



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 View Infants |
| Number of pupils in school | 345 |
| Proportion (%) of pupil premium eligible pupils | 23 (79 children) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Paul Jordan <i>Headteacher</i> |
| Pupil premium Lead | Kelly Ager <i>School Business Manager</i> |
| Governor / Trustee lead | Jamie Joyes <i>Chair of Directors</i> |



Thames View Infants

Pupil Premium and Recovery Premium Summaries for 2024-27

School Context

Thames View Infants is a four form entry Infant School. TVI was judged as 'Outstanding' by Ofsted in March 2009, April 2014 and again in July 2024. We strive to orchestrate a fully 'joined up' provision where all children, regardless of their starting point, reach their full potential. As a school we work hard to provide a caring, fun, supportive and vibrant learning community where every child and their family really do matter. We value 'Parents as Partners' and aim to help *everyone* achieve their best!

With a deprivation indicator of 1.9, TVI is located within Thames Ward; the most deprived ward in Barking & Dagenham, which is more deprived than 97% of local authority districts in England (IoD2025). In London Poverty Profile's ranking, LBD performs worse compared to all London Boroughs across a range of poverty indicators, particularly child poverty, housing, education and health. Accordingly, all contextual data shows that the school's very culturally diverse demographic is higher than national averages in terms of Special Educational Needs (22%) School Support (19%), HLN 10%, EHCP (3%) EAL (86%). At TVI we identify a wider range of vulnerable children which extends beyond the Disadvantaged criteria, based on our knowledge of those families. Through creating a deep and complex, well-resourced and vibrant, high quality learning environment, and through valuing 'Parents as Partners', we continually strive to actively promote the progress and attainment of all our pupils, regardless of need. We are a local driving force helping to "glue" agencies to work together and to be as "joined up as possible" to support this ethos. This commitment is summarized in more detail within our Equality Plan:

[Equality Opportunities policy](#)

Historically, attainment at TVI has been within the top 1% at GDS and 3% at EXS+ of schools nationally. Although End of KS1 Assessments are no longer reported nationally, internal data remains consistently high. The DfE have formally designated us as a National Leader in Education and Specialist Support School.

The Pupil Premium Grant

The proportion of Disadvantaged Pupils supported by the Pupil Premium at Thames View Infants is above the National Average. The majority of these pupils are eligible for free school meals.

Thames View Infants received a total of £116,920 Pupil Premium for the Academic Year 2024-25.

Committed to a fully inclusive provision in which all vulnerable groups are supported to thrive, Directors have allocated a further £86,008 of school funds to fulfil its ambitions for these children amidst a fully inclusive 'Outstanding' provision.



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Funding Overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £116,920 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £116,920 |



Part A: Pupil premium strategy plan

Statement of intent

At TVI we identify a wider range of vulnerable children which extends beyond the Disadvantaged criteria, based on our knowledge of those families. Through creating a deep and complex, well-resourced and vibrant, high quality learning environment, and through valuing 'Parents as Partners', we continually strive to actively promote the progress and attainment of all our pupils, regardless of need.

We provide:

- A personalised provision where we help every child and their family, regardless of ability, to do their best.
- High quality learning.
- A responsive inclusion provision, which is extensive and comprehensive and offers high quality learning.
- Skilful family support.
- Careful and robust Child Protection.
- Good customer service and an innovative ethos which makes people challenge traditionally held dispositions towards schools and learning.
- Responsive leaders, having a high impact on learning and standards, working within a "hands on" and a "can do" culture.
- High profile activities which engage parents and the community.
- A culture which values "Parents as Partners" in the learning journey.
- Weekly Speech and Language therapist.
- SLCN led by SENCo and two support TAs.
- In School Provision (ISP) for children with complex needs (Bumblebees)
- 2 Specialised Provision classes typically supporting children with undiagnosed SEND or SEMH, or those not yet developmentally ready for a mainstream class.
- Support Groups – offering the least able children "parallel"-support in literacy and maths, without narrowing their cross-curricular offer.



