Pupil Premium strategy statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2023 to 2024 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	Thomson House School
Number of pupils in school	366
Proportion (%) of Pupil Premium eligible pupils	8.5% (31 chn) (37 DfE records)
Academic year/years that our current Pupil Premium strategy plan covers	2024/2025 (3rd year of 3 year plan)
Date this statement was first published	November 2022 reviewed and amended Nov 2023
Date on which it will be reviewed	July 2025
Statement authorised by	Jackie Sanders
Pupil Premium lead	Tom Jacob
Governor / Trustee lead	Bernadette Dooling

Funding overview

Detail	Amount

Pupil Premium funding allocation this academic year	£54,760
Recovery premium funding allocation this academic year	£0 - Funding for the recovery premium grant finished at the end of the 2023 to 2024 academic year.
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	£54,760

Part A: Pupil Premium strategy plan

Statement of intent

All members of staff and Local Academy Committee (LAC) members accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. We are committed to 'diminishing any gap' between vulnerable pupils and their peers, the pupil premium forms a vital part of this process. Pupil Premium funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The LAC members reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

The approaches at Thomson House School (THS) are research based using the Education Endowment Foundation (EEF) with high quality wave one teaching being the most significant contributor for improving outcomes for disadvantaged pupils. Using Pupil Premium funding to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium. THS adopts a tiered approach to Pupil Premium spending, balancing the approaches in improving teaching, targeted academic support and wider strategies.

At THS, we intend to use the Pupil Premium funding to:

- Raise achievement and close the attainment gap for Pupil Premium and looked after children.
- Ensure the well-being of those children eligible for Pupil Premium and looked after children.
- Provide relevant support in order to accelerate pupil progress and close the attainment gap.
- Enhance opportunities for children in receipt of funding through enhancing curriculum opportunity and extra-curricular provision.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in phonics, reading, writing and maths - although not consistent for all children, some of our disadvantaged pupils are working below that of their peers. There is some overlap with SEND so data needs to be carefully monitored and analysed, case by case.
2	Attendance and punctuality - diminishing, yet still evident, attendance concerns for disadvantaged pupils (persistent absenteeism) and a subculture of 'opting in and out' of education (activities or attendance) linked to convenience/circumstances beyond school, by a minority of families.
3	Pupil Wellbeing - concerns related to pupil wellbeing have increased significantly post pandemic as have teacher referrals to our internal support teams. Whilst there is a clear correlation to concerns such as lost learning and exams/future prospects, it is also evident from assessments and discussions that many pupils and their families are experiencing emotional turmoil and cases of anxiety, depression (diagnosed by medical professionals) and low self-esteem are markedly increased. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Parental engagement - can often be more challenging and sporadic due to the complex challenged that some of our families face.
5	Cultural enrichment - pupils eligible for PP funding have access to enrichment opportunities and other opportunities that will boost confidence, well-being and expectations for learning

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
Progress in Reading	80% of our PPG children in Year 6 to be working at expected standard and above in KS2 Reading 20% of our PPG children in Year 6 working at above expected standard in KS2 Reading
Progress in Writing	80% of our PPG children in Year 6 working at expected standard and above in KS2 Writing
Progress in Mathematics	80% of our PPG children in Year 6 working at expected standard and above in KS2 Maths 40% of our PPG children in Year 6 working at above expected standard in KS2 Maths 70% of our PPG children in Year 4 attaining 20+ correct answers out of 25 in the MTC
Phonics	Achieve national average expected standard in PSC (no PPG children in Year 1 – 22/23)
Other	Ensure attendance of disadvantaged pupils is above 90%

