

Pupil premium strategy statement – Thomson House School

This statement details Thomson House School's use of pupil premium funding during the academic year of 2026 - 2027 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	365
Proportion (%) of pupil premium eligible pupils	11% (31 pupils) - July 2026
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 – 2027 / 2028 Second of a three year plan
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Jackie Sanders
Pupil premium lead	Chloe Coltman
Governor / Trustee lead	Bernadette Dooling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,600
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£49,600

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. The average for Pupil Premium attendance is 93.7% for the academic year, whilst the average for non-Pupil Premium pupils is 97.3%.
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 funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,665

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	See Social and Emotional Learning in Primary Schools, EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 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	1,2 & 3
Whole Class Reading approach embedded across KS2 to enable effective delivery of high-quality whole class shared reading sessions and feedback to improve learning 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. 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.	See Improving Literacy in Key Stage 2: Recommendation 2 and 3, EEF. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 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/educationevidence/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.	1 & 3

Release time for Early Reading Lead to enhance the delivery of early reading development.		
Continued partnership with the London South West Maths Hub Mastering Number Fluency programme across Key Stage 1 Extension of Mastering Number programme to Years 4 and 5, with a focus on strengthening fluency in multiplication and division in KS2 Participation in the Year 3 Mastering Number pilot programme NPQ in Leading Mathematics to develop pedagogical expertise across the school Adoption of the Mathematics Spines framework for coherent curriculum sequencing across the whole school Investment in high-quality manipulatives and resources to support concrete, pictorial, abstract approaches Ongoing staff training and collaborative planning to ensure consistent implementation	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 & 3
Half-termly tailored CPD programme designed specifically to address the needs of our children and school context High-quality staff CPD aligned with EEF principles, with follow-up sessions during staff meetings and INSET days to embed learning Strategic release time for subject leaders (minimum once per term) to monitor provision, support colleagues and drive improvement in their areas 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)	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

Access to high-quality external CPD for staff to develop subject knowledge, enhance pedagogical skills and provide networking opportunities to improve practice Participation in Wandle Learning Trust CPD programmes and networking events to further strengthen teaching and learning across the school Opportunities for specialist training and collaborative learning with colleagues across the Trust and beyond	See EEF research guidance report: 'Effective Professional Development' published October 2021 https://educationendowmentfoundation.org.uk/educationevidence/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.	1,2,3,4 & 5
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/educationevidence/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.	

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

Budgeted cost: £20,761

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 Assistant Head Teacher and PP Lead Analysis of sub-groups within Pupil Premium cohort (e.g., PP+SEND, PP+EAL) to identify specific needs Pupil progress meetings termly Regular monitoring of targeted interventions by class teachers, Inclusion Lead and SLT SDP	See EEF Toolkit guidance, suggestion 2: Targeted academic support https://educationendowmentfoundation.org.uk/support-forschools/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. 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) Assistant Teacher CPD led by Leadership Team and Inclusion Lead	EEF research guidance: https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants 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 & 3
Leadership team 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	1 & 3

	teaching, and attend to wider challenges to learning, such as attendance and behaviour – EEF Teacher Toolkit 2021	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,174

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/teachinglearning-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 & 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) - Priority in booking extra curricular clubs - Increased financial support of extra curricular clubs for Pupil Premium pupils	See EEF Teaching and Learning Toolkit: Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-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
Behaviour management and behaviour for learning Implementation of trauma informed school as a whole school approach to	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	2, 3 and 6

supporting mental health and wellbeing of children.	climate, a reduction in absences, and reductions in bullying and harassment. (DfE Mental Health and Behaviour in Schools November 2018)	
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/teachinglearning-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.	
Funded after-school club each week	See EEF Teaching and Learning Toolkit: Arts participation https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-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, 5 and 6
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, 4 and 6
Help with residential costs	See EEF Teaching and Learning Toolkit: Outdoor adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/outdoor-adventure-learning 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	3, 4, 5 and 6
Music	See EEF Teaching and Learning Toolkit: Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-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. More information can be found in our Uniform Policy .	See EEF Teaching and Learning Toolkit: School Uniform https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/school-uniform 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.	2, 3 and 4

Attendance and punctuality monitoring (SDP ongoing)	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
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Total budgeted cost: £ 49,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments, including outcomes at the end of EYFS, the Year 1 phonics screening check, the Year 4 Multiplication Tables Check and Year 6 KS2 SATs. Our Pupil Premium cohort in 2025/26 comprised 33 pupils (8.8% of the school population), of whom over a third also have identified SEN needs - a level of complexity that is reflected in the outcomes below and continues to shape our tiered approach to provision.

