



## Thames View Junior Pupil premium strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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                                                             | Thames View Junior School                        |
| Number of pupils in school                                              | 388 (as of September 2025)                       |
| Proportion (%) of pupil premium eligible pupils                         | 122 chn are PP 31%                               |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2023<br>2023-2024<br>2024-2025<br>2025-2026 |
| Date this statement was published                                       | September 2025                                   |
| Date on which it will be reviewed                                       | September 2026                                   |
| Statement authorised by                                                 | J. Smith                                         |
| Pupil premium lead                                                      | J. Hall                                          |
| Governor / Trustee lead                                                 | Sarah Kinnard                                    |

## Funding overview

| Detail                                                                                                                                                                      | Amount   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                         | £193,920 |
| School Led Tuition funding                                                                                                                                                  | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £193,920 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Thames View juniors we are an inclusive school and our motto is 'Striving for Excellence'. At the heart of everything we do is to make a difference to the lives of our children. Our intention is to provide an inspiring, engaging and inclusive teaching and learning experience.

We believe that 'Striving for Excellence' can only be achieved by having the highest expectations of all our learners. Our ultimate objective is that no child is left behind socially, or academically because of disadvantage. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.

The percentage of pupils eligible for pupil premium at Thames View Junior is significantly higher than the national average. Our Pupil Premium Strategy aims to address the main barriers our children face with rigorous tracking, careful planning and targeted support and intervention. This will provide all children the access and opportunities to enjoy academic success and to flourish in the next step of their lives.

### Challenges

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

| Challenge number | Detail of challenge                                                                                             |
|------------------|-----------------------------------------------------------------------------------------------------------------|
| 1                | A high level of children with complex SEND needs are in mainstream classrooms.                                  |
| 2                | Social difficulties experienced by families including housing, finance, family literacy and parental anxieties. |
| 3                | Parental engagement with the school and children's learning needs                                               |
| 4                | % of pupils eligible for pupil premium funding also falling into other target groups (SEND, vulnerable & EAL)   |
| 5                | History of families poor educational experiences                                                                |
| 6                | Limited real life experience beyond the vicinity of Barking/Dagenham                                            |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| 1. A high level of children with complex SEND needs are in mainstream classrooms.                                                                            | <p>Classrooms are equipped with appropriate specialist resources and accessible learning materials.</p> <p>Individualised and adapted timetables are in place for children with complex needs.</p> <p>Teaching staff effectively adapt their strategies to meet the needs of all learners, including those with SEND.</p> <p>Lessons are inclusive, engaging, and differentiated to support progress for pupils with complex needs.</p> <p>Staff have access to ongoing CPD (Continuing Professional Development) specifically focused on SEND and complex needs.</p> <p>Specialist advice and input (e.g., from educational psychologists, therapists) are regularly sought and implemented.</p> |
| 2. Social difficulty barriers such as housing, finance, family literacy and parental anxieties are reduced or removed to impact Pupil's learning positively. | <p>PP families confidently engage with school to seek and offer support. PP register will show which families are requesting support.</p> <p>PP families are more knowledgeable and utilise the support that the wider school community can offer them.</p> <p>Vulnerable PP pupils access school counselling service. Register for school counselling will show 100% attendance to sessions.</p> <p>Clear safeguarding protocols allows for triangulation of key information between safeguarding team and teachers.</p>                                                                                                                                                                         |

