



Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium 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
Number of pupils in school	80
Proportion (%) of pupil premium eligible pupils	38.8%
Academic year our current pupil premium strategy plan	2024/2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lisa Lane, Headteacher
Pupil premium lead	Lisa Lane
Governor lead	Sophie Tague

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	Pupil premium - £38,330 LAC - 3 pupils - £4,500 (£7,710 spent individually £1,070) Total = £42,830 (£46,040)

Part A: Pupil premium strategy plan

Statement of intent

At Thomasson, we believe all children should be encouraged to be ambitious and achieve their best. We dream big and we are committed to ensuring that every child reaches their full potential academically, socially and emotionally, that each is motivated to learn and is equipped with the skills to achieve their goals. We believe in opportunity for all.

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide all pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for their next stage in their learning journey.

Challenges

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

Challenge number	Detail of challenge
1	Limited independent reading, many families unable to read with pupils at home due to the language barrier. This impacts on their levels of writing. 'Deaf children are also arriving at secondary school having already fallen behind. Less than half (43%) achieve the expected standard at reading, writing and maths at Key Stage 2 compared to 74% of other children. There are similar concerns at Key Stage 1, with just over half (53%) of deaf children reaching the required standard, compared to 84% of their peers.' (NDCS, 2022)
2	Many pupils have limited experiences and learning opportunities outside of school with people who can communicate with them at their level to be able to understand these new experiences. PPG students should not be inhibited by financial constraints, in turn raising their participation and attainment overall.
3	Limited language and communication skills impact our pupils academically but also socially and emotionally. It impacts on their ability to express themselves in order to access appropriate support and their mental health and well-being. A literature review entitled 'Emotional wellbeing in deaf children and young people, and their families' reports an association between lower language ability (whether spoken or signed) and an increased likelihood of emotional wellbeing difficulties. (NDCS, 2020)
4	Parents have limited understanding on how to support their children with their education and behaviour. Some parents do not have a common fluent language in which to communicate with their child.

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
1	Improved reading and writing attainment among disadvantaged pupils	Reading and writing outcomes indicate that disadvantaged pupils make significant progress from their starting points – meet or exceed their targets.
2	All pupils will have access to the necessary resources/equipment to support their learning and be on an equal playing field with their peers.	All pupils have the necessary equipment and resources (including uniform/funds for residential and school visits) to access the curriculum.
3	Improved language and communication among disadvantaged pupils Improved mental health/well being for disadvantaged pupils	Language and Communication outcomes indicate that disadvantaged pupils make significant progress from their starting points – meet or exceed their targets. All pupils will have a positive mental health and well-being. This will be measured through pupils' surveys, parent voice, observations and discussions with staff.
4	Improved language and communication for parents	BSL classes attended by parents of disadvantaged pupils indicate that disadvantaged pupils are not at further disadvantage compared to their peers.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Targeted academic support

Budgeted cost: **£20,920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EY TA1 (BSL) to support language and communication in early years, to undertake 1:1 BSL intervention to improve language and reading with disadvantaged pupils.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. NFER: what are the most effective ways to support disadvantaged pupils' achievement.	1
Drawing and Talking Therapy 1:1	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning The research from the EEF states that: 'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (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	3

	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’.	
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Wider strategies

Budgeted cost: **£25,010**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Pastoral Leader to undertake 1:1, small group activities and family liaison.	EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment.	2
Extra curricular and educational visits funded.	EEF - Raising aspirations is often believed to be an effective way to motivate pupils to work harder so as to achieve the steps necessary for later success. Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils. EEF – sports participation increases educational engagement and attainment. EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.	2
Parent/Carer BSL lessons	EEF: Parental Engagement https://www.awardplace.co.uk/award/lppa (We currently hold this, in process for reaccreditation in 2022) EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3, 4
Resources for pupils to access the curriculum alongside their peers– uniform/trips/resources	The Sutton Trust: school funding and Pupil Premium NFER: what are the most effective ways to support disadvantaged pupils ‘achievement.	1,2,3

Total budgeted cost: £45,930