

# 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

July 2021	PP Reading	Non PP reading	PP Writing	Non PP writing	PP Maths	Non PP maths
N (11)	4/11 36%	3/8 38%	3/11 27%	1/8 12%	5/11 45%	3/8 38%
R (15)	4/15 27%	9/14 64%	4/15 27%	7/14 50%	8/15 53%	10/14 71%
Year 1 (18 )	7/18 39%	4/8 50%	7/18 39%	5/8 63%	10/18 56%	6/8 75%
Year 2 (15 )	9/15 60%	8/9 89%	8/15 53%	8/9 89%	9/15 60%	8/9 89%
Year 3 ( 17 )	12/17 71%	5/6 83%	12/17 71%	5/6 83%	13/17 76%	5/6 83%
Year 4 ( 19 )	8/19 42%	3/7 42%	9/19 47%	4/7 57%	9/19 47%	4/7 57%
Year 5 (17)	6/17 35%	4/7 57%	10/17 59%	4/7 57%	6/17 35%	4/7 47%
Year 6 (13)	10/13 77%	8/10 80%	10/13 77%	8/10 80%	9/13 69%	8/10 80%

### 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 Tower Bridge 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?	Impact/lessons learned
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> </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>In Early Years: 23% of Reception children entered at the expected level for communication and language. By the end of the year 66% of children were at or just below where they should be. 97% made expected or more than expected progress.</p> <p>25% of Nursery children entered at the expected level for communication and language. By the end of the year 60% of children were at or just below where they should be. 70% made expected or more than expected progress.</p>

	<ul style="list-style-type: none"> <li>• A teaching assistant in every class.</li> </ul>		<p>66% of children with an EHCP made expected or more than expected progress in speaking and listening.</p> <p>Autumn term SALT support plan - 9 ½ day sessions delivered supporting staff with targeted group work and individual children's targets</p> <p>“Green pen writing / yellow highlighting - children's voice” identified as a strength during whole school book look in EYFS</p> <p>Individual and whole school book looks showed that vocabulary is included on unit posters and resources such as communicate in print are used to support children to learn new vocabulary.</p> <p><u>Next steps/lessons learned:</u>  <i>Further support needed from SAL therapist this year to train staff to run groups. face to face sessions missed due to Covid this year SALT group and individual target work expectations reinforced through the whole school inset in September 2021.  Staff to highlight children's speech in EYFS busy books 21-22 to show clear progress in language.</i></p>
<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> </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>79% of pupil premium children (Nursery to Year 6) made the expected progress in reading, writing and maths</p> <p>88% of pupil premium children (Nursery to Year 6) made the expected progress in reading and writing</p> <p>84% of pupil premium children (Nursery to Year 6) made the expected progress in maths</p> <p>80% of pupil premium children passed the phonics check (Year 2 children Dec 2020)</p>

	<ul style="list-style-type: none"> <li>Targeted precision reading (high frequency word reading)</li> </ul>		<p><i>Next steps/lessons learned:</i> Use class tracker to calculate progress of PP children to add to SEF/SIP</p>
<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>Pupil questionnaires in Summer 21 showed that:</p> <ul style="list-style-type: none"> <li>100% of pupils think that staff are friendly and are able to talk to them</li> <li>99.1% of pupils enjoy coming to school</li> <li>97.2% of pupils say that adults in school help them to do as well as they can</li> <li>99.1% of pupils feel safe in school</li> </ul> <p>"Following this (our sessions) Child A was able to have a thoughtful conversation about mistakes, and how they can be a good thing and help us learn." (Comment from closing report about a child who received CAMHS sessions from the CAMHS nurse.)</p> <p><i>Next steps/lessons learned:</i> Siblings group did not run due to covid bubble restrictions - reinstate 21-22 as restrictions have eased.</p>
<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,</li> <li>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>	<p>Pupil premium children identified to be targeted for greater depth during termly progress meetings:</p> <p>End of year data showed that:</p> <ul style="list-style-type: none"> <li>12% of pupil premium children achieved greater depth in reading and writing (Year 1-6)</li> <li>15% of pupil premium children achieved greater depth in maths (Year 1-6)</li> <li>17% of pupil premium children were identified as more able across a range of curriculum areas and support in place</li> </ul> <p>Whole school book look showed evidence of White Rose maths to support children with developing reasoning skills. Challenges and problem solving were also evident.</p>