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| <p>3. For some families, parental engagement with the school and children's learning needs to improve. We have some children who never read at home, do not bring in PE Kits, parents do not attend parent-teacher meetings.</p> | <p>A higher percentage of children regularly read at home, as evidenced by reading logs or teacher monitoring.</p> <p>Parents/carers are provided with strategies and resources to support learning at home and demonstrate increased engagement.</p> <p>Attendance at parent-teacher meetings improves and is tracked through sign-in records.</p> <p>A wider range of parents attend school events, workshops, and information sessions.</p> <p>Regular and effective communication (via newsletters, texts, apps, etc.) is established between school and home.</p> <p>Parents respond more frequently to messages, surveys, and invitations.</p> |
| <p>4. Pupils who are the most vulnerable (EAL,PP,CIN CP, SEND) to be supported using the PP funding.</p>                                                                                                                         | <p>Pupils who are the most vulnerable (EAL, PP, CIN CP, SEND) to receive emotional well-being support to ensure engagement with school life.</p> <p>Pupils who are the most vulnerable (EAL, PP, CIN CP, SEND) to be making the expected progress at each assessment point in the academic year.</p> <p>Pupils who are the most vulnerable (EAL, PP, CIN CP, SEND) to receive a curriculum modified to their needs. This will then reflect in progress data.</p>                                                                                                                                                                                     |

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| <p>5. To provide our families with more educational experiences.</p>                                         | <p>Parent engagement action plan in place to ensure we build and develop parental engagement. Action plan to show actions have been met.</p> <p>Registers of parent workshops will demonstrate 90% uptake of any courses offered to parents.</p> <p>Parent voice indicates majority of parents have taken opportunities to be involved in an educational experience at school.</p>                                                                                                                    |
| <p>6. PP pupils are given opportunities to experience life beyond the vicinity of Barking &amp; Dagenham</p> | <p>All PP pupils are able to attend trips as result of accessing PP funding.</p> <p>After school club registers show majority of the pupils are PP pupils.</p> <p>Tracking of PP pupils who play a musical instrument is higher than previous academic year.</p> <p>All PP pupils will take part in any external paid workshops as a result of accessing PP funding.</p> <p>All PP pupils to be seen in full uniform as a result of PP families accessing support with purchasing school uniform.</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: £84,154.20

| Activity                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>All teachers given ½ day developmental time per week, with a focus on assessment.</p> <p>Each week to release x3 class teachers for ½ day £84,154.20</p> | <p>Teachers in every year group are given ½ day developmental time as an addition to PPA time.</p> <p>This allows our teachers to develop and embed effective formative assessment strategies to ensure all pupils make progress including PP pupils. Effective assessment leads to good teaching.</p> <p><i>EEF Guidance Report</i><br/><i>Effective feedback policies encourage teachers to consider the foundations for the feedback they provide– highlighting the importance of delivering high-quality instruction, which includes making purposeful use of formative assessment strategies, beforehand.</i></p> <p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils “</p> |                               |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)** Budgeted cost: £51,180.00

| Activity                                                                                                             | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| HLTA employed to deliver interventions                                                                               | PP pupils' progress and attainment has been greatly affected by school                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                               |
| and small group tuition to Year 3&4 PP pupils across the school. (£28,040)                                           | closures over the last two years, resulting in a huge range of abilities across the school.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                               |
| PP lead employed to deliver interventions and small group tuition to Year 5&6 PP pupils across the school. (£28,040) | <p>By delivering interventions and small group tuition the HLTA is able to give more attention to the children who need it, improving outcomes for children.</p> <p><i>EEF</i></p> <p><i>"Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></p> <p><i>Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil's premium strategy."</i></p> |                               |



