

Pupil premium strategy statement – Thames Valley School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	77
Proportion (%) of pupil premium eligible pupils	48.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026-29
Date this statement was published	September 26
Date on which it will be reviewed	August 27
Statement authorised by	Gemma Buley
Pupil premium lead	Ciara Mallon
Governor / Trustee lead	Richard Sandford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46 750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£46,750

Part A: Pupil premium strategy plan

Statement of intent

Thames Valley School is a specialist school for autistic pupils, with all pupils on roll in receipt of an Education, Health and Care Plan. Our aim is to develop confident, independent young people who are equipped with both the qualifications and the skills needed to progress successfully into post-16 education, training, or employment.

Our strategy is underpinned by evidence informed research, with a focus on 5 main principles of improving outcomes:

- Removing barriers to participation
- Strength communication and emotional wellbeing
- Improving academic outcomes through high-quality teaching
- Widening enrichment opportunities
- Preparing pupils for successful adult lives with confidence, independence and aspiration.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching and proven interventions. Implicit in the intended outcomes detailed below, it is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the strengths and needs of each young person, based on formal and informal assessments. This will help us to ensure that we offer the relevant skills and experience required to achieve greater independence and to prepare them for the next stage of their learning journey.

A review of staff knowledge, intervention provision and pupil outcomes identified several key findings. Teacher awareness of Pupil Premium pupils was inconsistent, with only two of the ten teachers surveyed able to accurately identify all Pupil Premium pupils within their classes. This indicates a need to further strengthen staff understanding of disadvantaged learners and their specific needs. We will make sure all staff are aware of

which children are Pupil Premium and the active steps we take to support them with their learning.

Challenges

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

Challenge number	Detail of challenge
1	Access to enrichment and cultural capital Disadvantaged pupils may experience financial and social barriers that limit their access to enrichment activities, educational visits, resources, and wider community experiences. As a result, they may have fewer opportunities to develop cultural capital, broaden their aspirations, build confidence, and acquire the knowledge and skills needed for successful adult life. These barriers can also reduce pupils' ability to make connections with, appreciate, and fully engage with the topics and experiences explored through the curriculum.
2	Emotional wellbeing and regulation Difficulty in understanding emotional literacy and self-and/or co-regulation techniques as well as low levels of self-esteem, confidence, and resilience.
3	Preparation for adulthood Disadvantaged pupils may have fewer opportunities to engage in experiences that support preparation for adulthood. Consequently, they may lack confidence and self-esteem when accessing new environments, considering future pathways, or developing the skills needed for further education, employment, and independent living.
4	Communication and language Disadvantaged children often have more limited vocabularies and struggle to express themselves.

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
Enrichment Opportunities are widened, accessed and frequent to build	All pupils will have an enrichment passport detailing different experiences and opportunities. All pupils will have access to enrichment opportunities throughout the academic year

confidence and cultural capital.	Participation rates in educational visits, clubs, community activities, and extra-curricular opportunities increase for Pupil Premium pupils. Increased opportunities for pupils to access community-based learning and careers-related experiences. Pupils demonstrate improved independence and readiness for adulthood through participation in enrichment activities.
Pupils will demonstrate improved emotional literacy, self-regulation, resilience and self-esteem.	Pupils can identify, understand and communicate their emotions more effectively. Pupils demonstrate increased use of self-regulation strategies when experiencing challenge, anxiety or dysregulation. A reduction in incidents requiring significant staff intervention to support emotional regulation. Improved attendance and engagement in learning for targeted pupils. Pupil voice indicates increased confidence, self-esteem and feelings of safety and belonging in school. Pupils show greater resilience by managing setbacks, taking appropriate risks in learning, and persisting with challenging tasks.
Pupils demonstrate increased confidence and engagement through regular participation in practical learning and enrichment activities. Enhanced access to equipment, resources, and cultural experiences broadens cultural capital, develops key life skills, and enables pupils to recognise and showcase their strengths both within and beyond the classroom.	Increased participation of disadvantaged pupils in enrichment, extracurricular, and cultural activities. Improved confidence and engagement in practical learning and the use of equipment and resources. Evidenced through attainment and engagement in lessons. Greater willingness to participate in new, unfamiliar, and challenging experiences. Enhanced cultural capital and understanding of the wider world, evidenced through classroom discussions and attainment. Improved pupil self-esteem, aspirations, and confidence in their own abilities. Stronger links between classroom learning and real-world experiences. Pupils demonstrate increased independence, resilience, and problem-solving skills when faced with practical and unfamiliar tasks. Pupils can identify, celebrate, and showcase their strengths, talents, and achievements through a range of curricular and enrichment opportunities.
Pupils demonstrate stronger communication skills and are confident in expressing themselves in their preferred way.	Pupils independently communicate their needs, feelings, and preferences using their preferred communication method. Pupils demonstrate greater confidence when interacting with peers and adults across a range of settings. Increased pupil participation in lessons, discussions, and enrichment activities Pupil voice indicate they feel confident expressing themselves.
Increased confidence and readiness for post 16 education, training or employment.	Pupils actively engage in careers education, work-related learning, and transition activities. Pupils demonstrate increased confidence in discussing their strengths, interests, aspirations, and future pathways.

