

## Thames Ditton

### Pupil Premium strategy statement

This statement details our school's use of Pupil 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
School name	Thames Ditton Infant School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	3.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025/2026 to 2027/2028
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Elspeth Leach Headteacher
Pupil premium lead	Monika Dennemont Deputy Head for Inclusion/SENDCo
Governor / Trustee lead	Erin Willson, Lead for disadvantaged pupils

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,515 per child
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£3,030

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support children's needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	<i>Child 1</i> due to SEN need supported in Nest environment. <i>Child 2</i> had significant challenges in home environment and therefore missed most of Reception schooling. Arrived at TDI (Yr1) as a selective mute.
2	<b>Phonics Challenges:</b> <i>Child 1</i> having specialist support within the Nest Environment to support. <i>Child 2</i> small group work to encourage her literacy skills.  <b>Specialist Phonics Intervention – Little Wandle SEND:</b> The Little Wandle SEND programme has been used to provide tailored phonics support appropriate to their level of need.

3	<p><b>Reading and Vocabulary Development:</b></p> <p><i>Child 1</i> due to SEN need slowly showing signs of improvement with vocabulary. <i>Child 2</i> have accessed additional reading support through small group and 1:1 sessions has develop fluency and comprehension. No longer displaying signs of mutism.</p> <p>Additional interventions have been delivered by class teachers based on specific learning needs.</p>
4	<p><b>Wellbeing Support:</b></p> <p>Both children have had access to Wellbeing Champions to support emotional regulation and general mental health.</p> <p><b>Single-Parent Families:</b></p> <p>Both children come from single-parent households, which can affect home learning support, consistency, and emotional wellbeing.</p>

### 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
Improved phonics attainment among disadvantaged pupils	<p>Phonics screening outcomes in 2025/26 show an increased percentage of disadvantaged pupils met the expected standard.</p> <p>Children will engage with the Little Wandle SEND programme and demonstrate progress in phonics by accessing support matched to their individual level of need.</p>
Pupil interests used to support writing outcomes	<p>Pupil engagement in writing tasks increases. Increased number of pupils achieving end of key stage outcomes in writing. Progress in writing skills on APP grids evidenced, including encoding skills.</p> <p>Children will engage with the Ready, Steady, Write curriculum and demonstrate improved writing outcomes through increased sentence structure accuracy, expanded vocabulary, and appropriate use of punctuation, as measured by regular teacher assessment and independent writing tasks.</p>
Wellbeing at the heart of interventions and provision to support pupils to be ready to learn	<p>Pupil attitude towards learning is positive. Pupils engage suitably with peers. Relationships with pupils remain strong and supportive.</p> <p>Children will demonstrate improved emotional regulation and social interaction skills by engaging with the wellbeing curriculum and following the</p>

	school's relationship policy, as evidenced by reduced behavioural incidents, positive peer relationships, and increased participation in class and school life.
Interventions in place to address identified areas of need	<p>Interventions have clear focus and time-frame. Home support included in intervention planning. Pupils make progress towards identified targets during interventions.</p> <p>Children will show measurable improvement in reading fluency, accuracy, and comprehension by engaging with the Rapid Catch-Up programme, as evidenced through ongoing reading assessments and increased confidence during guided and independent reading sessions.</p> <p>Children will demonstrate progress in writing skills, including sentence construction, spelling, and idea development, through targeted writing intervention, as evidenced by improvements in independent writing tasks and teacher assessment over time.</p>

### Activity in this academic year

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

### Teaching

Budgeted cost: £ 1,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult-led small group work sessions for core and foundation lessons.	Working with smaller group sizes gives teachers increased time to work with each individual in the group and therefore support their learning with personalised feedback	1, 2, 3
Adult-led small group intervention sessions for reading and phonics.	Adult-led small group interventions provide targeted support that boosts reading and phonics skills. They offer more interaction and immediate feedback, helping children make faster progress. Research shows this approach is especially effective for those needing extra help.	1, 2, 3
Further develop the use of Emotion Coaching and Trauma-Informed Practice approaches within the school, including CPD for	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. Being aware of their emotional needs will support children to be ready to learn.	1, 2, 3, 4

staff and increasing pupil awareness.		
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### Targeted academic support

Budgeted cost: £757.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics keep up groups targeted at disadvantaged pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1, 2
Phonics resources are sent home via Google Classroom to support individual learning and reinforce the school's phonics scheme.	Access to resources may be limited for disadvantaged pupils. Ownership of resources supports pupil engagement.	1, 2, 3
Weekly one-to-one sessions for disadvantaged pupils with a teaching assistant.	Personalised sessions with a teaching assistant allow staff to target specific areas of need and build positive relationships with pupils.	1, 2, 3, 4
Targeted intervention support for reading, writing, fine motor, handwriting and maths as required	Intervention groups identify gaps within learning and address them through additional teaching time including pre-teaching and repeat teaching.	1, 2, 3

