

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	178
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-25
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Kate Wooder, Executive Headteacher
Pupil premium lead	Helen Viggiani, Co Head of School
Governor / Trustee lead	Lara Stacey and Ali McCulloch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£150,960
Recovery premium funding allocation this academic year	£3589
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	£154,549

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, language and listening skills. Assessments and observations show that children enter the school well below the age expected level in communication and language (62% below in Reception and 67% below in Nursery.) Across the school, of the children who are on the SEN register, 52% have speech, language and communication needs and 56% of these are disadvantaged. We have noted that since the pandemic, there is an increase in those children with speech, language and communication needs, in particular in the early years.
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. Times have been and continue to be hard. Following the pandemic and the rise in inflation and the cost of living many families are under additional pressure and struggling. Children's emotional wellbeing and resilience are being affected by tensions in their household. More children are being referred by teachers or support staff for learning mentor group or individual social emotional support. Support needs to be in place for all children, including those disadvantaged to help with this.
4	Poor attendance and parents' understanding of the importance of regular school attendance and punctuality. The new Labour government pledges to support families to help get children into school by spotting attendance issues early and working with them to try to resolve them. This is also emphasised in updated KCSiE 2024. Attendance of pupil premium children is 2.5% lower than their non disadvantaged peers although this is 0.5% improvement on last year. 81% of persistent absentees in 23-24 were pupil premium children. DfE published statutory guidance in August 2024 to support schools to improve attendance which lays out clear expectations for schools, the local authority and families.
5	Parents not reading regularly with their children at home, supporting home learning or ensuring that they are engaging in safe online behaviours. We recognise that children who are supported with learning and life skills at home achieve better in school and feel safer and more content. We have noted that many of the children who do not read regularly, complete homework or manage their online activity safely and sensibly at home are disadvantaged.
6	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 or children reminding them in person. We want to develop their independence, confidence 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 across the school develop their oracy, language, vocabulary and listening skills to access and fully engage with a broad and balanced curriculum	Assessments and observations indicate significantly improved communication, language and listening skills among disadvantaged pupils. This is also evident through book looks (books and electronic learning journeys) 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. All children (including those disadvantaged) are supported to reach age related expectations 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. Target of 90% 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 2025
Targeted children across the school 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.

	<p>Learning mentor observations during group and individual work shows improved emotional well being and social skills amongst children taking part.</p>
<p>All children attend school at the nationally expected level of 97%.</p>	<p>Whole school attendance improves - target of 97%</p> <p>Attendance for pupil premium children improves and is in line with non pupil premium children (close the gap of 2.5%)</p> <p>Persistent absentees are supported to improve attendance through a range of strategies and their attendance improves to be above 90%</p> <p>Increased numbers of children receive a wristband for 100% attendance and punctuality each term. Increased numbers of families entered into the attendance hamper raffle.</p>
<p>To develop parents' confidence to support their children with learning and life skills (including online safety) at home.</p>	<p>Parents are informed and able to ask for help with their children's learning/online safety at home</p> <p>Parents attend "Curriculum Cafes" and Early Years Stay and Play sessions.</p> <p>More children are entered into the reading raffle each week or the half termly homework raffle for learning at home, including disadvantaged children</p> <p>More children are able to talk to LT about the books they are reading and the learning they are doing at home</p> <p>Fewer online behaviour incidents happening outside of school (and being brought into school)</p> <p>More children are confident in how to stay safe online.</p>
<p>To develop parents knowledge and access to school communication systems</p>	<p>Increased numbers of parents are able to use the Scholapak App to send and receive communications about school.</p> <p>More parents use the App to report their child's absence.</p> <p>Parents become more confident and ask fewer questions about things on the gate/call the school office and access the information from the school newsletter.</p>

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: £ **29,217.38**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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.</p> <p>The core of our pupil premium strategy is quality first teaching. This is corroborated by the EEF's 'tiered approach' to pupil premium spending, which states that high quality teaching is the first and most crucial tier.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	2
<p>Speech and language therapist in school bi-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.</p> <p>SLT developing and monitoring progression of vocabulary and skills across all curriculum areas on unit posters and knowledge organisers through termly book looks</p> <p>Communicate in print is used to support vocabulary development.</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:</p> <p>Oral language interventions EEF (education endowment foundation.org.uk)</p> <p>A consistent whole school approach to developing vocabulary, supports children's use of vocabulary in context.</p> <p>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 (63% in Nursery and 100% in Reception.)</p>	1
<p>Employ a PPA teacher 1.5.days a week to allow teachers to plan together in year group teams across the federation to ensure</p>	<p>The core of our pupil premium strategy is quality first teaching. This is corroborated by the EEF's 'tiered approach' to pupil premium spending, which states that high</p>	2

