

# Pupil premium strategy statement – Twineham CofE Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	47
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	<i>Sarah Davy,</i> Headteacher
Pupil premium lead	<i>Sarah Davy/ Louise Hayter</i>
Governor / Trustee lead	<i>Louisa Rydon</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7400
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	£7400

# Part A: Pupil premium strategy plan

## Statement of intent

At Twineham, we intend for all our pupils, irrespective of their background or the challenges they face, to make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our strategy is evidenced informed and underpinned by our school values. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our overarching aim within the strategy is to narrow the disadvantaged attainment gap; our approach is bespoke to the individual challenges that disadvantaged children face and adopts a range of research informed principles to ensure all children have access to a high-quality education.

Our key principles are as follows:

Early identification of and a shared awareness of the challenges for our disadvantaged and vulnerable pupils. As of September 2023, this now includes therapeutic disadvantaged and vulnerable pupils, aligning with our Therapeutic thinking approach to behaviour and well-being.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Developing our curriculum – we will continue to take a holistic approach to developing our curriculum to provide opportunities and experiences for all our children.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to additional SEND needs (ADHD, ASD, trauma, involvement with other agencies). These challenges particularly affect disadvantaged pupils, including their attainment. All struggle to self-regulate and cooperate with their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Some of these children have not had the experience of being read to or bedtime stories and therefore do not enjoy stories.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils continue to be a greater concern than other pupils. The cultural capital and rich experiences for these children is less than the non-disadvantaged children.

## 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
To develop consistent high-quality teaching and learning across the	Subject leader monitoring, lesson observations and pupil voice will indicate consistently embedded quality first teaching across the whole school. Children will demonstrate

school and within our learning journeys. To improve oral language skills and vocabulary gaps among disadvantaged children.	improved knowledge retrieval and use subject specific vocabulary when talking about their learning.
Improve ability to identify their own emotions and improve ability to self-regulate	Triangulated evidence through CPOMs behaviour records, observations, increased amount and time recorded when engaging with “missions”, book scrutiny, Wakefield assessment steps will indicate increased progress.  Termly parent questionnaires with question regarding child’s happiness at school.
Improved reading attainment among disadvantaged pupils.	Internal progress measures (Wakefield for SEND pupils) demonstrate improved reading attainment.
Improved Writing attainment for disadvantaged pupils.	Internal progress measures (Wakefield for SEND pupils) demonstrate improved Writing attainment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Behaviour logs indicate increasing ability to self-regulate and greater involvement in social skills games with peers.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching CPD (EEF 5 a day SEND strategies, pre teaching vocabulary, Rosenshine principles, retrieval and memory). CPD led by WSCC Maths lead, SEND advisor x2, Headteacher.	<a href="#">EEF 5-a-day SEND</a>  <a href="#">EEF High Quality teaching toolkit</a>	1, 2, 3, 4,

<p>Teaching and Learning policy rewritten, Knowledge organisers used at the start of new learning journeys and monitored in book scrutinies. Over-learning, chunking, knowledge retrieval. Lesson observations, weekly monitoring of subject areas, termly progress meetings.</p>		
<p>Embedding the use of knowledge organisers at the start of each topic and pre-teaching the vocabulary. Frequent exposure to subject specific vocabulary (learning environment etc) and children articulating their learning. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</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:  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>2, 4</p>
<p>Refresher training of “Sounds Write” <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>2, 3</p>
<p>Opportunities to hear picture book stories read aloud throughout the day (class time, lunchtime in the hall, intervention 1:1)</p>	<p>Evidence in closing the vocabulary gap (Alex Quigley) Book Trust research  Benefit to mental health, wellbeing and self-esteem.  Creating a love of stories and reading  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 2, 5</p>
<p>Whole school therapeutic approach</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):  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>4</p>

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

Budgeted cost: **Cost exceeds budget**

Activity	Evidence that supports this approach	Challenge number(s) addressed
2x 1:1 Teaching Assistant Full time to work on an individual sensory-focus-recovery programme with individuals who are PP & SEND EHCP	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in line with Sounds Write training	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: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	2, 3
Teaching assistant x1 morning per week working 1:1 on strategies to identify and manage anger in a safe way.	<a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>  <a href="#">EEF social and emotional skills</a>	1
Headteacher works with small group 1x per week on turn taking social skills games, listening to picture book stories re emotions and lego therapy.	<a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>  <a href="#">EEF social and emotional skills</a>  <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a>	1, 2, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>As of September 2023, Twineham have embarked on a Therapeutic thinking approach to behaviour management with the aim of developing our school ethos, culture and improving behaviour across the school.</p> <p>All staff have received training September 2023, and refresher training September 2024.</p> <p>We have re-modelled our behaviour policy to reflect our therapeutic approach; recognising that all behaviour is a form of communication, and looking through a therapeutic lens in all we do at Twineham. This approach is also reflected in our Christian values of Nurture, Resilience, Togetherness and Creativity.</p> <p>In the moment behaviour coaching takes place on the playground each lunchtime to support children learning to self-regulate and develop social skills.</p>	<p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p> <p>Therapeutic thinking is a philosophy. It focuses on how all children and young people are to be supported, particularly in terms of their emotional well-being and mental health.</p>	1
<p>Continue to provide targeted additional support to children's social, emotional well-being through evidence based interventions.</p> <p>Implementing research informed targeted interventions to support pupils with their social and emotional wellbeing with a greater focus on developing prosocial feelings and behaviours.</p> <p>(Lego therapy, social skills groups, WOWSI – working on worries/ anxiety pilot school)</p> <p>Staff provided with CPD from the Virtual School toolkit for our PP+ children (trauma informed,</p>	<p><a href="#">EEF social and emotional skills</a></p>	1



<p>PACE, ACEs etc). Staff have also received training from SEND team – ASCT &amp; LBAT team e.g PDA, Declarative language, ASD, etc</p>		
<p>Offering 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.</p>		

**Total budgeted cost: £7,800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Due to small numbers of children in our cohort, our national data is suppressed. There were no children entitled to PP funding in Year 6.

Due to the small numbers of Pupil Premium children in each cohort, we take an individualised and bespoke view on raising individual children's attainment through research based approach and termly pupil progress meetings. Our PP with SEND children are tracked with their small steps of progress with the Wakefield progress document.

Optional testing at end of KS1 – 1 child achieved EXS in Maths (100% PP). Reading & Writing were below expected standard and an EHCNA has been agreed and converted to an EHCP.

This data demonstrates rigorous assessment and appropriate action for additional support where needed.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

We have focused heavily on CPD for Quality First Teaching and embedding through monitoring of all subject areas, pupil voice, lesson observation and termly pupil progress meetings to ensure a laser focus on T&L. .

Our assessments and observations indicate that our disadvantaged children's social, emotional and mental health require additional support and we continue to use our pupil premium funding to provide research based interventions and a pastoral teaching assistant. We will continue to embed the Therapeutic approach across the school with a focus on developing the social and emotional skills of these children to ensure they are equipped with the knowledge and skills to thrive and flourish throughout their education and beyond.

## Externally provided programmes

Programme	Provider
Therapeutic Approach	Angela Wadham
Sounds-Write	Sounds Write

## Further information

### **Planning, implementation, and evaluation**

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

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 have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.