



## 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                            | 76                     |
| Proportion (%) of pupil premium eligible pupils       | 39.5%                  |
| Academic year our current pupil premium strategy plan | 2025/2026              |
| Date this statement was published                     | October 2025           |
| Date on which it will be reviewed                     | July 2026              |
| Statement authorised by                               | Lisa Lane, Headteacher |
| Pupil premium lead                                    | Lisa Lane              |
| Governor lead                                         | Kath McArthur          |

### Funding overview

| Detail                                                                                 | Amount                 |
|----------------------------------------------------------------------------------------|------------------------|
| Pupil premium funding allocation this academic year                                    | £35,380                |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                     |
| <b>Total budget for this academic year</b>                                             | <b>Total = £35,380</b> |

Part A: Pupil premium strategy plan

Statement of intent

At Thomasson, we believe every child should be inspired to aim high and empowered to achieve their very best. We encourage big dreams and are dedicated to helping each pupil reach their full potential—academically, socially, and emotionally. We are committed to fostering a love of learning and equipping our children with the skills they need to succeed. We believe in opportunity for all.

Our use of pupil premium funding is central to achieving and sustaining positive outcomes for disadvantaged pupils. At the core of our approach is high-quality teaching, targeted where it is needed most, alongside tailored support informed by robust assessments of individual needs. We also ensure all pupils can access a broad and balanced curriculum.

While our strategy is designed with disadvantaged pupils in mind, many of the initiatives—such as whole-school improvements in teaching—will benefit all learners. Our goal is to raise outcomes for every child, ensuring that progress is made across the board.

We also prioritise the development of life and social skills, and continue to provide access to meaningful work experience, careers advice, and guidance on further and higher education for all pupils.

Our strategy is shaped by the unique strengths and needs of each young person, using both formal and informal assessments. This ensures we provide the right support and opportunities to prepare them for the next stage of their educational journey.

Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | <p>Limited independent reading, many families unable to communicate and read with pupils at home due to the language barrier. This impacts on their levels of reading and writing.</p> <p>2024 results from the early years foundation stage (EYFS) profile show that for deaf children, 42% achieved a “good level of development”, up from 39% in 2023. This is compared to 68% of all children who had a “good level of development” last year, up from 67% in 2023.</p> <p>By the end of year 2, almost three quarters (73%) of deaf children had passed the phonics screening check, compared to 89% of all children. A larger proportion of deaf children than hearing children needed the additional year to pass the test (14% compared to 9%).</p> <p>43% of deaf children reached the expected standard in reading, writing and mathematics by the end of primary school in 2023, compared to 59% of all children.</p> <p>34% of deaf children in England achieved at least a grade 5 in both English and Maths in 2024, compared to 46% of all children. This is the lowest percentage for deaf children since 2019 and the greatest percentage gap with their non-deaf peers since 2021; this is also true for those achieving at least a grade 4 in both English and Maths in 2024.<br/>(CRIDE 2024)</p> |
| 2                | <p>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</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   | 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.<br>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 writing attainment among disadvantaged pupils                                                                                        | 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 mental health/well being for disadvantaged pupils                                                                                    | 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: **£5,680**

| Activity                                                                       | Evidence that supports this approach                                                                                                                                                                                                      | Challenge number(s) addressed |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| TA used 1:1 to target children within the classroom during writing activities. | <ul style="list-style-type: none"> <li>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</li> </ul> <p>NFER: what are the most effective ways to support disadvantaged pupils' achievement.</p> | 1                             |

## Wider strategies

Budgeted cost: **£29,700**

| 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.<br><br>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.<br><br>EEF – sports participation increases educational engagement and attainment.<br><br>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence. | 2                             |
| Parent/Carer BSL lessons                                                                     | EEF: Parental Engagement<br><a href="https://www.awardplace.co.uk/award/lppa">https://www.awardplace.co.uk/award/lppa</a> (We currently hold this, in process for reaccreditation in 2022)<br><br>EEF<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>                               | 3, 4                          |
| Resources for pupils to access the curriculum alongside their peers– uniform/trips/resources | The Sutton Trust: school funding and Pupil Premium<br><br>NFER: what are the most effective ways to support disadvantaged pupils 'achievement.                                                                                                                                                                                                                                                                                                                                 | 1,2,3                         |

**Total budgeted cost: £35,380**