

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	Thames Primary Academy
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	August 2023
Statement authorised by	Jane Chambers CEO ATC Trust
Pupil premium Lead	Julie Allison Headteacher
Governor / Trustee Lead	Emma Swarbrick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£315,700
Recovery premium funding allocation this academic year	£30,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£345,700

Part A: Pupil premium strategy plan

Statement of intent

At Thames Primary Academy we are determined that all of our pupils, irrespective of their background circumstances or challenges, are happy, self-aware learners and will make the best possible progress and achieve high standards of academic performance and personal development.

We serve a community with high deprivation. The average IDACI score for Thames is 0.40. This is 0.22 greater than the national IDACI score of 0.18. 60% of Thames pupils live in the bottom 5% of the most deprived areas nationally, of which 36% live in the bottom 1% of most deprived areas. Multiple deprivation indicators remain high and have increased over the last 10 years. The large majority live in the lowest deprivation bands for living environment (76.9%), health (82%) and employment (70.1%). This is nearly double that of the deprivation averages for Blackpool, which is in turn higher than that of the national figures.

67% of our pupils are classed as being disadvantaged which is well-above the national average of 27%. At Thames 58% of our girls are classed as disadvantaged and 64% of our boys.

Every effort is made to nurture positive, respectful relationships and to give young people the sense of belonging in their community. From this, their self-esteem and self-awareness improves, impacting positively upon their engagement with, and attitudes towards, their learning.

We use strong multi-agency intelligence to understand and consider the challenges and barriers faced by our children, including vulnerable children such as those who have a social worker, and work collaboratively with partners to co-produce strategies to support the removal of their educational and well-being barriers.

High-quality teaching, complemented by specific, timely additional and developmental interventions, is at the heart of our Pupil Premium and Recovery Strategy's intent, implementation and impact, with a focus on areas in which disadvantaged pupils require the most support in order for them to achieve and be next stage ready. This is proven to have the greatest impact on closing the disadvantage attainment gap and achieving excellent progress and attainment outcomes for all.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Ultimately, our plans outlined in this statement will support the excellent progress of all of our children; and support their unique needs, regardless of whether they are disadvantaged or not.

Our ultimate goal for disadvantaged pupils is to ensure they have equity across the curriculum ensuring that PP students attend school, progress as well as others and leave school as prepared for the next step of their education.

The key principles of the strategy are to address the challenges highlighted below through effective professional development and expertise of staff, with tailored interventions for those pupils who require it and to provide an enriching experience for all PP students.

We aim to ensure ALL our pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum and to develop confidence in their ability to communicate effectively in a wide range of contexts.

We want to enable pupils to look after their social and emotional wellbeing and to develop resilience and access a wide range of opportunities to develop their knowledge and understanding of the world in which they live. We ensure all our pupils, including our disadvantaged pupils, are challenged, we act early to intervene and meet the pupils' needs, offer high-quality teaching and learning and complement this with timely and additional intervention to address any gaps in learning and progress or social, emotional barriers they may experience. All staff take responsibility for the outcomes of our disadvantaged pupils and have high expectations at all times of what they can achieve.

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.

The key principles of our Strategy and Plan are to:

- Nurture positive attitudes and relationships so that all pupils engage with their learning and believe they can achieve.
- Improve our pupils' English literacy and mathematical skills and ability.
- Improve our pupils' attendance and punctuality.
- Improve personal development opportunities so that all pupils widen their experiences and achieve.
- Improve life chances so that when our pupils leave Thames, they are successful, self-aware learners, able to thrive at Key Stage 3 and beyond.
- Teach without ceilings to ensure that all pupils are challenged in their learning
- Timely intervention at the point where a need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Data and outcomes 2022				
EYFS GLD	Thames All	National	Thames PP	National PP
	57	65	44	50
Phonic Screening Check 2022	Thames All	National	Thames PP	National PP
	75	76	83	62
KS1 Outcomes	Thames All	National	Thames PP	National PP
% of children achieving expected outcomes in reading	67	67	65	52
% of children achieving expected outcomes in writing	58	58	52	41
% of children achieving expected outcomes in maths	69	68	65	52

