

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	181
Proportion (%) of pupil premium eligible pupils	3.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	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
Total budget for this academic year 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

The school adopts a flexible and responsive approach to provision, recognising that disadvantage may present in different ways and overlap with SEND, attendance, wellbeing and wider contextual vulnerabilities.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils require highly individualised provision, including specialist support within the Nest environment, to address complex SEND needs and barriers to learning.

	Some disadvantaged pupils have experienced significant barriers to education, including interrupted schooling, communication needs and social-emotional difficulties.
2	Phonics and Early Reading: Some disadvantaged pupils require specialist phonics intervention and communication support to address speech, language and communication needs, alongside barriers caused by interrupted early education experiences. The Little Wandle SEND programme is used to provide tailored phonics support matched to individual levels of need.
3	Reading, Vocabulary and Communication Development: Some disadvantaged pupils require targeted intervention to support the development of reading fluency, vocabulary, comprehension and communication skills. Additional small-group, 1:1 and class-based interventions are delivered to address identified learning needs and support pupils to access the wider curriculum confidently.
4	Identified disadvantaged pupils access pastoral and wellbeing support, including Wellbeing Champions and Home School Link Worker provision, to support emotional regulation, wellbeing and readiness to learn.

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	Disadvantaged pupils eligible for the phonics screening check will demonstrate progress towards or achievement of the expected standard. Children will engage with the Little Wandle SEND programme and demonstrate progress in phonics by accessing support matched to their individual level of need.
Engagement strategies to support writing outcomes	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. 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.
Wellbeing at the heart of interventions and provision to support pupils to be ready to learn	Pupil attitude towards learning is positive. Pupils engage suitably with peers. Relationships with pupils remain strong and supportive. Children will demonstrate improved emotional regulation and social interaction skills by engaging with the wellbeing curriculum and following the 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	Interventions have clear focus and time-frame. Home support included in intervention planning. Pupils make progress towards identified targets during interventions. 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. 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.

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	1, 2, 3

	immediate feedback, helping children make faster progress. Research shows this approach is especially effective for those needing extra help.	
Further develop the use of Emotion Coaching and Trauma-Informed Practice approaches within the school, including CPD for staff and increasing pupil awareness.	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

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	1, 4

	what pupils have access to at home. Parenting support reinforces how they can support their children's behaviour at home.	
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
Funding to enable disadvantaged pupils to access year group enrichment opportunities including curriculum activities, clubs and holiday camps	Many disadvantaged pupils do not have the same opportunities for additional experiences (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.	4

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.

Review of expenditure • 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. Disadvantaged pupils eligible for the phonics screening check made strong progress and achieved positively against individual starting points. • Prioritising keep up intervention groups for phonics – ongoing phonics assessments tracked progress over time and positively impacted level of reading group. • Time allocated to online assessment tracker for phonics – allows staff to identify specific areas of need for individuals • 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. • Small group tuition - teachers seen to be able to spend more time with each child within the group. Pupil engagement in smaller groups increased. • 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. • ELSA and Home School Link Worker Support - pupils were able to discuss concerns and showed increased resilience and sense of self-worth. • Specific staff-led school clubs and externally led clubs – parents made aware of how school can support them in funding clubs. Increased uptake compared with the previous academic year.
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- School Trips and year group activities (swimming) - pupils able to talk about enrichment and showed high levels of engagement.
- Outdoor learning focus – supported children to take their learning into different environments, which boosted confidence and outcomes in tasks.

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 encouraged and supported to participate.
- Emotion Coaching and Trauma – Informed Practice training

Pupil Premium (PP) Overview Autumn term

Current PP Cohort:

- The school currently supports a small cohort of pupils eligible for pupil premium funding.
- 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.)

How Pupil Premium funding is used 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 Thames Ditton Infant School events (e.g. mini market, discos and mini marathon T-shirts) are included at no cost to pupil premium families. These costs are subsidised through support from the Friends of Thames Ditton Infant School.

Afterschool Activities:

- Contact made with providers to negotiate reduced rates
- Funding is allocated in line with identified need, available budget and existing enrichment commitments.
- Participation reviewed termly based on attendance, family circumstances, and interests

Holiday Support:

- Eligible families may receive supermarket vouchers during school holidays to support access to meals
- Eligible families are 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. Families were supported through access to community charities and practical support services, including food hampers and seasonal support.
- HSLW supported families with access to Stripey Stork charity, which provided additional access to gifts and food hampers.

Current Provision Overview

Disadvantaged pupils at Thames Ditton Infant School are supported through a range of targeted and wider strategies designed to remove barriers to learning, wellbeing and participation.

Current provision includes:

- funding for educational visits and curriculum enrichment activities
- support with access to extracurricular clubs and holiday provision
- supermarket vouchers during school holidays
- access to Club4 Surrey holiday activities
- practical family support through external charities and community partnerships
- Home School Link Worker support for identified families
- support with attendance, engagement and emotional wellbeing
- access to enrichment opportunities to develop cultural capital and social experiences

Provision is reviewed termly and adapted responsively in line with pupils' needs, engagement and family circumstances.

Monitoring & Next Steps

- Continue to review and promote access to enrichment opportunities for eligible pupils.
- Continue termly review of individual provision and engagement