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Challenges

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

| Challenge number | Detail of challenge |
|------------------|--------------------------------------------------------------------------------|
| 1 | Most disadvantaged children come from a background of high social deprivation. |
| 2 | Children have a range of academic ability. |
| 3 | Some of our children that are disadvantaged also have SEND, LAC or CP needs. |
| 4 | Children have varying degrees of parental support. |
| 5 | Attendance and punctuality. |
| 6 | An increasing number of families are facing financial difficulties. |
| 7 | Language skills across school are lower than previous years due to pandemic. |

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 |
|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Disadvantaged children to achieve as well as their non-disadvantaged peers in Reading, Writing and Maths. | Most children (without cognitive SEND) to reach EXP+ in Reading, Writing and Maths. |
| For all Disadvantaged children to attend school regularly. | All children attending school regularly and punctually. |
| Reduce effect of social and economic gap and provide opportunities for disadvantaged children. | Children access a range of enrichment opportunities, for example through opportunities visits, clubs, workshops and productions. |
| To improve children's Speech, Language and Communication skills. | Children in Reception making progress to meet Communication and Language and Speaking elements of ELG by end of Reception and children in KS1 making progress towards EXP+ in Reading at the end of KS1. |
| Extend facilities available for children to attend extra-curricular activities. | Children to develop skills, knowledge and interests that extend beyond the curriculum. |



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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: £2,250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------|
| High quality learning in class and support groups Headteacher and SENDCo having a regular amount of teaching/class contact. (not included in PP budget) | SLT know children very well and know what is happening across school in real terms. | 2 |
| Regular non-contact time for teachers and leaders (not included in PP budget) | To share and observe good practice. | 2 |
| Full-time Nurture Provision, including 9 TAs. (not included in PP budget) | Higher level of children with SEND needs. | 3 |
| OFSTED Training | Upskilling the Senior Leadership Team | 2 |
| Inset training | Upskilling of staff. | 2 |

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

Budgeted cost: £102,425

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Specific in-day support groups for target groups | Support groups identified by DHT / HoYs and updated half termly. Planning completed by DHT. Higher level of children needing access to extra support across school. | 2 |
| Specialist, targeted KS1 Provision (Tigers & Foxes) | Lowest 20% of children in Years 1 & 2 given specialist support to achieve EXP+ by end of KS1 for Reading, Writing and Maths. | 2 |
| Speech, Language and Communication Support 1x Teaching Assistant 1x SALT | High level of SLCN across school. Due to pandemic and children missing school and mixing with others this is much higher than previous years. | 2, 7 |
| High ratios of Teaching Assistants (1:14 & 1:7 in Nursery) | Extra support needed for higher level of need. | 2 |



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

Budgeted cost: £123,778

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Full-time Family Support Advisor | Many families struggling with housing, finance, deprivation. Poor parental experiences with schools and lower parental engagement. | 4 |
| An Attendance Officer | Active monitoring and engagement meetings with parents who have attendance issues. | 5 |
| Attendance Assemblies – rewards – flowers, 6 bikes | Encourage parents to send children to school regularly. | 5 |
| Cash incentives (vouchers) attendance rewards | Encourage parents to send children to school regularly. | 5 |
| Subsidised School Uniform Discretionary support, Replacement uniform | Many families struggling with finances. | 6 |
| Subsidised School Visits | Many families struggling with finances. | 1, 6 |
| An offer of a free Breakfast Club for struggling families | Many families struggling with finances. | 6 |
| An alternative school dinner/seconds for hungry children | Many families struggling with finances. | 6 |
| Enhanced Educational Psychologist Support | Support for children with additional needs. | 3 |
| Free theatre visits and workshops | Give children experiences outside of classroom. | 1 |
| Weekly family cooking & Termly Creative Family Events | Parental engagement. | 1 |
| Upkeep of an outdoor learning provision, that includes chickens, an allotment, and plans for an outdoor learning area. | Give children experiences outside of classroom. | 1 |
| Gross & Fine Motor Support (Nintendo Switches) plus, TAs to support the running of this initiative. | Evidence of children lacking gross and fine motor skills typically seen in Infant aged children, since the pandemic. | 1, 4 |

Total budgeted cost: £228,453



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TVI 2024/25 Pupil Premium Expenditure

