

Pupil Premium Strategy Statement 2025-26

This statement details Thomas Jones School's use of Pupil Premium (and Recovery Premium) for the 2024/2025 academic year funding to improve the attainment of our most disadvantaged pupils.

It outlines 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 the school.

Overview

Detail	Data
Name of School	Thomas Jones Primary
Number of pupils (Reception to Year 6 inclusive)	210
Proportion (%) of pupil premium eligible pupils	40% (84 pupils)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 2026/2027 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	David Sellens, Head teacher
Pupil Premium Lead	David Sellens, Head teacher
Governor Lead	Barbara Crowther, Vice-Chair

Funding

Detail	Amount
Pupil premium funding allocation this academic year	£127, 975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£127, 975

Part A: Pupil Premium Strategy Plan

Statement of Intent

Thomas Jones has a strong track-record for ensuring that all pupils achieve the highest academic standards, certainly by the time they depart at the end of Key Stage 2. The line from the song *'It's not where you start it's where you finish'* resonates powerfully. Any disadvantage is addressed as early, expediently and effectively as possible. The school has enjoyed huge success in this area. Analysis of attainment shows that traditionally, by the time pupils depart at the end of Year 6, there are no anomalies or discrepancies between the achievements of pupils per se and those in receipt of Pupil Premium funding.

Broadly, Pupil Premium funding is spent in three ways: Significant sums are allocated to direct academic support to ensure that all disadvantaged pupils have the necessary 'boost' to achieve at national standards in the core areas of reading, writing and mathematics by the time they leave at the end of Key Stage 2.

Further, Pupil Premium funds are used to ensure that the above pupils play a full and active part in the life of Thomas Jones and remove any differences in opportunity that might exist as a result of financial constraints at home. Pupil Premium funds are directed too, to other less-tangible forms of support to guarantee pupils can access the curriculum more effectively (see various strands below).

Ultimately, all funds, both those specifically derived from the Pupil Premium, and those from the main school budget, are utilised in such a way that equity of experience and quality outcomes remain absolute.

Whilst in receipt of Pupil Premium funding in line with the financial year (April to April), we measure impact from September to September. Our Pupil Premium strategy is reviewed annually, in December.

Challenges

Challenge number	Detail of challenge
1	Some of our families live in acutely overcrowded and noisy conditions. Financial hardship is sometimes a factor, which can, and frequently does, impact on pupils having limited access to books, opportunities to visit places of interest, and sufficient 'life experiences' that better enhance one's understanding of the world. The notion of cultural capital can be compromised.
2	There exists a paucity of aspiration amongst certain families, with limited value placed upon attainment and education as a means to becoming fulfilled and successful in later life. This challenge has become more profound in recent years.
3	It is common for pupils to join Thomas Jones in Reception with limited spoken language skills and vocabulary. This can negatively impact on their communication and access to the full breadth of the curriculum. Some families struggle with literacy, and may not be capable of reading in English or indeed in their first language, impacting upon capacity to support their child's learning.
4	Some families continue in one way or another to be negatively affected by their life experiences. Thomas Jones does what it always does, turning any situation on its head however challenging that situation may be, and making it work on our terms. The mean average attendance at the school of 97% for the last five years evidences in real terms how important the school is to the community it

	<p>serves. Much of the support that has been afforded pertains to families struggling with their emotional and mental health, exacerbated sometimes by the limitations of their economic circumstances. Ambition, aspiration and an uncompromising desire to see everyone shine remains absolute. The school has the highest number of pupils and their families affected by the Grenfell Tower fire in a primary setting (currently 26 pupils). In 2025-2026 Grenfell Tower is in the process of being taken down. The renewed challenge of affording expert support to the above families, given this, is acute.</p>
5	<p>Some pupils enrol at the school with a limited frame of reference for their learning. Their cultural capital is compromised and muddled and experiences in their early life can perhaps best be described as 'meagre'. Home visits that take place within the EYFS often demonstrate the wide disparity of experiences between pupils who are disadvantaged and those who are not.</p>
6	<p>Many of our pupils from disadvantaged backgrounds do not upon arrival exude fortitude and/or resilience or confidence in themselves and have low self-esteem as learners. Pupils' anxiety about life outside of school often impacts upon their capacity to focus during the school day, with all three factors combining to create significant barriers to learning and progress. Balancing pupil's mental and emotional wellbeing remains a focus.</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, in real terms, been achieved.

