# Twyning Primary School Pupil Premium Strategy Statement 2021 - 2024

## 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

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| Detail | Data |
| School name | Twyning School |
| Number of pupils in school | 129 as at Census October 2023 |
| Proportion (%) of pupil premium eligible pupils | 10.85% as at October 23 census |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | November 2021  Updated November 2022 and October 2023 |
| Date on which it will be reviewed | November 2024 |
| Statement authorised by | Finance, Premises and Staffing Committee. |
| Pupil premium lead | Lucy Halling |
| Governor / Trustee lead | Dave Henstock |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year  September 2023 to March 2024 funding for 14 pupils. | Total for the 23/24 academic year £20370 |
| Recovery premium funding allocation this academic year | £145 per pupil: £2,000 (guaranteed amount) |
| 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 | £22370 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **At Twyning School, we have high expectations for all our pupils and our premiums are primarily allocated to employing HLTAs and Teaching Assistants in school to work with children in small intervention groups. For all of our pupils, we intend to increase basic mathematics skills, and offer increased reading opportunities via reading books matched to phonics and reading for pleasure. All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. This plan is strengthened by teaching our Reception class separately following the EYFS curriculum. School also employ an additional HLTA to support intervention groups and a Ukrainian speaking Teaching Assistant to help with our Ukrainian pupils.**  **High-quality teaching and targeted academic support is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This will then close the attainment gap but does also impact on non-disadvantaged pupils too. School will also ensure disadvantaged pupils are challenged in the work they are set and staff will act early to intervene at the point need is identified.**  **Our strategy is also to include wider school plans for education recovery such as targeted support through our tutoring programme for pupils whose education has been worst affected by the pandemic, including non-disadvantaged pupils.**  **This academic year school have introduced the Accelerated Reading Scheme, which has given pupils significantly greater choice in levelled books. School has also invested funds into purchasing new reading books.** |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Reduced language, communication and speech skills impacting on learning and behaviour |
| 2 | Access to reading – ensure pupils have access to high quality, relevant books and ensure reading outcomes are high for all disadvantaged pupils |
| 3 | Phonics focus due to missed learning, and reduced progression due to COVID 19 and varied home learning engagement |
| 4 | Gaps in maths due to missed learning and reduced progression due to COVID 19 |
| 5 | Social interaction and limited life experiences and opportunities to join in enrichment activities |
| 6 | Parental engagement and attendance |

## 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.

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| Intended outcome | Success criteria |
| Improvement in language communication and speech skills | Specialty staff training to ensure children receive the best teaching |
| Educational outcomes for all disadvantaged children in phonics, reading and maths are above average and that pupils make excellent progress | All PP children achieve excellent progress |
| Continue to develop Wellbeing opportunities to support social, emotional and mental health needs | Social skills, independence and team work are developed. Children’s are provided with pastoral care, guidance and support to raise skills of perseverance and resilience. |
| Improve attendance and parental engagement | Attendance of identified PP pupils increases and the gap between PP and non PP narrows. A Governor specialises in school attendance and regularly meets with the HT to look at any issues with attendance amongst PP children. |
| Pupils access a wide range of enrichment experiences both in and out of school | Pupils enjoy school, behaviour and attendance improves as does attitude to learning. Pupils attend after school activities. Financial assistance will be provided to PP children to attend trips and residential and well as offering music lessons. |

## 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)60

Budgeted cost: £7095

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Ongoing CPD to improve phonics teaching and reading | Ensure all staff have received the Little Wandle Training to deliver the new phonics scheme effectively and to include new phonic books to send home and share in class | 1/2/3 |
| Teaching Reception separately | Reception are taught separately ensuring much smaller class sizes | 1/2/3/4 |
| Progress data will be continually assessed | Class teachers are aware of who the PP children are. | 2/3/4 |
| SENCO will identify additional support for PP children | SENCO can evaluate the support and ensure good progress is made. | 5/6 |
| Introduction of the Accelerated Reading Scheme | Improved reading and writing skills.  More enjoyment of reading  PISA (The Programme for International Student Assessment) results  from 2009 show that in all countries, young people who enjoy reading the  most perform significantly better in reading literacy assessments than  who enjoy reading the least?  The National Literacy Trust highlights that children with poor literacy are  more likely to live in PP households. | 1/2/3 |
| Talk 4 Writing training ‘Talk for Writing’ | EEF July 2015 states that:  School staff reported that the project had a positive impact on pupils’  writing skills and improved their confidence with teaching writing.  EEF states that investing in professional development for teaching  assistants to deliver structured interventions can be a cost effective  approach to improving learner outcomes. | 1/2 |

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

Budgeted cost £8028

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Class Interventions/ small group or 121 work | Establish small intervention groups | 1/2/3/4 |
| Communication enhancement | Implement NELI language intervention for increased vocabulary development. | 1 |
| Tutoring | Small targeted groups to focus on maths and English – progress made | 3/4 |

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

Budgeted cost: £7674

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Reading to adults | Regular 1:1 reading Reading aloud, and  helping children develop these skills by asking questions, may be  a useful approach to developing reading comprehension skills. | 2 |
| Financial Assistance with swimming and trips and music lessons costs to ensure pupil wellbeing and inclusion | Enrichment activities offer children an opportunity to greater enjoyment and engagement in school and hopefully inspire them | 5/6 |
| Lunchtime activities to encourage good behaviour at lunch times | Improved behaviour at lunchtimes. | 5 |
| Nurture Group and Stable Mates | Pupils are able to manage and deal with their emotions and behaviour more effectively. | 5 |
| Engaging with families | Using Dojo as a platform to share communication, targets and achievements. New style of parents newsletter | 6 |
| Purchase of programs such as Times Table Rock Stars, Little Wandle, Nessy | Small group intervention | 1/2/3/4 |
| School Administrator will contact families if pupil not in school and offers support | Attendance Data | 6 |
| Therabuild sessions offered to  identified children. | ‘Improving Social and Emotional Learning in Primary Schools’  (Guidance Report, EEF)  There is extensive evidence associating childhood social and emotional  skills with improved outcomes at school and in later life, in relation to  physical and mental health, school readiness and academic  achievement, crime, employment and income. | 5/6 |

**Total budgeted cost: £22797**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

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| Thorough and consistent assessment and prioritising in maths, writing, reading and phonics progress.  2022/2023 Autumn 1 Assessment – Summer 1 Assessment  17% of PP children (2 pupils) joined Reception in Autumn 1 of 2022 and had no prior data.  ]]=  In reading, 83% of PP children made expected or above expected progress. 17% had no prior data.  In writing, 83% of PP children made expected or above expected progress. 17% had no prior data.  In maths, 83% of PP children made expected or above expected progress. 8% did not make the expected level of progress. 17% had no prior data. |

## Externally provided programmes

*Please include the names of any non-DfES programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Little Wandle Phonics | Wandle Learning Trust |
| Nessy | Nessy Learning |
| Mental Health First Aid | Gloucestershire County Council |
| ELSA | Elsa Support limited |
| NELI | Nuffield Early Learning Intervention |
| Times TTS | Maths Circle |
| Accelerated Reader | Booklife |
| SCARF | Coram Life Education |
| Get Set 4 PE | Get Set 4 PE |
| Talk 4 Writing | Talk 4 Writing |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |