

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	173
Proportion (%) of pupil premium eligible pupils	61% (N-Y6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	25-26
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Kate Wooder, Executive Headteacher
Pupil premium lead	Helen Viggiani, Co Head of School
Governor / Trustee lead	Noor Rassam and Ali McCulloch

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,440
Recovery premium funding allocation this academic year	£0
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	£152,440

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 (45% below in Reception and 77% below in Nursery.) Across the school, of the children who are on the SEND register, 70% have speech, language and communication needs and 80% 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 writing and maths. Assessments and observations show that across the school, fewer pupil premium children achieve the expected level for writing and maths than their

	non disadvantaged peers. Their progress is also not in line with those non disadvantaged. This gap begins to close as the children move through the school but they do not achieve as well as their non disadvantaged peers. Whilst we have managed to close this gap in reading, this is due to targeted support and intervention through the use of our pupil premium funding which we will need to continue with in order to maintain this achievement.
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. Due to the national crisis in school absence and the fact that school attendance has not returned to pre-pandemic levels, the DfE published statutory guidance in August 2024 setting out clear expectations for schools and local authorities. Good school attendance is linked to better outcomes across all phases of education. At Tower Bridge attendance of pupil premium children is 2.3% lower than their non disadvantaged peers although this is 0.2% improvement on last year. 90% of persistent absentees in 24-25 were pupil premium children.
5	Children are spending an increasing amount of time on screens when not in school. Screens are being used from a young age as 'digital babysitters.' Parents are not always supervising children whilst they are on screens. The impact of screentime, use of smartphones and social media are negatively impacting children's emotional wellbeing, social development and the development of children's speech, language and communication skills. Children are not spending enough time reading books or learning how to play and interact with peers in the real world. We recognise that children who are supported at home to read and whose parents play with them and encourage them to go out and take part in social activities achieve better in school and feel safer and more content. We have noticed particularly that many of the children who have unfettered access to screens outside of school 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. We want to assist them to develop their life administration skills so that they can support their children to make the most of opportunities afforded them.

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 80% 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 2026
Targeted children across the school develop their emotional resilience and wellbeing and can identify a trusted adult in school.	<p>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> <p>Learning mentor observations during group and individual work shows improved emotional well being and social skills amongst children taking part.</p>
All children attend school at the nationally expected level of 97%.	<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 2.3%)</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>
To develop and encourage more opportunities for children to play - talk, cooperation, imagination - both at school and at home	<p>Children are observed playing purposefully in the playground and interacting positively with their peers resulting in fewer behaviour incidents</p> <p>Playground resources afford for a range of imaginative play such as dressing up, construction, small world (not just sporting activities)</p> <p>Parents are informed and attend coffee mornings/workshops run by staff and professionals including Stay and Play, Groundwork sessions SAL therapist sessions</p> <p>Parents are confident to reduce screen time in the home and know how to play and communicate effectively with their children</p> <p>More children entered into the homework project and reading raffles weekly and half termly including disadvantaged children</p>
To develop parents knowledge and independence in accessing and using school communication systems	<p>Increased numbers of parents are able to use the Arbor 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: £ **23,915.80**

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.	<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/using-pupil-premium/use-reliable-research-evidence-to-support-your-strategy</p>	2
<p>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.</p> <p>SLT developing and monitoring progression of vocabulary and language skills across all curriculum areas on unit posters and knowledge organisers through termly book looks (including child's voice on digital learning journeys)</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: Oral language interventions EEF (education endowment foundation.org.uk)</p> <p>A consistent whole school approach to developing vocabulary and language, supports children's use of vocabulary in context. Book/digital learning scrutinies each year show clear improvements in children's vocabulary and language skills</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 (82% in Nursery and 90% in Reception.)</p>	1

TA training sessions on delivering targeted support and interventions in reading, writing and maths (including spelling strategies and the scaffolding framework for teaching assistants)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2
---	---	---

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

Budgeted cost: £ **74,036.20**

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) - focus on writing and maths</p> <p>Year 6 booster classes x 1 weekly (2 x terms - 25 weeks) - focus on writing and maths</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-planning-support/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>	2
<p>Phonics baseline in EYFS, y1 and y2</p> <p>Tests once children have settled in KS2 to establish baseline and Gaps</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</p>	2

Teachers plan and target support to close the gaps and make links to prior learning.	they receive the correct additional support through interventions or teacher instruction.	
<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>Target groups include speech and language interventions and precision teaching (spelling and reading)</p> <p>Speech and language groups run 2 x weekly in Y1-6 - targeted children</p> <p>Precision teaching (spelling and maths) run daily Y4-6 for 30 mins targeted children</p> <p>Teaching assistants reading 1:1 with pupil premium children 2-3 times weekly</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 (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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2

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

Budgeted cost: £ **54,462.64**

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>School data shows that attendance is improving slowly each year (which can be attributed to the strategies in place)</p>	4

<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 Arbor 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 and by office staff when they call for information</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>Promote, resource and encourage an 'Opal Play' style approach in the playground across all breaktimes for Y1-6</p> <p>Parent workshops run by LT, SLT therapist and Groundwork and Stay and Play sessions in early years to support parents to reduce screen time and develop play and talk in the home</p> <p>Groundwork support weekly in the playground to develop children's imaginative play skills</p>	<p>Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.</p> <p>EYFS Statutory framework</p> <p>https://birthto5matters.org.uk/play/</p> <p>Play is central for children's cognitive development and learning. All types of physical, constructional and social play contribute to their self-management or self-regulation and a growing body of research evidence has demonstrated that these skills predict educational achievement,</p>	5

<p>Information shared weekly on newsletters about online safety and social media (games and apps) to support parents to manage this at home</p> <p>Play therapist in school weekly to support targeted children (social, emotional and mental health)</p> <p>LT support in playground 1 hour weekly to support new play based approach</p>	<p>emotional wellbeing and life outcomes more powerfully than any other aspects of learning</p> <p>(Whitebread, D. & Coltman, P., 20122 'Developing young children as self-regulated learners.' In Moyles, J., Georgeson, J. & Payler, J. (Eds) 'Beginning Teaching: Beginning Learning: In Early Years and Primary Education.' Maidenhead: Open University Press).</p> <p>Feedback from parent workshops identifies that parents feel better able to support their children following support from professionals</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3,4
<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 Groundwork - assemblies, workshops, small targeted groups for pupils, 1;1 parent work</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 linked to zones of regulation</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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>	3

<p>After school enrichment activities/clubs to be offered to all children and pupil premium children to be offered at least one free club a term</p> <p>Every Friday afternoon pupils from year 1 to year 6 take part in enrichment activities run by LT and support staff (includes sports, sewing, games, science, crafts)</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>2, 3, 5</p>
--	--	----------------

Total budgeted cost: £ 152,414.64

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 2024 to 2025 academic year.

Our internal data from 2024/25 suggests that disadvantaged children did not achieve as well as their non disadvantaged peers in writing and maths. 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. Last year, for the first time, PP children achieved better and made better progress than their non disadvantaged peers due to support and interventions in place.

In reading 68% of PP children achieve ARE in comparison to 66% of their non PP peers. In writing this is 57% of PP compared with 62% of non PP and in maths 58% of PP compared with 74% of non PP. We have significantly narrowed the gap in reading so that more pupil premium children achieve ARE than their non disadvantaged peers. In writing we have narrowed the gap from 16% to 5% and in maths the gap has stayed the same at 16%. 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	Reading		Writing		Maths	
July 25	PP	Non PP	PP	Non PP	PP	Non PP
N (7)	50%	44%	63%	44%	50%	38%
R (12)	58%	50%	42%	50%	58%	70%
Year 1 (18)	83%	83%	61%	83%	61%	83%
Year 2 (13)	85%	100%	62%	100%	69%	100%
Year 3 (16)	81%	50%	69%	50%	69%	63%
Year 4 (15)	47%	79%	27%	63%	47%	84%
Year 5 (20)	60%	50%	65%	50%	55%	75%
Year 6 (18)	72%	73%	67%	73%	55%	64%

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 either closing (reading and writing) or remaining relatively steady (maths.) We will continue to focus on these outcomes in our 25-26 strategy. We will have more of a focus on targeting pupil premium children for writing and maths to ensure that we can close this gap.

Children continue to enter the school with low speech, language and communication skills (45% in Reception and 77% in Nursery below where they should be.) Progress data shows that 90% of children in Reception and 82% 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. Class electronic learning journeys in EYFS showed a strong pupil voice through videos and quotes 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 continuing to use the correct technical vocabulary in wider curriculum subjects such as PE, Art and Science and this use of vocabulary is now well embedded across the curriculum, having been a focus for 2 years. Due to the low baseline in communication and language skills and the high % of children across the school with SLCN (70% of the SEND register) we will have a continued focus on developing children's speech, language and communication skills in 2025-26.

Overall in 24-25, children made good progress and continued to catch up. In reading 88% (+9% from 23-24) of disadvantaged children made expected or more progress, in writing 80% (+4% from 23-24) and in maths 80% (+3% from 23--24.) In reading 82% of non disadvantaged pupils made the expected progress which shows we are closing the gap and disadvantaged pupils are making better progress. In writing and maths however, non disadvantaged children did better, with 92% making expected progress in writing and 89% maths. This will continue to be a focus in 25-26, especially for writing and maths.

Whole school attendance in 2024-25 continued to be slightly lower than before the pandemic at 94.1%, this was broadly in line with similar schools. Absence among disadvantaged pupils was 2.3% higher than their peers which is 0.2% improvement on last year. Persistent absence however is much higher, with 90% of pupils below 90% being disadvantaged. In 24-25, of the 13 families who were referred for fixed penalty notices for term time leave, 12 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 23-24 we gave out a total of 395 wristbands for children whose attendance and punctuality was 100%, in 24-25 this increased to 407. In 24-25 we had an average of 72 families being entered into the attendance hamper draw for attendance of 98% or above. We will continue to have a strong focus on attendance in the academic year 25-26.

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 44 pupils who accessed learning mentor support for their emotional well being in 24-25 82% of these were disadvantaged pupils. Pupil questionnaires showed that at least 92.5% of all pupils enjoy coming to and 94.3% feel safe in school. 97.5% 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 25-26 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. 100% of parents believe that staff are approachable and make them feel welcome, 100% 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 24-25 we offered one free club per term for all pupil premium children. In the Autumn term 34% of PP children took up this offer, in Spring 35% of PP children and in Summer 52% of PP

children. We will continue to offer this in 25-26 and would like to aim for a higher % of pupil premium taking part in clubs.