

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Tower Bridge Primary
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	60%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Kate Wooder, Executive Headteacher
Pupil premium lead	Helen Viggiani, Co Head of School
Governor / Trustee lead	Adam Backhouse, SEN and Pupil Premium governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,260
Recovery premium funding allocation this academic year	£15,804
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	£161,064

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas relative to their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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.

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 achieve well. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point 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

Challenges

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

Challenge number	Detail of challenge
1	Low oracy and listening skills. Assessments and observations show that children enter the school well below the age expected level in communication and language (43% in Reception and 23% in Nursery.) Across the school, of the children who are on the SEN register, 35% have speech, language and communication needs and 75% of these are disadvantaged.
2	Low attainment in reading, writing and maths. Assessments and observations show that across the school, fewer pupil premium children achieve the expected level for reading, writing and maths than their non disadvantaged peers. This gap begins to close as the children move through the school but they do not achieve as well as their non disadvantaged peers.

3	Emotional wellbeing and resilience. Following the Covid 19 pandemic, all children's emotional wellbeing and resilience has been affected. More children have been referred by teachers or support staff for learning mentor group or individual social emotional support both during and following the academic year 20-21. Support needs to be in place for all children, including those disadvantaged to help with this.
4	Achieving Greater Depth. Fewer disadvantaged children achieve greater depth than their non disadvantaged peers, only 12% achieved GD in reading and writing and 15% in maths.. School time missed due to Covid 19 pandemic impacted the number of children who were able to reach greater depth due to lost learning.
5	Catch up curriculum - all year groups (Nursery to Year 6.) Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures following Covid 19 to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. The curriculum needs to be carefully planned and resourced and children supported so that gaps are filled and children are able to catch up
6	Poor attendance and parents' understanding of the importance of regular school attendance and punctuality. Attendance of pupil premium children is 2-3% lower than their non disadvantaged peers. 85% of persistent absentees in 20-21 were pupil premium children.
7	Parents not reading regularly with their children at home. We recognise that children who are supported with reading (for both learning and pleasure) at home achieve better in school. We have noted that many of the children who do not read regularly at home are disadvantaged.
8	Parental lack of engagement with school communications. Many parents, in particular those whose children are disadvantaged do not read school newsletters or communications but rely on staff reminding them in person. We want to develop their independence and use of school communications so that their children participate fully in school life.

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
Targeted children develop their oracy and listening skills to access and broad and balanced curriculum	Assessments and observations indicate significantly improved language and listening skills among disadvantaged pupils. This is also evident through book looks (though green pen children's feedback in lessons,) discussions at pupil progress meetings and observations of children's engagement in lessons.
Targeted children make at least expected progress in reading, writing and maths.	Pupil premium children make progress in line with their non disadvantaged peers. Pupil premium children make at least the expected progress in reading, writing and maths.
Targeted children develop their emotional resilience and wellbeing and can identify a trusted adult in school.	Feedback from children's questionnaires indicates that children feel safe and happy in school and know who they can talk to if this is not the case. Learning mentor observations during group and individual work shows improved emotional wellbeing and social skills amongst children taking part.
Targeted children have access to teaching that challenges and deepens their understanding in all curriculum areas and more children achieve greater depth.	More pupil premium children reach greater depth in reading, writing and maths (increase in % indicated 12% R&W, 14% M) Targeted pupil premium children (identified during termly progress meetings - see progress

	notes) achieve greater depth in reading, writing and maths due to targeted intervention, both as part of whole class and small group teaching.
Targeted children are supported to catch up and close the gap (following school closures Covid 19)	Target of 85% of children are at age related for reading, writing and maths Pupil premium are able to make expected progress and reach age related expectations July 2022.
All children attend school at the nationally expected level of 97%.	Whole school attendance improves - target of 97% Attendance for pupil premium children improves and is in line with non pupil premium children (close the gap of 2-3%) Persistent absentees are supported to improve attendance through a range of strategies and their attendance improves to be above 90% Increased numbers of children receive a wristband for 100% attendance and punctuality each term.
To develop parents confidence to support their children with reading at home	Parents are informed and able to ask for help with their children's reading at home Parents attend 'Reading cafes" More children are entered into the reading Raffle each week for reading at home More children are able to talk to LT about the books they are reading at home
To develop parents knowledge and access to school communication systems	Increased numbers of parents have access to the Scholarpak App More parents use the App to report their child's absence. Fewer parents ask questions about things on the gate/call the school office and access the information from the school newsletter.

