

1. Summary information					
School	Twyning School				
Academic Year	2020/21	Total PP budget	£18830	Date of most recent internal PP Review	September 2020
Total number of pupils	116	Number of pupils eligible for PP	14	Date for next internal review of this strategy	September 2021

2. Current attainment

Due to Coronavirus, no SATs took place in Summer 2020. Lockdown started on 23rd March 2020. Please see the website for SATs results for 2018/19.

3. Desired outcomes (Desired outcomes and how they will be measured) Success criteria

A.	KS2 progress in writing and GPS improves even further as gaps in learning continue to be addressed.	Pupils reach at least the expected standard in their year groups and make good progress from their starting points for writing. Insight tracking system will show good progress. Intervention group tracking will highlight that gaps in their learning have been addressed. Books will show continued improvement in children's writing.
B.	KS2 progress in reading and Maths improves even further as gaps in learning continue to be addressed.	Pupils reach at least the expected standard in their year groups and make good progress from their starting points for reading. Insight tracking system will show progress. Intervention group tracking will highlight that gaps in their learning have been addressed. Books will show continued improvement in Maths skills. Regular practice of reading and maths skills (through support from TAs) will ensure that children's reading and maths skills improve (and will be shown through reading tests and maths tests).
C.	Pupils are ready to learn and develop positive learning behaviours such as resilience and teamwork. Pupils are able to regulate their emotions.	Pupils engage positively in lessons and wider school life. Tracking of behaviour shows fewer incidents (CPOMS). Intervention from Pastoral / SENCO targets specific children to engage children in their learning and to prevent them from having a detrimental effect on their peers and this results in positive learning behaviours. Wellbeing sessions and outdoor clubs to encourage development of resilience and teamwork.
D.	PP children are able to participate in additional opportunities and experiences (residential trip, outdoor education)	PP children participate in enriching experiences and opportunities that develop social skills and promote learning skills.

4. Planned expenditure

Academic year

September 2020-2021

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. KS2 progress in writing and GPS improves even further as gaps in learning continue to be addressed.	Talk 4 Writing training.	We want to continue developing and upskilling our staff. Talk 4 Writing will provide a consistent approach across the school and will ensure that writing skills are constantly developed and improved upon.	Lesson observations/Learning Walks/Book Looks Monitor children's progress in Writing through Insight tracking system. SATs results will show an increase in number of children reaching the expected standard in Writing.	Lucy Halling Mark Davies	Termly
B. KS2 progress in Reading and Maths improves even further as gaps in learning continue to be addressed.	All staff to participate in Talk 4 Reading training.	We want to continue developing and upskilling our staff. Talk 4 Reading will provide a consistent approach across the school and will ensure that reading skills are constantly developed and improved upon. Training in the Maths mastery approach will continue.	Lesson observations/learning walks and work scrutiny (Strive days). Monitor children's progress in Reading and Maths through Insight tracking system. SATs results will show an increase in number of children reaching the expected standard in Reading and Maths.	Lucy Halling Mark Davies	Termly
C. Pupils are ready to learn and develop positive learning behaviours.	Continued development of Restorative Practice approach. Continuation of whole school weekly learning behaviour focus.	To promote excellent behaviour throughout the school.	Analysis of CPOMs to see if behaviour incidents have decreased. Learning Walks. Lesson observations. Regular training sessions (Inset and staff meetings) and feedback sessions in staff meetings.	Lisa Lowe	Termly
Total budgeted cost					£8867