<p>high quality PPA cover and high quality planning and teaching</p>	<p>quality teaching is the first and most crucial tier.</p> <p>The additional PPA teacher ensures that all children receive high-quality teaching using an experienced, familiar and consistent teacher on every day of the week</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 73,725.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching every day.</p> <p>Small phonics groups daily in year 1 and year 2 (2 x additional teachers), half termly assessments</p> <p>Reading groups daily in year 1 (additional teacher)</p> <p>Targeted support in year 6 (autumn and spring) and year 5 (summer) (additional teacher)</p> <p>Year 6 booster classes x 2 weekly (1 day LT, 1 day CT)</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>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</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</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:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2</p>
<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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>TAs run interventions and provide in class support for targeted children which improves children's outcomes (evidence from class tracking and progress notes)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1</p>

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

Budgeted cost: £ 51,660.63

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's https://www.gov.uk/government/publications/working-together-to-improve-school-attendance advice (including strategies outlined below)</p> <p>Half termly rainbow wristbands for perfect attendance and punctuality and half termly hamper</p> <p>Attendance and punctuality cups and medals shared in assembly and also in the school newsletter</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>	<p>4</p>

<p>Termly TAS meetings with Family Early Help service including a SEWO (Senior Education Welfare Office)</p> <p>Weekly tracking of children who are persistent absentees (below 90%) and warning letters home</p> <p>Weekly attendance meetings with parents whose children are persistently absent to identify reasons and offer support</p> <p>No term time leave authorised unless exceptional circumstances</p>		
<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>LT on the gate every day to talk to parents, answer questions, signpost support services, encourage engagement with meetings/booster classes etc</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-olkit/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>Weekly reading raffle for children who read regularly at home.</p> <p>Half termly homework project raffle for children who complete homework projects</p> <p>Curriculum cafes for each year group to support parents</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/homework project raffles - 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>	5

<p>Children who are not reading regularly at home are identified and supported with reading intervention in school (TAs reading 1:1 at least 2 x weekly with those children)</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> <p>Evidence shows that homework that is purposeful and linked to classroom learning has an impact on children's learning and progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
<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>	<p>3,4</p>
<p>PSHE lessons</p> <p>NSPCC virtual sessions</p> <p>Safer Internet virtual assemblies/ sessions</p> <p>Prevent radicalisation virtual sessions/ assemblies/online learning platform</p> <p>Support from The Nest/Groundwork - assemblies, workshops, small targeted groups for pupils</p> <p>Talk and Draw sessions</p> <p>Young Carers group and Young Carers assembly</p> <p>1:1 sessions learning mentors</p> <p>Daily mile</p> <p>Emotions boards in classes</p> <p>Life skills and social skills groups</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> <p>Highly quality virtual assemblies/ sessions support children's knowledge, skills and confidence.</p> <p>Young carers are a vulnerable group and children are able to share how valuable they find the young carers group.</p> <p>Daily mile increases confidence and allows valuable movement and increases fitness and wellbeing, children and adults run together.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>3</p>

<p>After school enrichment activities/clubs to be offered to all children</p>	<p>Engagement in enrichment activities (for example, arts, sports etc) has been proven to improve performance across other areas of the curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2, 3, 5</p>
<p>Online safety to be taught to all children as part of the computing curriculum</p> <p>Online safety to be woven into all curriculum subjects</p> <p>Online safety to be a feature of all class assemblies for parents</p> <p>Safer Internet Day including parent workshop</p> <p>Outside professionals eg police to deliver talks/assemblies to key stage 2</p> <p>LT to meet with key parents to explain online risks and advise strategies to support and monitor children's online activity at home</p> <p>Online safety to feature in learning mentor life skills and 1:1 sessions for disadvantaged pupils</p> <p>Online safety information featured in weekly school newsletter</p>	<p>Children who are supported by their parents to develop healthy online habits feel safer, happier and more confident.</p> <p>Developing safe online habits is now critical to positive mental health and wellbeing and is a crucial life skill for everyone.</p>	<p>5</p>

Total budgeted cost: £ 154,603.52

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 2023 to 2024 academic year.

Our internal data from 2023/24 suggests that disadvantaged children did not achieve as well as their non disadvantaged peers. The gap narrows as the children move up the school which suggests that the longer term impact of consistently high quality first teaching and interventions has an impact on their attainment over time.

In reading 54% of PP children achieve ARE in comparison to 70% of their non PP peers. In writing this is 50% of PP compared with 69% of non PP and in maths 56% of PP compared with 71% of non PP. So, overall the average gap in reading, writing and maths is 16% which has slightly increased from last year. Many of the pupil premium children are also on the SEND register which contributes to the achievement gap between pupil premium and non pupil premium children.

TB July 24	PP R	Non PP R	PP W	Non PP W	PP M	Non PP M
N (11)	6/11 55%	6/8 75%	6/11 55%	5/8 63%	6/11 55%	6/8 75%
R (14)	6/14 43%	4/7 57%	6/14 43%	4/7 57%	7/14 50%	4/7 57%
Year 1 (11)	7/11 64%	8/9 89%	5/11 45%	7/9 78%	7/11 64%	8/9 89%
Year 2 (12)	10/12 83%	4/7 57%	8/12 67%	4/7 57%	11/12 92%	5/7 71%
Year 3 (15)	3/15 20%	12/17 70%	4/15 27%	12/17 70%	4/15 27%	11/17 65%
Year 4 (19)	11/19 58%	5/8 62%	11/19 58%	6/8 75%	13/19 68%	6/8 75%
Year 5 (16)	9/16 56%	8/11 73%	8/16 50%	8/11 73%	7/16 44%	8/11 73%
Year 6 (19)	11/19 58%	7/10 70%	11/19 58%	7/10 70%	11/19 58%	7/10 70%

Whilst we did not fully realise the outcomes from our previous strategy, children continue to make good progress, with the gap between disadvantaged and non

remaining relatively steady. We will continue to focus on these outcomes in our 24-25 strategy.

