in number of PP pupils reading at fluency by end of KS1. - PP pupils move off phonics catch-up programmes swiftly with sustained reading confidence.

Planned activity in this academic year (2026-27)

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

£255 Read Write Inc. Phonics: Online Subscription (on Oxford Owl)

£315 Read Write Inc. Phonics Oxford Owl eBook Library Subscription

£200 Maths and English Foundational visuals

£100 Editing training

Total budgeted cost: £2,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Weekly staff CPD on effective phonics teaching and assessment, including team-teaching, lesson study and fidelity checks.	The EEF states that systematic phonics instruction is one of the most secure and cost-effective ways to support early reading, particularly for disadvantaged pupils. Phonics Teaching and Learning Toolkit EEF	3, 4,
Ongoing professional development in early language and vocabulary acquisition, including use of WellComm, NELI, and dialogic talk strategies across EYFS and KS1.	Oral language interventions are high-impact, low-cost, especially when integrated across the curriculum. Oral language interventions Teaching and Learning Toolkit EEF Colourful Semantics is a structured approach that supports grammar and narrative structure development	1, 3, 4, 5
Effective transactional support using the SCERTs approach for our most vulnerable children in our ARPs and, where appropriate, in the classroom.		
Training on the consistent use of Colourful Semantics across the curriculum to support sentence structure and written/oral language for all learners.		
Staff CPD to embed explicit vocabulary instruction in maths using stem sentences, oracy scaffolds so that pupils can effectively apply the mathematical language they are being taught i.e. speak like mathematicians.	EEF emphasises the value of subject-specific vocabulary instruction in maths to support reasoning and understanding EEF: Vocabulary in Mathematics NCETM KS1/KS2 Guidance	1, 3, 4
Develop and display consistent English and Maths Foundations visuals in every classroom to highlight the key elements that underpin success in maths and English, with staff routinely referencing them during teaching.	Ofsted highlights the importance of secure foundational knowledge in both mathematics and English, as this underpins pupils' ability to access new learning and achieve success across the curriculum. Gaps in core knowledge, vocabulary and fluency can create significant barriers to progress, particularly for disadvantaged pupils. Effective schools prioritise securing essential knowledge and adopt a "keep up, not catch up" approach to prevent gaps from widening. Consistent use of key representations, vocabulary and learning routines helps pupils make connections, build confidence and develop fluency. [gov.uk]	1, 3, 4,
CPD for the English team on editing	Evidence from the EEF highlights the importance of explicitly teaching and	1, 4



	modelling the writing process, including revising and editing. Pupils should be taught how to improve content, organisation and language choices, alongside proofreading for transcriptional accuracy, with opportunities to redraft and respond to feedback.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

£0 WellComm Digital (£612 paid in June 25, 3 yr package subscription, nothing to pay until June 2028) - 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.

£520 Nessy Learning Platform x 40 licenses (until subscription runs out in Spring Term)

£195 ABC Read Volunteer Contribution (supporting children to find interest in reading)

£28,560 (x 7) Classroom Teaching Assistants to carry out afternoon interventions (1.5 h/p/d). Funded from PPG to cater for larger eligible children across these key stage groups, for intervention group work and improved classroom targeted support.

£560 SATS Tutor Groups (morning sessions before school) & SATS week Early Starts (including breakfasts)

Budgeted total cost: £29,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Fresh Start reading intervention group for pupils in Years 5 and 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: Small group tuition Teaching and Learning Toolkit EEF	1, 3, 4
Disadvantaged pupils have 1:1 tutoring phonics interventions from EYFS all the way up to Year 4.	Phonics is highly effective for disadvantaged pupils when taught systematically and with fidelity. Interventions like 1:1 tutoring are proven to close decoding gaps.	1, 3, 4
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:	1, 3, 4



