



Thames View Infants

Pupil Premium and Recovery Premium Summaries for 2021-24

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	Thames View Infants
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	23.7% (74ch)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	March 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Paul Jordan Headteacher
Pupil premium lead	Kelly Ager School Business Manager
Governor / Trustee lead	Jamie Joyce Chair of Governors



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School Context

Thames View Infants is a four form entry Infants School. TVI was judged as 'Outstanding' by Ofsted in March 2009 and again in April 2014. We strive to orchestrate a fully 'joined up' provision where all children, regardless of their starting point, reach their full potential. As a school we work hard to provide a caring, fun, supportive and vibrant learning community where every child and their family really do matter. We value 'Parents as Partners' and aim to help everyone achieve their best!

TVI is located within the most deprived ward of the 6th most deprived Local Authority nationally. Our School is very culturally diverse and the demographic is higher than the national average in terms of FSM (22.8%), School Support (38.7%), EHCP (1.4%), Ethnicity (89%) and EAL (76%). At TVI we identify a wider range of vulnerable children which extends beyond the Disadvantaged criteria, based on our knowledge of those families. Through creating a deep and complex, well-resourced and vibrant, high quality learning environment, and through valuing 'Parents as Partners', we continually strive to actively promote the progress and attainment of all our pupils, regardless of need. We are a local driving force helping to "glue" agencies to work together and to be as "joined up as possible" to support this ethos. This commitment is summarized in more detail within our Equality Plan:

<http://thamesviewinfants.org/wp-content/uploads/2020/01/TVI-Equality-Plan-v10.pdf>

Attainment at TVI is within the top 1% at GD and 3% at EXP+ of schools nationally. The DfE have formally designated us as a National Leader in Education and Specialist Support School.

The Pupil Premium Grant

The proportion of Disadvantaged Pupils supported by the Pupil Premium at Thames View Infants is almost twice the National Average: 23% (National) vs at 39% (Thames View Infants), (RAISEOnline, 2019). The large majority of these pupils are eligible for free school meals.

Thames View Infants received a total of £110,550 Pupil Premium and Recovery Premium for the Academic Year 2021-22.

Committed to a fully inclusive provision in which all vulnerable groups are supported to thrive, Directors have allocated a further £254,439 of school funds to fulfil its ambitions for these children amidst a fully inclusive 'Outstanding' provision.



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Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,530
Recovery premium funding allocation this academic year	£11,020
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	£110,550



Part A: Pupil premium strategy plan

Statement of intent

At TVI we identify a wider range of vulnerable children which extends beyond the Disadvantaged criteria, based on our knowledge of those families. Through creating a deep and complex, well-resourced and vibrant, high quality learning environment, and through valuing 'Parents as Partners', we continually strive to actively promote the progress and attainment of all our pupils, regardless of need.

We provide:

- A personalised provision where we help every child and their family, regardless of ability, to do their best.
- High quality learning.
- A responsive inclusion provision, which is extensive and comprehensive and offers high quality learning.
- Skilful family support.
- Careful and robust Child Protection.
- Good customer service and an innovative ethos which makes people challenge traditionally held dispositions towards schools and learning.
- Responsive leaders, having a high impact on learning and standards, working within a "hands on" and a "can do" culture.
- High profile activities which engage parents and the community.
- A culture which values "Parents as Partners" in the learning journey.
- Weekly Speech and Language therapist.
- SLCN led by SENCo and two support TA's.
- Non-Class based provision for children with complex needs (Bumblebees)
- Support Groups – offering the least able children "parallel"-support in literacy and maths, without narrowing their cross-curricular offer.



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Challenges

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

Challenge number	Detail of challenge
1	Most disadvantaged children come from a background of high social deprivation.
2	Children have a range of academic ability.
3	Some of our children that are disadvantaged also have SEND, LAC or CP needs.
4	Children have varying degrees of parental support.
5	Attendance and punctuality.
6	An increasing number of families are facing financial difficulties.
7	Language skills across school are lower than previous years due to pandemic.

