



Thames View Infants

Pupil Premium and Recovery Premium Summaries for 2022-25

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	412
Proportion (%) of pupil premium eligible pupils	23% (96 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	March 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Paul Jordan <i>Headteacher</i>
Pupil premium lead	Kelly Ager School <i>Business Manager</i>
Governor / Trustee lead	Jamie Joyes <i>Chair of Directors</i>



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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!

With a deprivation indicator of 0.36%, TVI is located within Thames Ward; the most deprived ward in Barking & Dagenham, which is ranked as the 5th most deprived Local Authority nationally (IoD2019). In London Poverty Profile's ranking, LBBB performs worse compared to all London Boroughs across a range of poverty indicators, particularly child poverty, education and health. Accordingly, all contextual data shows that the school's very culturally diverse demographic is higher than national averages in terms of Special Educational Needs (25.7%) School Support (24.5%), HLN 10.6%, EHCP (1.4%, rising to an estimated total of 9% (4 times the National), expected to be approved by the end of the AY), EAL (82.9%). 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 similar to the National Average. The large majority of these pupils are eligible for free school meals.

Thames View Infants received a total of £142,435 Pupil Premium and Recovery Premium for the Academic Year 2022-23.

Committed to a fully inclusive provision in which all vulnerable groups are supported to thrive, Directors have allocated a further £149,264 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	£128,805
Recovery premium funding allocation this academic year	£13,630
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	£254,439



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 one support TA.
- Non-Class based provision for children with complex needs (Bumblebees & Squirrels)
- Support Groups – offering the least able children "parallel"-support in literacy and maths, without narrowing their cross-curricular offer.



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 Reading, Writing and Maths.	Most children (without cognitive SEND) to reach EXS+ 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.	Children access a range of enrichment opportunities, for example through opportunities visits, clubs, workshops and productions.
To improve children's Speech, Language and Communication skills.	Children in Reception making progress to meet Communication and Language and Speaking



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	elements of ELG by end of Reception and children in KS1 making progress towards EXS+ in Reading at the end of KS1.
Extend facilities available for children to attend extra-curricular activities.	Children to develop skills, knowledge and interests that extend beyond the curriculum.

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: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality learning in class and support groups Headteacher, Deputy Headteachers, and SENDCo 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 practice.	2
Full-time Nurture Provision, including 6 TAs. (not included in PP budget)	Higher level of children with SEND needs.	3
Leadership Courses for Middle / Aspiring Leaders	Upskilling of teaching staff	2
Inset training	Upskilling of staff.	2

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

Budgeted cost: £168,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific in-day support groups for target groups (Parallel literacy support groups in Year 1 & Year 2)	Support groups identified by DHT and updated half termly. Planning completed by DHT. Higher level of	2



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	children needing access to extra support across school.	
Specialist, targeted Year 2 Provision (Squirrels)	Lowest 20% of Year 2 children given specialist support to achieve EXP+ by end of KS1 for Reading, Writing and Maths.	2
Speech, Language and Communication Support 1x Teaching Assistant 1x SALT 1x SENDCo (2 days)	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
Teaching Assistant running a full timetable of intensive tutoring (National Tutoring Programme)	Level of need across the school is higher than is typical. Last year's end of KS1 results showed wider gap between PP and non-PP children.	2, 7
Nurture Group Provision (Rabbits) (including x2 TAs and resources)	Level of need across the school is higher than is typical. Higher level of children needing access to extra support across school.	2
High ratios of Teaching Assistants (1:14 & 1:7 in Nursery)	Extra support needed for higher level of need.	2

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

Budgeted cost: £116,099

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.	
An offer of a free Breakfast Club for struggling families	Many families struggling with finances.	6
An alternative school dinner/seconds for hungry children	Many families struggling with finances.	6
Enhanced Educational Psychologist Support	Support for children with additional needs.	3



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Free theatre visits, workshops and pantomimes	Give children experiences outside of classroom.	1
Weekly family cooking & Termly Creative Family Events	Parental engagement.	1
Upkeep of an outdoor learning provision, that includes chickens, an allotment, and plans for an outdoor learning area.	Give children experiences outside of classroom.	1
Gross & Fine Motor Support (Nintendo Switches) plus, TAs to support the running of this initiative.	Evidence of children lacking gross and fine motor skills typically seen in Infant aged children, since the pandemic.	1, 4