Activity in this academic year

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: £ **15,203.44**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching - Observation and drop in schedule, pupil progress meetings, book looks and tracking meetings to support teachers. PP children identified and highlighted in bold.	LT go to approach supports teachers to identify their areas of improvement and improves quality of teaching and learning - staff appraisal information, lesson observations and book looks over time provide evidence for this.	2, 5
Deputy Headteacher and Curriculum Team Leaders support teachers to plan and resource to deepen children's knowledge. Book looks, pupil progress meetings More able and talented children identified across the curriculum	Support from curriculum leaders and specific subject leaders enables teachers to identify ways to support children achieve greater depth across a range of subjects. Book looks, learning walks and lesson observations show children being challenged across the curriculum. Identifying children's strengths and talents enables them to be targeted for specific enrichment activities, extracurricular events and additional support both in and out of class to help them to achieve greater depth.	4
Speech and language therapist in school weekly - 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. SLT developing and monitoring progression of vocabulary and skills across all curriculum areas on unit posters and knowledge organisers.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (education endowment foundation.org.uk) A consistent whole school approach to developing vocabulary, supports children's use of vocabulary in context. Progress data for children in early years whose communication and language skills are specifically assessed show that the majority of children make good progress in this area due to targeted intervention groups (70% in Nursery and 96% in Reception.)	1

Communicate in print is used to support vocabulary development.		
Training and support/monitoring for EYFS staff on Tales Toolkit - storytelling and language intervention to develop children's language and literacy skills	Primary and nursery school children using Tales Toolkit made better literacy progress and developed increased confidence and motivation according to new research. Schools using Tales Toolkit reported that children improved across all seven early years learning areas and enjoyed lessons more. https://talestoolkit.com/goldsmiths-report/	1,2
Training for Reception, Year 1 and Year 2 teachers on Mastering Number programme run by London South East Maths Hub (cover for teachers to participate in training)	NCETM feedback on mastering number programme: "The rekenrek looks like a simple piece of equipment, but it can be very powerful. Used by skilful, trained teachers it can help children move away from counting in ones to start doing basic mental calculations. We call this 'number sense', and research tells us that if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects."	2, 5

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

Budgeted cost: £ **91,854.53**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching every day. Small phonics groups daily in year 1 and year 2 (3 x additional teachers), half termly assessments Reading groups daily in year 1 (additional teacher) SEN reading group 3 x weekly in Y5/6 (additional teacher)	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged	2, 5

<p>Targeted support in year 5 (additional teacher)</p> <p>Targeted support in year 6 (additional teacher)</p> <p>Targeted precision reading (high frequency word reading)</p> <p>LT reading with individual children in go to classes once a week</p> <p>Year 6 booster classes x 2 weekly (1 day LT, 1 day CT)</p> <p>Storytelling/oral language group in Reception and Nursery (4 groups - additional teacher)</p>	<p>backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, including in small groups Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Primary and nursery school children using Tales Toolkit made better literacy progress and developed increased confidence and motivation according to new research. Schools using Tales Toolkit reported that children improved across all seven early years learning areas and enjoyed lessons more. https://talestoolkit.com/goldsmiths-report/</p>	
<p>Phonics baseline in EYFS, y1 and y2</p> <p>Tests once children have settled in KS2 to establish baseline and Gaps</p> <p>Teachers plan and target support to close the gaps and make links to prior learning.</p>	<p>Accurate assessment of the children's current levels informs teaching and gaps to be filled.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	5
<p>Booster/small group support from LT for greater depth children</p>	<p>School data shows that children targeted for greater depth are more likely to achieve it. This has however been greatly impacted by school closures due to the pandemic and the necessity to now close the gap for so many children.</p>	4
<p>Class working walls include key vocabulary.</p> <p>A teaching assistant in every class to run targeted groups and also to question, clarify, remodel, explain language to target children during lesson time</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (education endowment foundation.org.uk)</p> <p>TAs run interventions and provide in class support for targeted children which improves</p>	1

