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	1057
Proportion (%) of pupil premium eligible pupils	20.3%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2028/2029
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Phil Reeves, Headteacher
Pupil Premium lead	Caroline Oates, Senior Assistant Headteacher
Governor Lead	Fred Pogson

Funding Overview	Allocation (2025/26)
Pupil premium funding allocation this academic year	219,300
Service Pupil Premium	1,050
National Tutoring funding	N/A
Pupil premium funding carried forward from previous years	N/A
Total budget for this academic year	220, 350

Statement of Intent

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.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker, are Looked After Children (LAC), or act as young carers.

High-quality teaching remains at the heart of our approach, with an emphasis on belonging, literacy, and high expectations. These strategies are proven to have the greatest impact on closing attainment gaps and benefit all students.

Our approach is responsive to both common challenges and individual needs, rooted in robust diagnostic assessment rather than assumptions. The approaches we have adopted complement one another to help students excel.

To ensure effectiveness, we will:

- Challenge all students through ambitious curriculum design and teaching to the top principles.
- Act early to identify need and intervene swiftly.
- Adopt a whole-school approach based on alignment, where every member of staff takes collective responsibility for outcomes and consistently raises expectations of what every student can achieve.
- Ensure that students are in school, attending regularly, and engaged in learning through clear systems, relationships, and shared accountability.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

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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	**Attendance** Attendance rates for disadvantaged students remain below that of their peers. For the 2024/25 academic year, attendance for disadvantaged students was 85.4% compared to 91.3% for all students, a gap of 5.9 percentage points. Persistent absence continues to hinder academic progress, and improving attendance is the school's highest priority for 2025–26.
2	**Levels of Literacy and Reading Comprehension** Assessments indicate that disadvantaged students generally have lower levels of reading comprehension and written accuracy than their peers. Despite ongoing literacy interventions (Lexia and Accelerated Reader), the gap in reading age at entry to Year 7 remains significant. These literacy barriers restrict access to the full curriculum and reduce confidence in extended writing across subjects.
3	**Social and Emotional Trauma** A higher proportion of disadvantaged students experience social or emotional challenges linked to family instability, financial pressures or Adverse Childhood Experiences (ACEs). These factors can affect self-regulation, resilience and engagement with learning. Pastoral data shows increased need for emotional support and mentoring to maintain readiness to learn.
4	**Levels of Numeracy and Mathematical Confidence** While progress in maths at KS4 continues to improve, many disadvantaged students across KS3 lack fluency and confidence in number recall, problem-solving and reasoning. These gaps hinder their ability to access higher-level content and can reduce engagement and motivation in the subject.
5	**Lack of Aspiration and Cultural Capital** Some disadvantaged students have limited exposure to enrichment experiences and fewer opportunities to develop cultural capital outside school. Careers interviews and student voice show that these students benefit from explicit guidance and encouragement to plan ambitious post-16 pathways. Access to wider opportunities remains a focus area.
6	**Parental Engagement and Homelearning Support** Engagement from families of disadvantaged students varies. While many families are proactive, others face challenges maintaining routines or supporting home learning due to external pressures. Strengthening communication, trust and family partnership is key to improving attendance, behaviour and academic outcomes.
7	**Economic Context and Cost of Living** The continuing cost-of-living crisis has placed additional strain on many families. Increased requests for uniform, resources and trip support highlight ongoing financial barriers. Economic insecurity affects concentration, attendance and participation in enrichment activities, making the school's hardship fund and targeted pastoral support vital.