			<p><i>Next steps/lessons learned;</i>  <i>School time missed due to Covid 19 impacted the number of children who reached greater depth</i></p>
<p>Targeted children are supported through the catch up curriculum and close their gaps.</p>	<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>	<p>Mind maps were completed and displayed on working walls in classrooms.</p> <p>Whole school book look showed that the range and coverage of subjects covered was good. This enabled pupils to begin to close the gaps in learning.</p> <p>Staff attended virtual training from EP, CAMHS and school inset on how to support children's mental health and well being on the return to school. One staff member commented on the training:  <i>"Wide range of strategies to use in the classroom and lots of ideas to reduce and/or help children reduce levels of anxiety."</i></p> <p>See also pupil premium data table for children's attainment and progress data above.</p> <p><i>Next steps/lessons learned:</i>  <i>Subsequent lockdowns and school and bubble closures in 20-21 meant that providing a catch up curriculum and closing the gap for targeted children remains a priority.</i></p> <p>See pupil premium data.</p>
<p>All children to attend school at the nationally expected level of 97%.</p>	<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>	<p>Whole school attendance for Autumn term 2020 was 95.3%  This is in line with previous years.</p> <p>Attendance for PP children in the Autumn term was 93.5%  Attendance for non PP children in the Autumn term was 96.7%</p> <p>Whole school attendance for the Summer term 2021 was 94.2%</p> <p>Attendance for PP children in the Summer term was 93.8%</p>

			<p>Attendance for non PP children in the Autumn term was 95.9%</p> <p>Half termly Team around the School meetings were held with family early help and advice given from the Education Inclusion Team. This will continue in 21-22.</p> <p><i>Next steps:</i>  <i>We are focused on improving overall attendance for pupil premium children and closing the attendance gap. We are also focused on reducing persistent absenteeism for pupil premium children. In addition to working closely with vulnerable families and keeping in regular communication with them, we are also consulting with the Education Inclusion team, holding half termly Team Around the School meetings and making referrals as advised.</i></p>
<p>All parents feel confident with supporting their child's learning development at home.</p>	<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>	<p>Parents and children were called at a minimum once a week during lockdown and supported with learning at home.</p> <p><i>"It has not gone unnoticed how much support and effort the team have given."</i></p> <p><i>"A big thank you for everything you have done since January."</i></p> <p><i>"We have gratitude for the school and the support."</i></p> <p>98.5% of parents responded that "the school helps me to support my child's learning"</p> <p>At the start of lockdown 76% of children were accessing learning at home. By the end of lockdown 91% of children were able to access through loaned devices and support from school staff.</p> <p>In the summer term we trialled a virtual parent workshop using Google Meet to</p>

			inform and support parents of Reception children about the transition to Year 1. 9/28 parents attended, most of whom did not have siblings already higher up the school and for whom the transition from Rec-Year 1 was new. The virtual workshop was positively received.
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>	<p>Due to Covid restrictions in 20-21, after school clubs or trips did not go ahead.</p> <p>In the summer term classes started to go out on local walks and Sports Day was held in Southwark Park or St John's churchyard.</p> <p>In the summer term, all parents were given information about Southwark's "Summer of Food and Fun" offer and targeted parents referred to holiday clubs around the borough.</p>
<b>i) Total budgeted cost £61,710.76</b>			
<b>ii. External Barriers</b>			
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	
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> <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>	<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>	<p>Whole school attendance for Autumn term 2020 was 95.3% This is in line with previous years.</p> <p>Children were confident and happy coming back to school.</p>