Implement a structured Precision Teaching approach, using assessment to identify and close gaps in key reading and maths skills. Priority will be given to pupils eligible for Pupil Premium, with regular monitoring to ensure pupils develop fluency, accuracy and automaticity in essential learning.	Precision Teaching is a highly targeted intervention approach that focuses on the frequent practice and assessment of specific skills, enabling pupils to develop fluency and retain key knowledge over time. By breaking learning into small, measurable steps and closely tracking progress, staff can quickly identify gaps and adapt support to meet individual needs. This approach is particularly effective for pupils who require repeated practice to secure foundational reading and mathematics skills. It supports the EEF's tiered approach through targeted academic support that complements high-quality classroom teaching and helps pupils keep up with their peers.	1, 3, 4
Implement consistent scaffolding strategies across English, mathematics and foundation subjects to enable the lowest 20% of pupils, particularly disadvantaged pupils, to access age-related learning, develop independence and make sustained progress towards expected standards.	Effective scaffolding helps pupils access challenging curriculum content by providing temporary support that is gradually removed as understanding and confidence develop. This is particularly important for disadvantaged pupils and those with gaps in prior learning, as it enables them to engage with the same ambitious curriculum as their peers. Consistent use of modelling, guided practice, vocabulary support and carefully planned scaffolds across all subjects can improve participation, attainment and independence. Over time, pupils become less reliant on adult support and better able to apply their learning independently.	1, 3, 4
Deliver targeted small-group SATs tuition before school for pupils identified as requiring additional support to reach expected standards in reading, mathematics and grammar. Priority will be given to disadvantaged and cusp pupils, with teaching focused on closing identified gaps, revisiting key concepts and increasing confidence and test readiness.	Small-group tuition is one of the most effective forms of targeted academic support, particularly when focused on specific gaps in learning and delivered by trained staff. The EEF estimates that small-group tuition can provide around +4 months' additional progress. Structured, focused practice and timely intervention can help pupils secure essential knowledge, improve confidence and achieve age-related expectations. Targeting support towards disadvantaged and cusp pupils helps ensure resources are directed where they can have the greatest impact on attainment and outcomes.	

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

£18,194 HLTA 3 days per week to support therapeutic thinking across the school

£250 Inside out Experience Days (x1)



£17,305 Family Hub – part time (18 hpw) salary for Emotional Wellbeing Behaviour and Welfare Officer role supporting low income/ hard to reach PPG families to improve and promote sustainable attendance.

£2,126 (26/27) Bronze Package 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.

£13,305 ELSA (2 days per week, equivalent of HLTA)

£1,450 Costs for supporting PPG eligible families to attend holiday clubs/after schools' extra-curricular activities, wraparound care.

£0 Bursary x3 places Music (Rock steady) lessons for PPG children

£2500 PPG free or subsidised places for up to 8 children school trips (includes subsidy 55% for 8 x PPG children for Year 6 Residential to RYG £2,000) and subsidy towards other trips e.g. Year 4 Camp, £500)

£1,498 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.

£135 Support for PP with buying uniform, for example, Year 6 hoodies (second hand uniform is offered free of charge by the school to PPG families or iron on school logo badges) and FSM vouchers for children not in school.

£450 Nest resources for SEMHD children (e.g. cooking, supplies for alternative learning) to enhance learning environment and stimulate learning opportunities.

£2,599 (Yearly instalment fixed for 3 years) Accelerated Reader (AR) Licence / Subscription (central funds)

£200 TTRS (Times Tables Rock Stars) Licence (central funds)

£400 Reading for Pleasure – Book Stock Update (PPG focus)

£100 SATs Preparation Materials / Intervention Support

Total budgeted cost: £60,512



Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and strengthen the consistent implementation of the whole-school Behaviour Curriculum through ongoing reinforcement of agreed routines, expectations and language by all staff.	Universal approaches to behaviour that emphasise consistency, clarity, and relationships are effective, particularly when tailored for pupils facing disadvantage Behaviour interventions Teaching and Learning Toolkit EEF	1, 5
Provide a bookable weekly support and coaching service led by the HLTA (SEMH), enabling staff to access modelling, advice, observation and targeted strategies for pupils with high levels of social, emotional and mental health need.	The EEF identifies Social and Emotional Learning (SEL) approaches as having an average impact of +4 months' additional progress. Targeted support for pupils' social, emotional and behavioural needs can improve self-regulation, relationships, behaviour and engagement in learning. Coaching staff to implement consistent, inclusive strategies helps create supportive classroom environments in which disadvantaged and vulnerable pupils can thrive. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3, 4, 5
The Family Hub Lead will provide sustained early help support for families experiencing persistent absence, involvement with social care, and housing instability. In addition, she will support family engagement in the wider curriculum through her leadership of the school's extracurricular clubs.	Social and Emotional Learning DfE (2022) guidance on improving attendance highlights strong family partnerships and early intervention as central to reducing persistent absence. Working Together to Improve School Attendance EEF states that addressing attendance barriers through multi-agency working and clear escalation protocols can improve outcomes.	1, 2, 4, 5, 6
Targeted wellbeing and self-regulation support through ELSA sessions and Emotion Coaching for identified PPG pupils	EEF and Public Health England research shows that developing pupils' emotional literacy and regulation can reduce exclusions, increase attendance, and improve engagement.	1, 3, 4, 5
Provide targeted curriculum resources, intervention programmes and SATs preparation materials to improve reading fluency, reading comprehension and mathematical fluency for disadvantaged pupils, including subscriptions, reading resources,	EEF evidence highlights the importance of reading fluency, reading comprehension and maths fluency as key foundations for academic success. Targeted use of evidence-informed resources and interventions can support disadvantaged pupils to develop automaticity, confidence and sustained progress in core skills. Investment in high-quality texts, reading platforms, multiplication practice and SATs preparation materials helps increase engagement, address gaps in learning and improve readiness for end-of-key-stage assessments. Regular practice and access to appropriate resources are particularly	



