

# Pupil premium strategy statement: Thames Primary Academy

1. Summary information					
<b>School</b>	Thames Primary Academy				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	September 2020 £311,613	<b>Date of most recent PP Review</b>	Spring 2019
<b>Total number of pupils</b>	372	<b>Number of pupils eligible for PP</b>	251 (67%)	<b>Date for next internal review of this strategy</b>	July 2021

2. Current attainment by the end of KS2 ( PP pupils out of a cohort of )			
<b>KS2 2020 Outcomes</b>	<b>Thames PP Children</b>	<b>Thames All Pupils</b>	<b>National All Pupils</b>
% of children achieving expected outcomes in reading	No outcome data due to COVID-19		
% of children achieving expected outcomes in writing			
% of children achieving expected outcomes in maths			
% of children achieving greater depth outcomes in reading			
% of children achieving greater depth outcomes in writing			
% of children achieving greater depth outcomes in maths			
Progress in reading			
Progress in writing			
Progress in maths			
<b>KS1 2020 Outcomes</b>	<b>Thames PP Children</b>	<b>Thames All Pupils</b>	<b>National All Pupils</b>
% of children achieving expected outcomes in reading	No outcome data due to COVID-19		
% of children achieving expected outcomes in writing			
% of children achieving expected outcomes in maths			
% of children achieving greater depth outcomes in reading			
% of children achieving greater depth outcomes in writing			
% of children achieving greater depth outcomes in maths			

### 3. Barriers to future attainment (for pupils eligible for PP including high ability)

#### In-school barriers (issues to be addressed in school)

<b>A</b>	Baseline assessments show the attainment of pupil premium children when they start school is well below expected levels – 22 – 36 mths.
<b>B</b>	Attendance of pupil premium children is below the national average.
<b>C</b>	Punctuality of pupil premium children is lower than non-pupil premium children
<b>D</b>	Pupil premium children do not receive as much support with homework, reading, learning times tables etc. as non-pupil premium children
<b>E</b>	The families of a number of pupil premium children have or are receiving support from social care or associated agencies
<b>F</b>	Pupil premium children have limited cultural and educational experiences out of school

#### External barriers (issues which require action outside school)

<b>A</b>	See above
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### 4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A</b>	Promoting the attainment and progress of pupil premium children	Pupil premium attainment in line with all pupils nationally at the end of KS1 and KS2.
<b>B</b>	Promoting the attendance and punctuality of pupil premium children <b>All OA - 95.1%</b> <b>PP OA - 94.2%</b>	Pupil Premium pupils' attendance significantly improved - attendance up 0.8% to 95% (based on 2019 data)
<b>C</b>	All pupil premium children make accelerated progress	Gap between pupil premium children and all pupils nationally is reduced (especially writing and maths at KS2 greater depth and writing and maths at KS1 expected)

## 5. Planned expenditure

Academic year      2020/21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Promoting the attainment and progress of pupil premium children	<ul style="list-style-type: none"> <li>- Raised awareness of Pupil Premium children within each class.</li> <li>- Termly Pupil Progress meetings using tracker to monitor progress.</li> <li>- PEOs to be allocated PP boys and girls to act as mentors – discuss progress/targets with children and make sure they are keeping up with classwork/homework. Meetings to take place once every 4 weeks or as required.</li> <li>- Accelerated catch up sessions to be initiated if appropriate by year group TAs.</li> </ul> <p><b>SEN</b> JR to look at low-level PP SEN children and how to develop their independence and help them make better progress.</p>	Previous PP initiatives that are similar have had some good impact resulting in narrowing gaps between PP children and all pupils.	<p>Staff will demonstrate awareness and will target key PP children for support/challenge.</p> <p>Teachers will have regular dialogue with parents.</p> <p>PP children will be 'well known' and constantly monitored.</p> <p>PP children will be given support to keep up with expected workload.</p> <p>Systems set up will support children who are lacking guidance at home.</p> <p>Vulnerable groups will be tracked and supported appropriately</p> <p>PEOs will be able to deliver key messages/support to parents of PP children.</p>	<p>SLT</p> <p>James Robinson</p>	July 2021
PEOs x 3 (am) £33,112 TA lunchtime club £16,813 Additional resources £10,000				<b>Total budget £59,925</b>	

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Closing the gap between attainment and progress for pupil premium children in Yr 6 and Yr 3	HLTAs (yr 6, yr 3) to be assigned to deliver booster targeted intervention to PP children both low ability (to reach expected) and high ability (to reach greater depth).	Additional teaching input and targeted intervention from highly qualified staff has resulted in accelerated progress in previous years.	Baseline data to be gathered prior to intervention and at the end of the programme. Phase leaders to monitor interventions.	Jonathan Ratcliffe - y6 James Robinson - y3	Ongoing following each programme
HLTAs x2 £11,380					<b>Total budget £22,760</b>
<b>Targeted Support</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Employing KS2 teaching assistants to teach small groups of target pupils (pm across the yr grp) in order to accelerate progress in attainment.	Teaching Assistants run interventions/boosters (pupils taken from across the year group) in afternoon sessions. Programmes taken from: Catch-up from am lessons (reading, writing, maths) RWInc Rapid Reading Rapid Writing Pre-teach sessions RM EasiMaths	EEF research Previous intervention	Regular monitoring	Jonathan Ratcliffe	Termly pupil progress meetings
TAs (pm only) £8,406 x 8					<b>Total Budget £58,842</b>
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. Employing KS1 teaching assistants to teach 1:1 programmes to target pupils (pm across the yr grp) to	Teaching assistants run 1:1 RWInc sessions at lunchtime/afternoon sessions for targeted pupils in their specific year group.	Previous success of 1:1 work	RWInc monitoring	Angela Hilton	Ongoing during the year

