

# Pupil premium strategy statement –Thamesmead School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School Overview	Data
Number of pupils in school	1047
Proportion (%) of pupil premium eligible pupils	19.58%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Phil Reeves, Headteacher
Pupil Premium lead	Caroline Oates, Assistant Headteacher
Governor Lead	Fred Pogson

Funding Overview	Allocation (2024/25)
Pupil premium funding allocation this academic year	£203,700
Service Pupil Premium	£1,020
National Tutoring funding	£0 (Grant ended 24/25)
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£204,720</b>

Statement of Intent
<p>Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.</p> <p>The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.</p> <p>High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students’ attainment will be sustained and improved alongside progress for their disadvantaged peers.</p> <p>Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help student excel. To ensure they are effective we will:</p> <ul style="list-style-type: none"> <li>• ensure disadvantaged students are challenged in the work that they’re set</li> <li>• act early to intervene at the point need is identified</li> <li>• adopt a whole school approach in which all staff take responsibility for disadvantaged students’ outcomes and raise expectations of what they can achieve</li> </ul>

## CHALLENGES

No single difficulty or barrier hinders the success of our disadvantaged students. Every child comes to school with a unique set of experiences, aspirations and prior achievement. However, some of the common barriers identified are:

1	<p><b>Levels of Literacy</b></p> <p>Assessments indicate that disadvantaged students generally have lower levels for reading and writing. In 2024, 25.8% of disadvantaged students achieved a 5+ in GCSE English Language compared to 63% of non-disadvantaged. Similarly, in English Literature, 29% of disadvantaged students achieved a 5+ compared to 65.6% of their non-disadvantaged peers. Moreover, students joining us in year 7 often have weaker literacy skills in comparison to all other students joining the school as shown by their reading ages. It is also important to note that a large proportion of students who are in receipt of PP also have special educational needs.</p>
2	<p><b>Levels of Numeracy</b></p> <p>Assessments indicate that disadvantaged students generally have lower levels of numeracy. In 2024, 32.3% of disadvantaged students achieved a 5+ in GCSE Maths compared to 57.6% of non-disadvantaged. Once again it must be noted that a large proportion of students who are in receipt of PP also have special educational needs.</p>
3	<p><b>COVID – 19</b></p> <p>The disruption caused by the pandemic has had a disproportionately larger impact on the education of our disadvantaged students. Assessment of students' engagement, the identification of knowledge and skills gaps and discussions with students and their families have evidenced this. This mirrors national trends.</p>
4	<p><b>Social and Emotional Trauma</b></p> <p>There is a direct link between students of financial disadvantage and Adverse Childhood Trauma (ACE), with research showing that children born into poverty are nine times more likely to suffer ACEs. (<a href="#">Study: The clustering of ACEs</a>). In addition, our internal observations from, and interactions with, show and increased need for social and emotional support in schools.</p> <p>Moreover, due to lack of success at primary school, disadvantaged students display less resilience, a lower confidence with regard to their learning compared to their non-disadvantaged peers. This can, and often does, lead to negative behavioural and emotional events.</p>
5	<p><b>Attendance</b></p> <p>Attendance rates for FSM6 students were 87.1% for the 2023/2024 academic year compared to non-FSM6 students at 92.1%. While this is above national figures and, more importantly, the gap is closing from previous years, it must still remain a focus. It is also important to note that the gap was higher at KS4—when students were taking their GCSE qualifications—and lower in KS3 year groups. The missed time in lessons and the broken sequences of learning have a significant impact on outcomes.</p>
6	<p><b>Lack of Aspiration and Cultural Capital</b></p> <p>Interviews with our careers' advisor suggest that disadvantaged students require greater guidance to identify pathways in education and employment. Furthermore, they require increased support to reach their goals compared to their peers. In addition, many (though not all) of the school's disadvantaged students do not receive the same level of support outside school (lack of routine, lack of assistance with home-learning, lack of academic encouragement) when compared to other students in the school. Lined to this, they are less likely to have opportunities to engage with activities and experiences which will raise their aspirations.</p>