	Year 10 pupils successfully take part in in-person work experience. Pupils in year 9, 10 and 11 attend careers fairs and work encounters.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in teaching and learning pedagogy, including strategies specific to teaching pupils with SEND	Supporting high quality teaching is pivotal in improving pupil's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. Importance has been placed on engaging with the initiatives and reforms including the Early Career Framework (ECF) and the National Professional Qualifications (NPQ). Promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. In school PD will focus on the mechanisms that are the core building blocks of professional development. Examples of mechanisms include revisiting prior learning, dialogic teaching and oracy, the power of mindset and providing feedback. Crucially, these mechanisms are supported by evidence from research on human behaviour—they have been found, in contexts beyond teaching, to change practice. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 3 and 4
Embedding high quality dialogical talk across the curriculum including lunch time clubs. This will include	Evidence from the Education Endowment Foundation demonstrates that oral language and dialogic teaching approaches can lead to up to six months' additional progress. Structured opportunities for discussion, reasoning, questioning, and vocabulary development improve attainment, communication skills, engagement, and confidence, particularly for disadvantaged pupils. Staff training in classroom discussion, talk for learning, and	1, 2 and 4

training staff on how to facilitate discussions and talk for learning both in the classroom and more informally in play.	communication-supportive practice will ensure high-quality implementation across lessons, enrichment activities, and informal social settings. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/dialogic-teaching	
To ensure a broad and balanced knowledge based curriculum that responds to and is appropriate for individual PP students	Disadvantaged pupils can have fewer opportunities to access the wider experiences, knowledge, and cultural capital that support future success. Providing a broad and balanced curriculum, enriched through practical, creative, vocational, and cultural opportunities, helps improve engagement, confidence, aspiration, and readiness for adult life while ensuring equitable access to a rich educational experience. https://www.suttontrust.com/our-research/closing-the-attainment-gap/ https://www.gov.uk/government/publications/curriculum-quality-evaluating-the-impact-of-the-education-inspection-framework/to-what-extent-has-curriculum-quality-changed-in-schools-since-the-introduction-of-the-education-inspection-framework	1, 3 and 4
All Staff CPD on delivering interventions and supporting pupils with self-regulation strategies.	Well-evidenced Learning Mentor interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Interventions are based on a clearly specified approach which Learning Mentors have been trained to deliver. Teaching Assistant Interventions EEF	1, 2 and 4.
To provide technology and other resources that support high-quality teaching and learning	Provide technology, equipment, and curriculum resources to remove barriers to learning and support high-quality teaching. Access to digital platforms, assistive technology, and subject-specific resources will enable disadvantaged pupils to engage fully in learning, practise key skills independently, receive effective feedback, and access the same learning opportunities as their peers. https://educationendowmentfoundation.org.uk/using-pupil-premium	1 and 3
Provide sufficient protected time to ensure that every staff member understands their role in	Provide protected time for staff training, collaboration, and pupil progress discussions to ensure all staff understand the barriers faced by disadvantaged pupils and their role in reducing these. This will support a consistent, whole-school approach to implementing evidence-informed strategies and improving outcomes for disadvantaged learners.	1, 2, 3 and 4

supporting disadvantaged students and to foster a unified approach across the school.	https://educationendowmentfoundation.org.uk/using-pupil-premium	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Curriculum resources, equipment, and educational technology for disadvantaged pupils, including calculators and online learning platforms such as Sparx Reader, Time Table Rockstars, spelling shed.	Research from the Education Endowment Foundation (EEF) suggests that providing pupils with access to appropriate learning resources and technology can improve engagement, increase opportunities for independent practice, and support attainment when integrated effectively into teaching and learning. Digital tools can be particularly effective when they increase the quality and quantity of pupil practice, assessment, and feedback. Access to curriculum resources can help reduce disadvantage by ensuring that pupils can fully engage with lessons, practise key skills independently, build confidence and participate in the same learning opportunities as their peers. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1 and 3
1 to 1 intervention for core subjects including phonic/reading interventions to support closing attainment gap.	EEF evidence shows that one-to-one tuition and targeted phonics interventions can each deliver approximately five months of additional progress. Providing personalised support in reading, phonics, English and mathematics enables disadvantaged pupils to address gaps in knowledge and skills, build confidence, and improve attainment across the curriculum https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1 and 4
1 to 1 or small group interventions to support self-regulation, self-esteem or behaviour.	EEF evidence shows that social and emotional learning, self-regulation, and behaviour interventions can improve pupils' emotional wellbeing, confidence, resilience, and engagement with learning. Providing targeted one-to-one and small-group support enables	2 and 4

