



## Pupil Premium

This statement details our school's use of pupil 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 and the effect that last year's spending of pupil premium had within our school.

### Introduction:

- The pupil premium is an allocation of funding, in addition to main school funding, which schools receive according to the number of children in specific groups.

The Government identifies Pupil Premium pupils in the following ways:

- All children who are eligible for Free School Meals (FSM)
- Those children who have received Free School Meals any time in the last 6 years
- Looked After Children, adopted or fostered children
- Service Children

### The intention is to:

- Continue to raise the attainment and progress of pupils eligible for pupil premium funding.
- Enable more PP pupils to enter further education
- Inspire all pupils to achieve

We believe that in order to improve pupil's learning and aspirations, spending needs to be well thought out. By following some guiding principles, and robust monitoring and evaluation, we can and do make a difference.

### Guiding Principles:

- Funding will be ring-fenced and the school will be held accountable for its use
- Pupils must receive support that will either raise attainment (in the first instance) or address other factors which could lay the foundation for future learning
- Pupils will be known to staff who are also aware of how the money is spent
- Pupils will receive consistent high quality teaching and support that is monitored by the school, avoiding wastage of precious financial resources
- Pupils take part in activities that are evaluated for impact
- Funding is monitored by the Governing Body who have a clear overview of how funding is being allocated and the difference it is making to the outcomes of pupils
- Policy is available in school and on the school website

# Pupil Premium Strategy Statement 2022-23

## School overview

Detail	Data
Number of pupils in school	66
Proportion (%) of pupil premium eligible pupils	10.6% (7/66)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-24
Date this statement was published	07/2023
Date on which it will be reviewed	07/2024
Statement authorised by	Full Governing Body of Twineham CE School
Pupil premium lead	Jodie Vaughan: SENDCo
Governor / Trustee lead	Louisa Rydon, Governor leading Pupil Premium/SEND

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9415
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£9415</b>

## 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.

The pupil premium is an allocation of funding, in addition to main school funding and is intended to address underlying inequalities between pupils eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal, to aim high, including progress or those pupils who are already high attainers. Our aim is for our disadvantaged pupils to achieve as well as non-disadvantaged pupils. We want our disadvantaged pupils to be motivated and inspired to achieve and have high aspirations and to enjoy every opportunity that all our pupils are offered so that they have an enriching time that they enjoy and remember.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Building strong, positive relationships between staff and pupils, and staff and parents, is also key for our disadvantaged pupils to ensure they feel valued and can make progress. The key principle is the expectation that all children should be able to succeed.

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 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	<p>Social and emotional challenges</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to COVID-19 and school and pre-school closures. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Resilience and self-esteem: children finding it hard to engage positively in learning when they find work difficult to access.</p>
2	<p>Reading Attainment</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. This has been identified as a target for our school development plan. Some children need further help after their early reading and phonics learning was disrupted by partial school opening due to Covid-19</p> <p>Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Reading.</p>
3	<p>Physical Difficulties</p> <p>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.</p>
4	<p>Sensory Differences/Difficulties</p> <p>A high percentage (more than 50%) of PP children are also SEND with high needs, including sensory needs. School link agencies have recommended using a sensory diet to support individuals, small groups and as a whole school approach.</p>
5	<p>Wider Curriculum Challenges</p> <p>Disadvantaged pupils have less access to extra-curricular activities such as learning musical instruments, social and team sports. Parents' surveys indicate a desire for extra-curricular provision and evidence demonstrates the importance of cultural capital in supporting children's attainment.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024/25)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve reading attainment among disadvantaged pupils	KS2 reading outcomes in 2024/25 show that the percentage of disadvantaged pupils that met the expected standard will be in-line with non-disadvantaged.
<p>Pupils to feel good about themselves and invigorated with Outdoor Learning as a central part of the curriculum.</p> <p>Link to SDP: Develop wider curriculum to enrich the quality of education for all pupils</p> <p>Link to SDP: Develop pupils' emotional, mental and physical well-being</p> <p>Sensory</p> <p>Link to SDP: Develop reading strategy to improve progress, enjoyment and success in reading</p>	<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	<p>Termly assessments to show grasp of key concepts, work in books to show improved accuracy and understanding in maths.</p> <p>Increased score in Multiplication Check</p>
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 – 2022-2023