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
Disadvantaged children to achieve as well as their non-disadvantaged peers in terms of Reading, Writing and Maths.	Majority of children (without cognitive SEND) to reach EXP+ in Reading, Writing and Maths.
For all Disadvantaged children to attend school regularly.	All children attending school regularly and punctually.
Reduce effect of social and economic gap and provide opportunities for disadvantaged children.	Raise opportunities for all children through visits, clubs, workshop and productions.
To improve Speech and Language skills for children that are behind.	Children in Reception making progress to meet Communication and Language and Speaking elements of ELG by end of Reception and children in KS1 making progress towards EXP+ in Reading at the end of KS1.
Extend facilities available for children to attend extra-curricular activities.	Children to develop skills beyond the curriculum.



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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: £7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality learning in class and support groups Headteacher, Deputy Headteacher, SENCo & 1 Assistant Headteacher having a regular amount of teaching/class contact. (not included in PP budget)	HT, DH, SLT know children very well and know what is happening across school in real terms.	2
Regular non-contact time for teachers and leaders (not included in PP budget)	To share and observe good practise.	2
Full-time Nurture Provision, including 6 TAs. (not included in PP budget)	Higher level of children with SEND needs.	3
Targeted Y2 children taught by AHT (Squirrels) (not included in PP budget)	Lowest 20% of Year 2 children given specialist support by AHT to achieve EXP+ by end of KS1 for Reading, Writing.	2
TA to support AHT (Squirrels)	Lowest 20% of Year 2 children given specialist support by AHT to achieve EXP+ by end of KS1 for Reading, Writing.	2
Leadership Courses for SLT	Upskilling of SLT.	2
Inset training	Upskilling of staff.	2
High ratios of Teaching Assistants (1:14 & 1:7 in Nursery)	Extra support needed for higher level of need.	2



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

Budgeted cost: £147,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific in-day support groups for target groups (Literacy and Maths for the Exceptionally Able, Phase 5 Letters and Sounds)	Support groups identified by AHT and updated half termly. Planning completed by AHT. Led by very skilled Y1 and Y2 TA. Higher level of children needing access extra support across school.	2
Speech, Language and Communication Workers	High level of SLCN across school. Due to pandemic and children missing school and mixing with others this is much higher than previous years.	2, 7
2 SLCN Support Assistants	High level of SLCN across school. Due to pandemic and children missing school and mixing with others this is much higher than previous years.	2, 7

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

Budgeted cost: £210,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full-time Family Support Advisor	Many families struggling with housing, finance, deprivation. Poor parental experiences with schools and lower parental engagement.	4
An Attendance Officer	Active monitoring and engagement meetings with parents who have attendance issues.	5
Attendance Assemblies – rewards – flowers, 6 bikes	Encourage parents to send children to school regularly.	5
Cash incentives (vouchers) attendance rewards	Encourage parents to send children to school regularly.	5
Subsidised School Uniform Discretionary support, Replacement uniform	Many families struggling with finances.	6
Subsidised School Visits	Many families struggling with finances.	1, 6
Year 2 swimming plus travel	Give children experiences outside of classroom.	
A free Breakfast Club	Many families struggling with finances.	6
An alternative school dinner/seconds for hungry children	Many families struggling with finances.	6



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Enhanced Educational Psychologist Support	Support for children with additional needs.	3
Free theatre visits, workshops and pantomimes	Give children experiences outside of classroom.	1
Weekly family cooking	Parental engagement.	1
Development of an outdoor learning provision, that includes chickens, an allotment, and plans for an outdoor learning area.	Give children experiences outside of classroom.	1



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TVI 2021/22 Pupil Premium Expenditure

AREA OF EXPENDITURE	COST (£)
Teaching	
Leadership courses for SLT	3,000
Inset Training	4,000
Total Cost for Teaching	7,000
Targeted Support	
Speech, Language & Communication Workers Pupil Premium Allocation	35,579
2 Speech & Language Support Assistants 2 Tas 3 days per week	25,200
Speech & Language SENCO 2 days	24,000
Specific in-house support groups for targeted children Y1 & Y2 2 TAs	42,000
TA to support AHT Squirrels	21,000
Total Cost for Targeted Support	147,779
Wider Strategies	
Child and Family Professional and Parent Support Adviser * 2 FTE	67,800
Nurture Group Provision	95,930
Uniform Subsidy - reducing overall price/helping out those that need it/100% uniform compliance	1,500
School Dinners Subsidy - visitors/hungry children/staff supporting children eat	2,000
School Visit Subsidy/Non-Payments	9,000
Education Psychology Provision (19/20)	10,030
3 Flower Assemblies (3 * £440)	1,320
6 Bikes - Attendance Rewards	600
Cash Incentive - Attendance Rewards	1000
Theatre Visits & Pantomimes	1,500
After School Clubs Management and Administration - salary for TA overtime	1,780
Free Breakfast Club	8,000
Swimming Travel	5,950
Weekly family cooking	2,400
Outdoor Area – chickens, allotment, outdoor learning	2,000
Total Cost for Wider Strategies	210,210
Total Cost	364,989
Less Pupil Premium and Recovery Premium	110,550
Additional Cost to School	254,439