% of children achieving greater depth outcomes in reading	16	18	13	8
% of children achieving greater depth outcomes in writing	4	8	3	9
% of children achieving greater depth outcomes in maths	9	15	3	7
KS2 Outcomes	Thames All	National	Thames PP	National PP
% of children achieving expected outcomes in reading	93	75	94	63
% of children achieving expected outcomes in writing	61	71	68	56
% of children achieving expected outcomes in maths	88	73	88	57
% of children achieving expected R,W,M	59	60	65	43
% of children achieving greater depth outcomes in reading	34	28	35	17
% of children achieving greater depth outcomes in writing	7	13	3	6
% of children achieving greater depth outcomes in maths	34	23	32	12
% of children achieving GDS standard R,W,M	7	7	3	3

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Thames overall attendance for 2021-22 was 92.3% compared to the National of 92.8% (-0.5%)</p> <p>Attendance for pupils eligible for Pupil Premium was 91.9% compared to the National of 90.5% (+0.8%)</p> <p>This means 7.7% of all pupils have reduced access to provision and teaching and learning opportunities. The legacy of Coronavirus has interrupted patterns of regular and sustained good attendance and this has continued to impact upon the attendance of some children.</p>
2	<p>Persistent Absence (PA)</p> <p>PA at Thames in 2021-22 was 29% compared to the National of 23% (-6%)</p> <p>PA by year group Y1 24% (Nat26%) Y2 31% (Nat 23%) Y3 27% (Nat 22%) Y4 30% (Nat 22%) Y5 36% (Nat 23%) Y6 24% (Nat 22%)</p>
3	<p>Outcomes in EYFS.</p> <p>Reduce the attainment gap between PP/non PP pupils. Increase the % of PP pupils that achieve GLD.</p> <p>57% of Thames pupils achieved GLD overall compared to 65% nationally.</p> <p>44% of PP children compared to 50% nationally. 19% gap between PP/Non PP at Thames and 18% nationally.</p>
4	<p>Low levels of language development</p> <p>Assessments including Baseline, NELI, WELCOM, lesson observations, and discussions with children, parents and teachers have identified significant numbers of children whose language development is below age</p>

	expected levels in the early years. These are evident in nursery, Reception and KS1 and in general, are more prevalent among our disadvantaged children.
5	<p>Reading fluency, vocabulary development and comprehension</p> <p>Pre-pandemic studies show that on entering primary school, the attainment of children from lower-income households is around 4.6 months behind those from higher-income households, increasing to around 9 months by the time they leave primary school.</p> <p>Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills for pupils in KS1/Y3. Progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.</p>
6	<p>Recovery of Writing for Pupil Premium children (after COVID).</p> <p>This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.</p> <p>KS2 data in 2022 Writing attainment at both expected (61% compared to 69% nationally) and GDS standard (7% compared to 13% nationally) were lower than the national. Writing is a key focus in our school development plan for 2022-23.</p>
7	<p>Limited cultural and educational experiences out of school</p> <p>Our PP children do not all have the same access to wider opportunities beyond school that their non PP peers may have. Significant external data confirms children who are disadvantaged have reduced cultural capital opportunities which can impact negatively on children's social and emotional skills. 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>

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
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To reduce persistent absence for all pupils, particularly our disadvantaged pupils.</p>	<p>Disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils.</p> <p>Monitoring of attendance by Headteacher/ Assistant Headteachers and Attendance Officer, communicating effectively with PWO services in order to reduce absence and PA</p> <p>Parents and carers understand the importance of good attendance and the impact on pupil welfare, attainment and progress.</p>
<p>The EYFS curriculum offer is designed with communication and language underpinning all seven areas of learning taking into account children's starting points and prior knowledge.</p> <p>Vocabulary and language structures are developed through high quality interactions, stories, rhymes and songs.</p>	<p>Planning, lesson observations demonstrate that the curriculum offer is rich in opportunities to develop language and vocabulary in the EYFS.</p> <p>NELI assessments and observations identify that pupils are making progress towards age related expectations.</p> <p>Thames PP pupils achieve in line with the national for the communication and language ELG.</p>