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>Ensure children are able to access wider curriculum including clubs, trips and extra-curricular activities</p> <p>(£93)</p>	<p>Enrichment opportunities range from attending after school clubs, learning a skill such as a musical instrument and visiting farms, museums, and residential trips. These visits serve to broaden pupils' horizons and expose them to opportunities they would not otherwise experience. Visits immerse the pupils in the topics being taught but also give them the first-hand experience to carry out curriculum work, such as writing a letter detailing a visit on the Tube or to a farm could prove difficult without exposure to the kinds of experiences educational trips can provide.</p> <p>'A survey by Ofsted found that pupils who took part in learning outside the classroom <i>improved their standard of work and had increased confidence and self-esteem.</i>'</p> <p><a href="https://itl.org.uk/wp-content/uploads/2020/05/ofsted-learning-outside-the-classroom.pdf">chrome-extension://efaidnbmnnnibpcajpcgclefindmkaj/https://itl.org.uk/wp-content/uploads/2020/05/ofsted-learning-outside-the-classroom.pdf</a> (Accessed 5.3.23)</p>	3, 5
<p>Phonics CPD for support staff</p> <p>Experienced Early Years specialist and Phonics Leader to run supervision sessions and</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>Hulme, C. and Snowling, M. J. (2016) 'Reading Disorders and Dyslexia', <i>Current Opinion in Paediatrics</i>, 28, pp. 731–735.</p> <p>Melby-Lervåg, M., Lyster, S. A. H. and Hulme, C. (2012) 'Phonological Skills and Their Role in Learning to Read: A Meta-Analytic Review', <i>Psychological Bulletin</i>, 138 (2), p. 322.</p> <p>According to EEF, 'communication between teachers and TAs is largely ad hoc, taking place during lesson</p>	1, 5

<p>training for Teaching Assistants.</p> <p>(£700)</p>	<p>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>	
<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"> <li>• School-wide approaches to calculation and presentation in pupils' books.</li> <li>• School-wide approaches to providing time and resources for teachers to develop subject knowledge and to learn valuable ways of teaching from each other.</li> </ul> <p><a href="https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics">https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics</a></p> <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>	<p>1, 4, 5</p>

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

Budgeted cost: £8500 (majority to cover TA hours to provide targeted support and interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Interventions – targeted guided and 1-1 reading and maths keep up sessions; speaking and</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>1, 4, 5</p>



<p>listening, sensory, physical</p> <p>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'</p>	<p>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', <i>Journal of Learning Disabilities</i>, 42 (6), pp. 548–575.</p> <p>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), <i>Handbook of Reading Research</i> (Vol. 4, pp. 286–319), New York: Routledge. 26. Rasinski, T. and Cheesman Smith, M. (2018) <i>The Megabook of Fluency</i>, New York: Scholastic</p> <p>When implementing tutoring, schools should consider the following characteristics associated with positive teaching outcomes:</p> <ul style="list-style-type: none"> <li>• tuition is most beneficial when it is explicitly linked to classroom teaching and pupil's specific needs</li> <li>• high quality and individualised feedback is essential to a pupil's progress</li> <li>• regular assessment and monitoring will ensure pupils remain on track and identify areas of focus <ul style="list-style-type: none"> <li>• short, regular and sustained tutoring sessions tend to have the greatest impact</li> </ul> </li> <li>• smaller group sizes lead to better outcomes for pupils</li> <li>• tutoring is most effective when planned well, supported by teaching resources and has clear objectives for the course of delivery</li> </ul> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1031705/School-Led_Tutoring_Guidance.pdf</a></p>	
<p>Ordinarily Available Inclusive Practice – Audit and training.</p> <p>Daily Sensory Circuits</p> <p>Fidget Toys (£50)</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</p>	<p>1, 2, 4, 5</p>



