

# Twyning Primary School Pupil Premium Strategy Statement 2021 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Twyning School
Number of pupils in school	129 as at Census October 2022
Proportion (%) of pupil premium eligible pupils	11.62%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021 Updated November 2022
Date on which it will be reviewed	November 2022
Statement authorised by	Finance, Premises and Staffing Committee.
Pupil premium lead	Lucy Halling
Governor / Trustee lead	Dave Henstock

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year September to March funding for 10 pupils April to August funding for 15 pupils	September to March - £8079 April to August £8656
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
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18735

## Part A: Pupil premium strategy plan

### Statement of intent

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 and Year 6 classes separately. School has also employed an additional HLTA and a Ukrainian speaking Teaching Assistant to help with the transition into school of 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.

### Challenges

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

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.

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)

Budgeted cost: £4129

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 and Year 6 classes separately	R/Y6 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

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

Budgeted cost £9139

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: £5107

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading to adults	Regular 1:1 reading	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	5/6
Lunchtime activities to encourage good behaviour at lunch times	Improved behaviour at lunchtimes.	5
Nurture Group	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	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

**Total budgeted cost: £18735**

## 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 2021 to 2022 academic year.

<p>Thorough and consistent assessment and prioritising in maths, writing, reading and phonics progress.</p> <p>We have 4 new Ukrainian Children who are PP and 1 new Reception child ( equalling 38%).</p> <p>In reading, 62% of PP children made expected or above expected progress. 38% had no prior data.</p> <p>In writing, 62% of PP children made expected or above expected progress. 38% had no prior data.</p> <p>In maths, 54% of PP children made expected or above expected progress. 8% did not make the expected level of progress. 38% had no prior data.</p>
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### 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*

Programme	Provider
Little Wandle	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

## Service pupil premium funding (optional)

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

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