Pupils who are identified as below age related in communication and language receive additional, high quality speech and language therapy and intervention.	
Increase the number of PP pupils who achieve GLD at the end of EYFS to be in line with the national (2022- All 57% compared to 65% Nat/ PP 44% compared to 50% Nat)	The gap between PP and non PP children achieving GLD at the end of EYFS is reduced. Increase the number of PP children who achieve the PSED and Literacy ELGs
PP pupils are supported to develop fluency in their reading through regular practice and high quality instruction to develop vocabulary and comprehension. Reading comprehension is improved by teaching pupils specific strategies to check how well they comprehend, and to improve comprehension in sections of text that present difficulties. These include: prediction; questioning; clarifying; summarising; activating prior knowledge. Teachers introduce these strategies using modelling and structured support, which should be strategically reduced as a child progresses until they are capable of completing the activity independently.	PP pupils are identified and targeted for in class and intervention support when they are not achieving in line with age related expectation. All PP children to be able to read at age related standard (speed, fluency, purpose and pleasure) unless an additional need prevents this. Outcomes at the end of KS1 and KS2 in reading demonstrate that disadvantaged pupils are achieving at least in-line with the national expectations, unless an additional need prevents this.
PP pupils continue to make at least expected progress from their individual starting points in all areas of the curriculum and especially in Reading, Writing and Maths at the end of KS2.	PP pupils achieve national average progress scores in KS2 for Reading, Writing, Maths and SPAG..
Offer all pupils a high quality recovery curriculum for writing through high quality and well sequenced English lessons.	Teachers fully understand the curriculum design and content of the English curriculum and are autonomous and confident in accurately planning the knowledge content of the curriculum with a specific focus on the methods of teaching writing effectively for all pupils. English units are well sequenced, lessons build knowledge incrementally and hierarchically. The amount of writing pupils produce is increased in order to improve writing fluency. Improved purposefulness of feedback and a clarity of understanding around successful writing through the use of rubrics. Pupil progress data and pupil's books evidence improvement over the academic year. Pupils achieve in line with national at the end of EYFS, KS1 and KS2 in writing outcomes.
All PP pupils will have the opportunity to attend an enrichment club in sport, art, craft, drama, music, dance and IT, after school. Encourage and support all PP pupils to access the holiday club provision at Thames in partnership with The Boathouse Youth.	100% of PP children will access an enrichment club at school at some point throughout the academic year and at least one week of holiday club provision.

Activity in this academic year 2022-23

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>AHT leadership responsibility to lead EYFS, Y1,2 and 3 and Y4,5 and 6 to mentor, support and coach staff.</p> <p>Embed instructional coaching practice with a focus on quality first teaching through teacher models, questioning, assessment, marking and feedback to ensure that it maximises direct impact upon outcomes for children.</p> <p>Leaders focus on improving staff subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment.</p>	<p>Wealth of evidence supporting instructional coaching: EEF, ECT providers, TDT, Jim Knight, Dr D. Simms 'the best evidenced form of CPD.</p> <p>Harvard publications/effect-teacher-coachinginstruction</p> <p>https://samsims.education/2019/02/19/247/</p> <p>Instructional coaching Chartered College for teaching</p> <p>EEF Guidance reports:</p> <p>Improving Literacy in KS1 / KS2;</p> <p>Improving Mathematics in EYFS and KS1, and Key Stage 2 and 3;</p> <p>Effective Professional Development</p>	3, 4, 5 and 6
<p>Train an additional SENDCO to achieve the National SENDCO award in order to</p> <ul style="list-style-type: none"> • Create a positive and supportive environment for all pupils, without exception • Build an ongoing, holistic understanding of your pupils and their needs • Ensure all pupils have access to high quality teaching • Complement high quality teaching with carefully selected small-group and one-to-one interventions • Work effectively with teaching assistants 	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	3,4,5 and 6
<p>Provide Read, Write Inc Professional development sessions, access to the training portal, development days with a trainer and resources to support teaching and learning.</p> <p>Improve teacher and support staff confidence and expertise in delivering high quality phonics teaching and in developing fluency and comprehension.</p> <p>Increase attainment in Nursery, Reception, year 1 and 2 for all pupils in phonics and early reading</p>	<p>https://educationblog.oup.com/primary/the-impact-of-read-write-inc-in-a-model-school</p>	3 and 5