| AREA OF EXPENDITURE | COST (£) |
|-------------------------------------------------------------------------------------------------|----------------|
| Teaching | |
| OFSTED Training | 750 |
| Inset Training | 1,500 |
| Total Cost for Teaching | 2,250 |
| Targeted Support | |
| 1 FTE Speech & Language Support Assistant | 24,179 |
| 1 SALT (1 day per week) | 11,700 |
| Speech & Language SENCO 1 day | 14,120 |
| Specific in-house support groups for targeted KS1 children | 16,131 |
| 3 TAs to support Foxes & Tigers (SEND), plus x2 Full time 1:1 TAs | 36,295 |
| Total Cost for Targeted Support | 102,425 |
| Wider Strategies | |
| Child and Family Professional and Parent Support Adviser * 1 FTE | 50,595 |
| Attendance Officer | 20,333 |
| Uniform Subsidy - reducing overall price/helping out those that need it/100% uniform compliance | 1,500 |
| School Dinners Subsidy - visitors/hungry children/staff supporting children eat | 2,000 |
| School Visit Subsidy/Non-Payments | 9,000 |
| Education Psychology Provision (24/25) | 11,000 |
| 3 Flower Assemblies (3 * £440) | 1,320 |
| 6 Bikes - Attendance Rewards | 840 |
| Cash Incentive - Attendance Rewards | 1,000 |
| Theatre Visits | 1,500 |
| After School Clubs Management and Administration - salary for TA overtime | 1,780 |
| Free Breakfast Club | 8,000 |
| Swimming Travel | 5,950 |
| Weekly family cooking & Termly Family Creative Events | 3,100 |
| Outdoor Area – chickens, allotment, outdoor learning | 2,000 |
| Fine Motor Support (Nintendo Switch Programme & MDA) | 3,860 |
| Total Cost for Wider Strategies | 123,778 |
| Total Cost | 228,453 |
| Less Pupil Premium and Recovery Premium | 116,920 |
| Additional Cost to School | 111,533 |



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Further Detail of Above Initiatives:

- We have invested heavily in Teaching Assistants. Within comparative bench-marking data, our investment in Support Staff is at the upper end of demographically similar schools, especially support for children with SEND. High adult:pupil ratios ensure that the needs of our pupils can be met in small groups.
- Our dedicated team of support staff work across the school, to ensure access to the curriculum through a range of interventions, ensuring all children reach national expectations for attainment. Achievement and Progress remain Outstanding for all pupils.
- We have a team of skilled, energetic and vibrant teachers and support staff; and they work very hard to ensure that Learning within our school remains Outstanding. Teachers receive additional non-contact time and personalised training, to ensure they remain reflective practitioners. Similarly, we accelerate the maturity and capacity of our leaders through attendance at local and national leadership courses and bespoke coaching/supervision to ensure that Leadership remains Outstanding. This helps to ensure that learning is maximised and that school initiatives & systems continue to make an impact and offer "Outstanding value for money".
- We employ a full time Family Support Advisor, as well as an Attendance Officer. Together, with our Inclusion Lead and Child Protection Leaders, we are able to work very carefully with families to nurture relationships and offer very specialist care. This expertise extends to providing close links within our Local Authority, ensuring that various agencies continue to work in a "joined up manner" to follow up this support.
- 2 Support Assistants provide targeted support for children who are still at the early stages of Literacy and Maths within Key Stage 1. They offer out-reach work to ensure this support continues at home.
- We have 3 full-time SEND Provisions for children who require a carefully structured provision, tailored to meet their specific social and emotional needs. These are supported by 3 Teachers and 12 highly skilled Teaching Assistants.
- We believe greatly in the importance of good customer service and value the importance of this in building bridges with families and nurturing "Parents as Partners". Accordingly, our School Office, for example, contains comparatively higher than average ratios of staff, who are also well trained and pro-active in offering good service and adopt a solution-focused approach to their duties.
- We value the use of ICT, viral marketing and e-engagement to spread the vision of the school and to engage families and invest heavily in the use of ICT. We use YouTube, BlueSky, a vibrant school website and Wiis & PlayStations, which are used resourcefully for this purpose.
- We believe in the importance of helping children to make healthy choices at lunchtime and spend time and resources to challenge inherited dispositions towards food, through:
 - Class-based cooking events – Cooking Together
 - A high-quality lunchtime provision, including a 'lunch club' which supports children with food phobias or presenting as 'fussy eaters'.
 - Family taster sessions



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- We use our in-depth knowledge of families to provide discretionary support when paying for school uniforms and school visits.
- We award carefully selected families with rapidly improving attendance 6 bikes over the course of the year. Three times during the year, each child with 100% attendance takes home a bunch of flowers for their parents.
- Our literacy-based curriculum is resourced to ensure that all children have access to quality texts throughout their school career.
- We provide free Theatre visits and a varied calendar of School Events to ensure that the curriculum remains as vibrant and as personalised as possible.