targeted texts and intervention materials.	effective when aligned closely with classroom teaching and targeted towards identified needs. e.g. AR, TTRS, Reading for Pleasure books, SATs practice materials.	
Maintain a flexible contingency fund to provide rapid, targeted support for disadvantaged pupils experiencing significant barriers to learning, attendance or wellbeing, including support with safeguarding, mental health, family circumstances, uniform, transport and specialist services where appropriate.	Disadvantaged pupils are disproportionately affected by challenges relating to attendance, wellbeing, safeguarding and unmet social needs, all of which can have a significant impact on educational outcomes. The EEF highlights the importance of wider strategies that remove barriers to learning and enable pupils to access high-quality education consistently. A responsive contingency fund allows the school to intervene quickly when unforeseen circumstances arise, reducing the risk of persistent absence, disengagement or reduced participation in school. Timely, personalised support can be particularly effective where disadvantage intersects with SEND, mental health needs or family vulnerability.	All

Total budgeted cost: £92,717



Part B: Review of the previous academic year 2025-26

Outcomes for disadvantaged pupils

Outcome	Intended impact	Actual impact
Attendance for pupils in receipt of PPG funding improves so that the attendance gap between PPG and non-PPG closes.	- An improvement of 3% to the 89% that is the attendance for PPG pupils at the end of the 24-25 academic year i.e. a target of 92% for PPG pupils in 24-25. - Headteacher/ EBWWO / Education Welfare Assistant reports improved PP attendance, especially for boys in receipt of PPG - More families engaging with the Family Hub to improve attendance	Overall attendance remained strong at 94.6%, broadly in line with the national primary average of 94.9%. However, attendance for pupils in receipt of Pupil Premium funding remained a significant challenge at 88.1%, compared with 96.2% for non-disadvantaged pupils, resulting in an attendance gap of 8.1 percentage points. Persistent absence reduced from 18% to 13.7% within the school's SDP attendance focus group, demonstrating the positive impact of targeted intervention and multi-agency support. Attendance support was strengthened through close collaboration between school staff, the Family Hub, the Attendance Support Worker and governors, alongside direct work with families. Punctuality also improved significantly, with the number of pupils appearing on the lateness report reducing by 31% and learning time lost through lateness reducing by 43%, equivalent to almost 60 hours of learning regained. While attendance for disadvantaged pupils remains below the school's ambitions, targeted support has successfully reduced persistent absence and strengthened engagement with families.
100% of PP pupils (without significant SEND) pass the phonics screening at the end of Y1.	- Increasing number of pupils passing the screening year on year. - Phonics screening data demonstrates no gaps for PP and non-PP pupils or that the gap is narrowing. - The number of pupils leaving the phonics programme and moving to whole class shared reading increases in Year 2.	73% of Year 1 pupils passed the Phonics Screening Check. 88.4% of pupils had passed the Phonics Screening Check by the end of Year 2, including pupils who passed the Year 2 re-check. Phonics teaching continues to be delivered with fidelity to the Read Write Inc. programme, with staff demonstrating strong subject knowledge and ownership of their teaching groups. Phonics interventions are delivered consistently and target gaps quickly, ensuring pupils who fall behind receive timely support. Ofsted recognised phonics as a strength of the school, stating: "Skilled and well-trained teachers deliver the phonics programme expertly, ensuring that all pupils are supported to become fluent readers. Staff act quickly to support all pupils and to close any gaps in phonics knowledge. The books pupils read help them practise the sounds they are taught." Leaders continue to prioritise phonics and early reading through high-quality teaching, regular assessment and targeted intervention, ensuring pupils develop the decoding skills needed to become confident, fluent readers.



