



Pupil premium strategy statement 2021-22

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Twineham CE School
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	2.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	19/11/2021
Date on which it will be reviewed	19/11/2022
Statement authorised by	Full Governing Body of Twineham CE School
Pupil premium lead	Scott Reece, Headteacher
Governor / Trustee lead	Louisa Rydon, Governor leading Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5035
Recovery premium funding allocation this academic year	£2000 + £118.13 for School-Led Tutoring
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7153.13

Part A: Pupil premium strategy plan

Statement of intent

We believe that every child is a gift and every child is gifted. Pupil premium funding is used to challenge barriers faced by vulnerable children and their peers.

Our school development plan promotes the personal, social and emotional development of our children and this is where our pupil premium spend is focused, alongside whole school professional development in reading and maths as target areas to improve.

Outdoor learning, well-being programmes and high quality phonics, reading and maths provision are key drivers. Interventions or specific focus areas of Quality First Teaching will give additional support to help children make progress.

The development of Ordinarily Available Inclusive Practice and Dyslexia friendly practice across the school helps support all pupils whilst safeguarding disadvantaged children from making less progress than their peers.

Challenges

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

Challenge number	Detail of challenge
1	Specific literacy difficulties including challenges caused by dyslexic tendencies.
2	Resilience and self-esteem: children finding it hard to engage positively in learning when they find work difficult to access.
3	Pupils have less energy and physical well-being after the loss of out-of-school activities during the Covid-19 pandemic such as swimming lessons, team sports and groups including cubs and brownies
4	Maths progress: children requiring further support to achieve age-related expectations
5	Early Reading: pupils requiring additional help to achieve well and enjoy reading. Some children need further help after their early reading and phonics learning was disrupted by partial school opening due to Covid-19

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
Pupils to feel good about themselves and invigorated with bushcraft experiences.	<p>Children's mental health will be enhanced spending time learning in the outdoor environment. This will be measured with pupil conferencing where children discuss their feelings about outdoor learning.</p> <p>Evidence of growth mindset in pupils' work – correcting mistakes, editing and improving.</p> <p>Resilience observed in learning walks where classroom culture should show celebration of effort and process, with children feeling brave about trying their best rather than fearing failure.</p>
Maths outcomes to be stronger for all children, including disadvantaged pupils and children with SEND	Termly assessments to show grasp of key concepts, work in books to show improved accuracy and understanding in maths.
Phonics skills to be supported for accelerated progress – 'keep up, not catch up' approach for targeted pupils.	Improved outcomes for Year 1 in summer phonics screening, intensive support for Year 2 pupils so they achieve threshold this year rather than needing future catch-up.
Love for reading and improved comprehension to ensure that enjoyment and good progress go hand-in-hand	<p>Pupil quotes about reading</p> <p>Reading comprehensions – whole class sessions, guided reading groups and targeted reading support with 1-1 adult support and reading dogs.</p>
Pupils with dyslexic traits can access work independently and make good progress	Evidence in work and in pupils' comments when reviewing Individual Support Plan (ISPs)

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: £800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics CPD for support staff</i></p> <p>Experienced Early Years specialist and Phonics Leader to run supervision sessions and training for Teaching Assistants.</p>	<p>‘Evidence suggests weaker readers, as well as children with dyslexia, perform less well on phonemic awareness tasks. Training phoneme awareness can improve word reading.’</p> <p><i>Hulme, C. and Snowling, M. J. (2016) ‘Reading Disorders and Dyslexia’, Current Opinion in Paediatrics, 28, pp. 731–735.</i></p> <p><i>Melby-Lervåg, M., Lyster, S. A. H. and Hulme, C. (2012) ‘Phonological Skills and Their Role in Learning to Read: A Meta-Analytic Review’, Psychological Bulletin, 138 (2), p. 322.</i></p> <p>According to EEF, ‘communication between teachers and TAs is largely ad hoc, taking place during lesson changeovers and before and after school. As such, conversations rely on the goodwill of TAs. Many TAs report feeling underprepared for the tasks they are given. They ‘go into lessons blind’ and have to ‘tune in’ to the teacher’s delivery in order to pick up vital subject and pedagogical knowledge, tasks and instructions.’</p> <p><i>Blatchford, P., Russell, A. and Webster, R. (2012) Reassessing the impact of teaching assistants: How research challenges practice and policy. Oxon: Routledge.</i></p>	1, 5
<p><i>Maths and literacy twilight staff meetings and action plans for whole school development</i></p>	<p>High-quality maths education may have the following features:</p> <ul style="list-style-type: none"> • School-wide approaches to calculation and presentation in pupils’ books. • School-wide approaches to providing time and resources for teachers to develop subject knowledge and to learn valuable ways of teaching from each other. 	1, 4, 5

