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	74
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)**	2023/24 – 2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil premium lead	Ciara Mallon
Governor / Trustee lead	Richard Sandford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£29,709
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*	£29,709

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 for all pupils to grow in their independent skills and achieve recognised qualifications that support their progression on to Post-16 Education, Employment or Training.

Our strategy is underpinned by evidence informed research, with a focus on 3 main principles of improving outcomes:

- high quality teaching
- removing barriers to learning through targeted support
- providing wider opportunities through enrichment activities and the personal development curriculum.

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 require to achieve greater independence and to prepare them for the next stage of their learning journey.

Challenges

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

Challenge number	Detail of challenge
1	Difficulty in understanding emotional literacy and self-and/or co-regulation techniques.

2	Levels of anxiety in pupils can be challenging from their arrival in school in the morning, impacting their ability to access classroom learning.
3	Low levels of self-esteem, confidence, and resilience impact on pupils' ability to try new experiences and participate in wider opportunities such as accessing the local community and cultural trips and visits.
4	Gaps in learning due to previous educational history, or challenges arising due to inconsistent engagement in lessons and limited focus for longer periods of time.
5	Due to a wide range of needs and circumstances, pupil attendance is variable and can lead to missed learning opportunities and challenges with engagement.

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
Pupils will make at least expected progress in core curriculum areas	All key stakeholders will be aware of the gaps in knowledge and skills that are evident in core curriculum areas. Teacher support alongside and in addition to relevant interventions will be utilised to ensure progress is made. Clear pathways for pupils will be evident which ensures that all pupils are entered into the most appropriate qualifications at the end of Key Stage 4. Regular data drops and pupil progress meetings will indicate demonstrate and measure that progress is being made towards individual targets.
Pupils will have increased levels of engagement in lessons, from their individual starting points	All pupils will engage for an individually specified amount of time, as detailed in their individual pupil plans. This will enable the pupils and teachers to maximise the use of lesson time. Teachers will plan engaging and inspiring lessons that develop pupils' knowledge and enable application of prior learning.

	Supported by the pupil plans and engaging lesson there will be an acceleration in the academic progress being made for each pupil.
Pupils will have developed a wider range of self-regulation strategies, through individual therapies or other adult support, developing skills that are transferable to the classroom setting and wider community	All pupils will have developed skills and strategies which support self-regulation and will be able to transfer these skills to a variety of situations. Some individuals will receive ongoing support with the self-regulation, particularly as they learning to transfer these skills into different locations and situations. There will be a reduction in frequency and severity of behaviours that challenge which will be evidence through data.
Pupils will have opportunities to access and attend a variety of wider opportunities such as workshops and community trips	Every pupil will engage in learning about how to be safe in the community and the expectations for behaviour in different community locations. All pupils will have participated in at least one trip into the community during the 2025 – 2026 academic year. All pupils will have the opportunity to engage in visiting workshops and experiences. All pupils, with their families, will have the opportunity to engage in school community events – one each term during the academic year 2025-26.
The majority of pupils will have attendance in line with national averages	Almost all pupils will have 95% attendance. Attendance will be monitoring with pupils and families being supported to improve attendance where attendance is below 90%. Persistently absent and severely absent pupils and families will have individual support packages to help overcome barriers related to absence from school

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: £7,500

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, 2 and 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor and Trans-Disciplinary Team CPD for delivering interventions.	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 3

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions and curriculum resources e.g. Kerboodle	Good teaching begins with gaining pupils' engagement and winning their commitment to learn. A considerable body of evidence now identifies the quality of teaching as a major determinant of pupil engagement and success. Strategies that are important and supported by engaging curriculum resources include: Modelling (using models to develop understanding), Memory development (supporting pupils to retain and retrieve knowledge), Practical Work (using practical work purposefully and as part of a learning sequence) and Language Development (Develop subject specific vocabulary and support pupils to read and write about specific subjects). Reading comprehension strategies	EEF Secondary-Science-v2.96-WEB.pdf	1, 2, 3 and 4.
Learning Mentors/ Trans-	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-	2, 3 and 4

