

Tower Bridge primary school -Pupil premium strategy statement



1. Summary information

School	Tower Bridge primary school				
Academic Year	19-20	Total PP budget	105,600	Date of most recent PP Review	July 2019
Total number of pupils	198	Number of pupils eligible for PP	80 (40%)	Date for next internal review of this strategy	July 2020

2. Current attainment

Year Group 18-19	PP (R) GLD PP (N) PSHE	Non PP GLD PP (N) PSHE	PP literacy	Non PP literacy	PP maths	Non PP maths
Nursery (9)	44%	53%	44%	65%	33%	71%
Reception (9)	56%	81%	67%	86%	56%	86%

Year Group 18-19	PP reading	Non PP reading	PP Writing	Non PP writing	PP maths	Non PP maths
Year 1 (13)	85%	79%	85%	79%	92%	86%
Year 2 (15)	80%	80%	80%	80%	80%	80%
Year 3 (15)	67%	73%	67%	73%	73%	73%
Year 4 (10)	80%	73%	80%	73%	70%	80%
Year 5 (11)	73%	92%	73%	92%	73%	92%
Year 6 (17)	71%	100%	71%	100%	59%	100%

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

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Low speaking and listening skills
B.	Low attainment in reading, writing and maths
C.	Emotional wellbeing and resilience
D.	Achieving Great Depth

External barriers (issues which also require action outside school, such as low attendance rates)

E.	Attendance
F.	Parents knowledge of the national curriculum
G.	Access to enrichment activities

4. Planned expenditure

Academic year	2019-20
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The two headings demonstrate how Tower Bridge primary school is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
All children develop their speaking and listening skills and broaden their vocabulary to access the curriculum.	<ul style="list-style-type: none"> Speech and language therapist in school weekly. Team leaders developing progression of vocabulary across all curriculum areas including vocabulary frames in shared areas, termly pupil interviews. Class working walls include key vocabulary. P4C training for new staff and timetabled sessions. 	<ul style="list-style-type: none"> Speech and language therapist trains staff in EYFS, Ks1 and KS2 to run, intervention groups, staff increase their knowledge and skills to identify, and develop children's speech and language skills. A whole school approach to developing vocabulary, supports children's use of vocabulary in context. P4C provides structures for children's speaking, listening and thinking skills. Express yourself (emotional literacy interventions) develop children's speaking listening and self-confidence.
All children make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none"> Quality first teaching, observations and drop in schedule, pupil progress meetings, tracking meetings, book looks. Small phonics groups daily in year 1 (additional teacher), half termly assessments Targeted support in year 2 (additional teacher) Targeted support in year 6 (additional teacher) Parent workshops and coffee mornings Reading cafes Online learning programmes which can be accessed at home/ through homework clubs e.g. mathletics and reading eggs. 	<ul style="list-style-type: none"> Phonics supports children's reading and writing skills. Children who are at ARE for reading, writing and maths are more confident accessing the whole curriculum. Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops.