Total budgeted cost: £291,699



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TVI 2022/23 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	
1 Full Time Speech & Language Support Assistant	19,000
Speech & Language SENCO 2 days	24,000
Specific in-house support groups for targeted children Y1 & Y2 2 TAs (1x 3 days & 1x 2 days)	21,600
2 TAs to support Squirrels (SEND Class) & 1 Full Time 1:1 TA	60,000
Nurture Group Provision (Rabbits) 2 TAs and Resources	44,000
Total Cost for Targeted Support	168,600
Wider Strategies	
Child and Family Professional and Parent Support Adviser 1 FTE	41,500
Attendance Officer	22,599
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 (22/23)	11,000
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 & Termly Family Creative Events	3,100
Outdoor Area – chickens, allotment, outdoor learning	2,000
Fine Motor Support (Nintendo Switch Programme & MDA)	3,250
Total Cost for Wider Strategies	116,099
Total Cost	291,699
Less Pupil Premium and Recovery Premium	142,435
Additional Cost to School	149,264



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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 Support Assistants provide targeted support for children who are still at the early stages of Literacy and Maths within Key Stage 1. They offer out-reach work to ensure this support continues at home.
- We have 2 full-time SEND Provisions for children who require a carefully structured provision, tailored to meet their specific social and emotional needs. These are supported by 2 Teachers and 8 highly skilled Teaching Assistants.
- We have needed to introduce a new Nurture Provision for a group of children in Reception with a high level of SEND and SEMH needs. This is supported by the SENDCo and 2 Teaching Assistants, and includes costs for setting up.
- 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 Nintendo Switches, 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



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- We use our in-depth knowledge of families to provide discretionary support when paying for school uniforms and school visits.
- 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.



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Part B: Review of outcomes in the previous academic year

The Impact of the Pupil Premium

Historically, the attainment gap between Disadvantaged Pupil and non-Disadvantaged pupils at Expected+ is minimal and in some cases Disadvantaged pupils do better than their non-Disadvantaged peers. This gap has widened slightly since 2021 due to the pandemic and the contrast is especially stark at Mastery+, where non-Disadvantaged Pupils do much better. However, Disadvantaged Pupils at Thames View Infants do so significantly better than both Disadvantaged and non-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.

4 Year Trend (including non-reported data)

Attainment % +		Disadvantaged				Non-Disadvantaged				
		2019	2021	2022	2023	2019	2021	2022	2023	
Reading	2D3+	62 (98%)	19 (90%)	30 (81%)	35 (85%)	2D3+	47 (96%)	61 (91%)	51 (85%)	60 (87%)
Reading	2S1+	56 (89%)	17 (81%)	28 (76%)	34 (83%)	2S1+	44 (89%)	55 (82%)	51 (85%)	59 (86%)
Reading	2M1+	45 (67%)	12 (57%)	10 (27%)	22 (54%)	2M1+	38 (78%)	29 (43%)	36 (60%)	46 (67%)
Writing	2D3+	63 (100%)	18 (86%)	30 (81%)	36 (88%)	2D3+	48 (98%)	61 (91%)	50 (83%)	62 (90%)
Writing	2S1+	59 (94%)	17 (81%)	29 (78%)	33 (80%)	2S1+	46 (94%)	51 (76%)	49 (82%)	60 (87%)
Writing	2M1+	36 (57%)	10 (48%)	8 (22%)	12 (29%)	2M1+	36 (73%)	22 (33%)	30 (50%)	46 (67%)
Maths	2D3+	63 (100%)	21 (100%)	31 (84%)	37 (90%)	2D3+	48 (100%)	61 (61%)	53 (88%)	66 (96%)
Maths	2S1+	62 (98%)	20 (95%)	30 (81%)	32 (78%)	2S1+	42 (86%)	55 (82%)	50 (83%)	62 (90%)
Maths	2M1+	64 (67%)	6 (29%)	9 (24%)	16 (39%)	2M1+	40 (82%)	18 (27%)	32 (53%)	41 (59%)

It is important to note the difference in size of these groups between 2019 and 2023. 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

		2021		2022		2023		
		TVI	National	TVI	National	TVI	National	
Reading	Non-Disadvantaged	EXP+	82%		90%	72%	84%	73%
	Disadvantaged	EXP+	81%		77%	52%	86.5%	54%
	Difference		-1%		-13%	-20%	+2.5%	-19%
	Non-Disadvantaged	GD	43%		53%	21%	56%	22%
	Disadvantaged	GD	57%		32%	8%	49%	9%
	Difference	GD	+14%		-21%	-13%	-7%	-13%

		2021		2022		2023		
		TVI	National	TVI	National	TVI	National	
Writing	Non-Disadvantaged	EXP+	76%		85%	63%	85%	65%
	Disadvantaged	EXP+	81%		79%	41%	84%	44.5%
	Difference		+5%		-6%	-22%	-1%	-20.5%
	Non-Disadvantaged	GD	33%		48%	9%	51%	9.7%
	Disadvantaged	GD	48%		27%	3%	27%	3.4%
	Difference	GD	+15%		-21%	-6%	-24%	-6.3%