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PATHS (Promoting Alternative Thinking Strategies) - evidence-based, social and emotional learning schools programme for 4-11 year olds which empowers all children to develop the fundamental social and emotional learning skills which will enable them to make positive choices throughout life.	See Social and Emotional Learning in Primary Schools, EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning *Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.*	1, 2 and 3
Reading was a key priority on the School Development Plan 2022-2023. Whole Class Reading approach to be adopted across KS2 to enable effective	See Improving Literacy in Key Stage 2: Recommendation 2 and 3, EEF. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1 and 3

delivery of high-quality whole class shared reading sessions and feedback to improve learning Particular focus on small group children in receipt of pupil premium funding not making progress in reading Embedding and monitoring of the Little Wandle Scheme – a DfE validated Systematic Synthetic Phonics programme in order to secure a strong phonic foundation for reading and writing. This systematic programme will also support the development of phonics in our pupils who bridge both PPG and SEN *Update – Focus on pupils needing Catch Up sessions across school and to support those with phonetic gaps. Tracking of all pupils in fluency and respective reading stage in order to stretch and support.*	*The goal of teaching reading is to enable children to comprehend written texts. To do this, pupils need to build both word reading and language comprehension skills. These two key components of reading are supported by a broad academic consensus and underpinned by research evidence.* -- DfE Reading Framework July 2021 *SSP programmes have been shown to raise the attainment of disadvantaged pupils in the annual statutory phonics screening check from 45% in 2012, to 71% in 2019* -- EEF - Systematic Synthetic Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics *Use of SSP programmes have an extensive and compelling evidence base which demonstrate a positive impact on the accuracy of reading, particularly for disadvantaged pupils. This is likely to be due to the explicit nature of the instruction and the intensive support provided.*	

Continue to work with the Maths Hub to take part in 'Mastering Number Fluency programme' across Key Stage 1 We are part of the London South West Maths Hub. *Update – Focus on strengthening fluency in multiplication and division in KS2 by introducing Mastering Number for Y4/Y5.*	See EEF research guidance report: 'Improving Mathematics in the Early Years and Key Stage 1' published January 2020 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths *Developing a sound understanding of mathematics when we are young is essential. Children's early mathematical understanding is strongly associated with their later school achievement.1 It has, therefore, a major impact on young people's educational progress and life outcomes. Yet not all children learn the skills they need to succeed. In 2018, just 66% of disadvantaged children achieved at least the expected level of development for number at the end of the Early Years Foundation Stage compared to 82% of their peers. Once children fall behind, it is hard for them to catch up and they are likely to fall further behind throughout school.*	1 and 3
Half termly tailored CPD programme in school to address needs of our children and school context. High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. In order for staff to lead effectively, subject leaders released, as a minimum, once a term	See EEF research guidance report: 'Effective Professional Development' published October 2021 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development *Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality.*	1

External CPD for staff to provide subject knowledge, pedagogical skills and network opportunities to improve practice. *Update – Ability to participate in high quality Wandle Learning Trust CPD and networking to further improve teaching and learning.*	See EEF research guidance report: 'Effective Professional Development' published October 2021 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development *Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.*	1
External School Improvement Partner to be used effectively to create a leadership environment and school climate that is conducive to good implementation	See EEF research guidance report: 'Putting Evidence to Work – A School's Guide to Implementation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation *While dedicated leadership of implementation is key, it is also important to recognise that implementation is a complex process that requires leadership at different levels of the school; that is, dedicated but distributed leadership. A culture of shared leadership can be nurtured by explicitly creating opportunities for staff to take on implementation leadership responsibilities.*	1, 2, 3, 4 and 5

Targeted academic support

Budgeted cost: £18,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
To analyse summative assessment data and identify the children who require more targeted intervention. Closely monitored by Deputy Head Teacher and PP Lead Pupil progress meetings termly Regular monitoring of targeted interventions by class teachers, Inclusion Lead and SLT	See EEF Toolkit guidance, suggestion 2: Targeted academic support https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support *These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.*	1
Effective deployment of staff, Assistant Teachers, students and HLTA to support key children and year groups. HLTA currently working in Year 6 to support teaching and learning based on identified needs. Assistant Teachers' timetable re-evaluated to deliver pastoral groups, positive play at playtimes (SDP 21-22) and targeted academic support in small groups	EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assitants *Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.*	1 and 3