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Further Detail of Above Initiatives:

- We have invested heavily in Teaching Assistants, with Reception, Year 1 and Year 2 classes having adult:pupil ratios greater than 1:12. Within Nursery, this ratio is 1:7. Within comparative benchmarking data, our investment in Support Staff is at the upper end of demographically similar schools. High adult:pupil ratios ensure that the needs of our pupils can be met in small groups.
- Our dedicated team of support staff work across the school, to ensure access to the curriculum through a range of interventions, ensuring all children reach above national levels of attainment. Achievement and Progress remain Outstanding for all pupils.
- We have a team of skilled, energetic and vibrant teachers and support staff; and they work very hard to ensure that Learning within our school remains Outstanding. Teachers receive additional non-contact time and personalised training, to ensure they remain reflective practitioners. Similarly, we accelerate the maturity and capacity of our leaders through attendance at local and national leadership courses and bespoke coaching/supervision to ensure that Leadership remains Outstanding. This helps to ensure that learning is maximised and that school initiatives & systems continue to make an impact and offer "Outstanding value for money".
- We employ a full time Family Support Advisor, as well as an Attendance Officer. Together, with our Inclusion Manager, SENCo and Child Protection Leaders, we are able to work very carefully with families to nurture relationships and offer very specialist care. This expertise extends to providing close links within our Local Authority, ensuring that various agencies continue to work in a "joined up manner" to follow up this support.
- 2 Reading Support Assistants provide targeted support for children who are still at the early stages of reading within Key Stage 1. They offer out-reach work to ensure this support continues at home.
- We have a full-time nurture group for children who require a carefully structured provision, tailored to meet their specific social and emotional needs. This is supported by 6 highly skilled Teaching Assistants.
- We believe greatly in the importance of good customer service and value the importance of this in building bridges with families and nurturing "Parents as Partners". Accordingly, our School Office, for example, contains comparatively higher than average ratios of staff, who are also well trained and pro-active in offering good service and adopt a solution-focused approach to their duties.
- We value the use of ICT, viral marketing and e-engagement to spread the vision of the school and to engage families and invest heavily in the use of ICT. We use YouTube, Twitter, a vibrant school website and Wiis & PlayStations, which are used resourcefully for this purpose.
- We believe in the importance of helping children to make healthy choices at lunchtime and spend time and resources to challenge inherited dispositions towards food, through:
 - Class-based cooking events – Let's Get Cooking
 - A high-quality lunchtime provision
 - Family taster sessions
- We use our in-depth knowledge of families to provide discretionary support when paying for school uniforms and school visits.



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- We award carefully selected families with rapidly improving attendance 6 bikes over the course of the year. Three times during the year, each child with 100% attendance takes home a bunch of flowers for their parents.
- Our literacy-based curriculum is resourced to ensure that all children have access to quality texts throughout their school career.
- We provide free Theatre visits and a varied calendar of School Events to ensure that the curriculum remains as vibrant and as personalised as possible.



Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

The Impact of the Pupil Premium

Consistently at Expected, Disadvantaged Pupils achieve as well as their non-Disadvantaged Peers, and higher than Disadvantaged Pupils nationally. In 2021 (although 'non-reported'), Disadvantaged Pupils exceed their non-Disadvantaged Peers at Greater Depth too. However, this year the gap between Disadvantaged Pupils and their non-Disadvantaged Peers has widened significantly across all subject, and the gap is most pronounced at Greater Depth. Having said this, Disadvantaged Pupils at TVI still do significantly better than Disadvantaged Pupils Nationally.