<b>INTENDED OUTCOMES</b>	
This explains the outcomes we are aiming for by the end of our strategy plan and the success criteria they will be measured against.	
	<b>Success criteria</b>
Improved reading levels among disadvantaged students in KS3	Reading assessments to demonstrate a measurable improvement in comprehension skills among disadvantaged students and a closing of the gap between scores of disadvantaged students and their non-disadvantaged peers
Improved attainment and progression among disadvantaged students at KS4	To equal the national average of non-disadvantaged students. (2018-19 DIS TMS -0.31, Nat Non-DIS +0.13) Incrementally work towards this by aiming to close the gap 10% each year for the next 3 years. The current (2024) P8 gap was a difference of 0.32
Improved attendance for all students, particularly disadvantaged students.	School attendance figures will be above that of national figures with a reduction of the gap being 5% year on year.
Decrease of in-school lateness to lessons and truancy of all students, and particularly disadvantaged students	There will be a whole school reduction in late and truancy sanctions, and the percentage of disadvantaged students receiving sanctions will be no more than their proportion of the cohort.
Improved wellbeing of all students, particularly those who are disadvantaged.	Improved attendance figures (as above) and improved wider curricular uptake for disadvantaged students.

**ACTIVITY IN THIS ACADEMIC YEAR**

This details how we will spend our pupil premium funding this academic year to address the challenges listed on page 2.

**TEACHING (FOR EXAMPLE, CPD, RECRUITMENT AND RETENTION)**  
**BUDGETED COST FROM PUPIL PREMIUM: £5000**

Activity	Evidence that supports this approach	Challenge addressed
<p><b>Continued Professional Learning and Development</b></p>	<p>This year’s CPD programme is focused on improving pedagogical practice in mastery, belonging and literacy (including Oracy).  <a href="#">EEF Improving Literacy in Secondary Schools</a>  <a href="#">EEF Reading Strategies Evidence</a>  <a href="#">EEF Oracy Strategies Evidence</a>  <a href="#">EEF Build a Culture of Belonging</a></p> <p>Pre-teaching and an emphasis on key vocabulary for teaching and learning across all subjects. This includes meaningful tasks which make student use and show understanding of key words and concepts before they meet them in the curriculum as well as using opportunities to make explicit the links with other words/language and the meaning of any prefixes or suffixes. In addition to this the big 5 reading strategies from the teaching and learning policy also support the literacy development work for disadvantaged students.  <i>Hirsch, E.D. (2016). Why knowledge matters: rescuing our children from failed educational theories. Cambridge, Massachusetts: Harvard Education Press.</i></p>	<p>1,3,4,5,6</p>
<p><b>Continued emphasis on high quality first teaching</b></p>	<p>By identifying and sharing students’ specific areas of disadvantage, staff will be better tooled to give appropriate in-class support, such as priority marking and questioning  <a href="#">EEF School Improvement Planning-High Quality First Teaching</a></p>	<p>1,2,3,4,5,6</p>
<p><b>Monitoring and promoting wider curricular involvement</b></p>	<p>Encouraging the uptake of wider curriculum opportunities by removing financial barriers for disadvantaged students. Tracked and monitored by SLT, Heads of year and pastoral managers to review participation and target involvement where it is too low.  <a href="#">EEF Summer School Evidence</a>  <a href="#">EEF School Improvement Planning-Wider Strategies</a></p>	<p>4,5,6</p>