At a glance:

80% EYFS Good Level of Development (PP)	66.7% Year 1 Phonics — expected standard (PP)	57.1% KS2 Reading, Writing & Maths combined (PP)	93.7% PP pupil attendance
78% PP pupils attending an enrichment club (Summer)	5/7 Year 6 PP pupils holding a leadership role	92% Individual PP targets on track (Summer)	+16.7pp Improvement in PP phonics vs 2024

Early Years Foundation Stage

- 80% of PP pupils achieved a Good Level of Development (GLD), against 92.7% of non-PP pupils (91.7% whole-cohort).
- EAL pupils achieved 100% GLD this year, a 21.1 percentage point increase on 2024/25.

A strong foundation, reflecting the impact of our early intervention and EAL support in Reception.

Progress in Reading - target 80% ARE+, 20% GD

- 71.4% of PP pupils met the expected standard — above the national disadvantaged average (~63%), below our 80% target.

Progress in Writing - target 80% ARE+

- 71.4% of PP pupils met the expected standard — 6 percentage points above the national disadvantaged average (59%).
- Non-PP pupils at THS achieved 91.7%, an internal gap of over 20 percentage points.

Progress in Mathematics - target 80% ARE+, 40% GD, 70% MTC 20+/25

- 57.1% of PP pupils met the expected standard, broadly in line with the national disadvantaged average (~60%), but below non-PP pupils at THS (91.7%).

- 14.3% achieved greater depth, against a whole-school figure of 52.7%.
- Year 4 MTC: PP pupils averaged 17.6/25 (70.4%) against a whole-school average of 22.64 (90.6%); 40% met our 20+/25 threshold, below our 70% target.

Maths remains the subject requiring the most sustained focus for our disadvantaged pupils across both key stages.

Phonics -

- 66.7% of PP pupils met the expected standard in the Year 1 phonics screening check — a 16.7 percentage point improvement on 2024, and almost exactly in line with the national disadvantaged average (66.6%).

Enrichment - enriched curriculum provision and extra-curricular access for PP pupils

- PP club participation rose from 61% (22/36) in Spring to 78% (32/41) in Summer, alongside whole-school participation rising from 81% to 97%.
- A £55→£65 increase in per-club funding, plus targeted family communication, means only 9 PP pupils are not currently taking up a club place.
- All Pupil Premium pupils are offered subsidised places on school residential trips, ensuring cost is never a barrier to attendance. Uptake was 100% in Year 4 (5/5 PP pupils) and Year 5 (7/7 PP pupils), and 71.4% in Year 6 (5/7 PP pupils); both Year 6 non-attendees also have identified SEN needs, which was a contributing factor.
- THS partnered with Bright Light Education to provide eligible PP pupils in Years 4–6 with a free ten-session online creative writing course.
- Of our seven PP pupils in Year 6 this year: one Sports Captain, one Green Team member, one prefect, and two school librarians — the majority held a position of responsibility.

Individual Pupil Premium Academic Targets

Term	Achieved	Partially achieved	Not achieved
Spring 2025–26	71% (42/59)	14% (8/59)	15% (9/59)
Summer 2025–26	61% (36/59)	31% (18/59)	9% (5/59)

While the proportion of targets fully achieved fell slightly between terms, the proportion showing at least partial progress rose to 92%, and the proportion not achieved at all nearly halved, from 15% to 8.5%. Targets not achieved are reviewed each term and either carried forward or revised, with consideration given to whether they were appropriately pitched and whether underlying barriers to progress have been addressed.

Other - ensure PP attendance above 90%

Pupil group	THS	National average
Whole school	96.3%	93.1%

Pupil group	THS	National average
Pupil Premium	93.7%	88.7%
SEN	91.0%	87.3%

PP attendance stood 5 percentage points above the national disadvantaged average and comfortably above our 90% target. Whole-school and SEN attendance also both exceeded their respective national averages, reflecting a consistently strong attendance culture across all pupil groups, though a gap between PP and whole-school attendance remains an area for continued monitoring.

Based on all the information above, the performance of our disadvantaged pupils met some of our intended outcomes, and we are at present making progress towards, but have not yet fully achieved, the outcomes we set out to achieve by the end of our current strategy plan, as stated in the Intended Outcomes section above. Phonics, attendance and enrichment participation targets were met or exceeded; reading, writing, maths and MTC outcomes, while in most cases at or above national averages for disadvantaged pupils, remain below our own internal ambitions.

Priorities for 2026/27:

- Maths — closing the gap to non-PP peers at both KS2 and in the Year 4 MTC.
- Greater depth attainment — stretching our most able disadvantaged pupils in Reading and Maths.
- Sustaining the strong gains made in phonics, enrichment participation and attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

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 (optional)

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.