		2021		2022		2023		
		TVI	National	TVI	National	TVI	National	
Maths	Non-Disadvantaged	EXP+	82%		88%	73%	88%	75%
	Disadvantaged	EXP+	95%		82%	52%	81%	56%
	Difference		+13%		-6%	-21%	-7%	-19%
	Non-Disadvantaged	GD	27%		53%	18%	56%	19%
	Disadvantaged	GD	29%		29%	7%	40.5%	7.8%
	Difference	GD	+2%		-24%	-11%	-15.5%	-11.2%



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Disadvantaged Boys vs Disadvantaged Girls

		2021		2022		2023		
		TVI	National	TVI	National	TVI	National	
Reading	Disadvantaged Boys	EXP+	67%		80%	48%	80%	
	Disadvantaged Girls	EXP+	92%		71%	56%	85%	
	Difference		-25%		9%	-8%	-5%	
	Disadvantaged Boys	GD	56%		30%	7%	45%	
	Disadvantaged Girls	GD	58%		36%	9%	50%	
	Difference	GD	-2%		-6%	-2%	-5%	

		2021		2022		2023		
		TVI	National	TVI	National	TVI	National	
Writing	Disadvantaged Boys	EXP+	67%		85%	35%	75%	
	Disadvantaged Girls	EXP+	92%		71%	48%	85%	
	Difference		-25%		14%	-13%	-10%	
	Disadvantaged Boys	GD	44%		20%	2%	15%	
	Disadvantaged Girls	GD	50%		36%	4%	40%	
	Difference	GD	-6%		-16%	-2%	-25%	

		2021		2022		2023		
		TVI	National	TVI	National	TVI	National	
Maths	Disadvantaged Boys	EXP+	89%		90%	53%	70%	
	Disadvantaged Girls	EXP+	100%		71%	51%	85%	
	Difference		-11%		19%	-2%	-15%	
	Disadvantaged Boys	GD	33%		30%	8%	35%	
	Disadvantaged Girls	GD	25%		29%	5%	45%	
	Difference	GD	+8%		1%	3%	-10%	

Red indicates when Disadvantaged Girls achieve better than Disadvantaged Boys.



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LAC vs Non LAC

		2021		2022		2023	
		TVI (0)	National	TVI (2)	National	TVI (1)	National
Reading	LAC	EXP+		50%	46%	100%	
	Non LAC	EXP+		85%	67%	85%	
	Difference			-35%	-21%	15%	
	LAC	GD		0%	7%	100%	
	Non LAC	GD		44%	18%	53%	
	Difference			-44%	-14%	47%	

		2021		2022		2023	
		TVI	National	TVI	National	TVI (1)	National
Writing	LAC	EXP+		50%	35%	100%	
	Non LAC	EXP+		84%	58%	85%	
	Difference			-34%	-23%	15%	
	LAC	GD		0%	2%	0%	
	Non LAC	GD		39%	8%	44%	
	Difference			-39%	-6%	-44%	

		2021		2022		2023	
		TVI	National	TVI	National	TVI (1)	National
Maths	LAC	EXP+		50%	44%	100%	
	Non LAC	EXP+		87%	68%	86%	
	Difference			-37%	-22%	14%	
	LAC	GD		0%	4%	100%	
	Non LAC	GD		43%	15%	50%	
	Difference			-43%	-11%	50%	



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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 EXS+ 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 and 2023 this gap has widened, most significantly at GDS.

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+. It is important to note that the number of children achieving GDS at TVI across both groups is significantly higher than the National average.

In 2023, Disadvantaged Boys did less well than Disadvantaged Girls, and this follows the national trend. The gap between Disadvantaged Boys and Disadvantaged Girls at EXS+ is widest in Maths, but is never more than 15%. This reverses the previous year's trend in which boys outperformed girls, and is now more in line with what we are used to seeing each year. Disadvantaged Girls do better than Disadvantaged Boys at GDS, too, and the gap is widest for Writing.



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2023 end of KS1 Subject Comparison of Attainment of Pupil Premium Pupils with non-Pupil Premium Pupils:

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

	2023 Yr. 2 Assessment Results					
	All Pupils (Attainment)	Disadvantaged Pupils (Attainment)	Non-Disadvantaged Pupils (Attainment)	All Pupils (Progress) over Key Stage	Disadvantaged Pupils (Progress) over Key Stage	Non-Disadvantaged Pupils (Progress) over Key Stage
Reading	14.95	14.49	14.94	11.25	11.39	11.26
Writing	14.8	14.12	14.79	11.65	11.37	11.65
Maths	15.15	14.46	15.14	10.92	10.66	10.93