Intended Outcomes	Success Criteria
<p>1. Establish and sustain a 'high-end' environment conducive to pupils excelling and provide an antidote to any barriers to learning that may exist at home. This extends to our school grounds and the overtly positive, warm and encouraging ambience within the premises, affording opportunities that many do not have access to outside of school – an exceptionally stimulating, safe environment in which to develop and grow as a learner.</p>	<ul style="list-style-type: none"> • 97% attendance for children in receipt of Pupil Premium funding (measured in the autumn, spring and summer terms). • Children are committed to learning and want to come to school every day. • Thomas Jones is a place in which its pupils want to spend time. <i>In October 2023 Ofsted described the school as an oasis of calm.</i> • To have completed the 2026/2027 grounds improvement venture. • Pupil evaluations will demonstrate their effusive attitudes to learning and the school.
<p>2. Enable pupils to graduate from Thomas Jones with an exacting sense of aspiration.</p>	<ul style="list-style-type: none"> • 97% attendance for children in receipt of Pupil Premium funding. • Continued strong end of Key Stage 2 results. • Robust, tenacious, assiduous pupils, keen to engage and discuss with some aplomb their success.

<p>3. Pupils are articulate, communicate confidently and with conviction; their vocabulary, employing the language of Thomas Jones, is scholarly and reflects the learning ethic that is an integral part of the school.</p>	<ul style="list-style-type: none"> • Observations indicate significantly improved language skills amongst disadvantaged pupils. • Evidence of strong triangulation with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Many visitors to the school will continue to comment effusively, particularly in regard to pupils' assiduous qualities.
<p>4. Achieve sustained well-being for pupils.</p>	<ul style="list-style-type: none"> • 97% attendance for children in receipt of Pupil Premium funding. • Observations and ongoing assessment will provide evidence that any negative impact triggered by trauma is reducing over time. • Observations and ongoing assessment will demonstrate pupils increased self-esteem and positive view of themselves and others as learners. • Pupil evaluations will demonstrate their positive attitudes towards school and learning. • Parents and carers responses to our annual evaluation are predominantly positive in regard to well-being.
<p>5. Develop an increased awareness and orientation to the wider world, on which pupils can expand their knowledge. Equally, to extend pupil's appreciation of others cultures, faiths, ethnicity and gender.</p>	<ul style="list-style-type: none"> • Observations and formative assessment will demonstrate pupils' progress. • Continued exceptional end of Key Stage 2 outcomes. • Positive pupil engagement with the school's broad curriculum. • Ongoing conversations between staff, pupils and families. • Pupils to demonstrate a magnanimous and authentically expansive view of society in Britain and beyond.

Activity in this Academic Year

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 45,232**

Activity	Evidence That Supports This Approach	Challenge/s Number(s) Addressed
Additional Support - Learning Mentor Initiative	<p>When used appropriately, Learning Mentors are shown to have a positive impact upon pupils' progress, engagement and well-being.</p> <p>Mentoring: EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	2, 3, 4
Educational Consultant	<p>Continuing to ensure that staff are afforded quality CPD:</p> <ul style="list-style-type: none">• 1 to 1 tutelage• Coaching, and,• small group seminars. <p>All of which are intended to further develop leaders capacity and ultimately, to retain key staff.</p> <p>Impact of High Quality Professional Development: EPI https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	2, 3, 4, 5, 6

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

Budgeted cost: **£ 51,180.40**

Activity	Evidence That Supports This Approach	Challenge/s Number(s) Addressed
'Booster'/ Enrichment Programme – School led tutoring programme	<p>Identifying pupils who may benefit from additional support and enrichment allows class teachers to dedicate specific and focused time to working either 1-1 or in small groups to support and 'boost' progress. When used effectively, this has been proven to have a positive impact upon pupils most at risk of not achieving at age-related expectations.</p> <p>Small group tuition: EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_searchh&search_term</p>	2, 3, 4, 5
Interventions	<p>Timely and well-planned interventions are proven to have a resolutely positive impact upon the progress of pupils most at risk of not achieving age-related expectations. This includes the use of dedicate intervention programmes, such as "First Class @ Number"</p> <p>Impact of High Quality Interventions: NASUWT https://www.nasuwt.org.uk/static/uploaded/68ddda7f-afca-420c-a18798ea9271695f.pdf</p>	2, 3, 4, 5