speed up their progress					
TAs (3 hours per day) £1,527 x 6					<b>Total Budget £9,162</b>
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. Small group tuition in KS2 to ensure targeted groups of children are working at expected standard and greater depth.	AHTs to teach booster sessions for targeted children at risk of falling behind from their predicted expectation.	Previous success of small group tuition	Regular monitoring AfL feedback	Jonathan Ratcliffe  James Robinson	Termly pupil progress meetings
AHT time £24,000					<b>Total Budget £24,000</b>
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
E. Overcoming barriers for PP children in order to make accelerated progress.	PEOs allocated to each year group to work with targeted PP children who experience difficulty in accessing the curriculum due to emotional needs. Programmes taken from: Art therapy Lego therapy Resilience coaches Play therapy Anger management	Children are not able to access learning unless their emotional needs are met.	Monitored by AHTs & DHT and evidence on CPOMs	Angela Hilton  James Robinson  Jonathan Ratcliffe	Pupil progress meetings and ongoing
PEOs (pm sessions) £12,475 x 3					<b>Total Budget £37,425</b>
<b>Other Approaches</b>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To employ enrichment workers to motivate, inspire and extend pupils through specialist teaching in order to improve outcomes in attainment for PP children.	Drama and music specialist Enrichment workers to supplement curriculum offer	EEF research highlights participation in Enrichment programmes increases attainment	Regular monitoring	Angela Hilton	Curriculum Monitoring / Subject Leader Monitoring / Phase Meetings
Staff funding £20,500					<b>Total Budget £20,500</b>
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B. Children in KS2 have immediate access to electronic devices within school and at home for remote learning.	Purchase additional chromebooks for PP children in KS2 to support their learning.	Pupils have limited access to devices beyond those used within school.	Remote learning policy and loan device procedures in place.	Jonathan Ratcliffe	July 2021
Contribution to chromebook costs £33,419					<b>Total Budget £33,419</b>
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. To staff and resource enrichment clubs after school to develop children's experiences and attitude to learning.	Employing staff to operate clubs such as: Sports clubs (variety of) Craft, Thames Gems, Dance, Drama, Film, DT, Sewing	EEF research highlights participation in the Arts increases attainment	Regular monitoring	Angela Hilton	Termly
TA costs for 1 hour per week £505 x 12 External costs for additional clubs £10,000					<b>Total Budget £16,060</b>
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

D. To deliver an outdoor education programme that provides PP children with access to life experiences.	Every Friday one class participates in outdoor education learning. Activities range from: Mountain walking River study Den building Beach School activities	Pupils have very limited life experiences and this impacts on their education	Regular monitoring	Jonathan Ratcliffe	Termly
				Outdoor education leader £4,950 Minibus costs £14,000	<b>Total Budget £18,950</b>
<b>Total Pupil Premium Budget</b>					<b>£311,613</b>

6. Review of expenditure				
<b>Previous Academic Year:</b>		2019/20		
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Promoting the attainment and progress of pupil premium children (especially boys)	Raised awareness of PP children. Termly PP meetings. PEOs act as mentors. Lunchtime clubs. Encourage boys. Develop independence of PP SEN. Formal induction of NRA PP. Accelerated catch up sessions.	End of year outcomes for PP children.	High cost but unable to relate to data outcomes due to COVID-19	£59,925
Closing the gap between attainment and progress for pupil premium children in Year 6 and Year 2	HLTA (yr 6) and additional teacher (yr 2) to be assigned to deliver booster targeted intervention to PP children both low ability (to reach expected) and high ability (to reach greater depth).	KS 1 & 2 outcomes for PP children.	Unable to relate to data outcomes due to COVID-19	£22,760
Targeted Support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

Employing teaching assistants to teach small groups of target pupils (pm across the yr grp) in order to accelerate progress in attainment.	Teaching Assistants run interventions/boosters using various types of programmes.	End of year data showing narrowed gap in some year groups between PP children and whole cohort	Unable to relate to data outcomes due to COVID-19	£33,624
Employing teaching assistants to teach 1:1 programmes to target pupils (pm across the yr grp) to speed up their progress	Teaching assistants run 1:1 RWInc sessions for targeted pupils.	PP children to make good progress across RWInc programme.	Unable to relate to data outcomes due to COVID-19	£9,162
Small group tuition in years 5 and 6 to ensure targeted group of children are working at expected standard and greater depth.	Booster sessions for targeted children.	PP children to achieve their predicted result in KS2 based on prior attainment.	Unable to relate to data outcomes due to COVID-19	£24,000
Overcoming barriers for PP children in order to make accelerated progress.	PEOs allocated to each year group to work with targeted PP children.	PP children at risk of poor engagement in learning, access curriculum.	Behaviour and attitude to learning for targeted children much improved.	£37,425

### Other Approaches

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
To employ enrichment workers to motivate, inspire and extend pupils through specialist teaching in order to improve outcomes in attainment for PP children.	Drama and music specialist Enrichment workers to supplement curriculum offer	EEF research highlights participation in Enrichment programmes increases attainment	Increased engagement	£20,500
Children's experience is broadened and this has a positive impact on their learning and progress, particularly writing	Foundation curriculum has WOW events for every topic.	Improved engagement in learning	Increased parental engagement and children focused on learning projects.	£33,500
To staff and resource enrichment clubs after school to develop	Employing staff to operate clubs.	Improved engagement in learning	High percentage of PP children accessing after school clubs.	£16,060

children's experiences and attitude to learning.				
To deliver an outdoor education programme that provides PP children with access to life experiences.	Every Friday one class participates in outdoor education learning.	Improved engagement in learning	Increased health and social benefits.	£18,950