

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	Thomson House School
Number of pupils in school	358
Proportion (%) of Pupil Premium eligible pupils	8.65%
Academic year/years that our current Pupil Premium strategy plan covers	2021/2022
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Amanda Letch
Pupil Premium lead	Maia Pollio
Governor / Trustee lead	Nicolas Tiffou

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£41,695

Recovery premium funding allocation this academic year	£4,350
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	£46,045

Part A: Pupil Premium strategy plan

Statement of intent

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	Parent engagement
2	Attendance and punctuality
3	Home learning
4	Access to resources
5	Cultural enrichment

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
Phonics	Achieve national average expected standard in PSC
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: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Jiten Patel - external speaker specialising in maximising inclusion through diversity. Professional development for teaching staff.</p>	<p>High quality teaching development is supported by the EEF as part of their tiered approach to school improvement.</p> <p><i>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. - EEF Autumn 2021</i></p>	<p>1 and 5</p>
<p>Weekly CPD in school and external</p>	<p>Personalised CPD based on staff needs</p> <p><i>Professor Becky Francis, CEO of the Education Endowment Foundation, said: "Professional development plays a critical role in maintaining high-quality teaching in schools. It provides opportunities for staff members to reflect on their practice and consider new approaches that could benefit their pupils."</i></p>	<p>3, 4 and 5</p>

External CPD for staff	<p>Providing subject knowledge, pedagogical skills and network opportunities to improve practice.</p> <p><i>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. - EEF Autumn 2021</i></p>	3, 4 and 5
External School Improvement Partner	<p>Create a leadership environment and school climate that is conducive to good implementation.</p> <p><i>Recommendation 2 from Putting Evidence to Work – A School’s Guide to Implementation, EEF</i></p>	3, 4 and 5

Targeted academic support

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Times Table Rockstars	<p>Currently in the Top 20 schools in the borough shows how effective this is and an essential part of learning and engagement. - TT Rockstars 2021</p> <p>KS1 Maths data reflects a strong impact of core skills, reaching 87% in the last assessment year (2018/2019). 11% above the national average and 5% above the borough.</p>	3 and 4

Headteacher booster groups	<p>Small group tuition by a teacher is recognised by the Education Endowment Foundation as a method to increase pupil progress.</p> <p><i>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</i></p>	4
Catch-up tutoring	<p><i>Evidence shows that disadvantaged pupils have been disproportionately impacted by the pandemic. Activity to support those pupils to recover missed learning is an appropriate use of Pupil Premium funding - EEF Teacher Toolkit 2021</i></p>	4
One to one tutoring	<p><i>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy. - EEF Teacher Toolkit 2021</i></p>	4

Wider strategies

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Lunchtime and breaktime support to provide high quality games and activities to engage pupils	<i>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. - EEF Toolkit 2021</i>	4 and 5
Funded after-school club each week	<i>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. - EEF Toolkit 2021</i>	4 and 5
Funded free school meals	Evidence suggests that pupils who are well-nourished perform better academically.	4
Help with residential costs	Outdoor adventure learning is recognised by the Education Endowment Foundation as a method to increase pupil progress. Y4 – Residential Camping Y5 – Residential Land based Y6 – Residential Sea based	4 and 5
Uniform	The school pays the cost of purchasing THS logo school uniform including PE kit, backpack etc. <i>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. - EEF Toolkit 2021</i>	1 and 4
Attendance monitoring	<i>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. - EEF Toolkit 2021</i>	1 and 2

Total budgeted cost: £ 46,000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

See additional document - Pupil Premium Funding 2020-21 on THS website.

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
Times Table Rockstars	TT Rockstars

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.