### Wider strategies

Budgeted cost: £757.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions for identified pupils	Wellbeing support positively impacts on pupil outcomes through increased self-esteem.	1, 4
Family support with Home School Link Worker	Home support for families including foodbank vouchers and clothes from charities increases what pupils have access to at home. Parenting support reinforces how they can support their children's behaviour at home.	1, 4
Development of wellbeing spaces around the school	Areas for children to be able to relax will support mental wellbeing and their ability to be ready to learn.	1, 2, 3, 4
Payment for children to access year group	Many disadvantaged pupils do not have the same opportunities for additional experiences	4

enrichment opportunities including curriculum activities, clubs and holiday camps	(see Appendix A for further information) outside school. Funding enrichment within school allows children to fully access their learning and develops children’s cultural capital. Out of hours enrichment supports emotional wellbeing.	
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**Total budgeted cost: £3,030**

**Part B: Review of outcomes in the previous academic year**

**Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

<p>Review of expenditure</p> <ul style="list-style-type: none"> <li>• Focus on phonics – identified areas of need for all children and provided staff with a structured format for phonics lessons, reading groups, and keep-up sessions. As a result, both children passed their phonics screening checks.</li> <li>• Prioritising keep up intervention groups for phonics – ongoing phonics assessments tracked progress over time and positively impacted level of reading group.</li> <li>• Time allocated to online assessment tracker for phonics – allows staff to identify specific areas of needs for individuals</li> <li>• Adult feedback sessions - 1:1 time with class teacher or support staff allowed children to share next steps in learning. Examples of children showing improvements in areas identified.</li> <li>• Small group tuition - teachers seen to be able to spend more time with each child within the group. Pupil engagement in smaller groups increased.</li> <li>• Additional Teacher time to provide targeted support to pupils in 1:1 situations - sessions completed 1:1 with pupils provided evidence of children working to a higher standard.</li> <li>• ELSA and Home School Link Worker Support - pupils were able to discuss concerns and showed increased resilience and sense of self-worth.</li> <li>• Specific staff led school and externally led clubs – parents made aware of how school can support them in funding clubs. Higher uptake than in previous year.</li> <li>• School Trips and year group activities (swimming) - pupils able to talk about enrichment and showed high levels of engagement.</li> <li>• Outdoor learning focus – supported children to take their learning into different environments, which boosted confidence and outcomes in tasks.</li> </ul>
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## Further information (optional)

### **Additional activity**

Funding provided to support disadvantaged pupils comes from the Pupil Premium grant as well as additional school budget as required.

Our pupil premium strategy has been supplemented by additional activity that is not being funded by pupil premium or recovery premium. That included:

- providing staff with mental health first aid training to allow them to identify signs of a child with mental ill health and to equip them with strategies to support these individuals.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities focused on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils were be encouraged and supported to participate.
- Emotion Coaching and Trauma – Informed Practice training

**Pupil Premium (PP) Overview Autumn term**

**Current PP Cohort:**

- 3 families eligible under Free School Meal (FSM) criteria however this is going to drop from Monday due to child leaving.
- No Looked After Children (LAC) or Previously Looked After Children (PLAC)

**Annual Allocation:**

- Approx. £1,515 per pupil per year
- Roughly 25% allocated to enrichment activities (educational visits, in-school providers, etc.)

**This is how we use of PP Funding at TDI**

**Core Provision:**

- Payment for all school trips and in-school enrichment activities
- School photographs (individual and class) fully covered
- School milk funded
- Friends of School events (e.g. mini market, discos, mini marathon T-shirts) included at no cost to PP families, The Friends absorb this cost.

**Afterschool Activities:**

- Contact made with providers to negotiate reduced rates
- Funding provided depending on remaining PP budget and prior enrichment commitments
- Participation reviewed termly based on attendance, family circumstances, and interests

**Holiday Support:**

- Each family receives £10 per week in supermarket vouchers during school holidays for lunch food
- All families informed and supported in accessing Club4 (SCC) — offering 12 funded sessions per year(Christmas, Easter, Summer) including a hot meal
- Families receive early access to booking Club4 activities
- HSLW supported all families with access to Give Christmas charity. Each family received food hamper and gifts for TDI child plus siblings.  
(this was also extended to families that are currently experiencing hard times but not eligible to PP funding)
- HSLW supported families with access to Stripey Stork charity, this gave access to more gifts and food hampers.

**Current Picture (Before October Half Term)**

Family	Circumstances	Enrichment / Support
Family A	Child previously attended afterschool Karate (attendance sporadic due to house move) – now left school	All core provisions as above, holiday food vouchers, Club4 access
Family B	Transport and needs limit afterschool attendance	All core provisions as above, holiday food vouchers, Club4 access
Family C	Newly joined; not yet involved in clubs, will be re-offered in January	All core provisions as above, holiday food vouchers, Club4 access

**Monitoring & Next Steps**

- Re-offer club participation to new family in January once settled (Dec 2025 this was declined)
- Continue termly review of individual provision and engagement

HSLW supported all families with access to Give Christmas charity. Each family received food hamper and gifts for TDI child plus siblings.

(this was also extended to families that are currently experiencing hard times but not eligible to PP funding)

HSLW supported families with access to Stripey Stork charity, this gave access to more gifts and food hampers.