**TARGETED ACADEMIC SUPPORT (FOR EXAMPLE, TUTORING, ONE-TO-ONE SUPPORT, STRUCTURED INTERVENTIONS)**

**BUDGETED COST FROM PUPIL PREMIUM: £87,000**

Activity	Evidence that supports this approach	Challenge addressed
<p><b>Literacy intervention programme for KS3 students:</b></p> <ul style="list-style-type: none"> <li>• Renew Lexia licenses for year 7, 8 and 9 students to close gaps in literacy, grammar and comprehension.</li> <li>• Renew Accelerated Reader licenses.</li> </ul>	<p><a href="#">EEF Improving Literacy in Secondary Schools</a>  <a href="#">EEF Reading Strategies Evidence</a>  <a href="#">EEF Oracy Strategies Evidence</a></p>	<p>1,3</p>
<p><b>Numeracy intervention</b></p> <ul style="list-style-type: none"> <li>• Sparx accounts for all KS3/KS4 students set as part of home learning.</li> <li>• Timetabled lesson content informed by Sparx data.</li> <li>• Students to attend Numeracy Catch-ups/ drop ins.</li> </ul>	<p>Supporting students to improve levels of numeracy with a co-ordinated system that addresses students' needs in a dynamic and targeted approach</p> <p><a href="#">EEF Guidance for Teachers-Maths</a>  <a href="#">GOV.UK Teaching Maths at KS3</a></p>	<p>2,3</p>
<p><b>1-1 tuition program for KS4 disadvantaged students across all subjects to support mastery</b></p>	<p>In both core and optional GCSE subjects we can hire qualified teachers to run 1-1 tutoring sessions in blocks of 10 lessons to improve progress in these qualifications.</p> <p><a href="#">EEF one-to-one Tuition Evidence</a>  <a href="#">Bloom's 2 Sigma</a></p>	<p>1,2,3,6</p>
<p><b>Literacy, numeracy and EAL support small group/1-1 intervention</b></p>	<p><a href="#">EEF one-to-one Tuition Evidence</a>  <a href="#">EEF Small Group Tuition Evidence</a></p>	<p>1,2,3</p>

**TEACHING (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING)**  
**BUDGETED COST FROM PUPIL PREMIUM: £138,000**

Activity	Evidence that supports this approach	Challenge addressed
<b>Hardship Fund</b>	<p>To give students equal access to education throughout the school we will help support pupil premium students with the cost of school equipment which can be a barrier to learning which we want to remove wherever possible.</p> <p>(Pages 21 and 49)  <a href="#">DFE Supporting the attainment of disadvantaged pupils</a></p>	1,2,3,4,5,6
<b>Supplement funding for non-teaching pastoral support staff: Pastoral Managers</b>	<p>Supporting disadvantaged students by helping to facilitate assistants that are trained to support with student well-being, behavioural issues and mentoring will help deliver better social and emotional learning. These interventions seek to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p><a href="#">EEF Build a Culture of Belonging</a>  <a href="#">EEF Social and Emotional Learning Evidence</a>  <a href="#">EEF Improving Social and Emotional Learning</a>  <a href="#">EEF Mentoring Evidence</a>  <a href="#">EEF Healthy Minds Trial</a></p>	3,4,5,6
<b>Supplement funding for non-teaching pastoral support staff: Inclusion support manager and Vulnerable learners support worker</b>	<p>By building capacity within this team we can increase attendance of disadvantaged students in line with non-disadvantaged students as well as increasing mental health and well-being for better resilience.</p> <p><a href="#">EEF Parental Engagement Evidence</a>  <a href="#">EEF Behaviour Interventions Evidence</a>  <a href="#">Working Together to Improve Attendance-A Trauma Informed Approach</a></p>	3,4,5,6