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review
<p>A. KS2 progress in writing and GPS improves even further as gaps in learning continue to be addressed.</p> <p>B. KS2 progress in Reading and Maths improves even further as gaps in learning continue to be addressed.</p>	<p>TAs to run intervention groups and to pick up children identified by class teacher as needing additional support.</p> <p>Class teachers know the PP children in their classes and offer additional reading support/spelling support</p> <p>HT / SENCO to link with parents and offer ways in which they can support their children at home with their learning.</p>	<p>We want to provide extra support to maintain the progress of PP children. Small group interventions have been shown to be highly effective, as discussed in reliable evidence sources \poundsEEF Toolkit.</p> <p>We want to develop the relationships between the school and our parents- the HT / SENCO will offer support and advice to parents. The EEF Toolkit suggests that parental involvement in learning may have wider benefits beyond boosting attainment outcomes.</p> <p>The National Literacy Trust highlights that children with poor literacy are more likely to live in PP households. EEF Toolkit states that 'evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress.</p>	<p>Regular meetings with intervention leads identify progress made and next steps in learning.</p> <p>Tracking progress of PP children. Use of NGRT/Letters and Sounds booklets for assessment.</p> <p>Books show progress.</p>	<p>Lucy Halling Lisa Lowe</p>	<p>Termly</p>
<p>C. Pupils are ready to learn and develop positive learning behaviours. Pupils are able to regulate their emotions.</p>	<p>MDS SENCO</p>	<p>School have noted more children starting school with SEMH needs who need help to recognise/regulate their emotions so that they, and their peers, are ready to learn.</p> <p>'Talk time' will enable children to express themselves in positive ways.</p> <p>EEF (Education Endowment Foundation) Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>The evidence makes it clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.</p>	<p>The number of incidents of disruptive behaviour occurring in school will decrease.</p> <p>Progress of children with SEMH needs will increase.</p>	<p>Lisa Lowe Lucy Halling</p>	<p>Termly</p>
Total budgeted cost					£7367

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>A. KS2 progress in writing and GPS improves even further as gaps in learning continue to be addressed</p> <p>B. KS2 progress in Reading and Maths improves even further as gaps in learning continue to be addressed.</p>	<p>PP lead uses Resources budget to buy resources needed which will help to close gaps in attainment.</p>	<p>High quality resources aid effective teaching.</p>	<p>HT will liaise with staff to identify gaps in resources.</p>	<p>Lucy Halling</p>	<p>Termly</p>
<p>C. Pupils are ready to learn and develop positive learning behaviours.</p>	<p>Nurture Groups Outdoor / wellbeing days Play times and Lunchtimes</p>	<p>Pupils are given opportunities to play together and attend groups and well-being days</p>	<p>HT/teachers target specific children for clubs MDS target specific children at lunchtime</p>	<p>Lucy Halling</p>	<p>Termly</p>
<p>D. PP children are able to participate in additional opportunities and experiences (the residential trip)</p>	<p>Residential and other visits are subsidised for pupils in receipt of PP. Pupils are targeted and encouraged to attend an extra-curricular club. Funding is used to pay for swimming lessons and musical instrument lessons.</p>	<p>Trips are a fundamental part of the curriculum and the experience gained from them, and the work undertaken as a result of the experience has a positive impact. Pupils are given opportunities to access activities and experiences that will engage and inspire them.</p>	<p>HT / School Office Manager ensure that PP children receive relevant subsidies. HT/teachers target specific children for clubs.</p>	<p>Jo Leggett Lisa Lowe Lorna Tingle</p>	<p>Termly</p>
Total budgeted cost					£2800

5. Review of expenditure

Previous Academic Year

September 2019 – August 2020

i. Quality of teaching for all

Desired outcome	Chosen action /approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>A. KS2 progress in writing improves as gaps in learning are addressed</p> <p>B. KS2 progress in reading improves as gaps in learning are addressed.</p>	<p>Talk 4 Writing training</p> <p>All staff to participate in Talk 4 Reading training sessions as school adopts this approach to Reading.</p>	<p>Teachers feel more confident in the Talk 4 Writing approach. Book Looks demonstrate that children's writing is improving.</p> <p>Staff feel more confident about teaching Reading. Regular training is undertaken through staff meetings and Inset days.</p>	<p>Staff have benefitted from on-going training through staff meetings and Inset days. This will continue to ensure that staff are confident in the Talk 4 Writing approach and to ensure that children's skills in writing continue to improve.</p> <p>Staff have benefitted from on-going training through staff meetings and Inset days. This will continue to ensure that staff are confident in the Talk 4 Reading approach and to ensure that children's skills continue to improve.</p>

ii.