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

Budgeted cost: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
x 3 Higher level teaching assistants assigned to provide targeted intervention and catch up programmes for PP pupils in KS2.	Additional teaching input and targeted intervention from highly qualified staff has resulted in accelerated progress in previous years. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5 and 6
Employ KS1 teaching assistants to deliver NELI, Talk Boost speech and language programmes and 1:1/ small group phonics and reading fluency interventions to target pupils.	Additional teaching input and targeted intervention from highly qualified staff has resulted in accelerated progress in previous years. NELI- DfE funded initiative https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention Talk Boost- impact report https://ican.org.uk/media/1940/talk-boost-interim-report-29-may-2012.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3,4,5 and 6
Employing KS2 teaching assistants to teach small groups of target pupils (pm across the yr grp) for intervention in order to accelerate progress in attainment in reading, writing and maths.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	5 and 6
Purchase additional chromebooks for PP children in KS2 so they have access to a chrome book that they can take home to enable them to access pre learning materials on Google Classroom, Lexia and TT Rockstars and to complete homework set.	https://www.cambridgeassessment.org.uk/Images/628843-digital-divide-in-uk-education-during-covid-19-pandemic-literature-review.pdf	5, 6 and 7
Purchase licences for all children in KS2 to have access to Lexia to improve progress and attainment in reading.	https://www.lexiauk.co.uk/proven-results/	5
Purchase diagnostic GL Assessment credits for Reading Spring and Summer term for all pupils in Years 3-6	Establish an accurate picture of attainment and identif pupils who are below age related expectations. Analysis of the assessment information will support teachers in planning next steps in teaching and identify pupils for targeted intervention in order to close learning gaps.	5

	https://www.gl-assessment.co.uk/assessments/trusts/	
<p>Learning By Questions subscription for KS2. LbQ is used to support teaching and retrieval practice by:</p> <ul style="list-style-type: none"> • Identifying and addressing gaps in learning. • Offering immediate pupil feedback builds resilience and encourages independent learning. • Increasing engagement, motivation and outcomes. • Targeting interventions to support smaller groups. • Topic Reviews and Ready to Progress resources 	<p>LBO Impact reports</p> <p>Chartered College impact report</p>	5, 6 and 7
To effectively deliver a systematic and synthetic phonic programme, including providing timely intervention support to all pupils in EYFS and KS1.	<p>Engagement with EEF: effective deployment of Teaching Assistants https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p> <p>Teaching of Systematic phonics https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>Impact of RWInc: https://www.ruthmiskin.com/media/filer_public/9c/b5/9cb53f78-7520-453e-a434-2bac77df09c7/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence_xbviihb.pdf</p>	3, 4 and 5
<p>Trained Teaching Assistants to deliver 'Fresh Start' for identified pupils in Year 5 and 6.</p> <p>Fresh Start provides systematic and rigorous practice in phonics so that pupils are at an appropriate level to join the mainstream group after completion of the intervention.</p>	<p>TAs delivering Reading fluency and comprehension Strategies, through Fresh Start https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p> <p>Implementation of 'Fresh Start'</p> <p>Children to be able to accurately and fluently read and comprehend</p>	5 and 6

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

Budgeted cost: £ 72,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ at full time Attendance Officer to work with children and families to:</p> <ul style="list-style-type: none"> • Build relationships with pupils eligible for the pupil premium and their parents • Monitor pupils with low attendance and work with them to improve • Understand the barriers to attendance • Develop attendance plans for individual pupils • Analyse school attendance data • Feed in to the senior leadership team (SLT) so they know what strategies are in place and how they're working. Ask for more support if needed • Work with agencies to discuss and consider legal action against parents of persistently absent children 	Improving school attendance: support for schools and local authorities	1 and 2
<p>SLA with the Pupil Welfare Service to support school with home visits and legal action.</p>	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1 and 2
<p>Employ a behaviour and mental health leader to oversee the whole-school approach to positive behaviour and mental health</p> <ul style="list-style-type: none"> • Provide advice and intervention on Self-awareness, Self-regulation, Social awareness, Relationship skills, Responsible decision-making and Problem solving strategies. • Provide therapeutic support and bespoke intervention for social and emotional competencies for pupils who are presenting with low resilience/ self-esteem, poor mental health, attendance issues and challenging behaviour. • Supporting and advising class teachers, pupils and parents with behaviour management in 	Research priorities for mental health in schools in the wake of COVID-19 EEF report -Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2 and 7

<p>line with the Behaviour and SEMH Policies.</p> <ul style="list-style-type: none"> • Supporting class teachers to design, implement and review 'Positive Support Plans' (PSPs) • Review and assess interventions and PSPs and evaluate progress in a timely manner 		
<p>To employ staff to offer enrichment activities to motivate, inspire and extend pupils through specialist teaching in order to improve outcomes in attainment for PP children.</p> <p>Offer sports/Arts/Music clubs x 4 nights per week</p> <p>All TA staff and selected teachers to offer 1 hour per week after school club</p>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2 and 7
<p>To deliver an outdoor education programme that provides PP children with access to life experiences. School owned minibuses x 2 to provide transport.</p> <p>Every Friday one class participates in outdoor education learning. Activities range from:</p> <p>Mountain walking</p> <p>River study</p> <p>Den building</p> <p>Beach School activities</p>	Learning Outside the classroom	1, 2 and 7