**TOTAL BUDGETED COST FROM PUPIL PREMIUM: £230.000 (remainder to be offset from general capitation)**

<b>INTENDED OUTCOMES 2023-2024</b>	
	<b>Success criteria</b>
Quality first teaching to give equitable access to the curriculum.	Improved outcomes for disadvantaged students as an outcome of quality first teaching taking place across the school Interleaved skills test every lesson in Maths
In class and after school interventions in English and Maths.	Improved outcomes for disadvantaged students as an outcome of intervention work Students feel more confidence with their ability in Maths and English. 1-1 tutoring program running after school in both English and Maths.
Literacy interventions across KS3 for low prior attaining disadvantaged students across all subjects.	Progression in literacy levels shows advancement through reading bands.  Increase in the number of books read (shown in reading diaries)  Where students are identified as struggling with a concept on the lexia platform class teacher to intervene with additional support.  Lexia will be timetabled during English lessons and set as part of home learning.
Numeracy interventions across KS3 for low prior attaining disadvantaged students.	Students to show progression in outcomes compared to baseline assessments.  Student data from Sparx will show that their 'speed' is improving with multiplication and division.  Sparx will help inform teachers on content to be timetabled during Maths lessons and will be set as part of regular home learning.  Engagement from PP students is at least as good as non PP students.
Supporting with resources for wider curriculum involvement for disadvantaged students.	Increased participation from disadvantaged students in our wider curriculum offer
Supporting with the costs of uniform, learning resources and equipment where necessary.	Disadvantaged students being fully equipped and ready for learning within the school community and supported to fully participate in GCSE options subjects that require more resources such as food and nutrition.
Pastoral Managers to support heads of year with mentoring, well-being and behaviour interventions.	Staff to support heads of year in their roles including admin, communications, mentoring, well-being, mental health first aid and behaviour work.
Fund ELSA training for staff in the SEND department.	Staff in school trained as emotional literacy support assistants who can support and prepare pupil premium students to be ready and able to learn.

## Pupil Premium Strategy Outcomes and Evaluation

This details the impact that our pupil premium activities had on students in the 2023-2024 academic year and the progress we have made towards our intended outcomes.

Aim	Target	Target date
Progress 8	<p>To equal the national average of non-disadvantaged students. (2018-19 DIS TMS -0.31, Nat Non-DIS +0.13)</p> <p>Incrementally work towards this by aiming to close the gap 10% each year for the next 3 years. The current gap was last recorded with a difference of 0.45</p>	<p>P8 Gap Sept 2022: 0.41            P8 Gap Sept 2023: 0.36            P8 Gap Sept 2024: 0.32</p>
<p>The latest GCSE results analysis shows our disadvantaged students as having an overall P8 score of <math>-0.17</math> which is a significant improvement compared to the P8 score for our disadvantaged students in 2023 which was <math>-0.26</math> and again in comparison to 2022 when it was <math>-0.4</math>.</p>		
<p>The national P8 score for non-disadvantaged students was <math>+0.13</math> in 2023 which is the latest figure we have until the DfE publish national data. If that remains the same this means the gap between our disadvantaged students and the national performance of non-disadvantaged students is now <math>0.30</math>. We were targeting a gap of <math>0.32</math> so it is good to have slightly reduced that even more. It should also be noted that last year the national gap between pupil premium students and non-pupil premium students was the largest since 2011. The last 3 years of data not only show us reducing the gap at Thamesmead but against a national backdrop of it going in reverse suggests that we are having even more of an impact that the initial data might be showing.</p>		
Attainment 8	<p>Achieve FFT20 predictions for attainment of disadvantaged students (2024 FFT20 predictions are DIS A8 4.5, Non-DIS 5.4)</p>	September 2024
Percentage of Grade 5+ in English and maths	<p>Achieve average English and maths 5+ scores in line with FFT20 predictions (2024 FFT20 predictions are DIS 38%, Non-DIS 57%)</p>	September 2024
<p>Non pupil premium students achieved a provisional A8 score of <math>3.76</math> which is below the FFT20 target. A number of factors contribute to this, firstly changes in student population and groups mean that the original target will have been derived from a slightly different set of students to the ones listed as pupil premium in the final results set, the A8 FFT20 estimate for our pupil premium students was at <math>4.2</math> for this exam series. Secondly the FFT20 target is actually a prediction which was made before a very significant decline in performance for pupil premium students nationally. Lastly, the 20 part of the FFT20 target means this is a score that is achievable if you perform in the top 20% of schools nationally, this is not the case at this current moment in time so this should all be taken into consideration when viewing the results. I think progress scores are a better way to view actual performance. For similar reasons the 38% 5+ in English and Maths GCSEs was also higher than what we actually achieved which was 29%</p>		
Other	<p>Improve attendance to non-disadvantaged school average.</p> <p>The target is to improve disadvantaged students' attendance to</p>	September 2024



within 1.5%. of non-disadvantaged students

The average attendance of disadvantaged students at our school was 87.1% up from 83.5% in 2022/23 whereas the school average was 91.2% over the same time period. This is a 4.1% gap which improves on the 6.2% gap from last year but is still short of the 1.5% target.