Since 2009, school self-review has continued to judge TVI as Outstanding. This judgement was officially verified by Ofsted in April 2014, when the School was graded "Outstanding" across all areas of inspection for the second occasion. Self-review continues to judge the quality of the provision as Outstanding.

Historically, in 2013, the school received recognition from the Deputy Prime Minister for its success in ensuring that pupils entitled to this funding make excellent progress.



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4 Year Trend (non-reported data)

		Disadvantaged						Non-Disadvantaged				
Attainment % +		2018		2019	2021	2022		2018		2019	2021	2022
Reading	2Dii	47 (96%)	2D3+	62 (98%)	19 (90%)	30 (81%)	2Dii	65 (93%)	2D3+	47 (96%)	61 (91%)	51 (85%)
Reading	2S	46 (94%)	2S1+	56 (89%)	17 (81%)	28 (76%)	2S	65 (93%)	2S1+	44 (89%)	55 (82%)	51 (85%)
Reading	2Mii	42 (86%)	2M1+	45 (67%)	12 (57%)	10 (27%)	2Mii	60 (86%)	2M1+	38 (78%)	29 (43%)	36 (60%)
Writing	2Dii	48 (98%)	2D3+	63 (100%)	18 (86%)	30 (81%)	2Dii	65 (93%)	2D3+	48 (98%)	61 (91%)	50 (83%)
Writing	2S	43 (88%)	2S1+	59 (94%)	17 (81%)	29 (78%)	2S	63 (90%)	2S1+	46 (94%)	51 (76%)	49 (82%)
Writing	2Mii	36 (73%)	2M1+	36 (57%)	10 (48%)	8 (22%)	2Mii	54 (77%)	2M1+	36 (73%)	22 (33%)	30 (50%)
Maths	2Dii	48 (98%)	2D3+	63 (100%)	21 (100%)	31 (84%)	2Dii	66 (94%)	2D3+	48 (100%)	61 (61%)	53 (88%)
Maths	2S	46 (94%)	2S1+	62 (98%)	20 (95%)	30 (81%)	2S	66 (94%)	2S1+	42 (86%)	55 (82%)	50 (83%)
Maths	2Mii	35 (71%)	2M1+	64 (67%)	6 (29%)	9 (24%)	2Mii	52 (74%)	2M1+	40 (82%)	18 (27%)	32 (53%)

The above table shows data representing two different slightly different internal assessment systems (Pre and Post 2018 TVI Development Stages). There is an equivalence between the two systems.

In general terms, at Secure+ Disadvantaged Pupils do less well than their non-Disadvantaged peers. The gap is greatest in Reading, where attainment for Disadvantaged Pupils pupils is 9% lower than non-Disadvantaged. The gap is smallest in Maths where the difference is 2% in favour of non-Disadvantaged Pupils, supported by the fact that this is the strongest subject for Disadvantaged Pupils.

Equally, at Mastery Disadvantaged Pupils do less well across all subjects, most notably in Reading, where the gap is 33%. However, more Disadvantaged Pupils attain Mastery in Reading than in Writing and Maths.

Historically, at Secure+ attainment of Disadvantaged Pupils has risen over time in both Writing and Maths but dipped slightly in Reading in 2019. However, due to the impact of the Covid-19 Pandemic on the continuity of children's education, attainment across both groups has dipped in all subject areas, especially at GDS, where the change is most significant.

It is important to note the difference in size of these groups between 2019 and 2022. The number of Disadvantaged Pupils has reduced by about two thirds. Therefore, the proportion of non-Disadvantaged Pupils is much larger than their Disadvantaged Peers and this disparity impacts the data quite significantly, giving a slightly distorted view when making comparisons with previous years.