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

Budgeted cost: **£ 31,562.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality literature and Year 6 books	<p>Research identifies that pupils who have access to high quality literature are more likely to read for pleasure, having a significant impact upon their progress, vocabulary and knowledge of the world around them. This then widens pupils' horizons, and provides them with a source of inspiration and enrichment.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf (published 2012)</p>	2, 3, 5
Uniform Budget	<p>At Thomas Jones, equity is paramount. Through anecdotal evidence and observations, it has been shown within our school that maintaining a uniform for all pupils helps to support children's self-esteem and has a positive impact upon pupils' view of themselves.</p> <p><i>'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of an ethos and the improvement of behaviour and discipline'.</i></p> <p>David Sellens, OBE</p> <p>EEF, impact study upon school uniform</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p>	1, 4
Filial Therapist	<p>The school purchases the services of a remarkable and highly effective filial therapist to work with a specific number of pupils and families in receipt of pupil premium. This initiative has an exceptionally high success rate in supporting these families to engage with school and support their child's education.</p>	1, 3, 4

	EEF, social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Educational Psychologist	Having access to a highly skilled educational psychologist supports class teachers in their duty to provide high quality education to all pupils, including those who are disadvantaged, and giving targeted advice to support those pupils, including individuals with acute anxiety, low self-esteem and behavioural difficulties.	2, 5
Wraparound Care Provision (Breakfast Club and the school's in-house post 3.20 Play Plus venture and standalone clubs)	<p>The school runs a varied high quality programme of before and after school activities including coding, yoga, art, creative dance, cookery and multiple sports clubs. Most clubs incur a termly fee for parents. The school has allocated these funds to facilitate access to these opportunities for <i>all</i> children. We endeavour to remove any economic barriers which may prevent a child from attending our wraparound care provision.</p> <p>EEF, extending school time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time </p>	1, 2, 3, 4, 5
School Journey	<p>Anecdotal evidence shows that providing Year 6 pupils with an enriching school journey experience builds upon their cultural capital, widening their knowledge of the world around them, and provides a wide range of experiences that develop self-esteem and confidence in themselves.</p> <p>Monies are used towards transport and accommodation costs.</p> <p>EEF, outdoor adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning </p>	4, 5
Educational Visits and Enrichment	Educational visits provide pupils with life-affirming enrichment experiences that allow pupils to broaden their knowledge of the wider world. Evidence	2, 4, 5

	<p>of the impact of educational visits can be seen in pupils' books and through pupils' learning.</p> <p>Periodically, opportunities do arise that have not been strategically planned for. We are always keen to explore any platform that may enhance pupils' resilience, tenacity and fortitude – be it a debating seminar, a one-off visit from a world renowned scientist or accessing a one-off expensive resource that will have a powerful and lasting impact.</p> <p>https://www.evolveadvice.co.uk/hqol</p>	
Further improve the school grounds to ensure that vulnerable pupils, who benefit most from multi-sensory experiences (where possible learning in the outside environment) are enhanced	<p>Evidence from internal school evaluations demonstrates that pupils are proud of their school environment – in real terms this manifests itself in a large number of pupils assisting in the process of sustaining the quality of the grounds. One such example pertains to caring for honey bees. We have found that this has a profoundly positive impact on pupil's wellbeing.</p> <p>Creating vibrant and stimulating school grounds that present opportunities for learning and safe play.</p>	1

Total budgeted cost: £127, 975

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

Outcomes for disadvantaged pupils

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

At Thomas Jones, all pupils, including those who qualify for the Pupil Premium, continue to make outstanding progress as they move through the school. This is evidenced using Analyse School Performance (ASP) and LA data, plus the schools' own internal tracker which shows a familiar pattern of achievement by pupils who qualify for the Pupil Premium. Our most recent set of academic results at the end of Key Stage 2 have resulted in us being singled out for praise by The Sunday Times newspaper as their London and national Primary School of the Year 2025/2026.