Year 11 disadvantaged students had an average attendance of 85.1% up from 69% last year. That is a very significant improvement which is encouraging to see.

1. Quality first teaching to give equitable access to the curriculum

Success criteria

- Improved outcomes for disadvantaged students as an outcome of quality first teaching taking place across the school
- Interleaved skills test every lesson in Maths

Overall outcomes were improved again for disadvantaged students this year. There is still a gap but we are slightly ahead of our original target now.

The interleaved skills tests in Maths continue to happen every lesson. Both students and staff benefit from this strategy. We are seeing improvements in Maths results and this is a contributing factor to that.

2. Literacy interventions across KS3 for low prior attaining disadvantaged students

Success criteria

- Progression in literacy levels shows advancement through reading bands where engagement was successful.
- Increase in the number of books read (shown in reading diaries)
- Where students are identified as struggling with a concept on the Lexia platform class teacher to intervene with additional support.
- Lexia will continue to be timetabled during English lessons and set as part of home learning.

## Accelerated Reader Programme

	Intake 2023 Oct 23 – June 24		Intake 2022 Oct 23 – June 24	
	Disadvantaged	Total in year group	Disadvantaged	Total in year group **
<b>Band A</b> (SS +110) Ave Improvement Ave Reading Age	8 Students +9 months 13years10months	69 Students +13 months 14 years 1 month	6 Students *1 student +12 months 15 years 6months	52 Students *8 students +15 months 15 years 5months
<b>Band B</b> (SS 100 -109) Ave Improvement Ave Reading Age	18 Students 9 months 11 years 8months	78 Students +9 months 12 years 2months	12 Students (Data available for 11) +11 months 13 years	72 Students +12½ months 13 years 2 months
A Scaled Score of 100 represents the expected standard at the end of the Key Stage 2				
<b>Band C</b> (SS 90 - 99) Ave Improvement Ave Reading Age	9 Students +7½ months 10years 11months	38 Students +13½ months 11 years 6 months	10 Students +10½ months 11years 6 months	42 Students +9½ months 11 years 6 month
<b>Band D</b> (SS below 90) Ave Improvement Ave Reading Age	10 Students +9½ months 9years 10months	31 Students +10 months 10 years	6 Students +20 months 10 years 6months	21 Students +10½ months 10 years 3 months
	We have used this data to target students requiring interventions.		Band C & D disadvantaged – effect of lack of access. Continue to receive support in school	

\* Band A students who have consistently scored top marks in Reading Age 16y6m, their data has not been included in the improvement gains.

\*\*13 students joined mid-year onwards not included in data. Ave reading age for these students in June 24 was 10 years 9 months

### Summary for Intake 2022

- There has been a steady improvement for the cohort in bands A, B and D. The Band C students have made the least progress. These students arrived at Thamesmead with a reading age of just on or below the national average however, in the main they do not qualify for additional support. We can see from the data that Lexia is working for the Band C students and the cohort as a whole. However, we have only 8 students who finished the program by the end of Y8 therefore the English Dept will now be using Lexia for these students during Y9. Lexia is being set as Literacy home learning and Teachers will deliver any additional support to individuals during English lessons.

### Summary for Intake 2023

- The average reading age for this cohort upon joining Thamesmead was lower again than previous years across all bands. While still low, the gains in reading for band C and D students have improved on previous years. With an average of +10 months compared to between averages between -2 to +6 months for previous Y7 cohorts. This is in part due to the focused reading support given to these students. Going forward we have returned to parents signing reading logs to increase engagement and support from home.