Assistant Teacher CPD led by Leadership Team and Inclusion Lead		
Headteacher booster and reading groups	Small group tuition by a teacher is recognised by the Education Endowment Foundation as a method to increase pupil progress. *There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve whole-class teaching, and attend to wider challenges to learning, such as attendance and behaviour* – EEF Teacher Toolkit 2021	1 and 3

Wider strategies

Budgeted cost: £ 23,999

Activity	Evidence that supports this approach	Challenge number(s) addressed

ELSA training to develop a specialist in school to support targeted interventions around develop self-esteem, resilience and meet emotional needs of the children Drawing and Talking, delivered by trained staff members, is a short term, therapeutic intervention for children to help them express their feelings differently in ordinary verbal language Senior Mental Health Lead to coordinate support for those children in need of emotional support Participation in MHST (Richmond)	See Social and Emotional Learning in Primary Schools, EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning *Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.*	1, 2, 3 and 4
Effectively promote parental engagement through: - Regular parental workshops - Social media/app messages - Parent governor surgeries - Inclusion coffee mornings - By invite extra curricular clubs (inc. homework club)	See EEF Teaching and Learning Toolkit: Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement *Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.*	1, 2, 3 and 4

- Priority in booking extra curricular clubs		
Lunchtime and breaktime support to provide high quality games and activities to engage pupils	See EEF Teaching and Learning Toolkit: Physical activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity *Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g., equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.*	2 and 3
Funded after-school club each week	See EEF Teaching and Learning Toolkit: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation *Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum...Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.*	2, 3, 4 and 5
Funded free school meals (to top up the London Mayor's contribution to school meals)	Evidence suggests that pupils who are well-nourished perform better academically.	2, 3 and 4
Help with residential costs	See EEF Teaching and Learning Toolkit: Outdoor adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3, 4 and 5

	Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy Y4 – Residential Camping Y5 – Residential Land based Y6 – Residential Sea based	
Music	See EEF Teaching and Learning Toolkit: Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation *Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum...Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.* Newcastle University (Nuffield Foundation) after school clubs and academic performance Music in school – Sound Partnerships The importance of music –DfE	2, 3, 4 and 5
Uniform The school pays the cost of purchasing THS logo school uniform including PE kit, backpack etc.	See EEF Teaching and Learning Toolkit: School Uniform https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	2, 3 and 4

	School uniform policies are thought to complement the development and support of a whole school culture and approach, which in turn may assist pupil discipline and motivation.	
Attendance and punctuality monitoring	See EEF Attendance interventions rapid evidence assessment https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=atten *Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).* https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	2, 3 and 4