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Pupil Premium Analysis against Reported Data

Disadvantaged vs Non-Disadvantaged

Reading			2019		2021		2022	
			TVI	National	TVI	National	TVI	National
	Non-Disadvantaged	EXP+	90%	78%	82%		90%	72%
	Disadvantaged	EXP+	89%	62%	81%		77%	52%
	Difference		-1%	-16%	-1%		-13%	-20%
	Non-Disadvantaged	GD	77%	28%	43%		53%	21%
	Disadvantaged	GD	67%	14%	57%		32%	8%
	Difference	GD	-10%	-14%	+14%		-21%	-13%

Writing			2019		2021		2022	
			TVI	National	TVI	National	TVI	National
	Non-Disadvantaged	EXP+	92%	73%	76%		85%	63%
	Disadvantaged	EXP+	94%	55%	81%		79%	41%
	Difference		+2%	-18%	+5%		-6%	-22%
	Non-Disadvantaged	GD	73%	17%	33%		48%	9%
	Disadvantaged	GD	56%	7%	48%		27%	3%
	Difference	GD	-17%	-10%	+15%		-21%	-6%

Maths			2019		2021		2022	
			TVI	National	TVI	National	TVI	National
	Non-Disadvantaged	EXP+	96%	79%	82%		88%	73%
	Disadvantaged	EXP+	98%	62%	95%		82%	52%
	Difference		+2%	-17%	+13%		-6%	-21%
	Non-Disadvantaged	GD	79%	24%	27%		53%	18%
	Disadvantaged	GD	67%	12%	29%		29%	7%
	Difference	GD	-12%	-12%	+2%		-24%	-11%



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Disadvantaged Boys vs Disadvantaged Girls

Reading			2019		2021		2022	
			TVI	National	TVI	National	TVI	National
	Disadvantaged Boys	EXP+	88%	57%	67%		80%	48%
	Disadvantaged Girls	EXP+	90%	67%	92%		71%	56%
	Difference		-2%	-10%	-25%		9%	-8%
	Disadvantaged Boys	GD	68%	11%	56%		30%	7%
	Disadvantaged Girls	GD	67%	16%	58%		36%	9%
	Difference	GD	+1%	-5%	-2%		-6%	-2%

Writing			2019		2021		2022	
			TVI	National	TVI	National	TVI	National
	Disadvantaged Boys	EXP+	94%	47%	67%		85%	35%
	Disadvantaged Girls	EXP+	93%	62%	92%		71%	48%
	Difference		+1%	-15%	-25%		14%	-13%
	Disadvantaged Boys	GD	47%	5%	44%		20%	2%
	Disadvantaged Girls	GD	67%	10%	50%		36%	4%
	Difference	GD	-20%	-5%	-6%		-16%	-2%

Maths			2019		2021		2022	
			TVI	National	TVI	National	TVI	National
	Disadvantaged Boys	EXP+	100%	61%	89%		90%	53%
	Disadvantaged Girls	EXP+	97%	64%	100%		71%	51%
	Difference		+3%	-3%	-11%		19%	-2%
	Disadvantaged Boys	GD	68%	13%	33%		30%	8%
	Disadvantaged Girls	GD	67%	10%	25%		29%	5%
	Difference	GD	+1%	+3%	+8%		1%	3%

Red indicates when Disadvantaged Girls achieve better than Disadvantaged Boys.



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FSM6 vs Not FSM6

Reading			2018		2019		2022	
			TVI	National	TVI	National	TVI	National
	FSM 6	EXP+	94%	63%	89%	62%	77%	51%
	Non FSM 6	EXP+	93%	79%	90%	78%	93%	72%
	Difference		+1%	-16%	-1%	-16%	-16%	-21%
	FSM 6	GD	81%	14%	67%	14%	30%	8%
	Non-FSM 6	GD	76%	29%	77%	28%	58%	21%
	Difference		+5%	-15%	-10%	-14%	-28%	-13%

Writing			2018		2019		2021	
			TVI	National	TVI	National	TVI	National
	FSM 6	EXP+	92%	56%	94%	55%	77%	41%
	Non FSM 6	EXP+	89%	74%	92%	73%	91%	63%
	Difference		+3%	-18%	+2%	-18%	-14%	-22%
	FSM 6	GD	69%	8%	56%	7%	24%	3%
	Non FSM 6	GD	69%	18%	73%	17%	53%	10%
	Difference		0%	-10%	-17%	-10%	-29%	-7%

