

Twydall Primary School Pupil Premium Strategy Statement 2023 - 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

Detail	Data
School name	Twydall Primary School
Number of pupils in school	262 Including Nursery 250 Without Nursery
Proportion (%) of pupil premium eligible pupils	43.89%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024 to 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Louise Hardie
Pupil premium lead	Louise Hardie
Governor / Trustee lead	Sylvia Baldwin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	177,510
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	177,510

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money. Monitoring of impact is crucial.

Our intention is that all pupils make excellent progress across the curriculum and that disadvantaged pupils achieve that goal by closing existing gaps between disadvantaged pupils and their peers. Common barriers to learning for our disadvantaged children are less support at home, weak language and communication skills, lack of confidence and aspiration, more frequent behaviour difficulties and attendance and punctuality issues. There are also complex family situations that prevent our children from flourishing. The challenges are varied and there is no “one size fits all”.

- Our ultimate objectives are:
- To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- For attendance of disadvantaged children to be inline or better than national average.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Regularly monitoring the progress of disadvantaged pupils and putting in effective interventions to ensure that any gaps reduce or do not appear.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources

mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provisions the school considers making for this group include:

- Ensuring all teaching is quality first teaching which is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate support staff to who are able to provide small group work focussed on overcoming gaps in learning
- To ensure there is a robust assessment system and focused pupil progress meetings to identify children who are falling behind quickly.
- 1-1 support where needed
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target children on Free School Meals to achieve Age Related Expectations
- Support equitable access to enrichment activities to develop children's cultural capital including educational visits and residential trips. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Attitude to learning support to ensure improved pupil engagement
- Improving attendance and parental engagement through the role of the new HSSW

Challenges

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

Challenge number	Detail of challenge
1	Literacy and numeracy levels of parents and low aspirations, which affects their ability to support their children at home and value the importance of education.
2	Multiple levels of vulnerabilities (PPG children who have SEND and/or social care interventions as well.)
3	Speech and language of the children on entry shows they are significantly below national average. This impacts on their phonic development and ability to access the curriculum.
4	Attendance and punctuality are below national average

5	There is a significant gap between the attainment of disadvantaged pupils and non-disadvantaged pupils at the end of KS2 (-39% in reading and -50% in maths – 2022/2023 data)
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading progress / attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes at the end of the year show that disadvantaged pupils are achieving at least in line with national data in terms of progress and attainment.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS1 and KS2 maths outcomes at the end of the academic year show that disadvantaged pupils are achieving at least in line with national data in terms of progress and attainment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing shown in data at end of year and strategies in place show progress.</p> <p>This is demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Well-being and behaviour monitoring on CPOMS
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance each year demonstrated by:</p> <ul style="list-style-type: none"> • The school attendance figures to be in line or better than national 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being closed • the percentage of all pupils who are persistently absent or late being below 10% and the figure among disadvantaged pupils being aligned to their peers
Improve engagement of parents and carers and raise aspirations of disadvantaged pupils.	<p>Develop the school's parent offer through</p> <ul style="list-style-type: none"> • Direct work with the HSSW • Learning opportunities • Careers fairs • Volunteering

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

Budgeted cost: £ 62800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>NELI programme to support FS</p> <p>Vocabulary lists for all subjects and 'magpie' walls in every classroom.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access resources and CPD Maths lead to support staff</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3
<p>RWI Training for all staff to ensure there is a consistent, systematic approach to phonics and reading outcomes improve.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

Implement effective assessment package for the school to ensure accuracy of teacher judgements and rigor around closing gaps - Pixl	This allows staff to accurately assess children and set targets from starting points, implementing appropriate and robust intervention. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping	5
Improve the quality of social and emotional (SEL) learning and continue with trauma informed practice training. Approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	4

Targeted academic support

Budgeted cost: £ 66600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on developing language.	Oral language interventions can have a positive impact on pupils' language skills.	1, 2