	disadvantaged pupils to develop strategies for self-regulation, improve self-esteem, and reduce barriers caused by social, emotional, and behavioural difficulties. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast Club – provide breakfast items and fruit	Evidence from the EEF's evaluation of the Magic Breakfast programme found that breakfast clubs can improve attainment by up to two additional months' progress, alongside improvements in behaviour, concentration, attendance, and readiness to learn. Providing a free breakfast club helps remove barriers associated with disadvantage, ensuring pupils begin the school day settled, nourished, and ready to engage successfully with learning https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	1 and 2
Provide a range of lunchtime clubs and enrichment activities to help pupils develop interests and talents as well as creating a sense of belonging.	Evidence from the Education Endowment Foundation (EEF) suggests that enrichment opportunities can positively impact both academic attainment and wider personal development outcomes, including teamwork, confidence, social responsibility, and aspirations. The EEF also highlights the importance of fostering a strong sense of community and belonging, recognising that positive relationships and meaningful participation in school life support pupil engagement, wellbeing, and inclusion https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils	1 and 3
<i>School family events to support the connection</i>	Research highlights the importance of strong partnerships between home and school in improving pupil outcomes. School-family events provide	1

<i>between school and home.</i>	opportunities to strengthen relationships, increase parental engagement, and develop trust and collaboration between families and staff. Evidence suggests that effective parental engagement can have a positive impact on pupil attainment, attendance, wellbeing, and engagement, particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Programme of curriculum enrichment and enhancement for pupils	Curriculum Enrichment Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in activities including challenging physical and emotional activities, curriculum enrichment learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility	1 and 3
<i>Life skills Curriculum</i>	A comprehensive life skills curriculum helps disadvantaged pupils develop the confidence, resilience, independence, and social skills needed for successful adult life. Evidence suggests that developing pupils' wider social and emotional competencies can improve wellbeing, engagement, and educational outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility/an-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility	1 and 3
<i>High quality career opportunities including careers curriculum, career advice, work encounters and work experience</i>	High-quality careers education, information, advice and guidance (CEIAG), alongside meaningful encounters with employers and workplaces, can help raise aspirations, increase motivation, and improve pupils' understanding of future education, training and employment pathways. Research indicates that disadvantaged pupils particularly benefit from structured careers programmes, as they may have fewer opportunities to access professional networks,	3 and 4

	workplace experiences, and careers advice outside school. https://www.ase.org.uk/sites/default/files/Closing%20the%20Disadvantage%20Gap%20%28EEF%20Toolkit%29%20ASE%20IIS.pdf	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In our previous Pupil Premium Strategy Statement (2023-2026), we prioritised high-quality teaching, the removal of barriers to learning through targeted support, and the provision of wider opportunities through enrichment activities and our personal development curriculum.

During this period, the school implemented a new whole-school curriculum with a clear focus on the explicit teaching of knowledge and skills, alongside careful curriculum sequencing to ensure learning builds progressively over time. Over the past academic year, staff have sustained their commitment to delivering an engaging and inspiring curriculum, reflected in pupil feedback, with many pupils reporting that they feel school is preparing them effectively for life beyond education. Staff received ongoing professional development in a range of evidence-informed teaching strategies, including modelling, scaffolding and adaptive teaching, alongside trust-wide training focused on improving teaching and learning through current educational research. As a result, teaching confidence increased across the school, alongside improvements in pupil engagement, participation and progress. Pupil voice demonstrates that pupils feel valued, supported and cared for, and that they believe their teachers and learning mentors have high expectations and are committed to helping them succeed.

The school also continued to expand enrichment opportunities for pupils. This included the introduction of Music and Drama within the Key Stage 2 and Key Stage 3 curriculum, the development of outdoor adventure experiences for Key Stage 3 pupils, a wide range of specialist workshops and visiting speakers, and off-site educational visits for all pupils in Year 5 and above. As a result, all pupils have had access to enrichment opportunities that have broadened their experiences, enhanced their personal development and increased engagement with school.

Throughout the strategy period, we identified parental engagement and home-school communication as barriers for a significant number of Pupil Premium pupils. To address this, we introduced termly family engagement events. These have grown in popularity year on year, with over 70% of our school community attending one or more events. This has strengthened relationships between home and school and enabled more effective collaboration in supporting pupils' learning and development.

Our personal development curriculum has been highly successful and has been recognised for its positive impact on pupil independence and preparation for adulthood. As a result, an increasing number of pupils now travel to and from school independently, and all school leavers have successfully transitioned into and remained in appropriate post-16 provision.