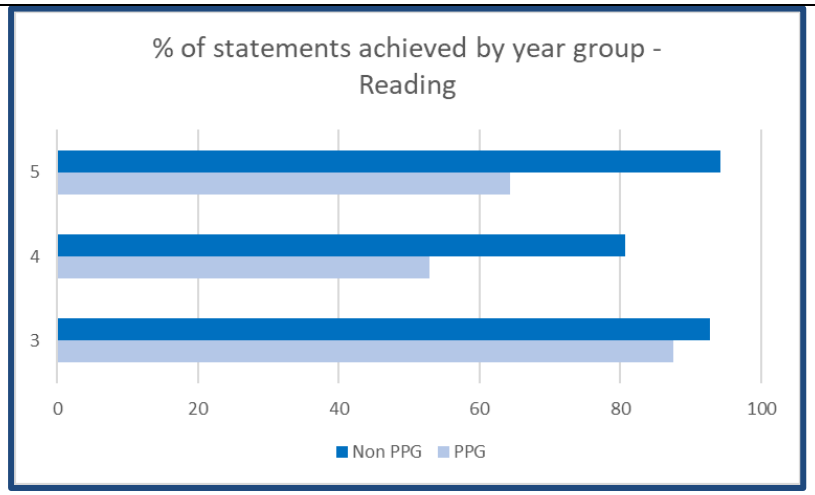
Total budgeted cost: £54,760

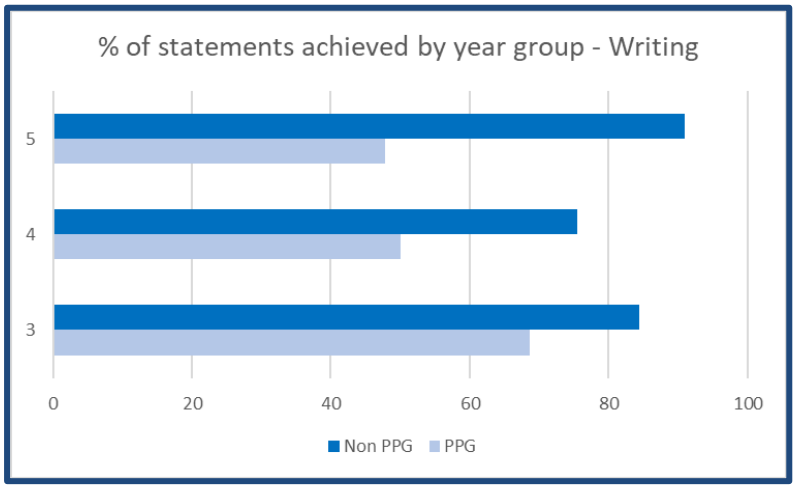
Part B: Review of outcomes in the previous academic year

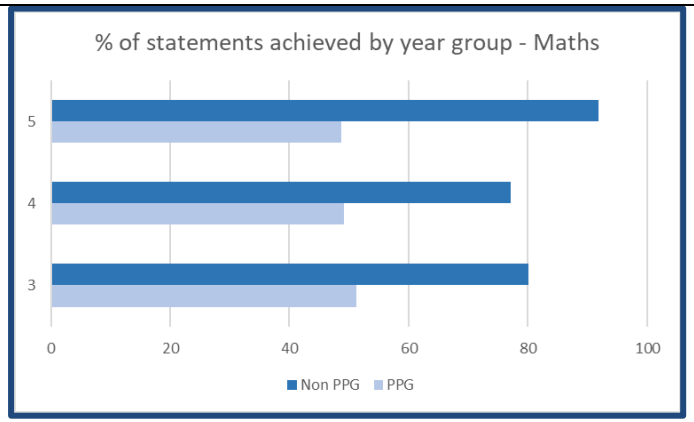
Pupil Premium strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria
Our evaluation of the impact of our activities has been based upon sources of evidence such as summative assessment data, staff voice, pupil voice and attendance data. We have additionally sought evaluation through a curriculum review conducted by Senior Leadership and Educational Consultants.	
Progress in Reading	80% of our PPG children in Year 6 to be working at expected standard and above in KS2 Reading 20% of our PPG children in Year 6 working at above expected standard in KS2 Reading **2023-2024** **Out of our 8 children in receipt of Pupil Premium funding, 63% of children were working at expected in Reading (5 out of 8).** **2 children (25%) were working below the expected standard.** **1 child was disapplied** **No child in receipt of PP funding achieved greater depth in reading at end of KS2.** **2022-2023** Out of our 4 children in receipt of Pupil Premium funding, 75% of children were working at expected. 1 child (25%) was working below the expected standard. No child in receipt of PP funding achieved greater depth in reading at end of KS2. Small sample size in Y6 **Expanded view across Years 3, 4 and 5**

