

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 (2022 - 2023) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Twiss Green Community Primary School
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	7.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Natalie Hughes Headteacher
Pupil premium lead	Natalie Hughes Headteacher
Governor / Trustee lead	Claire Strange

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,660
Recovery premium funding allocation this academic year	£2900
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	£31,560

Part A: Pupil premium strategy plan

Statement of intent

At Twiss Green, our vision statement is: Achieving, Caring and Growing Together. Therefore, our intention is to ensure that all children are able to reach their potential despite any barriers which may be presented by disadvantage. Our strategy aims to support our disadvantaged children by removing barriers to their learning wherever possible and strives to ensure that all children make good progress from their individual starting points. It also aims to make sure that all children have access to both curricular and extracurricular opportunities such as music tuition, trips and residential and after school clubs.

Our current strategy works by ensuring that we are delivering quality first teaching to all children. This has proven impact on closing the disadvantage attainment gap, alongside supporting the progress and attainment of all children.

Our approach is very much based on the individual needs of each child and is based on robust assessment, both formative and summative. Our key principles are:

- To make sure that every child has access to quality first teaching.
- To implement same day intervention where possible.
- To make sure that as a whole school, we take responsibility for ensuring that every child reaches their potential in terms of good progress and attainment and that we overcome barriers created by disadvantage where possible.
- To make sure that every child is able to access enrichment activities and opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Internal data indicates that our disadvantaged children generally do not achieve as well in maths and writing as they do in other areas of the curriculum.
2	Generally, our baseline data demonstrates that our disadvantaged children arrive in school below age related expectations.
3	Internal assessments and observations demonstrate that the progress, attainment and wellbeing of some of our disadvantaged children has

	<p>been impacted by lockdowns to a greater extent than for other children. These findings are supported by national studies.</p> <p>This has resulted in some gaps in knowledge, which has led to some pupils falling further behind age-related expectations, especially in maths and writing. It has also resulted in a larger number of children with SEMH needs.</p>
4	Our disadvantaged children generally have lower attendance than non disadvantaged children. This is certainly true for the 2023/23 academic year. This has an impact on their progress and attainment.

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 attainment in maths for disadvantaged children.	By the end of the 2025/26 academic year, at least 75% of our disadvantaged children in each class will meet age related expectations in maths and writing.
Improved progress across reading, writing and maths for our disadvantaged children.	By the end of the 2025/26 academic year, internal data will demonstrate good progress for all disadvantaged children across school. Where progress is less than good, clear reasons will be evident.
A number of strategies in place across school to support social, emotional and mental health, underpinned by staff training and commitment to the purchasing of high quality resources.	<p>All staff to receive appropriate training in social, emotional and mental health by the end of the 2022/23 academic year.</p> <p>The creation of a nurture room to be having a positive impact on children with SEMH needs by the end of 2022/23. This will be evident through case studies, pupil questionnaires and records of SEMH needs in school.</p>
The wellbeing of all members of the school to consistently remain a high priority.	<p>The Wellbeing Award for schools to be achieved by the end of 2022/23.</p> <p>Wellbeing to remain a standing meeting agenda item.</p> <p>Regular wellbeing surveys taken by staff and children, with evidence of any issues arising being acted upon.</p>
Improved attendance for our disadvantaged children.	<p>Attendance of our disadvantaged children to be 96% or higher by the end of 2025/26.</p> <p>Whole school attendance to remain above 96% by the end of 2024/25.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022 - 2023)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trauma and Mental Health Informed Schools training for all staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf	3,4
Little Wandle phonics training for all staff, including Rapid Catch Up.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
Continued programme of bespoke CPD for all members of staff.	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1,3

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

Budgeted cost: £10,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thirdspace 1:1 maths intervention.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,3
Early Learning Clubs - small group intervention sessions led by Teaching Assistants daily from 8.30am.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3

Small group intervention sessions run regularly throughout the week by HLTA.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour support Teaching Assistant employed on a temporary basis to work 1:1 and with small groups with a focus on behaviour, attendance and nurture.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	3,4
Teaching Assistant to be trained in delivering ELSA (Emotional Literacy Support Assistant) sessions across the school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3,4

Total budgeted cost: £31,560

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.

2021/22 – Summer Term Data Pupil Premium

KS1 reading outcomes in 2021/22 show that 67% of disadvantaged pupils met the expected standard.

KS1 writing outcomes in 2021/22 show that 33% of disadvantaged pupils met the expected standard.

KS1 maths outcomes in 2021/22 show that 67% of disadvantaged pupils met the expected standard.

KS2 reading outcomes in 2021/22 show that 100% of disadvantaged pupils met the expected standard.

KS2 writing outcomes in 2021/22 show that 80% of disadvantaged pupils met the expected standard.

KS2 maths outcomes in 2021/22 show that 80% of disadvantaged pupils met the expected standard.

2021/22 – Summer Term Data (Teacher Assessments) Pupil Premium

Key Stage 1

Reading: Attainment 75% at Expected.

Writing: Attainment 25% at Expected.

Maths: Attainment 75% at Expected.

Key Stage 2

Reading: Attainment 80% at Expected.

Writing: Attainment 73% at Expected.

Maths: Attainment 73% at Expected.

Externally provided programmes

Please include the names of any non-DfE 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
Reading Plus	
IDL	Ascentis
Century	Century
Times Table Rockstars	Maths Circle Ltd