<p>To ensure parents feel confident with supporting their children with learning at home.</p>	<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>	<p>Parents and children were called at a minimum once a week during lockdown and supported with learning at home.</p> <p>Feedback from parents:  <i>“It has not gone unnoticed how much support and effort the team have given.”</i></p> <p><i>“A big thank you for everything you have done since January.”</i></p> <p><i>“We have gratitude for the school and the support.”</i></p> <p>98.5% of parents responded that “the school helps me to support my child’s learning”</p> <p>At the start of lockdown 76% of children were accessing learning at home. By the end of lockdown 91% of children were able to access through loaned devices and support from school staff.</p> <p>All children were (and continue to be) taught a session using the Google Classroom each week across a range of subjects to give them the skills to access this at home.</p>
<p>To develop our understanding of the access to devices and internet that our families currently have.</p>	<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>	<p>All families completed a survey of what devices and connectivity they had access to at home.</p> <p>Devices were then loaned out accordingly.</p> <p>90% of pupil premium children accessed learning at home.  55% used their own device  40% were loaned a school device.</p> <p>At the start of lockdown 76% of all children</p>



			<p>were accessing learning at home. By the end of lockdown 91% of children were able to access through loaned devices and support from school staff.</p> <p>A total of 47 devices were loaned out to families.</p>
<p>Pupil premium children have access to teaching that challenges and deepens their understanding in all curriculum areas.</p>	<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 identified to be targeted for greater depth during termly progress meetings: End of year data showed that:</p> <p>12% of pupil premium children achieved greater depth in reading and writing (Year 1-6) 15% of pupil premium children achieved greater depth in maths (Year 1-6)</p> <p>17% of pupil premium children were identified as more able across a range of curriculum areas and support in place</p>
<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>Whole school attendance for Autumn term 2020 was 95.3% This is in line with previous years.</p> <p>Attendance for PP children in the Autumn term was 93.5% Attendance for non PP children in the Autumn term was 96.7%</p> <p>Whole school attendance for the Summer term 2021 was 94.2%</p> <p>Attendance for PP children in the Summer term was 93.8% Attendance for non PP children in the Autumn term was 95.9%</p> <p>Half termly Team around the School meetings were held with family early help and advice given from the Education Inclusion Team. This will continue in 21-22.</p>

			<p><b>Next steps:</b>  <i>We are focused on improving overall attendance for pupil premium children and closing the attendance gap. We are also focused on reducing persistent absenteeism for pupil premium children. in addition to working closely with vulnerable families and keeping in regular communication with them, we are also consulting with the Education Inclusion team, holding half termly Team Around the School meetings and making referrals as advised.</i></p>
<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>Parents and children were called at a minimum once a week during lockdown and supported with learning at home.</p> <p>Vulnerable children and children with SEN were called by learning mentors and senior staff. SAL therapist also delivered sessions remotely where children were working at home.</p> <p>95% of children with SEN were able to access learning from home.</p> <p><b>Feedback from parents:</b>  <i>"It has not gone unnoticed how much support and effort the team have given."</i></p> <p><i>"A big thank you for everything you have done since January."</i></p> <p><i>"We have gratitude for the school and the support."</i></p> <p>98.5% of parents responded that "the school helps me to support my child's learning"</p> <p>At the start of lockdown 76% of children were accessing learning at home. By the end of lockdown 91% of children were able to access through loaned devices and</p>

			support from school staff.  All children were (and continue to be) taught a session using the Google Classroom each week across a range of subjects to give them the skills to access this at home.
		<b>ii) Total budgeted cost</b>	<b>£ 47,037.32</b>
		<b>i&amp;ii) Total budgeted cost</b>	<b>£ 108,748.08</b>

Number of PP children attending school during January lockdown	Number of devices loaned to PP children/ families who are not in school	Number of PP children at home using their own devices	Number of Pupil Premium children accessing learning at home	Number of Pupil Premium children with an EHCP attending school
43/124 35%	32/81 40%	45/81 55%	73/81 90%	8/8 100%