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Part B: Review of outcomes in the previous academic year

The Impact of the Pupil Premium

Historically, the attainment gap between Disadvantaged Pupils and non-Disadvantaged pupils at Expected+ is minimal and in some cases Disadvantaged pupils do better than their non-Disadvantaged peers. This gap has widened slightly since 2021 due to the pandemic. In 2025, the gap between Disadvantaged and non-Disadvantaged Pupils at EXS+ is minimal, and no more than 11% at GDS.

Since 2009, school self-review has continued to judge TVI as Outstanding. This judgement was officially verified by Ofsted in April 2009 and again in June 2024, when the School was graded "Outstanding" across all areas of inspection for the second occasion. Self-review continues to judge the quality of the provision as Outstanding.

Historically, in 2013, the school received recognition from the Deputy Prime Minister for its success in ensuring that pupils entitled to this funding make excellent progress.

4 Year Trend (including non-reported data)

Disadvantaged including FSM and LAC

| Attainment % + | | Disadvantaged | | | | | Non-Disadvantaged | | | |
|-------------------|------|---------------|-------------|-------------|-------------|------|-------------------|-------------|-------------|-------------|
| | | 2022 | 2023 | 2024 | 2025 | | 2022 | 2023 | 2024 | 2025 |
| Reading | 2D3+ | 30 (81%) | 35 (85%) | 32 (86%) | 38 (93%) | 2D3+ | 51 (85%) | 60 (87%) | 73 90% | 65 (96%) |
| Reading | 2S1+ | 28 (76%) | 34 (83%) | 31 (84%) | 36 (88%) | 2S1+ | 51 (85%) | 59 (86%) | 71 (88%) | 64 (94%) |
| Reading | 2M1+ | 10 (27%) | 22 (54%) | 21 (57%) | 25 (61%) | 2M1+ | 36 (60%) | 46 (67%) | 54 (67%) | 45 (66%) |
| Writing | 2D3+ | 30 (81%) | 36 (88%) | 31 (84%) | 39 (95%) | 2D3+ | 50 (83%) | 62 (90%) | 74 (91%) | 64 (94%) |
| Writing | 2S1+ | 29 (78%) | 33 (80%) | 31 (84%) | 37 (90%) | 2S1+ | 49 (82%) | 60 (87%) | 72 (89%) | 64 (94%) |
| Writing | 2M1+ | 8 (22%) | 12 (29%) | 22 (59%) | 21 (51%) | 2M1+ | 30 (50%) | 46 (67%) | 55 (65%) | 40 (59%) |
| Maths | 2D3+ | 31 (84%) | 37 (90%) | 32 (86%) | 39 (95%) | 2D3+ | 53 (88%) | 66 (96%) | 73 (90%) | 64 (94%) |
| Maths | 2S1+ | 30 (81%) | 32 (78%) | 28 (76%) | 37 (90%) | 2S1+ | 50 (83%) | 62 (90%) | 72 (89%) | 64 (94%) |
| Maths | 2M1+ | 9 (24%) | 16 (39%) | 17 (46%) | 23 (56%) | 2M1+ | 32 (53%) | 41 (59%) | 52 (64%) | 45 (66%) |

The table above shows internal data comparing Disadvantaged children with Non-Disadvantaged.



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Pupil Premium Analysis against Reported Data

Disadvantaged vs Non-Disadvantaged

| | | | 2023 | | 2024 | | 2025 | |
|---------|-------------------|------|-------|----------|------|----------|------|----------|
| | | | TVI | National | TVI | National | TVI | National |
| Reading | Non-Disadvantaged | EXS+ | 84% | 73% | 88% | 75% | 92% | 75% |
| | Disadvantaged | EXS+ | 86.5% | 54% | 90% | 58% | 87% | 58% |
| | Difference | | +2.5% | -19% | +2% | -17% | -5% | -17% |
| | Non-Disadvantaged | GDS | 56% | 22% | 62% | 23% | 70% | 22% |
| | Disadvantaged | GDS | 49% | 9% | 71% | 10% | 61% | 10% |
| | Difference | | -7% | -13% | +9% | -13% | -9% | -12% |

| | | | 2023 | | 2024 | | 2025 | |
|---------|-------------------|------|------|----------|------|----------|------|----------|
| | | | TVI | National | TVI | National | TVI | National |
| Writing | Non-Disadvantaged | EXS+ | 85% | 65% | 84% | 68% | 92% | 58% |
| | Disadvantaged | EXS+ | 84% | 44.5% | 94% | 48% | 90% | 51% |
| | Difference | | -1% | -20.5% | +10% | -20% | -2% | -7% |
| | Non-Disadvantaged | GDS | 51% | 9.7% | 56% | 11% | 58% | 11% |
| | Disadvantaged | GDS | 27% | 3.4% | 58% | 4% | 51% | 4% |
| | Difference | | -24% | -6.3% | +2% | -7% | -7% | -7% |