	children's outcomes (evidence from class tracking and progress notes) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 53,988.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice (including strategies outlined below)</p> <p>Half termly rainbow wristbands for perfect attendance and punctuality</p> <p>Attendance and punctuality cups and medals shared in assembly and also in the school newsletter</p> <p>Termly TAS meetings with Family Early Help service including a SEWO (Senior Education Welfare Office)</p> <p>Half termly SPOC meetings with family early help worker to discuss children with poor attendance (below 90%)</p> <p>Weekly tracking of children who are persistent absentees (below 90%) and warning letters home</p> <p>Attendance phone calls to parents whose children are persistently absent to identify reasons and offer support</p> <p>No term time leave authorised unless exceptional circumstances</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Attending school regularly supports better outcomes for children.</p> <p>Children are highly motivated by the wristband, medals system</p> <p>Parents request resources to use at home to support attendance and punctuality at school.</p>	8

<p>Parents encouraged to use the Scholarpak App at pupil review meetings</p> <p>Support available for parents struggling to use the App (technical)</p> <p>Parents encouraged to read the newsletter by LT on the gate</p>	<p>Research shows that parental engagement has a positive impact on children's learning and progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkkit/parental-engagement</p> <p>Children feel happier and more supported if their parents are engaged in the school community and have a good relationship and contact with the school</p>	6
<p>Phonics books sent home with questions in for parents to ask their children</p> <p>Children to have one reading for pleasure book and one book at the correct phonic level to take home</p> <p>LT reading with children in each class weekly to ensure correct books are going home</p> <p>Weekly reading raffle for children who read regularly at home</p> <p>Reading cafes for each year group to support parents</p> <p>Children who are not reading regularly at home are identified and supported with reading intervention in school</p>	<p>Feedback from parent workshops identifies that parents feel better able to support their children after parent workshops.</p> <p>Children are motivated by the reading raffle - opportunities to win a storybook of their choice.</p> <p>Children who are supported with reading at home, including those who are read to regularly by their families, achieve better than those who do not.</p> <p>Guidance from Ofsted and the DfE states that children in Rec, Year 1 and Year 2 should read books that are matched to their phonic ability which will enable them to achieve and make progress.</p> <p>Evidence shows that children who are read to or are able to read at home become committed and enthusiastic readers which in turn will enable them to make good progress in reading.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000908/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_1.pdf</p>	7
<p>Learning mentor support for targeted children with emotional well being and resilience</p>	<p>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> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5, 3
<p>P4C sessions</p> <p>PSHE lessons</p> <p>NSPCC virtual sessions</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance,</p>	3

Safer Internet virtual assemblies/ sessions	attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
Prevent radicalisation virtual sessions/ assemblies		
iRead, iWrite, iStory - emotional literacy group and Express Yourself sessions	P4C provides structure to children's speaking, listening and thinking skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Talk and Draw	Highly quality virtual assemblies/ sessions support children's knowledge, skills and confidence.	
Young carers group		
1:1 sessions	Young carers are a vulnerable group and children are able to share how valuable they find the young carers group.	
Daily mile		
Access to the wave project	Daily mile increases confidence and allows valuable movement and increases fitness and wellbeing, children and adults run together.	
Emotions boards in classes		
Life skills groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	
Social skills groups		

Total budgeted cost: £ 161,046.89

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Please see old template published on the website. This review template will be updated for 21-22 when the plan for 22-23 is written.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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