

# Tower Bridge primary school - Pupil premium strategy statement



1. Summary information					
<b>School</b>	Tower Bridge primary school				
<b>Academic Year</b>	20-21	<b>Total PP budget</b>	£107,600	<b>Date of most recent PP Review</b>	September 2020
<b>Total number of pupils</b>	193	<b>Number of pupils eligible for PP</b>	118 (61%)	<b>Date for next internal review of this strategy</b>	September 2021

## 2. Current attainment

Spring 2020 Attainment At ARE	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP maths
Year 1 (14) 48.29%	10/14 71%	12/15 80%	9/14 64%	12/15 80%	9/14 64%	12/15 80%
Year 2 (16) 64%	14/16 88%	8/9 89%	14/16 88%	8/9 89%	14/16 88%	7/9 78%
Year 3 (18) 62.07%	12/18 67%	8/11 73%	11/18 56%	8/11 73%	11/18 56%	8/11 73%
Year 4 (17) 70.83%	11/17 65%	5/7 71%	11/17 65%	5/7 71%	11/17 65%	5/7 71%
Year 5 (12) 50%	10/12 83%	8/12 67%	9/12 75%	8/12 67%	9/12 75%	9/12 75%
Year 6 ( 11) 47.83%	8/11 73%	11/12 92%	8/11 73%	11/12 92%	8/11 73%	11/12 92%

### 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
E.	Catch up curriculum following COVID (19 March- July 2020)

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

F	Poor attendance and parents knowledge and understanding of COVID-19 restrictions and procedures
G	Parents knowledge of the national curriculum and how to access and support home learning
H	Access to online learning and technology

### 4. Planned expenditure

Academic year      2020-2021

The two headings below demonstrate how Snowsfields primary school is using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. In school Barriers

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"> <li>Speech and language therapist in school weekly.</li> <li>Team leaders developing and monitoring progression of vocabulary and skills across all curriculum areas on unit posters and knowledge organisers.</li> <li>Class working walls include key vocabulary.</li> <li>Communicate in print is used to support vocabulary development.</li> <li>P4C to be embedded within the curriculum.</li> <li>A teaching assistant in every class.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>A whole school approach to developing vocabulary, supports children's use of vocabulary in context. – EYFS children baseline low in communication and language which impacts on attainment across the specific areas of learning.</li> <li>P4C provides structures for children's speaking, listening and thinking skills.</li> <li>TAs run interventions and provide in class support for targeted children which improves children's outcomes</li> </ul>

<p>Targeted children make at least expected progress in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>• Quality first teaching, drop in schedule, pupil progress meetings, tracking meetings and book looks. PP children identified and highlighted in bold.</li> <li>• Small phonics groups daily in year 1 and year 2 (additional teacher), half termly assessments</li> <li>• Targeted support in year 2 (additional teacher)</li> <li>• Targeted support in year 6 (additional teacher)</li> <li>• Targeted 1:1 maths sessions (times tables)</li> <li>• Targeted precision reading (high frequency word reading)</li> </ul>	<ul style="list-style-type: none"> <li>• LT go to approach supports teachers to identify their areas of improvement and improves quality of teaching and learning.</li> <li>• Phonics supports children's reading and writing skills.</li> <li>• Children who are at ARE for reading, writing and maths are more confident accessing the whole curriculum.</li> </ul>
<p>Targeted children develop their emotional resilience and wellbeing and can identify a trusted adult in school.</p>	<ul style="list-style-type: none"> <li>• P4C sessions timetabled</li> <li>• PSHE lessons</li> <li>• NSPCC virtual sessions</li> <li>• Safer Internet virtual assemblies/ sessions</li> <li>• Prevent radicalisation virtual sessions/ assemblies</li> <li>• CAMHS nurse one afternoon per week</li> <li>• iRead, iWrite, iStory</li> <li>• Talk and Draw</li> <li>• Siblings with additional needs group</li> <li>• 1:1 sessions</li> <li>• Express yourself sessions in EYFS, Y1 &amp; Y2</li> <li>• Daily mile</li> <li>• Access to the wave project</li> </ul>	<ul style="list-style-type: none"> <li>• P4C provides structure to children's speaking, listening and thinking skills.</li> <li>• Highly quality virtual assemblies/ sessions support children's knowledge, skills and confidence.</li> <li>• Children can say that they are able to use the strategies provided through CAMHS work in school and the Learning Mentors.</li> <li>• Young carers are a vulnerable group and children are able to share how valuable they find the siblings group.</li> <li>• Daily mile increases confidence and allows valuable movement and increases fitness and wellbeing, children and adults run together.</li> <li>• Children develop self-confidence skills and enjoyment of learning a new skill.</li> </ul>
<p>Targeted children have access to teaching that challenges and deepens their understanding in all curriculum areas and more children achieve greater depth.</p>	<ul style="list-style-type: none"> <li>• Co-head of school) and Curriculum Team Leaders support teachers to plan and resource to deepen children's knowledge. Book looks, pupil progress meetings, y6 tuition, booster in year 2 (additional teacher)</li> <li>• White Rose maths provides opportunities for children to develop their reasoning and problem solving in maths. Challenges are embedded and available to all.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' knowledge and skill development of teaching greater depth increases, review through pupil progress meeting and book looks.</li> </ul>