Total budgeted cost: £ 345,700

Part B: Review of outcomes in the previous academic year 2022-23

Pupil premium strategy outcomes

Data and outcomes 2023				
EYFS GLD	Thames All	National	Thames PP	National PP
	56	67	50	52
Phonic Screening Check 2022	Thames All	National	Thames PP	National PP
	82	79	73	69
KS1 Outcomes	Thames All	National	Thames PP	National PP
% of children achieving expected outcomes in reading	72	68	75	54
% of children achieving expected outcomes in writing	66	60	75	45
% of children achieving expected outcomes in maths	77	70	83	56
% of children achieving greater depth outcomes in reading	13	19	8	9
% of children achieving greater depth outcomes in writing	2	8	0	3
% of children achieving greater depth outcomes in maths	13	16	13	8
KS2 Outcomes	Thames All	National	Thames PP	National PP
% of children achieving expected outcomes in reading	67	73	62	60
% of children achieving expected outcomes in writing	66	72	62	58
% of children achieving expected outcomes in maths	75	73	69	59
% of children achieving expected R,W,M	54	59	49	44
% of children achieving greater depth outcomes in reading	25	29	21	17
% of children achieving greater depth outcomes in writing	3	13	0	7
% of children achieving greater depth outcomes in maths	20	24	15	13
% of children achieving GDS standard R,W,M	0	8	0	3

Data and outcomes 2022				
EYFS GLD	Thames All	National	Thames PP	National PP
	57	65	44	50
Phonic Screening Check 2022	Thames All	National	Thames PP	National PP
	75	76	83	62
KS1 Outcomes	Thames All	National	Thames PP	National PP
% of children achieving expected outcomes in reading	67	67	65	52
% of children achieving expected outcomes in writing	58	58	52	41
% of children achieving expected outcomes in maths	69	68	65	52
% of children achieving greater depth outcomes in reading	16	18	13	8
% of children achieving greater depth outcomes in writing	4	8	3	9
% of children achieving greater depth outcomes in maths	9	15	3	7
KS2 Outcomes	Thames All	National	Thames PP	National PP
% of children achieving expected outcomes in reading	93	75	94	63
% of children achieving expected outcomes in writing	61	71	68	56
% of children achieving expected outcomes in maths	88	73	88	57
% of children achieving expected R,W,M	59	60	65	43
% of children achieving greater depth outcomes in reading	34	28	35	17
% of children achieving greater depth outcomes in writing	7	13	3	6
% of children achieving greater depth outcomes in maths	34	23	32	12
% of children achieving GDS standard R,W,M	7	7	3	3

The table below details the impact that our pupil premium activity had on pupils in the 2022-23 academic year.

Intentions	Success criteria	Outcomes 2022-23
Improve the percentage of PP pupils achieving	Reduce the attainment gap between PP/non PP pupils. Increase the % of PP pupils that achieve GLD.	57% of Thames pupils achieved GLD overall compared to 65% nationally.

GLD at the end of EYFS		50% of PP pupils compared to 52% of PP nationally achieved GLD. This improved from 44% in 2022. The gap between PP/ non PP has reduced to 8% and nationally it is 18%
Maintain good standards for PP pupils in Phonic attainment evidenced in the Phonic Screening Check	PP children achieve in line with their non PP peers. 2019 88% All compared to 82% National 90% of PP children passed the PSC	82% of Y1 pupils passed the PSC compared to 79% nationally. 73% of Thames PP children achieved the standard compared to 69% nationally. .
Improved standards in speech and language development for pupils in EYFS and KS1	NELI assessments and observations identify pupils who require speech and language support. The Nuffield Early Language Intervention (NELI) (20 weeks) is an oral language programme. The programme is targeted at children who show weakness in their oral language skills and are, therefore, at risk of experiencing difficulty in education. The intervention is delivered by trained teaching assistants. Sessions focus on improving children's vocabulary, developing narrative skills, encouraging active listening and building confidence in independent speaking.	13 pupils were identified as needing targeted oral language support and intervention. These pupils had 20 weeks of the NELI intervention (3 sessions per week) 9/13 children made expected or better progress and no longer had weakness in their oral language, 2/13 made progress but slight concerns remained and a further 2 pupils children scored the same at the end of the intervention. 71% of EYFS pupils in 2023 achieved the ELG for communication and language compared to 80% nationally. 100% of Thames PP children achieved it compared to 70% nationally
Increase the number of PP pupils who achieve expected outcomes in Writing and Maths at the end of KS1	Close the attainment gap between all pupils and PP pupils at Thames in Maths 2019 data Maths 67% PP 76% Thames all 79% National Close the gap between Thames pupils and national 2019 data Writing 67% PP 68% Thames all 78% National	In 2023 we were slightly above national averages at Expected (Reading 72%, (Nat 68) Writing 66 % (Nat 60) and Maths 77% (Nat 70) and higher for RWM combined at 64% compared to national 56%. At GDS standard we were slightly below the national, Reading (13% at Thames compared to 19%) Writing 2% at Thames compared to 8%) and in Maths (14% at Thames compared to 116%) In reading, Writing and Maths Thames PP pupils did significantly better than the national for PP at expected Reading Expected-75% compared to National 54% Writing Expected- 75% compared to 45% National Maths Expected 83% compared to 56% National