Jumpstart Jonny (£59)	expectations for attainment and achievement of all learners and mechanisms for shared leadership, teamwork and collaboration improvement work.  <a href="https://education.gov.scot/media/0mahp2d5/dyslexia-inclusive-practice-plr-jan2020.pdf">https://education.gov.scot/media/0mahp2d5/dyslexia-inclusive-practice-plr-jan2020.pdf</a>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Outdoor Learning programme  Upkeep of resources & consumables £100	<p><b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</p> <p><b>Social skills:</b> 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><b>Communication:</b> language development was prompted by the children's sensory experiences</p> <p><b>Motivation:</b> 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><b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p><b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</p> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p>	2, 3

**Total budgeted cost: £9400**

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

- ✓ PP pupils demonstrate good well-being, positivity and enthusiasm in lessons). Pupil Voice for SEND and disadvantaged learners showed the number of children who enjoy coming to school has more than doubled over the school year.  
(evidence- Class Teacher reports 2023, SENDCo observations and monitoring, pupil questionnaires)  
Link to challenges – 1,5
- ✓ All PP children actively participated in Outdoor Learning. 100% of parent questionnaires agreed that Outdoor Learning is an important part of their child's learning experience.  
(evidence Outdoor Learning Floor Books, parent questionnaires)  
Link to challenges 1,3,4,5
- ✓ TA trained as Learning Mentor and supported children with social and emotional challenges, including those with PP. A questionnaire demonstrates the sessions had a positive impact on PP child (such as increased scores in feeling happy, enjoying coming to school, feeling safe and having a key adult to talk to).  
(evidence - pre and post well-being questionnaire).  
Link to challenges 1
- ✓ With the implementation of the new Phonics programme, Sounds-Write, 91% of Y1 children passed the phonic screening (increase from 33% 2022). All teachers completed 4 day intensive training. All TAs completed training.  
(evidence – statutory assessments)  
Link to challenge 2
- ✓ Staff meetings on fluency and Maths Coordinator participating in NCETM development programme has raised maths attainment (Multiplication Check – 73% scored over 20; c.f. 46% in 2022)  
(evidence- statutory assessments)  
Link to challenge 5
- ✓ PP children have been able to access 1:1 music lessons to extend their ability and support their well-being, as well as range of sporting and NEARs curriculum events  
(evidence- music assessments, NEARs record of participation)  
Link to challenge 5
- ✓ Reading for pleasure has been strengthened through whole school events (Reading is Magic Festival, World Book Day) and implementation of a whole school reading spine (Twineham Key Texts). All children interviewed said reading is celebrated in school. A year 1 child called reading “magical”  
(evidence English Lead and Governor monitoring, assessments)  
Link to challenge 2

- ✓ Training for all TAs on declarative language and therapeutic thinking. All staff attending understanding behaviour INSET. 1 TA completed course on understanding and supporting Autism. Inclusive planning frames introduced for all classes to ensure pupils needs met as part of OAIP. Support stickers highlight adaptations both child-initiated and TA supported to enable children to become more independent in identifying strategies to remove barriers to learning.  
(evidence – stickers in English books, ISPs, SEND/disadvantaged monitoring, staff meeting records, CDP records)  
Link to challenge 1, 4
- ✓ Fidget toy box for each class implemented to support sensory needs. Jumpstart Johnny and other active brain breaks in all classes. Sensory Circuits (group and 1:1) increased to daily to support children's transition into school and self-regulation.  
(evidence – ILPs, monitoring, pupil questionnaire)  
Link to challenge 1,3,4
- ✓ Use of assistive technology and TA guidance to support PP with EAL e.g. Google Translate, Duolingo.  
(evidence – statutory assessments, pupil reports and pupil progress meetings)
- ✓ Link to challenge 1, 2, 5  
Targeted intervention groups for PP children include Bucket Time, Lego Therapy, additional reading  
(evidence- ILPs, pupil progress, pupil reports)  
Link to challenge 1,2
- ✓ Reading Dog 1:1 time weekly  
(evidence-English monitoring, assessments, pupil progress)  
Link to challenge 2

### 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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