In 2022-23 6% of pupil premium achieved greater depth in reading and 2% in writing and maths. This increased to 10% for reading in 23-24, 9% in maths and 4% in writing. We are continuing to target children to reach their full potential but we are also ensuring that we have a strong focus on children's social, emotional and mental health and a broad and balanced curriculum with a wide range of curricular and extra curricular opportunities. We want children to feel happy, safe and ready to learn.

Children continue to enter the school with low speech, language and communication skills (62% in Reception and 67% in Nursery below where they should be.) Progress data shows that 100% of children in Reception and 63% of children in Nursery made expected or more progress in communication and language by the end of the year. This includes disadvantaged children. Of those disadvantaged children with speech language and communication needs across the rest of the school almost all made progress in line with specialist targets set by the SAL therapist. This was due to targeted individual and group interventions run by TAs and learning mentors and weekly monitoring and support visits from the speech and language therapist. Approximately 56% of them also made the expected progress in both reading and writing. Book looks and electronic learning journeys in EYFS showed a strong pupil voice through green pen writing and videos, capturing the children's progress with their oracy skills. Monitoring of Y1-6 digital learning journeys also showed that children's voices were nicely captured through evaluations and videos where the children talked about their learning. Whole school book looks showed good use of drama to support oracy and writing in English and consistent use of communicate in print word banks to support children's vocabulary development. There was evidence (QR codes and written evaluations) of children beginning to use the correct technical vocabulary in wider curriculum subjects such as PE, Art and Science. We will have a continued focus on developing children's speech, language and communication skills in 2024-25 as well as focusing on ensuring that children are able to use subject specific vocabulary and correct language structures across all areas of the curriculum.

Overall in 23-24, children made good progress and continued to catch up. In reading 79% (+2% from 22-23) of disadvantaged children made expected or more progress, in writing 76% (+3% from 22-23) and in maths 77% (+5% from 22-23.) Non disadvantaged children did better however, with 87% making expected or more progress in reading, 86% in writing and maths. We are clearly closing the gap however so we will continue to keep this as a focus in 24-25.

Whole school attendance in 2023-24 continued to be slightly lower than in previous years at 94.4%, this was broadly in line with the national picture. Absence among disadvantaged pupils was 2.5% higher than their peers which is 0.5% improvement on last year. Persistent absence however is much higher, with 81% of pupils below 90% being disadvantaged. In 23-24, of the 9 families who were referred for fixed penalty notices or issued fines received fines or warning letters for term time leave, 7 were pupil premium. Of the families working with children's social care or family early help where attendance was an issue, all were pupil premium. In 22-23 we gave out a total of 251 wristbands for children whose attendance and punctuality was 100%, in 23-24 this increased to 395. We also introduced a half termly hamper for families whose attendance was 97% or above. We will continue to have a strong focus on attendance in the academic year 24-25.

Our assessments and observations indicate that pupil behaviour, wellbeing, mental health and social skills are key issues for many of our pupils, especially our disadvantaged children. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. These interventions were run by our learning mentors and included social skills groups, life skills groups and 1:1 sessions. Of the 43 pupils who accessed learning mentor support for their emotional well being in 23-24 72% of these were disadvantaged pupils. Pupil questionnaires showed that at least 98.2% of all pupils enjoy coming to and 95.6% feel safe in school. 98.2% of pupils believe that adults are friendly and approachable and they are able to talk to them if they need to. Children's mental health and well being continue to be a top priority for us and we will continue to support our most vulnerable and disadvantaged pupils to develop their emotional resilience and well being in our 24-25 strategy.

Last year we held a range of events in school including class assemblies, reading cafes and parent workshops. Some parents were confident to talk to staff members about worries or were able to ask for help. 98-100% of parents believe that staff are approachable and make them feel welcome, 99% of parents believe that school helps to support them with their child's learning. Almost all parents are able to access the school App for communications. An ongoing issue however is that, whilst many are able to access the App, it is not always clear how many parents are able to use it to communicate and many still seem to miss out on messages or information. Some parents, in particular those of disadvantaged children, still rely on talking to members of staff or staff reminding them in person or via telephone. We want to continue to build on the work we have already done so that more parents become more independent in using the App and using the school newsletter as a source of information. In 23-24 we offered one free club per term for all pupil premium children. In the Autumn term 67% of PP children took up this offer, in Spring 66% of PP children and in Summer 59% of PP

children. We will continue to offer this in 24-25 and would like to aim for a higher % of pupil premium taking part in clubs.