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

Budgeted cost: £ 89,496

| Activity                                                                                                                                                                                                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed |
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| <p>Attendance officer tracks attendance of PP pupils. £10,000<br/>Invite parents in to discuss potential barriers with PP lead.</p> <p>Purchase of Partnership Learning attendance officer.</p> <p>Free Breakfast for PP pupils, based on average attendance across Aut 1 (£10,00 per year)</p> | <p>Pupils eligible for Pupil Premium have a higher rate of absenteeism than Non-PP children. There is also a higher level of lateness with PP children. The attendance officer has proven to be successful in the past when working with specific families who have dis-engaged with school for various reasons. We have found that many PP children come to school without having breakfast due to running late or lack of funds. Offering all children free attendance at the Breakfast Club will help to alleviate this.</p> <p><i>EEF guidance</i><br/> <i>"Our own research shows that 93% of schools see an increase in concentration and energy amongst children attending our breakfast clubs."</i></p> |                               |
| <p>All pupils eligible for Pupil Premium are offered the chance to learn an instrument in school. £10,000</p>                                                                                                                                                                                   | <p>EEF guidance<br/> <i>"Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported."</i></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                               |
| <p>Lunchtime small nurture groups. (£200)</p> <p>Counselling Support Service through 1:1 meetings<br/>9 month contract<br/>432 sessions £3420.00</p>                                                                                                                                            | <p>Vulnerable children have a safe place to discuss their emotions and feelings. Strategies are given to these children to help them concentrate in class and they are better able to cope with how they are feeling. The children are emotionally and socially able to access all aspects of the curriculum.</p> <p><i>EEF Guidance</i><br/> <i>"Both targeted interventions and universal approaches have positive overall effects (+4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required."</i></p>                                                                                                |                               |

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| <p>Pupils eligible for Pupil Premium receive help for school uniform and trips to ensure that all children have access to enrichment activities. (£50 per child for uniform and £50 for trips) £15,600.00 Pupils eligible for Pupil Premium receive discount towards the Year 6 residential. (Cost £74 per pupil, 34 PP pupils in Year 6 £2,516.00)</p> <p>Pupils eligible for Pupil Premium are offered free after school club a week. (£3.50 per child per week – £32,760)</p> | <p>Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children.</p> <p>We want to ensure that all children are getting access to all areas of the curriculum, including after school clubs.</p> |  |
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Total budgeted cost: £

## 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.

|                 | EXS |        | GDS |        |
|-----------------|-----|--------|-----|--------|
|                 | PP  | Non-PP | PP  | Non-PP |
| <b>Reading</b>  | 56% | 80%    | 12% | 29%    |
| <b>Writing</b>  | 63% | 78%    | 21% | 25%    |
| <b>Maths</b>    | 60% | 83%    | 27% | 46%    |
| <b>Combined</b> | 48% | 74%    | 8%  | 14%    |
| <b>SPAG</b>     | 63% | 79%    | 43% | 39%    |

\*Summer 2024 KS2 data\*

#### Chosen Actions: -

- X2 HLTA's to deliver bespoke small group work with PP children across the school to close the gaps.
- Accelerated Reader purchased to Motivate, monitor, and manage students' independent practice and support their stamina and skill growth through wide reading.
- Purchase of Partnership Learning Attendance Officer and free Breakfast Club available for PP children. Meetings held with parents to discuss potential barriers and sign attendance contracts with Deputy Headteacher. There currently is no gap between PP and non PP attendance as result of working with PL attendance officer.
- One to One counselling service for PP children, on a rolling 6 week programme.
- Pupils eligible for Pupil Premium receive help for school uniform and trips to ensure that all children have access to enrichment activities. Pupils eligible for Pupil Premium are offered free after school clubs and breakfast club. Breakfast club has helped to give PP children a healthy and positive start to the day. At present about 75% of the children who take up Breakfast club are PP children. Below table shows PP children need to be attending more clubs, higher focus will be given to this.

| Club Analysis: |       |         |     |        |     |         |     |         |    |         |    |         |    |
|----------------|-------|---------|-----|--------|-----|---------|-----|---------|----|---------|----|---------|----|
|                | Total | 0 Clubs |     | 1 Club |     | 2 Clubs |     | 3 Clubs |    | 4 Clubs |    | 5 Clubs |    |
| PP             | 117   | 56      | 48% | 22     | 19% | 28      | 24% | 7       | 6% | 0       | 0% | 1       | 1% |
| SEND           | 75    | 39      | 52% | 19     | 25% | 9       | 12% | 0       | 0% | 2       | 3% | 1       | 1% |

- When school trips resumed all PP children were given free places and PP children will be given a supplement for the year 6 residential trip in July 2025.