| | | | 2023 | | 2024 | | 2025 | |
|-------|-------------------|------|--------|----------|------|----------|------|----------|
| | | | TVI | National | TVI | National | TVI | National |
| Maths | Non-Disadvantaged | EXS+ | 88% | 75% | 86% | 77% | 92% | 77% |
| | Disadvantaged | EXS+ | 81% | 56% | 93% | 59% | 90% | 59% |
| | Difference | | -7% | -19% | +7% | -18% | -2% | -18% |
| | Non-Disadvantaged | GDS | 56% | 19% | 57% | 20% | 67% | 20% |
| | Disadvantaged | GDS | 40.5% | 7.8% | 58% | 9% | 56% | 8% |
| | Difference | | -15.5% | -11.2% | +1% | -11% | -11% | -12% |

In 2024 & 2025, data was collected from the Analysed School Performance (ASP), rather than internal data.

In previous years data was analysed using internal data. In 2025, ASP was used to compare attainment of Disadvantaged children and their Non-Disadvantaged peers. According to this Disadvantaged children attain less well than their Non-Disadvantaged peers across all subjects at EXS+ and GDS.



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Disadvantaged Boys vs Disadvantaged Girls

| Reading | | | 2022 | | 2024 | | 2025 | |
|---------|---------------------|------|------|----------|------|----------|------|----------|
| | | | TVI | National | TVI | National | TVI | National |
| | Disadvantaged Boys | EXS+ | 80% | | 75% | 57% | 87% | |
| | Disadvantaged Girls | EXS+ | 85% | | 73% | 64% | 84% | |
| | Difference | | -5% | | 2% | -7% | 3% | |
| | Disadvantaged Boys | GDS | 45% | | 33% | 16% | 53% | |
| | Disadvantaged Girls | GDS | 50% | | 59% | 19% | 64% | |
| | Difference | | -5% | | -26% | -3% | 11% | |

| Writing | | | 2023 | | 2024 | | 2025 | |
|---------|---------------------|------|------|----------|------|----------|------|----------|
| | | | TVI | National | TVI | National | TVI | National |
| | Disadvantaged Boys | EXS+ | 75% | | 64% | 51% | 87% | |
| | Disadvantaged Girls | EXS+ | 85% | | 91% | 66% | 88% | |
| | Difference | | -10% | | -27% | -15% | 1% | |
| | Disadvantaged Boys | GDS | 15% | | 22% | 5% | 46% | |
| | Disadvantaged Girls | GDS | 40% | | 50% | 9% | 52% | |
| | Difference | | -25% | | -28% | -4% | 6% | |

| Maths | | | 2023 | | 2023 | | 2024 | |
|-------|---------------------|------|------|----------|------|----------|------|----------|
| | | | TVI | National | TVI | National | TVI | National |
| | Disadvantaged Boys | EXS+ | 70% | | 72% | 60% | 87% | |
| | Disadvantaged Girls | EXS+ | 85% | | 86% | 58% | 88% | |
| | Difference | | -15% | | -14% | +2% | 1% | |
| | Disadvantaged Boys | GD | 35% | | 28% | 15% | 66% | |
| | Disadvantaged Girls | GD | 45% | | 45% | 11% | 52% | |
| | Difference | GD | -10% | | -17% | +4% | 14% | |

The tables above shows internal data comparing Disadvantaged children with Non-Disadvantaged.

Red indicates when Disadvantaged Girls achieve better than Disadvantaged Boys.

In 2025, generally speaking Disadvantaged Boys achieved lower than Disadvantaged Girls except for Reading at EXS+ and Maths at GDS.