Year 7	Word Study			Grammar			Comprehension		
	Sept	March	June	Sept	March	June	Sept	March	June
Foundation	17%	10%	9%	14%	14%	13%	18%	14%	13%
Intermediate	64%	61%	58%	64%	61%	60%	72%	70%	67%
Advanced	19%	29%	33%	22%	25%	27%	10%	16%	20%

Year 8	Word Study			Grammar			Comprehension		
	Sept	March	June	Sept	March	June	Sept	March	June
Foundation	19%	11%	10%	22%	16%	16%	13%	7%	7%
Intermediate	71%	47%	47%	63%	58%	56%	76%	67%	64%
Advanced	10%	42%	43%	15%	25%	28%	11%	26%	29%

The Accelerated Reader Program works by identifying a pupil's ZPD (Zone of Proximal Development, target reading range) and recommends a selection of books that will not only match their ability, but will also challenge them and develop their vocabulary.

- Students start by benchmarking their Reading Age using Star Reader, we compare this to the MidYIS scaled score vocabulary data and the KS2 data to ensure accuracy.

#### Positives

- Students who engage make measurable sustained gains.
- Combined with Lexia their understanding and writing across all subject shows improvement.
- We can use the program to identify those not making progress and investigate the underlying issues.

#### Negatives

- We cannot affect student's support at home.
- Students struggling with reading are more difficult to engage (they have often been put off by previous experience). The right range of books to choose from is essential here.
- Student with high absence or disengagement with school will fall behind their cohort as measured by the data.

### 3. Numeracy interventions across KS3 for low prior attaining disadvantaged students

#### Success Criteria

- Students to show progression in outcomes compared to baseline assessments.
- Student data from Sparx will show that their 'speed' is improving with multiplication and division.
- Sparx will be used to customise content and will be set as part of home learning.
- Engagement from PP students is at least as good as non PP students.

Sparx resources were accessed well and engagement from disadvantaged students was encouraging. The improvements in recall and speed of recall are evident. Catch up classes and a maths intervention program ran during most of the year again.

### 4. Supporting with resources for wider curriculum involvement for disadvantaged students

Disadvantaged students' participation in wider curriculum activities was more than proportionate to the numbers of disadvantaged students we have in the school and that was pleasing to see. We funded music lessons, a range of school trips (Thames Young Mariners, Bocketts Farm, Rock Climbing, Natural History Museum, Hampton Court, DofE equipment and Theatre tickets) 44% of pupil premium students across the school participated in at least 1 after school club or activity, many more were involved in one of our school trips.

### 5. Supporting with the costs of uniform, learning resources and equipment where necessary

We funded equipment for learning which was distributed by pastoral managers following tutor time equipment checks. School shoes, uniform and PE kit was also fully funded for a number of students who couldn't otherwise afford these items as well as many revision guides, Art supplies and Food and nutrition ingredients.

### 6. Part fund Pastoral Managers to support Heads of Year with mentoring, well-being and behaviour interventions.

We continue to part fund the positions of 5 Pastoral Managers and train them to support disadvantaged students with mentoring, well-being and behaviour work. The emphasis being on keeping students in lessons wherever possible.

### 7. Increasing attendance of disadvantaged students in line with non-disadvantaged students

The positions of inclusion support manager/deputy safeguarding lead and Home school link worker / young carer support are in position and helping with attendance and harder to reach families in particular. Improvements in our attendance data for pupil premium students is encouraging.