Over the 12 years Thomas Jones has received PP funding and KS2 results have been tested, only a total of 11 pupils (3%) have not reached the expected standard (EXS) in reading, writing and mathematics regardless of PP indicator. 8 of these children had complex needs, either medical or global development delay and all had Educational Health Care plans.

These pupils aside, there has been no difference in achievement at the end of Key Stage 2 between those qualifying for the Pupil Premium and those who do not – a remarkable achievement, all the more so if one considers the starting point for most pupils upon entry into Reception (please refer to the school's 2025 document *EYFS Context and Outcomes*).

In 2024-25 academic year:

- There were 2 pupils who did not achieve EXS in reading, writing, GPS and mathematics, one of whom did not sit the statutory tests. ***Neither of these children were eligible for Pupil Premium.*** Both pupils had SEND - one of these children was in receipt of an EHC Plan and had a diagnosis of Down's syndrome - this child was working below the level of the tests. The other child had severe cognition and learning challenges including those pertaining to language and communication.

Graph 1 shows the percentages of pupils eligible for PP achieving either EXS or GDS in reading, writing, mathematics (and combined) as well as GPS compared to the local authority and national picture.

Graph 1

			RWM*		READING			WRITING TA		MATHS			GPS					
Estab. No.	School	Cohort	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	Avg. SS	<div><div></div><div><Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>GDS</div></div>	Avg. SS	<div><div></div><div><Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>	Avg. SS	<div><div></div><div><Exp</div></div>	<div><div></div><div>≥Exp</div></div>	<div><div></div><div>High</div></div>
-	NCER National	188,270	47.5%	3.5%	103.0	<div><div></div><div>35.7%</div></div>	<div><div></div><div>63.2%</div></div>	21.2%	59.5%	6.6%	101.8	<div><div></div><div>38.2%</div></div>	<div><div></div><div>60.6%</div></div>	15.0%	102.6	<div><div></div><div>39.1%</div></div>	<div><div></div><div>59.8%</div></div>	18.6%
-	LA	366	64.2%	9.8%	106.4	<div><div></div><div>24.0%</div></div>	<div><div></div><div>75.7%</div></div>	39.3%	74.0%	15.3%	105.7	<div><div></div><div>24.0%</div></div>	<div><div></div><div>75.7%</div></div>	29.0%	107.7	<div><div></div><div>21.3%</div></div>	<div><div></div><div>78.1%</div></div>	41.8%
2594	Thomas Jones Primary School	16	100.0%	6.3%	112.7	<div><div></div><div>0.0%</div></div>	<div><div></div><div>100.0%</div></div>	81.3%	100.0%	6.3%	111.8	<div><div></div><div>0.0%</div></div>	<div><div></div><div>100.0%</div></div>	75.0%	115.6	<div><div></div><div>0.0%</div></div>	<div><div></div><div>100.0%</div></div>	87.5%

The graph shows that disadvantaged children at Thomas Jones perform exceptionally well – 100% achieved the expected standard for RWM compared to just 64.2% locally and 47.5% nationally.

- The overall school attendance figure for 2024-25 was 97%.
- The overall attendance figure for children in receipt of Pupil Premium for 2024-25 was 95%.

Moving Forward/Looking Ahead

Whilst satisfied that our provision for pupils in receipt of the Pupil Premium is exemplary, and that the school is effective at ensuring equality of outcomes for all pupils by the time they are at the end of key stage 2, regardless of any disadvantage they may experience, we are determined to ensure this is sustained with successive cohorts of pupils, year-on-year, 2026/27/28.

The above is not linear. It can be labour intensive but has, over many years become an element of our success. Indeed, it is no exaggeration to say that the Pupil Premium is one of the key reasons why we have managed to ensure pupils from the most disadvantaged backgrounds shine so brightly.

We will endeavour to achieve this success year on year through being pedantic, careful analysis of our tracker data, targeted interventions (a significant factor) and above all, consistent, insightful, differentiated, high-end teaching.

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