All children develop their emotional resilience and wellbeing and can identify a trusted adult in school.	<ul style="list-style-type: none"> • P4C sessions timetabled weekly • PSHE lessons • NSPCC assemblies • Safer Internet assemblies • Prevent radicalisation assemblies 	<ul style="list-style-type: none"> • P4C provides structures for children's speaking, listening and thinking skills. • Highly quality assemblies support children's knowledge.
All children have access to teaching that challenges and deepens their understanding in all curriculum areas.	<ul style="list-style-type: none"> • DHT and Curriculum Team Leaders support teachers to plan and resource to deepen children's knowledge. Book looks, pupil progress meetings. 	<ul style="list-style-type: none"> • Teachers' knowledge and skill development of teacher greater depth increases, review through pupil progress meeting and book looks.
All children to attend school at the nationally expected level of 97%.	<ul style="list-style-type: none"> • Half termly rainbow wrist bands • Attendance and Punctuality cups and assembly. 	<ul style="list-style-type: none"> • Attending school regularly support better outcomes for children. Children are highly motivated by the wrist band system, parents request resources to use at home to support attendance and punctuality at school.
All parents to feel confident with supporting their child's learning development at home.	<ul style="list-style-type: none"> • Parent workshops e.g. internet safety, phonics, reading café, times tables , EYFS stay and learn, EYFS stay and learn. 	<ul style="list-style-type: none"> • Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops.
All children offered/ take part in enrichment activities	<ul style="list-style-type: none"> • Termly clubs (10 weeks per term) • Trip in the local area each term, includes: Unicorn theatre (EYFS to Y6) London museums. • Cost of residential trips in y5 and y6 subsidised for all children by £115 in y5 and £130 in y6. 	<ul style="list-style-type: none"> • Children's enriched life experiences supports their learning and outcomes and ability to make links.
Total budgeted cost		£8430
ii. Targeted support		
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
Targeted children develop their speaking and listening skills and broaden their vocabulary to access the curriculum.	<ul style="list-style-type: none"> • Speech and language therapist in school weekly, TAs run targeted salt groups x2 weekly, SaLT reviews half termly. Interventions: narrative group, vocabulary group, grammar group, special time, attention autism, lego therapy. • Express yourself sessions in EYFS, year 1 and year 2. 	<ul style="list-style-type: none"> • Speech and language therapist trains staff in EYFS, Ks1 and KS2 to run, intervention groups, staff increase their knowledge and skills to identify, and develop children's speech and language skills, children achieve Salt targets and increase access to the curriculum. • Express yourself (emotional literacy interventions) develop children's speaking listening and self-confidence.
		Cost (speech and language therapist): £13,347.50

Pupil premium children make at least expected progress in reading, writing and maths and perform in line with non-pupil premium children.	<ul style="list-style-type: none"> • Small phonics groups daily in year 1 (additional teacher), half termly assessments • Targeted support in year 2 (additional teacher) • Targeted support in year 6 (additional teacher) 	<ul style="list-style-type: none"> • Phonics supports children's reading and writing skills. • Children who are at ARE for reading, writing and maths are more confident accessing the whole curriculum. 	
		Cost (teacher to run targeted sessions): £40,140	
Targeted children develop their emotional resilience and wellbeing and can identify a trusted adult in school.	<ul style="list-style-type: none"> • CAMHS nurse one afternoon per week • iRead, iWrite, iStory • Siblings with additional needs • 1:1 sessions • Express yourself sessions in EYFS, year 1 and year 2. 	<ul style="list-style-type: none"> • Children can say that they are able to use the strategies provided through CAMHS work in school and the Learning Mentors. • Young carers are a vulnerable group and children are able to share how valuable they find the siblings group. 	
		Cost (CAMHS nurse): £8000	
Pupil premium children have access to teaching that challenges and deepens their understanding in all curriculum areas.	<ul style="list-style-type: none"> • DHT runs intervention groups for Greater Depth children in years 2 and 6. • Enrichment clubs 	<ul style="list-style-type: none"> • Small group support gives children the opportunity to make mistakes, reflect and develop their learning. 	
		Cost (teacher to run targeted sessions): £1250	
Pupil premium children to attend school at the nationally expected level of 97%	<ul style="list-style-type: none"> • Friday Fun group (Children whose absence is below 90%) • Parent meetings with DHT • Learning Mentor support with resources e.g. getting dressed chart 	<ul style="list-style-type: none"> • Attending school regularly support better outcomes for children. Children are highly motivated by the wrist band system, parents request resources to use at home to support attendance and punctuality at school. 	
		Cost (Learning Mentor interventions): £36,048	
Targeted parents feel confident with supporting their child's learning development at home.	<ul style="list-style-type: none"> • 1:1 meeting with parents to support individual children's needs with Learning Mentors, SEN team and Leadership team. 	<ul style="list-style-type: none"> • Individual meetings support parents to support their children's individual needs. 	
		Cost (Staff): see Learning Mentor Interventions	
		ii Total budgeted cost	£98,830
		i&ii Total budgeted cost	£107,260