Maths			2018		2019		2021	
			TVI	National	TVI	National	TVI	National
	FSM 6	EXP+	94%	63%	98%	63%	82%	52%
	Non FSM 6	EXP+	94%	79%	96%	79%	91%	73%
	Difference		0%	-16%	+2%	-16%	-9%	-21%
	FSM 6	GD	67%	12%	67%	12%	27%	7%
	Non FSM 6	GD	73%	24%	79%	24%	58%	18%
	Difference		-6%	-12%	-12%	-12%	-31%	-11%



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LAC vs Non LAC

Reading			2019		2021		2022	
			TVI (2)	National	TVI (0)	National	TVI (2)	National
	LAC	EXP+	100%	54%			50%	46%
	Non LAC	EXP+	89%	75%			85%	67%
	Difference		+11%	-21%			-35%	-21%
	LAC	GD	50%	11%			0%	7%
	Non LAC	GD	72%	25%			44%	18%
	Difference		-22%	-14%			-44%	-14%

Writing			2019		2021		2022	
			TVI	National	TVI	National	TVI	National
	LAC	EXP+	100%	44%			50%	35%
	Non LAC	EXP+	93%	69%			84%	58%
	Difference		+7%	-25%			-34%	-23%
	LAC	GD	50%	5%			0%	2%
	Non LAC	GD	64%	15%			39%	8%
	Difference		-14%	-10%			-39%	-6%

Maths			2019		2021		2022	
			TVI	National	TVI	National	TVI	National
	LAC	EXP+	100%	52%			50%	44%
	Non LAC	EXP+	97%	76%			87%	68%
	Difference		+3%	-24%			-37%	-22%
	LAC	GD	100%	8%			0%	4%
	Non LAC	GD	72%	22%			43%	15%
	Difference		+28%	-14%			-43%	-11%



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Analysis

In general terms, children at Thames View Infants achieve considerably better than the National across Reading, Writing and Maths at both EXP+ and GDS. Across all areas of analysis, over time, the gap between Disadvantaged and non-Disadvantaged children had continued to decrease and in many regards, had been eradicated. However, 2019 saw an increase in the gap at GD, yet in 2021 this was reversed and in fact Disadvantaged Pupils started to outperform non-Disadvantaged Pupils.

Unsurprisingly, data collected following a period of school closure during the Covid-19 Pandemic, shows a significant dip in attainment for both groups, and this is more pronounced at GDS. Initially, in 2021 this did not impact negatively on the outcomes for non-Disadvantaged Pupils. However, in 2022 this gap has widened, most significantly at GD where the gap is never less than -20%.

When comparing this shortfall with National data, it can be seen that although Disadvantaged Pupils do less well than their peers, at TVI the attainment gap between Disadvantaged and non-Disadvantaged is significantly narrower than the National gap at Expected+. Conversely, the gap is much wider for GD in comparison with the National. However, it is important to note that the number of children achieving GD at TVI across both groups is significantly higher than the National average.

The gap between Disadvantaged Boys and Disadvantaged Girls at EXP+ is widest in Maths, but is never less than 15% in favour of boys. This reverses the previous year's trend in which girls outperformed boys. Disadvantaged Girls do better than Disadvantaged Boys at GD, and the gap is widest for Writing.

In 2022 LAC attain significantly lower than the rest of the cohort. This is attributed to a particularly small cohort and generally speaking with specific needs. Neither of the two LAC were working at GD.



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When looking at progress, the gap between Disadvantaged Pupils and non-Disadvantaged Pupils is minimal.

2022 end of KS1 Subject Comparison of Attainment of Pupil Premium Pupils with non-Pupil Premium Pupils:

	2022 Yr. 2 Assessment Results			
	All Pupils (Attainment)	Disadvantaged Pupils (Attainment)	All Pupils (Progress) over Key Stage	Disadvantaged Pupils (Progress) over Key Stage
Reading	14.2	13.2	10.5	10
Writing	14.2	14	11	10.5
Maths	14.4	13.6	10.5	10
Attendance	Whole School: 96.62	FSM * 96.85 LAC * 95.21 *across the whole school		

Generally, the attainment and progress of Disadvantaged pupils is slightly behind that of their Non-Disadvantaged peers.

Group	Reading & c/Pr/KS	Writing & c/Pr/KS	Maths & c/Pr/KS
Non PP (60 chn)	14.9 10.8	14.6 11.5	14.8 10.5
FSM (37 chn)	13.2 10	13.4 10.5	13.6 10