Disciplinary Team deliver bespoke interventions around anger management, literacy and numeracy.	management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Interventions focus on the ways in which pupils work with (and alongside) their peers, teachers, family or community. Interventions are based on a clearly specified approach which Learning Mentors have been trained to deliver. Social and emotional learning | EEF	
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. Outdoor adventure learning | EEF Arts participation | EEF	1, 2, 4 and 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific and individualised teaching on metacognition	There is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these	1, 2 3 and 5

and self-regulation strategies.	strategies. Explicit teaching of metacognitive and self-regulatory strategies encourages pupils to practise and use these skills more frequently. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. Metacognition and self-regulation | EEF	
Individualised rewards	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general antisocial activities. The interventions themselves can be split into three broad categories: 1. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning; 2. Universal programmes which seek to improve behaviour and generally take place in the classroom; 3. More specialised programmes which are targeted at students with specific behavioural issues. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Behaviour interventions | EEF	1, 2 3 and 5

Therapeutic Support	To address social interaction and communication needs, develop self-esteem and confidence and increased awareness and understanding of self and co-regulation strategies, through a variety of mediums such as Music Therapy, Zones of Regulation, Talkabout and Think Good, Feel Good. To support pupils in developing an understanding of social interactions and expectations beyond the school environment, thereby increasing their self-awareness and confidence in engaging with their local community. All pupils receive therapeutic interventions such as 5 against the law, impulse control and an interception curriculum. Therapeutic interventions help pupils to develop an increased level of self-awareness and identify and address the underlying issues which are sometimes at the root of behavioural problems. Both, occupational therapy and Speech and Language therapy can help build developmental skills in pupils, ensuring that they are able to access Post-16 education, employment and training opportunities effectively. Occupational Therapy In Schools: A Guide For Parents - InFocus Music Therapy https://zonesofregulation.com/research-and-evidence/	3, 4 and 5

Total budgeted cost: £29,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Over the past academic year, staff have sustained their commitment to delivering an engaging and inspiring curriculum. This has been reflected in pupil feedback, with many reporting through student voice that they feel challenged and motivated to participate in lessons. The majority of pupils also indicated that the curriculum has helped them feel more prepared for life beyond school.

Pupil engagement in lessons has continued to improve, with most pupils actively participating across all subjects.

This year, all pupils had the opportunity to take part in off-site trips and in-school workshops. Our programme of community events has grown in popularity, and parents have reported that their children's increased confidence has enabled them to access more activities within the local community.

As a result of the social interventions implemented, all 11 pupils successfully transitioned into mainstream Post-16 provision.

We remain committed to using strategies that have proven effective, while also developing new approaches tailored to the evolving needs of our cohort and individual pupils.

In 2024-25 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). Pupils

Qualification	Number of pupils entered	% of pupils who scored a grade	% of pupils who scored a pass (4 or higher at GCSE)
English	4	4	0
English Functional skills level 1	2	2	Na
English Functional Skills level 2	2	2	100%

GCSE Mathematics	*4*	*4*	*0*
GCSE Combined Science	*4*	*4*	*50%*
GCSE Computer Science	*2*	*2*	*50%*
ELC – Computer Science – level 1	*1*	*1*	*NA*
GCSE Geography	*2*	*2*	*50%*
ELC – Geography level 2	*1*	*1*	*Na*
Hospitality and Catering – Level 2	*1*	*1*	*100%*
Arts Awards?			

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. For attainment 8 for our pupil premium (which is a measure of GCSE attainment across 8 subjects) it was 14.50 which is below national average of 45.9.

Although teaching and learning across the school have strengthened, and staff have received training in retrieval practices and building on prior learning, many pupils continue to arrive with significant gaps due to missed education at their previous settings. These gaps remain a challenge and continue to impact pupil progress. In response, we have increased staff capacity to enable subject specialists to deliver targeted interventions in core subjects.

Pupil progress, assessed against national benchmarks, reported that the majority of pupils made expected or more than expected progress in their core subjects. The majority of pupils made expected or accelerated progress in core subjects, aligning with national benchmarks. We do however need to

increase the percentage of pupils achieving 4+ and 5+ with English and Maths at the end of Key Stage 4.

The attendance for pupil premium pupils for 2024-25 academic year was 91% which is above national average for SEND pupils which is 84.92%.

While behaviour data indicates a decrease in the number of RPI's used, overall, there was an increase in other low-level behaviours. This could be due to staff receiving more training about managing and reporting low level behaviours with our data indicating more than a 15% increase in staff reporting. Student voice indicated that they felt safer in school and an increase motivation to learn.