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LAC vs Non LAC

| Reading | | | 2022 | | 2023 | | 2024 | |
|---------|------------|------|---------|----------|---------|----------|---------|----------|
| | | | TVI (2) | National | TVI (1) | National | TVI (1) | National |
| | LAC | EXP+ | 50% | 46% | 100% | | 0% | 44% |
| | Non LAC | EXP+ | 85% | 67% | 85% | | 87% | |
| | Difference | | -35% | -21% | 15% | | -87% | |
| | LAC | GD | 0% | 7% | 100% | | 0% | |
| | Non LAC | GD | 44% | 18% | 53% | | 63% | |
| | Difference | | -44% | -14% | 47% | | -63% | |

| Writing | | | 2022 | | 2023 | | 2024 | |
|---------|------------|------|------|----------|---------|----------|---------|----------|
| | | | TVI | National | TVI (1) | National | TVI (1) | National |
| | LAC | EXP+ | 50% | 35% | 100% | | 0% | 33% |
| | Non LAC | EXP+ | 84% | 58% | 85% | | 86% | |
| | Difference | | -34% | -23% | 15% | | -86% | |
| | LAC | GD | 0% | 2% | 0% | | 0% | |
| | Non LAC | GD | 39% | 8% | 44% | | 56% | |
| | Difference | | -39% | -6% | -44% | | -56% | |

| Maths | | | 2022 | | 2023 | | 2024 | |
|-------|------------|------|------|----------|---------|----------|---------|----------|
| | | | TVI | National | TVI (1) | National | TVI (1) | National |
| | LAC | EXP+ | 50% | 44% | 100% | | 0% | 43% |
| | Non LAC | EXP+ | 87% | 68% | 86% | | 88% | |
| | Difference | | -37% | -22% | 14% | | -88% | |
| | LAC | GD | 0% | 4% | 100% | | 0% | |
| | Non LAC | GD | 43% | 15% | 50% | | 56% | |
| | Difference | | -43% | -11% | 50% | | -56% | |

The table above shows internal data.

There were no LAC in the 2025 cohort.



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Disadvantaged including FSM, LAC and SEND

| Attainment % + | Disadvantaged | | | | | Non-Disadvantaged | | | | |
|-------------------|---------------|--------------|--------------|--|--|-------------------|--------------|--------------|--|--|
| | | 2024 (54) | 2025 (56) | | | | 2024 (60) | 2025 (53) | | |
| Reading | 2D3+ | 44 (76%) | 49 (87%) | | | 2D3+ | 60 (100%) | 52 (98%) | | |
| Reading | 2S1+ | 43 (74%) | 47 (83%) | | | 2S1+ | 59 (98%) | 52 (98%) | | |
| Reading | 2M1+ | 25 (43%) | 28 (50%) | | | 2M1+ | 50 (83%) | 45 (84%) | | |
| Writing | 2D3+ | 44 (46%) | 49 (87%) | | | 2D3+ | 60 (100%) | 51 (96%) | | |
| Writing | 2S1+ | 42 (72%) | 49 (87%) | | | 2S1+ | 60 (100%) | 51 (96%) | | |
| Writing | 2M1+ | 21 (36%) | 21 (37%) | | | 2M1+ | 45 (75%) | 40 (75%) | | |
| Maths | 2D3+ | 46 (79%) | 49 (87%) | | | 2D3+ | 60 (100%) | 52 (98%) | | |
| Maths | 2S1+ | 45 (78%) | 48 (85%) | | | 2S1+ | 60 (100%) | 52 (98%) | | |
| Maths | 2M1+ | 20 (34%) | 25 (44%) | | | 2M1+ | 48 (80%) | 44 (83%) | | |

The above table compares Disadvantaged children, including children with SEND with their Non-disadvantaged peers. When including children with SEND over half of the cohort is classed as disadvantaged. The above information indicates that Non-Disadvantaged children achieve higher than their Disadvantaged peers across all subjects at Secure+ and Mastery. The gap is most significant at Mastery.



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2025 end of KS1 Subject Comparison of Attainment of Pupil Premium Pupils with non-Pupil Premium Pupils:

When looking at progress, the gap between Disadvantaged Pupils and non-Disadvantaged Pupils is minimal.

| | 2025 Yr. 2 Assessment Results | | | | | |
|---------|-------------------------------|-----------------------------------|---------------------------------------|--------------------------------------|------------------------------------------------|----------------------------------------------------|
| | All Pupils (Attainment) | Disadvantaged Pupils (Attainment) | Non-Disadvantaged Pupils (Attainment) | All Pupils (Progress) over Key Stage | Disadvantaged Pupils (Progress) over Key Stage | Non-Disadvantaged Pupils (Progress) over Key Stage |
| Reading | 15.57 | 14.8 | 16.0 | 11.38 | 10.47 | 11.9 |
| Writing | 15.13 | 14.6 | 15.4 | 10.6 | 10.33 | 11.5 |
| Maths | 15.63 | 15.32 | 15.81 | 10.81 | 10.28 | 11.12 |