Overall, our Pupil Premium pupils have continued to perform as well as, and in some cases better than, their non-disadvantaged peers, demonstrating the positive impact of our strategic approach to teaching, targeted support, enrichment and family engagement.

Our Pupil progress data continues to indicate that the majority of pupils are making progress. GL assessment data shows more than 77% of Pupil Premium children are making expected or more than expected progress in all their core subjects.

	Less than Expected	Expected	More than expected	% Making expected or more than expected progress
English	8	20	7	77.1%
Maths	4	18	13	88.6%
Science	6	19	10	82.9%

*4 pupils didn't have enough data to be included.

Our data would indicate that our Pupil Premium children are performing better academically than their non-pupil premium peer.

	% PP pupils making expected or more than expected progress	% of school total making expected or more than expected progress
English	77.1%	73.5%
Maths	88.6%	81.6%
Science	82.9%	85.4%

In English all PP pupils receiving intervention are making expected or higher than expected progress.

In Maths, 8 out of the 11 PP pupils receiving intervention are making expected or more than expected progress. The 3 pupils that are not, all have attendance below 90%.

Our behaviour data shows that while our non-restrictive intervention data is higher than the school average, it is significantly lower for restrictive interventions. Our data for behaviour which harms others, dangerous occurrence and damage to property is also below school averages. This indicates our behaviour and therapeutic interventions are having a positive effect.

	Total	PP	%that was PP
Non restrictive intervention	50	30	60%
Restrictive intervention	68	6	8.8%
Behaviour which harms others	559	174	31.1%
Damage to property	264	115	43.6%
Dangerous occurrence	309	123	39.8%
Sel-injurious behaviour	79	44	55.6%
Socially inappropriate behaviour	1403	754	53.7%
Transphobic, homophobic or sexist incident	4	2	50%
Totals	1736	882	50.8%

Our attendance data indicates a marginal dip in attendance but remains above national average.

	Number of pupil premium pupils	Total number of pupils	Pupil Premium Attendance	Overall School Attendance
2024-25	29	70	90.7%	90.0%
2025-26	39	78	90.3%	91.0%

In 2025-26 there were 4 year 11 pupils, all pupils engaged in Key Stage 4 assessments and all pupils left with qualifications in the core subjects, (English, Maths and Science).

Qualification	Number of pupils entered	% of pupils who scored a grade	% of pupils who scored a pass (4 or higher at GCSE)
<i>English</i>	4	100%	50%
<i>English Functional skills level 1</i>	4	100%	100%
<i>English Functional Skills level 2</i>	4	75%	75%
<i>GCSE Mathematics</i>	4	100%	100%
<i>GCSE Combined Science</i>	4	100%	100%
<i>GCSE Computer Science</i>	2	100%	100%
<i>GCSE Geography</i>	3	100%	66.6%
<i>Hospitality and Catering – Level 2</i>	2	100%	100%

Due to the COVID-19 pandemic in 2020, the year 11 pupils did not undertake end of Key Stage 2 examinations, so we were unable to calculate the progress 8 scores. We are also unable to publish our attainment 8 score due to our year 11 cohort for 2025/26 being fewer than 5 pupils.

In our previous Pupil Premium Strategy Statement (2023-2026), we prioritised high-quality teaching, the removal of barriers to learning through targeted support, and the provision of wider opportunities through enrichment activities and our personal development curriculum.

During this period, the school implemented a new whole-school curriculum with a clear focus on the explicit teaching of knowledge and skills, alongside careful consideration of curriculum sequencing to ensure learning builds progressively over time. Staff received ongoing professional development in a range of evidence-informed teaching strategies, complemented by trust-wide training focused on improving teaching and learning through the application of current educational research. As a result, teaching confidence increased across the school, alongside improvements in pupil engagement and progress.

The school also continued to expand enrichment opportunities for pupils. This included the introduction of Music and Drama within the Key Stage 2 and Key Stage 3 curriculum, the development of outdoor adventure experiences for Key Stage 3 pupils, and a wide range of specialist workshops and visiting speakers. These opportunities have broadened pupils' experiences and supported their personal development.

Throughout the strategy period, we identified parental engagement and home-school communication as barriers for a significant number of Pupil Premium pupils. To address this, we introduced a termly family engagement event. Attendance at these events has increased year on year, with the majority of families now participating in one or more events annually. This has strengthened relationships between home and school and has enabled more effective collaboration in supporting pupils' learning and development.

Our personal development curriculum has been highly successful and has been recognised for its positive impact on pupil independence and preparation for adulthood. As a result, a growing number of pupils now travel to and from school independently, and all school leavers have successfully transitioned into and remained in appropriate post-16 provision.

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Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.