Teachers plan activities with effective scaffolding that enables all children to access ARE learning.	• Book monitoring shows that PP pupils are completing work set in lessons. • Scaffolds chosen are supporting pupils to make good progress in lessons. • PP pupils can speak positively about how scaffolds support them to be independent learners.	A whole-school focus on scaffolding has improved consistency in how pupils access learning across English, mathematics and foundation subjects. Subject reviews identified scaffolding as a key development priority, leading to targeted CPD on reading fluency, scaffolding strategies and task design. Fluency starters are now embedded across the school, and pupils in the lowest 20% report increased confidence and engagement in reading lessons. Curriculum teams reviewed and adapted planning in reading, science, geography and history to ensure tasks are accessible while maintaining ambition for all learners. Monitoring shows that teachers are giving greater consideration to task design, vocabulary development and the use of scaffolds to support pupils to access age-related learning. Consistent planning templates have further strengthened the use of scaffolding across foundation subjects. Subject reviews found that scaffolding is increasingly evident in classroom practice and planning, with teachers demonstrating greater confidence in adapting learning to meet pupil needs. The next phase of work is to refine and evaluate scaffolds further, ensuring they consistently promote independence and strong progress for disadvantaged pupils and those in the lowest 20% across all curriculum areas.
Communication and language is explicitly planned for (in all areas of the curriculum) and delivered through effective adult interactions.	• PPG pupils in EYFS continue to make good progress in Year 1 • Monitoring shows that effective adult interactions are happening, especially in continuous provision • Gaps close between PP and non-PP pupils in core subjects. • Pupils are confident to present and speak in full sentences in standard English about their learning both in class venues and to visitors. • 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.	Communication and language continued to be a key priority within EYFS and Year 1, supported through high-quality adult interactions, continuous provision and targeted staff development. In EYFS, the proportion of pupils on track in Listening, Attention and Understanding increased from 55.3% to 89.2%, while Speaking increased from 36.8% to 91.9% across the academic year. Phonics outcomes also improved significantly, increasing from 44.7% to 78.4%. Staff received ongoing professional development focused on effective interactions, communication and language development and continuous provision. External review by Reading Borough Council highlighted warm, responsive relationships, effective development of spoken language and high levels of pupil engagement as key strengths of the provision. In Year 1, continuous provision and targeted phonics support enabled pupils to make strong progress, with 73% achieving the expected standard in the Phonics Screening Check. Same-day interventions and targeted support ensured gaps were identified and addressed quickly. Monitoring and external review evidence indicate that pupils are increasingly confident communicators who engage positively in learning environments designed to promote language development, independence and high-quality interactions. The school's focus on communication and language remains a strong foundation for improving outcomes, particularly for disadvantaged pupils and those with additional needs.



PP pupils access targeted tutoring and interventions to address R/W/M knowledge gaps ensuring they make accelerated progress.	• Internal data demonstrates accelerated progress from start points in: • 1:1 phonics tuition • Protected afternoon intervention sessions	Targeted interventions and tuition were used strategically across the school to address gaps in reading, writing and mathematics, with priority given to disadvantaged pupils and those at risk of falling behind. Interventions included same-day phonics support, daily targeted intervention sessions, maths fluency programmes and focused SATs preparation. These approaches contributed to strong progress in phonics and core subjects, with interventions closely linked to classroom learning and regularly reviewed to ensure pupils received the support they needed. Staff were able to identify and address gaps quickly, particularly in early reading, through responsive intervention and assessment. Targeted support was deployed across all phases, including Attention Bucket interventions in EYFS, phonics tuition in KS1, maths fluency provision in KS2 and additional support for Year 6 pupils preparing for statutory assessments. Monitoring demonstrated that intervention provision was delivered consistently and remained closely aligned to identified pupil needs. Reading, writing and mathematics outcomes indicate that targeted academic support continues to play an important role in helping disadvantaged pupils and other vulnerable learners secure key knowledge, address gaps and make progress from their starting points.
PP pupils in FS to make accelerated progress through targeted interventions so that they achieve the Good Level of Development	• 100% of PP pupils (without significant SEND) to achieve GLD at the end of Foundation Stage.	Targeted support was provided for disadvantaged pupils throughout Reception, with a focus on communication and language, early literacy, phonics and mathematical development. Of the six pupils eligible for Pupil Premium, one achieved a Good Level of Development by the end of Reception. This cohort included two pupils accessing ARP provision and two pupils with Learning Plans, meaning that four of the six Pupil Premium pupils had significant additional needs. Despite this, pupils made strong progress from their starting points and benefited from targeted intervention, high-quality adult interactions and inclusive provision. Outcomes for the cohort as a whole were particularly strong, with 93.8% achieving GLD. Leaders will continue to prioritise early identification, communication and language development, and targeted support to improve outcomes for disadvantaged pupils while meeting the increasingly complex needs within the cohort.