Targeted children are supported through the catch up curriculum and close their gaps.	<ul style="list-style-type: none"> <li>• P4C sessions timetabled (supporting emotional wellbeing)</li> <li>• Mind maps of previous learning (during lock down homeschooling) displayed on working walls in classroom</li> <li>• Wellbeing INSET, Resources from: AST, SaLT, EP, picture news used with children to support returning to school and emotional wellbeing</li> <li>• Phonics baseline in EYFS, y1, y2 and y3 re-takers.</li> <li>• Tests once children have settled in KS2 to establish baseline and Gaps</li> <li>• Teachers plan and target support to close the gaps and make links to prior learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Children need to feel confident and settled, emotionally secure, and given the opportunity to discuss their lock down experiences freely.</li> <li>• Adults in school recognise and understand the differing lock down experiences for the children.</li> <li>• Accurate assessment of the children's current levels informs teaching and gaps to be filled.</li> </ul>
All children to attend school at the nationally expected level of 97%.	<ul style="list-style-type: none"> <li>• Half termly rainbow wristbands</li> <li>• Attendance and Punctuality cups and assembly.</li> </ul>	<ul style="list-style-type: none"> <li>• Attending school regularly supports better outcomes for children. Children are highly motivated by the wristband system, parents request resources to use at home to support attendance and punctuality at school.</li> </ul>
All parents feel confident with supporting their child's learning development at home.	<ul style="list-style-type: none"> <li>• Parent workshops e.g. internet safety, phonics, reading café, times tables, EYFS stay and learn.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops.</li> </ul>
All children offered/ take part in enrichment activities	<ul style="list-style-type: none"> <li>• Termly clubs (10 weeks per term)</li> <li>• Trip in the local area each term, includes: Unicorn theatre (EYFS to Y6), London museums.</li> <li>• Cost of residential trips in y5 and y6 subsidised for all children by £115 in y5 and £130 in y6.</li> </ul>	<ul style="list-style-type: none"> <li>• Children's enriched life experiences support their learning and outcomes and ability to make links.</li> </ul>

**iTotal budgeted cost £61,710.76**

## ii. External Barriers

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?
To ensure parents feel confident in returning their children to school	<ul style="list-style-type: none"> <li>• Photo transition book for all children introducing new classroom and teaching staff.</li> <li>• Home school communication books in place for children with EHCPs and limited communication.</li> <li>• Newsletters develop parents' understanding of covid-19 restrictions.</li> </ul>	<ul style="list-style-type: none"> <li>• If Parents feel confident in our procedures, they are more likely to send their children to school.</li> <li>• Homeschool books develop positive relationships.</li> </ul>

	<ul style="list-style-type: none"> <li>• LT on gate daily speaking to parents, developing relationships with new families, addressing queries.</li> <li>• Office staff confident with COVID- 19 regulations and updated advice</li> <li>• Support from the Southwark back to school team sought when needed.</li> </ul>	
To ensure parents feel confident with supporting their children with learning at home.	<ul style="list-style-type: none"> <li>• Meet the teacher video on google class site and twitter</li> <li>• Topic web, knowledge organiser and half termly homework sheet is on goggle class site</li> <li>• Home learning tab on The Bridges Federation website.</li> <li>• Introduction to google classroom for years 3-6 and children regularly logging on within the class to ensure they can access.</li> <li>• Logins for reading eggs, purple mash and mathletics sent home with all children – teachers planning time for children to login to platforms during the school day.</li> <li>• Weekly newsletter includes links to outside agency support e.g. Autism Support Team.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents are informed and able to access/ ask for support with learning at home.</li> </ul>
To develop our understanding of the access to devices and internet that our families currently have.	<ul style="list-style-type: none"> <li>• Survey sent out to families</li> <li>• Spreadsheet with survey findings</li> <li>• Self-isolating log with access to devices</li> <li>• Applications made for laptops for families without devices.</li> <li>• Paper based resources ordered for maths and English CGP and white rose for children unable to access online home learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of children's access to devices and internet ensures we are providing the appropriate home learning.</li> </ul>
Pupil premium children have access to teaching that challenges and deepens their understanding in all curriculum areas.	<ul style="list-style-type: none"> <li>• DHT runs intervention groups for Greater Depth children in years 2 and 6.</li> </ul>	<ul style="list-style-type: none"> <li>• Small group support gives children the opportunity to make mistakes, reflect and develop their learning.</li> </ul>

<p>Pupil premium children to attend school at the nationally expected level of 97% and reduce the number of persistent absences.</p>	<ul style="list-style-type: none"> <li>• Friday Fun group (Children whose absence is below 90%)</li> <li>• Parent meetings with DHT</li> <li>• Learning Mentor support with resources e.g. getting dressed chart</li> </ul>	<ul style="list-style-type: none"> <li>• Attending school regularly supports better outcomes for children. Children are highly motivated by the wristband system, parents request resources to use at home to support attendance and punctuality at school.</li> </ul>
<p>Targeted parents feel confident with supporting their child's learning development at home.</p>	<ul style="list-style-type: none"> <li>• 1:1 meeting with parents to support individual children's needs with Learning Mentors, SEN team and Leadership team.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual meetings support parents to support their children's individual needs.</li> </ul>
		<p style="text-align: right;"><b>ii Total budgeted cost</b> £ 47,037.32</p>
		<p style="text-align: right;"><b>i&amp;ii Total budgeted cost</b> £ 108,748.08</p>