	
Progress in Writing	80% of our PPG children in Year 6 working at expected standard and above in KS2 Writing **2023-2024** **In the Teacher Assessment judgements, out of 8 children in receipt of Pupil Premium funding, 63% of them were working at expected or above. In this group, 1 PPG child was working at Greater Depth (12.5%)** **2 children (25%) out of the 8 were working below the expected standard.** **1 PPG child was disapplied** **In the SPAG Assessments, out of 8 children in receipt of Pupil Premium funding, 38% of them were working at expected or above. In this group, 2 PPG children were working at Greater Depth (25%)** **4 children (50%) out of the 8 were working below the expected standard.** **1 PPG child was disapplied** **2022-2023** Out of our 4 children in receipt of Pupil Premium funding, 25% of children were working at expected. 3 children (75%) were working below the expected standard. Small sample size

	Expanded view across Years 3, 4 and 5 
Progress in Mathematics	80% of our PPG children in Year 6 working at expected standard and above in KS2 Maths 40% of our PPG children in Year 6 working at above expected standard in KS2 Maths **2023-2024** **Out of our 8 children in receipt of Pupil Premium funding, 38% of children were working at expected. 1 child attained Greater Depth (12.5%)** **4 children (50%) were working below the expected standard and one child (12.5%) was disapplied.** **2022-2023** Out of our 4 children in receipt of Pupil Premium funding, 25% of children were working at expected. 2 children (50%) were working below the expected standard and one child (25%) had not completed the relevant KS2 programme of study. Small sample size **Expanded view across Years 3, 4 and 5**



MTC

2023-2024

Disadvantaged pupils performed less well in the check than other pupils. Of the 5 PPG pupils who took the check, the average score was 13.2, while the average score for non-PPG pupils was 23.8. Average score for disadvantaged pupils has decreased since last year by 6.55 points.

2022-2023

Disadvantaged pupils performed less well in the check than other pupils. Of pupils who took the check, the average score for disadvantaged pupils was 19.75, while the average score for pupils not known to be disadvantaged was 22.6. Average score for disadvantaged pupils has increased since last year by 1.85 points.

Phonics	Achieve national average expected standard in PSC **2023-2024** **80% of PPG children attained the expected standard in the phonics screening check (4 out of 5 pupils)** **20% (1 child) did not reach the expected standard.** **2022-2023** In this cohort, we did not have pupils in receipt of Pupil Premium funding.
Other	Ensure attendance of disadvantaged pupils is above 90% **2023-2024** **At THS as a whole, the overall proportion of sessions missed through absence last year (4%) was below the national average, which puts THS in the lowest 20% of schools in terms of absenteeism. There were no suspensions or permanent exclusions in the school last year.** **2022-2023** At THS as a whole, the overall proportion of sessions missed through absence last year (4.55%) was below the national average, which stands at 7.5%. The rate of persistent absence was 11.4%. This is below the national average, which stands at 22.3%. There were no suspensions or permanent exclusions in the school last year. For pupils in receipt of Pupil Premium funding, attendance in 2022-23 was 93.8% - an increase on last year's figure of 92%. External audit (TSO Education) was conducted October 2023 - *'The systems and procedures for attendance in the school are exemplary... The school takes an individual approach with pupils, going over and above to ensure they improve attendance, and the pupils are embraced within the school community to maximise their learning.'*

NEXT STEPS:

Rapid catch up programmes to be in place for all children who are not at ARE in reading

'Flooding' strategy to be timetabled for reading in Reception and Year 1 A1.

Review individual targets of children in receipt of PPG funding

Explore additional academic groups led by qualified staff and senior leaders

Continue with robust attendance monitoring, as well as punctuality

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nessy	Nessy Learning
Letterjoin	Green and Tempest Ltd.
Testbase	AQA
Purple Mash	Purple Mash
Times Table Rockstars	TT Rockstars
CPOMS	CPOMS
Little Wandle	Little Wandle

Further information

High Quality Wave 1 teaching is essential to narrowing the gap of our Pupil Premium children. This is evidenced through a termly tracking document, teachers know their Pupil Premium children's strengths and areas for development and how to support this in class. The importance of relationships is at the forefront of our approach. The THS team will continue to work hard to build strong relationships with Pupil Premium children and their families.