<p>Use of NELI programme to support reception children who enter school with poor language skills.</p>	<p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Additional phonics 1:1 sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered with resources from DfE accredited scheme – RWI.</p> <p>TA dedicated to daily afternoon phonics supported (Mrs Vandapeer)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Implementation of Pixl to support rigorous tracking of students’ progress and targeted intervention for disadvantaged children.</p> <p>Year 6 TA (Miss Collins) works specifically on interventions daily in the afternoons. A significant proportion of pupils who receive interventions will be disadvantaged.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>PPM Meetings to closely monitor and evaluate disadvantaged children’s progress.</p>	<p>2, 3</p>
<p>Engaging in 1:1 / small group well-being sessions e.g. Lego Therapy. Place to Be counselling in school to support wellbeing. Specific staff to support wellbeing: Wellbeing coach and HSSW.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>

Development of reading resources and parental engagement with reading.	<p>Targeted parent/child reading groups to develop reading and encourage our homes with disadvantaged children.</p> <p>Purchase of school book vending machine as prize for “Star of Week”, to ensure children have books at home, including disadvantaged children.</p>	1
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Wider strategies

Budgeted cost: £ 48110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures around attendance and use of HSSW and office attendance staff to support this and work with hard to reach parents / families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

<p>Tightening up of our attendance procedures to ensure that there are systems in place to identify and support families before they become persistent absentees.</p>	<p>Attendance of at least 95% is expected as below that has a considerable impact on academic and social and emotional progress.</p>	<p>4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Breakfast club for targeted children to support with attendance and progress. Children will be given a free breakfast with access to online programmes such as TTRS and Pixl Unlock to support maths and English. Run by Mrs Marchant. TA: 5 mornings x 1 hour.</p>	<p>Promotes good attendance and healthy attitudes. DFE: Breakfast clubs in high-deprivation schools.</p>	<p>4</p>
<p>Development of Forest School. Training of Wellbeing Coach for Forest School accreditation.</p>	<p>Research shows Forest School and outdoor learning improve mental and physical health and wellbeing. https://www.cambridgeforestschoools.co.uk/and-outdoor-learning-research/.</p>	<p>2</p>

<p>Use of therapeutic animals to support wellbeing, develop empathy and learn more about the world.</p> <ul style="list-style-type: none"> • Horse riding and husbandry • Visits to Larkin Farm • Creepy Claws 	<p>www.petsintheclassroom.org/research</p> <p>www.bhs.org.uk</p> <p>Evidence shows that animals can develop character and key life skills in children.</p>	<p>2</p>
<p>Support from Well Being Coach, HSSW and external agencies.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	<p>4</p>
<p>Developing a range of learning opportunities for our parents and carers including workshops and opportunities to volunteer in school.</p>	<p>Many parents and carers have had a negative experience themselves of education and therefore lack trust, confidence and do not value it. Breaking down the barriers between home and school can have a significant effect on their engagement and also on attendance.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>All</p>

Total budgeted cost: £ 177,510

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.

Provisional key national performance data shows the following:

Percentage gap between disadvantaged and non-disadvantaged pupils achieving the 'expected' level

Assessment	Gap between disadvantaged and non-disadvantaged pupils.
Year 1 phonics	-12%
End of KS1 Reading	0
End of KS1 Writing	-4%
End of KS1 Maths	-5%
End of KS2 Reading	-39%
End of KS2 Writing	-28%
End of KS2 Maths	-31%

RWI Phonics scheme was used although inconsistency in staffing has led to less impact than hoped.

The NTP tutor was used to deliver regular intervention to disadvantaged children to support closing gaps. This had some impact; however the assessments and tracking were not robust enough, leading to inconsistency in results. Leadership of maths has now been transferred to a senior staff member.

The development of the Well Being suite and the training of the two staff means that the school was able to offer support to our vulnerable children and families. The Home School Support Worker and Wellbeing Coach has supported vulnerable families either directly or signposted/ referred them to external agencies such as Early Help. The majority of the pupils on their case load were pupils eligible for PPG.

In most cases the impact of this input could be seen in a reduction of extreme behaviour, improved attendance and a greater engagement in learning.

Part of this academic year's PPG focus was on enrichment activities for PPG pupils. Funding was used to support pupils with accessing extra-curricular activities such as the residential visit. It was also used to support the costs of the mini-bus to enable all pupils to be able to access visits off site. Some of the money was used to support vulnerable families with particular activities or resources.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Booster Groups, Trips, clubs, extra-curricular activities, visitors.
- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Beyond the classroom outdoor learning curriculum to offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will monitor the progress against this during our three-year approach and will adjust our plan over time. If needed, to secure better outcomes for pupils.