### 8. Increasing resilience in disadvantaged students to improve mental health

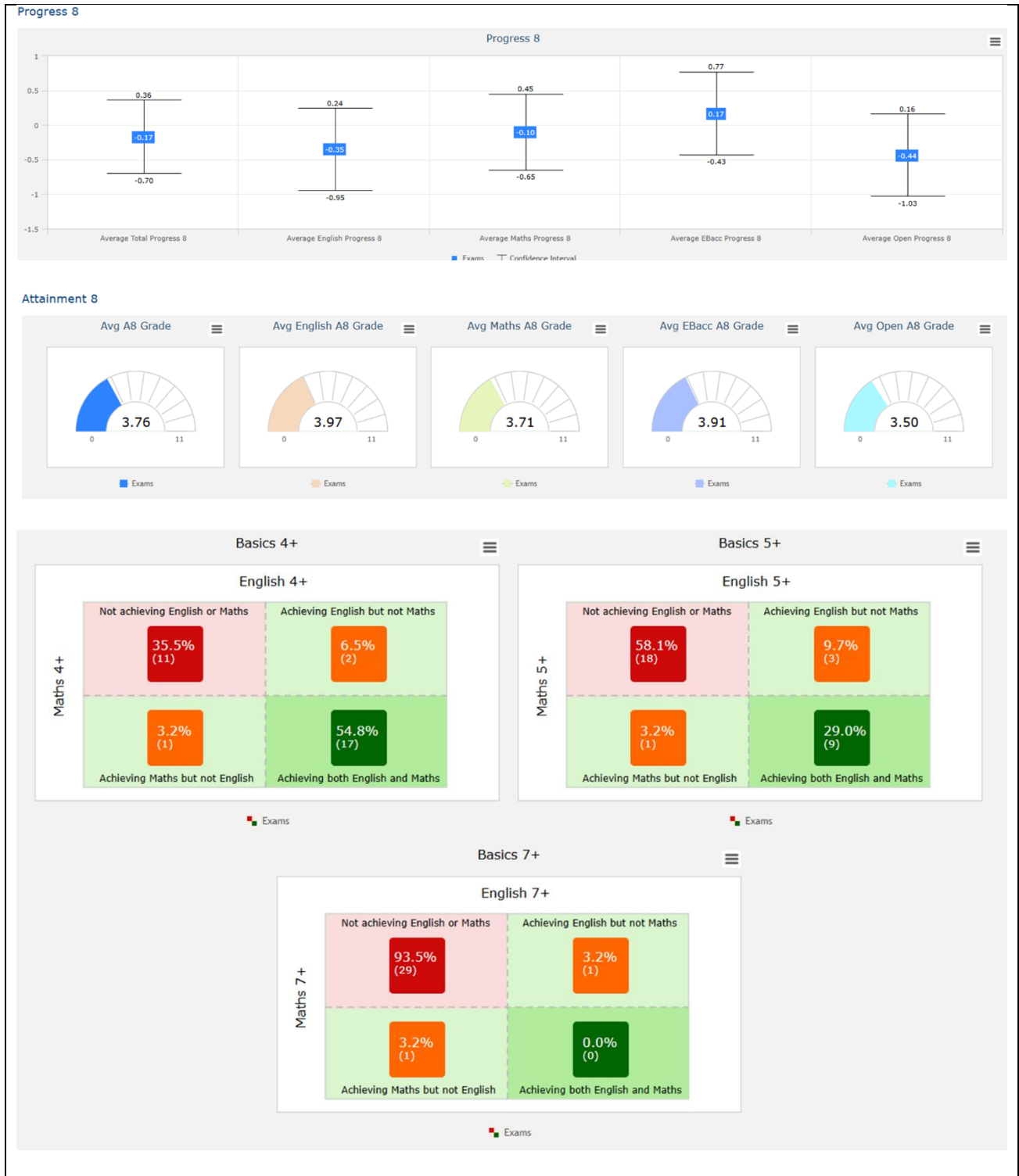
We still have ELSA trained staff in school to help students with mental health issues

### 9. 1-1 online tutoring and in class tutoring.

We successfully ran online tutoring through the MyTutor platform in both English and Maths with 8 students taking part on a weekly basis in each. Technical support was good this year. Only 4 KS4 students had 1-1 tutoring sessions in person and on site in DT and Science. The baseline tests showed good progress for these students but it is a disappointment that we weren't able to attract more tutors despite offering competitive rates of remuneration the feedback was that our staff just didn't have the time to take on more.

## Outcomes for disadvantaged pupils

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## Externally provided programmes

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

Programme	Provider
n/a	n/a