

Pupil Premium strategy statement

This statement details our school's use of Pupil Premium (and recovery premium for the 2024 to 2025 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	365
Proportion (%) of Pupil Premium eligible pupils	8.0% (29 chn DfE / 32 chn THS records)
Academic year/years that our current Pupil Premium strategy plan covers	2025/2026 (1st year of 3 year plan)
Date this statement was first published	November 2025 reviewed
Date on which it will be reviewed	July 2026
Statement authorised by	Jackie Sanders
Pupil Premium lead	Jackie Sanders
Governor / Trustee lead	Bernadette Dooling

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£43,935
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	£43,935

Part A: Pupil Premium strategy plan

Statement of intent

At Thomson House School, all members of staff and Local Academy Committee (LAC) members accept collective responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs. We are determined to diminish any gap between vulnerable pupils and their peers, with Pupil Premium funding forming a vital part of this commitment.

Pupil Premium funding enables us to remove barriers to learning, ensuring all our pupils reach their full potential and fully engage in our curriculum and school life. The LAC reserves the right to allocate 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 are evidence-based, drawing on research from the Education Endowment Foundation (EEF). We recognise that high-quality wave one teaching is the most significant contributor to improving outcomes for disadvantaged pupils. Using Pupil Premium funding to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium.

THS adopts a tiered approach to Pupil Premium spending, carefully balancing our investment across three key areas: improving teaching, targeted academic support, and wider strategies to address non-academic barriers to learning.

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

- **Raise achievement** and close the attainment gap for Pupil Premium and looked-after children
- **Ensure the wellbeing** of those children eligible for Pupil Premium and looked-after children, recognising that emotional security underpins academic success
- **Provide targeted support** to accelerate pupil progress and address specific learning needs
- **Enhance opportunities** through enriched curriculum provision and access to extra-curricular activities, ensuring equity of experience for all pupils

Through this strategic and evidence-informed approach, we ensure that every child at THS, regardless of their background or circumstances, has the opportunity to thrive academically, socially and emotionally.

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 challenges 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
6	Social engagement - some of our disadvantaged pupils may experience barriers to accessing the full range of social and opportunities available at school. This can include participation at social events that may have associated costs. These barriers can sometimes impact peer relationships and confidence in social settings. We recognise that each child's circumstances are unique and require individualised support.

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
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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in Jigsaw materials to support the delivery of our PSHE curriculum across all year groups. Priority 3 SDP 2025	<p>See Social and Emotional Learning in Primary Schools, EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><i>The EEF's Teaching and Learning Toolkit demonstrates that effective Social and Emotional Learning (SEL) can lead to learning gains of +4 months over the course of a year. This is particularly important for children from disadvantaged backgrounds and other vulnerable groups, who on average have weaker social and emotional skills than their peers</i></p>	1, 2 and 3
<p>Whole Class Reading approach embedded across KS2 to enable effective delivery of high-quality whole class shared reading sessions and feedback to improve learning</p> <p>Embedding and monitoring of the Little Wandle Scheme – a DfE validated</p>	<p>See Improving Literacy in Key Stage 2: Recommendation 2 and 3, EEF. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p><i>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</i></p>	1 and 3

<p>Systematic Synthetic Phonics programme in order to secure a strong phonic foundation for reading and writing.</p> <p>Structured reading intervention programme including Rapid Catch Up sessions, regular fluency assessments, high-quality resourcing and ongoing staff training to support pupils with phonetic gaps and reading development.</p> <p>Release time for Early Reading Lead to enhance the delivery of early reading development.</p>	<p><i>supported by a broad academic consensus and underpinned by research evidence.</i></p> <p>--</p> <p>DfE Reading Framework July 2021 <i>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</i></p> <p>--</p> <p>EEF - Systematic Synthetic Phonics - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p><i>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.</i></p>	
<p>Continued partnership with the London South West Maths Hub</p> <p>Mastering Number Fluency programme across Key Stage 1</p> <p>Extension of Mastering Number programme to Years 4 and 5, with a focus on strengthening fluency in multiplication and division in KS2</p>	<p>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</p> <p><i>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</i></p>	<p>1 and 3</p>

<p>Participation in the Year 3 Mastering Number pilot programme</p> <p>NPQ in Leading Mathematics to develop pedagogical expertise across the school</p> <p>Adoption of the Mathematics Spines framework for coherent curriculum sequencing across the whole school</p> <p>Investment in high-quality manipulatives and resources to support concrete, pictorial, abstract approaches</p> <p>Ongoing staff training and collaborative planning to ensure consistent implementation</p>	<p><i>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.</i></p>	
<p>Half-termly tailored CPD programme designed specifically to address the needs of our children and school context</p> <p>High-quality staff CPD aligned with EEF principles, with follow-up sessions during staff meetings and INSET days to embed learning</p>	<p>See EEF research guidance report: 'Effective Professional Development' published October 2021</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p><i>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</i></p>	<p>1</p>