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.	• PP pupils will have aspirational targets set on their learning plans and be supported to make at least good progress towards them. • PP pupils who need alternative provision will be supported by the school to access it. • Families will feel supported by the school and this will be evidenced in annual reviews (EHCPs) and learning plan reviews (SEND). • 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 25-26 core subjects compared to 24-25.	Personalised learning plans continued to be used to set ambitious targets for disadvantaged pupils with SEND, with progress reviewed regularly through annual reviews, learning plan reviews and pupil progress meetings. Across the school, many disadvantaged pupils with SEND made expected or better progress, particularly where targeted interventions and adaptive teaching were in place. In Year 3, over 90% of disadvantaged pupils made expected or better progress in Writing and 77.8% made expected or better progress in Mathematics. In Year 4, 87.5% of disadvantaged pupils made expected progress in Mathematics, while virtually all pupils made expected or better progress in Writing. The school maintained a strong commitment to inclusion, ensuring that disadvantaged pupils requiring alternative provision were able to access bespoke packages of support, including alternative provision, tutoring, personalised timetables and therapeutic interventions. These arrangements enabled pupils with complex needs to remain engaged in education and continue progressing towards their individual outcomes. Families continued to report positively on the support provided by the school. Parent feedback highlighted the school's inclusive ethos, pastoral care and personalised support for vulnerable pupils and pupils with SEND as key strengths. Strong partnership working between school staff, the SEND team, Family Hub and external agencies helped families access support and strengthened home-school relationships. Although many disadvantaged pupils with SEND made good progress from their starting points, the target of increasing the proportion achieving Age-Related Expectations in core subjects was not fully met. School analysis shows that attainment gaps between disadvantaged pupils, pupils with SEND and their peers remain significant across reading, writing and mathematics. Improving attainment outcomes for disadvantaged pupils with SEND therefore remains a key priority for 2026–27, with a continued focus on adaptive teaching, attendance, targeted intervention and inclusion.
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Externally provided programmes

Programme	Provider
NELI SCERTS Colourful Semantics Bucket Time Play therapy Rocksteady – being part of a music band RWInc Behaviour Mentoring	OxED & Assessment SCERTS training through the RISE team. SALT (https://speechstuff.org.uk/colourful-semantics/) Attention Autism Yasmeen Floodgate, therapist Rocksteady Ruth Miskin Sports Rules



Further information

Free Morning Club Offer 2026-27:

Since September 2024, Thameside has offered a free Morning Club every weekday. Priority places are given to our most vulnerable pupils, including those in receipt of Pupil Premium funding. This provision is designed to enrich and extend learning beyond the classroom, providing a calm, structured start to the day and supporting both wellbeing and academic readiness.

Other ways we support pupil premium children at Thameside:

- Specialist teachers and intervention staff deliver targeted teaching and intervention programmes in reading, writing and mathematics, ensuring support is closely matched to identified needs and regularly reviewed.
- Class teachers use conference marking and responsive feedback to provide personalised support, address misconceptions and accelerate progress, particularly for disadvantaged pupils.
- Targeted engagement with parents and carers promotes strong attendance at parents' evenings, annual reviews, SEND meetings and wider school events, strengthening home-school partnerships.
- Positive communication is regularly shared with families through phone calls, messages, celebration of success and examples of pupils' work, helping to build confidence, engagement and positive relationships.
- The Family Hub provides tailored support for families, helping to remove barriers relating to attendance, wellbeing, behaviour, SEND and family circumstances.
- Additional pastoral and emotional support is provided through wellbeing check-ins, nurture approaches, regulation support and access to specialist services where appropriate.
- Attendance is monitored closely, with targeted interventions, family support and multi-agency working used to reduce persistent absence and improve punctuality.
- Free breakfast club places and other targeted support are provided for disadvantaged pupils where attendance or punctuality present barriers to learning.
- Pupil Premium funding supports access to educational visits, residential experiences, enrichment opportunities, clubs and wider curriculum experiences, ensuring disadvantaged pupils can participate fully in school life.
- Alternative provision, tutoring and bespoke support packages are used where necessary to ensure vulnerable disadvantaged pupils remain engaged in education and continue progressing towards their individual outcomes.