		<p>In KS1, at GDS standard, Thames PP pupils exceeded the national in maths 13% compared to 8% nationally.</p> <p>In reading at GDS 8% compared to 9% nationally and in writing 0% compared to 3% nationally.</p>
<p>Improve the number of PP pupils who achieve greater depth outcomes in Writing at the end of KS2</p>	<p>2019 data Greater depth in writing PP 7%, All Thames 10% National all 20%</p> <p>Close the gap between PP and all pupils.</p> <p>2023/24: By end of Year 6, Key Stage 2 outcomes in writing demonstrate that disadvantaged pupils are achieving at least in-line with their national peers, unless an additional need prevents this.</p>	<p>In 2023 PP pupils attainment in reading and maths was a strength at the expected standard and a GDS.</p> <p>Reading Exp Thames PP 62% compared to 60% nationally. GDS 21% compared to 58% nationally.</p> <p>Maths Exp Thames PP 69% compared to 59% nationally. GDS 15% compared to 13% nationally.</p> <p>Writing Exp Thames PP 62% compared to 58% nationally. GDS 0% compared to 7% nationally.</p> <p>Writing, particularly at the GDS standard is a key focus in our school development plan for 2023-24</p>
<p>Improve the number of PP pupils who achieve greater depth in Maths at the end of KS2</p>	<p>2019 data at greater depth- All pupils 19% and Thames PP 13</p> <p>Close the gap between Thames and national</p>	<p>In 2022, attainment at GDS standard increased and 34% of Thames pupils achieved GDS in 2022 compared to 23% nationally.</p> <p>32% of the PP children and 36% of non PP compared to 12% PP and 27% non PP nationally</p> <p>In 2023, attainment in maths at GDS standard decreased and 20% of Thames pupils achieved GDS compared to 24% nationally.</p> <p>However, 15% of Thames PP children achieved it compared to 13% PP nationally</p>
<p>All PP pupils will attend an enrichment club after/before school and will be encouraged to access the holiday club provision at Thames in partnership with The Boathouse Youth.</p>	<p>All PP children will have access to at least one enrichment club at school at some point throughout the academic year.</p> <p>Promote, advertise and encourage parents and pupils to attend Boathouse holiday club provision.</p>	<p>Attendance at enrichment clubs was carefully tracked to ensure that all PP pupils attend at least one enrichment club.</p> <p>All PP pupils attended an enrichment club in the academic year 2022-23</p> <p>All PP children were invited to attend free holiday club provision at school run by the Boathouse Youth.</p>
<p>Achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils and vulnerable groups</p>	<p>Sustained high attendance from 2024/25 demonstrated by: The overall absence rate for all pupils being no more than 5%, The percentage of all pupils who are persistently absent is reduced.</p> <p>Reduction in fixed penalty notice case load.</p>	<p>Overall attendance for 2022-23 was 93.3% compared to 93.8% nationally.</p> <p>For PP children attendance was 92.2% which was 0.9% better than the national 91.3%</p> <p>Persistent Absence was 21% compared to 19% nationally.</p>

Externally provided programmes

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

Programme	Provider
NGRT Reading Tests	GL Assessment
Learning By Questions	LBQ
Lexia	Lexia UK
Maths No Problem	Maths No Problem
Read,Write Inc	Ruth Miskin
Fresh Start Phonics	Ruth Miskin
FFT Aspire and	Fisher Family Trust
SCARF	Coram Life Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a