<p>C. Pupils are ready to learn and develop positive learning behaviours. Pupils are able to regulate their emotions.</p>	<p>Playtime equipment Play zones MDS Clubs</p> <p>Revised behaviour policy</p>	<p>There has been a decrease in challenging behaviours from specific children who are having their needs met</p> <p>Children who received the support are presenting as happier and are more content. The number of behaviour incidents has decreased.</p>	<p>The school feels very strongly that it is important to be able to offer a range of interventions for children with SEMH needs so will offer opportunities for children to always talk through issues – eg TA on MDS duty ; nurture groups?</p> <p>The school feels very strongly that addressing children's well being and giving them a positive way to express themselves is essential.</p> <p>This intervention will continue next year.</p>
<p>A. KS2 progress in writing improves as gaps in learning are addressed</p> <p>B. KS2 progress in reading and maths improves as gaps in learning are addressed</p>	<p>TAs to run intervention groups</p>	<p>Intervention impact grids highlighted the progress of the children.</p> <p>Regular meetings between the TAs and CTs ensured progress made was identified and next steps agreed.</p>	<p>TAs will continue to run intervention sessions.</p>

<p>A. KS2 progress in writing improves as gaps in learning are addressed</p> <p>B.KS2 progress in reading and maths improves as gaps in learning are addressed</p>	<p>Senco TO TRACK PROGRESS</p>	<p>PP tracking grids show progress of the PP children across the school using the school tracking system.</p>	<p>Inclusion Manager will continue to track progress of the children across the school. Interventions to be led by TPs and CTs.</p>	
<p>C. Pupils are ready to learn and develop positive learning behaviours. Pupils are able to regulate their emotions.</p>	<p>Playtime equipment Play zones MDS Clubs</p> <p>Revised behaviour policy</p>	<p>There has been a decrease in challenging behaviours from specific children who are having their needs met</p> <p>Children who received the support are presenting as happier and are more content. The number of behaviour incidents has decreased.</p>	<p>The school feels very strongly that it is important to be able to offer a range of interventions for children with SEMH needs so will offer opportunities for children to always talk through issues – eg TA on MDS duty ; nurture groups?</p> <p>The school feels very strongly that addressing children’s well being and giving them a positive way to express themselves is essential.</p> <p>This intervention will continue next year.</p>	

iii.				
<p>D.PP children are able to participate in additional opportunities and experiences (the residential trip)</p>	<p>Residential and other visits are subsidised for pupils in receipt of PP.</p> <p>Pupils are targeted and encouraged to attend an extra-curricular club. TAs are paid to attend clubs</p> <p>Funding is used to pay for swimming lessons and musical instrument lessons</p>	<p>PP children have had the opportunity to participate in a range of trips and activities.</p>	<p>The school will continue to support children to enable them to participate in a range of activities and opportunities as these events are an important part of school life and offer enrichment opportunities to our pupils.</p>	
<p>A. KS2 progress in writing improves as gaps in learning are addressed</p> <p>B.KS2 progress in reading and maths improves as gaps in learning are addressed.</p>	<p>PP lead uses Resources budget to buy resources needed which will help to close gaps in attainment.</p>	<p>The school has been able to buy a variety of resources to aid high quality teaching.</p>	<p>The school will continue to identify areas in which resources are needed so that our children have the opportunity to use high quality resources to enrich the teaching experience.</p>	
<p>C. Pupils are ready to learn and develop positive learning behaviours.</p> <p>D.PP children are able to participate in additional opportunities and experiences</p>	<p>School identifies children who would benefit from attending nurture clubs</p>	<p>Children who have been able to attend clubs focusing on their wellbeing and</p>	<p>The school recognises the importance of a good start to the day to enable pupils to reach their potential. The school will continue to offer this support when needed.</p>	