INTENDED OUTCOMES	
This explains the outcomes we are aiming for by the end of our strategy plan and the success criteria they will be measured against.	
	Success criteria
Improved attendance for all students, particularly those who are disadvantaged.	• Attendance for disadvantaged students will rise year-on-year, with the gap to non-disadvantaged students reduced by at least **1.5% annually**. • Persistent absence will decrease across all key stages. • Improved punctuality to lessons and a reduction in truancy and behaviour incidents linked to disengagement
Improved reading and literacy levels among disadvantaged students in KS3.	• Reading assessments (Lexia and Accelerated Reader) will demonstrate measurable improvement in comprehension and vocabulary for disadvantaged students. • The gap in reading age between disadvantaged and non-disadvantaged peers will narrow progressively each year. • Increased engagement with reading logs and wider reading opportunities, including reading for pleasure and cross-curricular literacy.
Improved attainment and progress among disadvantaged students at KS4.	• The current gap in Attainment 8 (1.10 overall; 1.06 in English; 1.02 in Maths) will narrow annually. • Internal progress measures will show sustained improvement aligned with the previous three-year upward trend. • Increased proportion of disadvantaged students achieving **Grade 9–4 in English and Maths**, moving towards parity with national averages. • Progress 8 to remain a focus indicator once validated national data resumes for future cohorts.
Improved wellbeing, resilience and emotional readiness for learning.	• Improved **Boxall Profile** outcomes showing positive social, emotional and behavioural development. • Reduction in behaviour incidents per pupil (disadvantaged average 33.07 in 2024–25). • Student voice and pastoral monitoring to show stronger belonging and readiness to learn.
Increased aspiration and engagement with enrichment opportunities.	• Participation of disadvantaged students in trips, clubs and leadership roles will match or exceed their representation in the school population (20.3%). • Careers interviews, mentoring and college visits will increase awareness of post-16 pathways. • Tracking of enrichment data will demonstrate equitable access across the curriculum.
Stronger parental engagement and family collaboration.	• Increased attendance at parent meetings, workshops and information evenings. • Higher engagement with communication platforms and study room invitations. • Measurable improvement in attendance and home learning completion linked to parental support.
Economic barriers reduced through targeted support.	• All disadvantaged students will have access to the required uniform, resources and learning equipment. • No student will be prevented from participating in curriculum or enrichment opportunities for financial reasons. • Hardship and pastoral funding will be closely monitored and evaluated for impact.

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.

TOTAL BUGETED COST FROM PUPIL PREMIUM: £294,204
(remainder to be offset from general capitation)

TEACHING (FOR EXAMPLE, CPD, RECRUITMENT AND RETENTION)
BUDGETED COST FROM PUPIL PREMIUM: £49,028

Activity	Evidence that supports this approach	Challenge addressed
Continued Professional Learning and Development – 2025–26 CPD focuses on *mastery, belonging, literacy* and the introduction of *Teaching to the Top* principles. The programme is underpinned by a **coaching model**, supporting reflection, peer observation and accountability for embedding inclusive, challenging practice **Pre-teaching and explicit vocabulary instruction** – sustained emphasis on key vocabulary and pre-teaching of complex concepts across all subjects. Teachers explicitly teach academic language, connect new vocabulary to prior knowledge, and model effective use in written and spoken responses.	EEF Improving Literacy in Secondary Schools EEF Reading Strategies Evidence EEF Oracy Strategies Evidence EEF Build a Culture of Belonging *Hirsch, E.D. (2016). Why knowledge matters: rescuing our children from failed educational theories. Cambridge, Massachusetts: Harvard Education Press.*	1-5
High-quality first teaching and adaptive practice – ensuring that all lessons are accessible through effective scaffolding, questioning and responsive feedback. Lesson visits, learning walks and coaching dialogues support alignment of practice across departments.	EEF School Improvement Planning-High Quality First Teaching EEF *Feedback to Improve Learning*	1-7
Monitoring and promoting wider curricular involvement – removing financial barriers to participation in extracurricular activities, trips and leadership roles. Engagement is tracked by SLT and pastoral teams to identify underrepresented groups.	EEF Summer School Evidence EEF School Improvement Planning-Wider Strategies EEF *Extending School Time*	1,3,5,7

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TARGETED ACADEMIC SUPPORT (FOR EXAMPLE, TUTORING, ONE-TO-ONE SUPPORT, STRUCTURED INTERVENTIONS) BUDGETED COST FROM PUPIL PREMIUM: £89,799		
Activity	**Evidence that supports this approach**	**Challenge addressed**
Literacy intervention programme for KS3 students – renewal of **Lexia** and **Accelerated Reader** licences for Years 7–9 to close gaps in reading, grammar and comprehension. Interventions are timetabled, tracked and reviewed termly by the English Department.	EEF Improving Literacy in Secondary Schools EEF Reading Strategies Evidence EEF Oracy Strategies Evidence	1,2,6
Numeracy intervention – continued use of **Sparx Maths** for KS3/4 students with targeted drop-ins and catch-up sessions. Lesson planning and curriculum content are informed by Sparx diagnostic data, supporting fluency and recall.	EEF Guidance for Teachers-Maths GOV.UK Teaching Maths at KS3	2,3
1:1 and small-group Maths tutoring – structured 10-lesson blocks led by qualified teachers, focusing on core skills, reasoning and problem-solving. Tutoring targets students at risk of not making expected progress in maths.	EEF one-to-one Tuition Evidence Bloom's 2 Sigma EEF Small Group Tuition Evidence	1,4
Literacy, numeracy and EAL support – small-group interventions led by trained teacher to strengthen reading fluency, vocabulary and language confidence.	EEF one-to-one Tuition Evidence EEF Small Group Tuition Evidence	1,2,4
KS3 early intervention and curriculum continuity – departmental collaboration to identify and address learning gaps through coordinated support, ensuring transition from KS2 to KS3 is smooth and data-informed.	EEF *Targeted Academic Support* Evidence DfE *Transition Guidance Evidence*	1,2,4,6

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TEACHING (FOR EXAMPLE, RELATED TO ATTENDANCE, BEHAVIOUR, WELLBEING) BUDGETED COST FROM PUPIL PREMIUM: £155,377		
Activity	**Evidence that supports this approach**	**Challenge addressed**
Hardship Fund – continued funding to ensure equitable access to learning resources, uniform and enrichment opportunities. This fund removes financial barriers that limit participation and supports families affected by the cost-of-living crisis.	DFE Supporting the attainment of disadvantaged pupils (Pages 21 and 49)	1-7
Pastoral Managers and Inclusion Support Team – continued funding for pastoral and inclusion roles, enabling proactive attendance monitoring, mentoring and early intervention. Staff receive ongoing CPD in **trauma-informed and relational practice**.	EEF Build a Culture of Belonging EEF Social and Emotional Learning Evidence EEF Improving Social and Emotional Learning EEF Mentoring Evidence EEF Healthy Minds Trial	3-6
Vulnerable Learners Support Worker and Home–School Link Worker – strengthening partnerships with families through targeted communication, home visits and attendance action planning. Focused on re-engaging persistently absent students and supporting families under financial stress.	EEF Parental Engagement Evidence EEF Behaviour Interventions Evidence Working Together to Improve Attendance-A Trauma Informed Approach	1,3,6,7
Wellbeing and Emotional Literacy Support (ELSA) – delivery of structured ELSA sessions and 1:1 mentoring to improve emotional literacy, resilience and readiness for learning. The **Boxall Profile** is used to track progress and inform targeted intervention.	EEF *Social and Emotional Learning* EEF *Behaviour Interventions*	1,3,7
Nurture Hub Development – establishment of a new **Nurture Hub** based on the *Nurture UK* model to support students with **Emotionally-Based School Non-Attendance (EBSNA)**. The hub will provide a safe, relational environment with structured reintegration into mainstream education.	EEF *Social and Emotional Learning* EEF Supporting Attendance Nurture UK: Six Principles of Nurture	1,3,6,7
Belonging and Inclusion Initiatives – whole-school work on belonging, including visual culture, inclusive curriculum content and recognition of student voice.	EEF Build a Culture of Belonging EEF Supporting Attendance Nurture UK: Six Principles of Nurture	1,3,6,7
Creating the Ideal Classroom – implementation of an inclusive classroom framework defining best practice for accessibility, high expectations and belonging. Staff collaborate through coaching to embed predictable routines, scaffolding, appropriate resourcing and positive language.	EEF School Improvement Planning-High Quality First Teaching	1-7