	https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics <p>Our whole school approach to reading and maths will drive inclusion and progress for all. INSET and twilight sessions will involve the celebration and analysis of best practice alongside discussions for progression from EYFS to Year 6 for all teachers to develop knowledge of milestones. This links to our Curriculum of Hope which drives coherence in learning by linking start and end points with learning experiences before and after each term/year.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions – targeted guided and 1-1 reading and maths keep up sessions</i></p> <p><i>Our school-led tutoring involves experienced and skilled teaching and support staff who know the children and can provide targeted support for ‘keep up, not catch up’</i></p>	<p>Fluent readers can read accurately, at an appropriate speed without great effort (automaticity), and with appropriate stress and intonation (prosody). A fluent reading style can support comprehension because pupils’ limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</p> <p><i>Swanson, H. and O’Connor, R. (2009) ‘The Role of Working Memory and Fluency Practice on the Reading Comprehension of Students Who Are Dysfluent Readers’, Journal of Learning Disabilities, 42 (6), pp. 548–575.</i></p> <p><i>Rasinski, T., Reutzel, C., Chard, D., and Linan-Thompson, S. (2011) ‘Reading fluency’, in Kamil, M. L., Pearson, P. D., Moje, E. B. and Afflerbach, P. (eds), Handbook of Reading Research (Vol. 4, pp. 286–319), New York: Routledge.</i></p> <p><i>26. Rasinski, T. and Cheesman Smith, M. (2018) The Megabook of Fluency, New York: Scholastic</i></p> <p>When implementing tutoring, schools should consider the following characteristics associated with positive teaching outcomes:</p> <ul style="list-style-type: none"> • tuition is most beneficial when it is explicitly linked to classroom teaching and pupil’s specific needs • high quality and individualised feedback is essential to a pupil’s progress 	1, 4, 5

	<ul style="list-style-type: none"> • regular assessment and monitoring will ensure pupils remain on track and identify areas of focus • short, regular and sustained tutoring sessions tend to have the greatest impact • smaller group sizes lead to better outcomes for pupils • tutoring is most effective when planned well, supported by teaching resources and has clear objectives for the course of delivery <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</p>	
<p><i>Ordinarily Available Inclusive Practice – Audit by SENDCo and Headteacher to improve whole school inclusion approach.</i></p> <p><i>INSET day and Twilight sessions with follow up meetings for staff to ensure whole school inclusion in approach</i></p> <p>Quality First Teaching: Differentiated planning and groups. Literacy visual aids. Scaffolded support to start tasks, edit and complete tasks. Differenced delivery as necessary; use of colour on the board, extra time, learning buddy, overlay for reading, sitting near the front of class. Reduced copying from the board; use of Clicker Programme to type work and some work scribed. Focus on praise for effort and good aspects of work.</p>	<p>An inclusive school ethos includes the creation of supportive learning environments and adapting learning environments to specific needs.</p> <p>Creating a positive learning environment through positive relationships and behaviour is the responsibility of everyone in each community of learning. School leaders have an important role in creating and delivering on their vision for inclusive education which values diversity among staff, encourages collegiality and supports innovation.</p> <p>School strategic plans should make clear the value of diversity, that all learners are entitled to be active participants in the life of the school community, the high expectations for attainment and achievement of all learners and mechanisms for shared leadership, teamwork and collaboration improvement work.</p> <p>https://education.gov.scot/media/0mahp2d5/dyslexia-inclusive-practice-plr-jan2020.pdf</p>	1, 2, 4, 5

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

Budgeted cost: £3153

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Outdoor Learning programme</i>	<p>Confidence: children had the freedom, time and space to learn and demonstrate independence</p> <p>Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</p> <p>Communication: language development was prompted by the children's sensory experiences</p> <p>Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p> <p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	2, 3

Total budgeted cost: £7135

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 2020 to 2021 academic year.

- ✓ PP pupils showing good well-being, positivity and enthusiasm in lessons (Class Teacher reports, Summer and Autumn 2021)
- ✓ Hugely positive feedback from pupils across the year groups for Outdoor Learning approach
- ✓ Covid-19 catch up premium used for small group sessions with experienced, fully trained Forest School leader and high quality teacher and teaching assistant
- ✓ Assessment by Tracey (Yogabugs) reported good self-esteem, confidence, strengths and areas for development.
- ✓ New RHE curriculum rolled out in all classes successfully – see 'All About Me' books
- ✓ Phonics and reading progress were strong in Year 2
- ✓ Covid-19 catch up premium used for targeted phonics sessions with experienced and high quality teacher
- ✓ NCETM resources providing prioritised maths support to focus on 'ready to progress' objectives to focus on, rather than trying to teach everything in shorter time without opportunities for consolidation and exploration.

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
n/a	n/a

Service pupil premium funding

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

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