<p>Strategic release time for subject leaders (minimum once per term) to monitor provision, support colleagues and drive improvement in their areas</p> <p>Focused professional development linked to School Development Plan Priority 2: To ensure disadvantaged pupils are consistently successful within the classroom and school environment due to the effectiveness of provision (25.26)</p>	<p><i>new initiatives and reforms that recognise the importance of teacher quality.</i></p>	
<p>Access to high-quality external CPD for staff to develop subject knowledge, enhance pedagogical skills and provide networking opportunities to improve practice</p> <p>Participation in Wandle Learning Trust CPD programmes and networking events to further strengthen teaching and learning across the school</p> <p>Opportunities for specialist training and collaborative learning with colleagues across the Trust and beyond</p>	<p>See EEF research guidance report: ‘Effective Professional Development’ published October 2021 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</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.</i></p>	<p>1</p>

<p>External School Improvement Partner to be used effectively to create a leadership environment and school climate that is conducive to good implementation</p>	<p>See EEF research guidance report: ‘Putting Evidence to Work – A School’s Guide to Implementation’ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p> <p><i>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.</i></p>	<p>1, 2, 3, 4 and 5</p>
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Targeted academic support

Budgeted cost: £18,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To analyse summative assessment data and identify the children who require more targeted intervention. Closely monitored by Assistant Head Teacher and PP Lead</p> <p>Analysis of sub-groups within Pupil Premium cohort (e.g., PP+SEND, PP+EAL) to identify specific needs</p>	<p>See EEF Toolkit guidance, suggestion 2: Targeted academic support https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p><i>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 be ongoing, but manageable.</i></p>	<p>1</p>

<p>Pupil progress meetings termly</p> <p>Regular monitoring of targeted interventions by class teachers, Inclusion Lead and SLT</p>		
<p>Effective deployment of staff, Assistant Teachers, students and HLTA to support key children and year groups.</p> <p>Implement our new model where ATs are deployed based on the needs of pupils across the school rather than being assigned to specific classes (Strategic Priority 2 - 25/26)</p> <p>Assistant Teacher CPD led by Leadership Team and Inclusion Lead</p>	<p>EEF research guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p><i>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.</i></p>	<p>1 and 3</p>
<p>Leadership team booster and reading groups</p>	<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>	<p>1 and 3</p>

Wider strategies

Budgeted cost: £ 14,174

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA training to develop a specialist in school to support targeted interventions around develop self-esteem, resilience and meet emotional needs of the children</p> <p>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</p> <p>Senior Mental Health Lead to coordinate support for those children in need of emotional support</p> <p>Participation in MHST (Richmond)</p>	<p>See Social and Emotional Learning in Primary Schools, EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p><i>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.</i></p>	<p>1, 2, 3 and 4</p>

<p>Effectively promote parental engagement through:</p> <ul style="list-style-type: none"> - Regular parental workshops - Social media/app messages - Parent governor surgeries - Inclusion coffee mornings - By invite extra curricular clubs (inc. homework club) - Priority in booking extra curricular clubs 	<p>See EEF Teaching and Learning Toolkit: Parental engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p><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.</i></p>	<p>1, 2, 3 and 4</p>
<p>Behaviour management and behaviour for learning Implementation of trauma informed school as a whole school approach to supporting mental health and wellbeing of children.</p>	<p>A mentally healthy school is one that adopts a whole-school approach to mental health and wellbeing (Mentally healthy schools – Anna Freud National Centre for Children and Families). Research has shown that schools which are trauma informed have improved pupil behaviour, improved academic achievement, improved school climate, a reduction in absences, and reductions in bullying and harassment. (DfE Mental Health and Behaviour in Schools November 2018)</p>	<p>2, 3 and 6</p>
<p>Lunchtime and breaktime support to provide high quality games and activities to engage pupils</p>	<p>See EEF Teaching and Learning Toolkit: Physical activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p><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.</i></p>	<p>2 and 3</p>

<p>Funded after-school club each week</p>	<p>See EEF Teaching and Learning Toolkit: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p><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.</i></p>	<p>2, 3, 4, 5 and 6</p>
<p>Funded free school meals (to top up the London Mayor’s contribution to school meals)</p>	<p>Evidence suggests that pupils who are well-nourished perform better academically.</p>	<p>2, 3, 4 and 6</p>
<p>Help with residential costs</p>	<p>See EEF Teaching and Learning Toolkit: Outdoor adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p><i>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy</i></p> <p>Y4 – Residential Camping Y5 – Residential Land based Y6 – Residential Sea based</p>	<p>3, 4, 5 and 6</p>
<p>Music</p>	<p>See EEF Teaching and Learning Toolkit: Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p><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</i></p>	<p>2, 3, 4 and 5</p>

	<p><i>other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i></p> <p>Newcastle University (Nuffield Foundation) after school clubs and academic performance</p> <p>Music in school – Sound Partnerships</p> <p>The importance of music –DfE</p>	
<p>Uniform</p> <p>The school pays the cost of purchasing THS logo school uniform including PE kit, backpack etc. More information can be found in our Uniform Policy.</p>	<p>See EEF Teaching and Learning Toolkit: School Uniform https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p><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.</i></p>	<p>2, 3 and 4</p>

<p>Attendance and punctuality monitoring</p>	<p>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</p> <p><i>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).</i></p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p>	<p>2, 3 and 4</p>
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Total budgeted cost: £43,935

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
Jigsaw	Jigsaw
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.