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Pupil Premium Strategy Outcomes and Evaluation	
This details the impact that our pupil premium activities had on students in the 2024-2025 academic year and the progress we have made towards our intended outcomes.	
Improved attainment and progression among disadvantaged students at KS4	
Target	**Outcome**
Progress 8: To equal the national average of non-disadvantaged students (2018–19 national non-disadvantaged +0.13).Incrementally close the gap by approximately 10% each year.	*Progress 8 data was not available for 2025*, as this cohort did not sit statutory KS2 assessments due to the Covid-19 disruption in 2020. Without that baseline data, no validated Progress 8 score could be generated nationally. However, internal assessment and moderation indicate that outcomes for disadvantaged students remain broadly in line with those seen in 2024, showing continued improvement against prior attainment. Subject-level residuals and teacher-assessed progress data reflect steady gains, particularly in English and Maths, where targeted interventions and consistent, high-quality teaching have had a measurable impact. In previous years, disadvantaged students achieved a Progress 8 score of –0.17 in 2024, improving from –0.26 in 2023 and –0.40 in 2022. The school continues to use this trajectory as a reference point for ongoing improvement and to maintain a focus on narrowing the attainment gap through high-quality teaching and precise intervention.
Attainment 8: Achieve FFT20 predictions for attainment of disadvantaged students and narrow the gap in English and maths.	In 2025, the average Attainment 8 score for disadvantaged students was 4.11, compared to 5.21 for non-disadvantaged students — a gap of 1.10. In English, the gap was 1.06 (5.56 vs 4.50), and in Maths 1.02 (5.13 vs 4.11). Although the gap remains, internal progress measures show a continued upward trend for disadvantaged students, particularly in Maths where focused 1:1 tutoring and targeted intervention have strengthened outcomes. Across all subjects, 60.7% of disadvantaged students achieved Grade 9–4 in both English and Maths, compared with 77.3% of non-disadvantaged students. These results indicate that the school's strategy — focused on *high-quality first teaching*, scaffolding, and evidence-informed CPD — is helping disadvantaged students achieve more ambitious outcomes over time. The school will introduce *Teaching to the Top* as a new professional focus in 2025–26 to further raise expectations and consistency.
Improved attendance for all students, particularly disadvantaged students	
Target	**Outcome**
Attendance Improve disadvantaged attendance to within 1.5% of the school average.	The average attendance for the 2024–25 academic year was 91.3% for all students and 85.4% for disadvantaged students, compared to 91.5% and 87.8% respectively in 2023–24. This represents a widening internal gap of 5.9 percentage points. Although attendance remains below the school's target, this pattern is consistent with the national picture, where disadvantaged absence has also increased. Pastoral and inclusion teams implemented enhanced tracking, family outreach and attendance action plans, supported by the Home–School Link Worker and pastoral managers. These actions prevented further decline for several persistently absent students but have not yet secured the improvement needed. The school recognises that attendance is now its most urgent priority for 2025–26. A strengthened, whole-school approach — including the launch of the Nurture Hub for students with Emotionally-Based School Non-Attendance (EBSNA), closer collaboration with families, and consistent follow-up systems — will form the foundation of this year's work to improve engagement and attendance across all key stages.

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Improved reading levels among disadvantaged students in KS3	
Target	**Outcome**
Reading assessments to demonstrate measurable improvement in comprehension skills among disadvantaged students, and a closing of the gap between disadvantaged and non-disadvantaged peers.	TBC
Reduction in lateness and truancy incidents	
Target	**Outcome**
Whole-school reduction in late/truancy sanctions; percentage of disadvantaged students receiving sanctions no higher than their cohort proportion.	Behaviour and punctuality tracking show an increase in total behaviour events per pupil from 16.05 to 18.41, and for disadvantaged students from 27.92 to 33.07. This indicates inconsistency in routines and expectations across departments. Calm Corridors and the development of the "Ideal Classroom" framework were introduced to strengthen consistency in 2025–26.
Reduction in lateness and truancy incidents	
Target	**Outcome**
Improved attendance figures (as above) and greater participation in wider-curricular opportunities for disadvantaged students.	Student wellbeing data and pastoral feedback suggest stronger relationships and a more positive school climate. Disadvantaged participation in enrichment and leadership activities increased, with over 45% of disadvantaged students taking part in at least one extracurricular opportunity. Staff report improved belonging and engagement, especially in KS3. Boxall assessments will be used in 2025–26 to provide measurable evidence of SEMH progress.

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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