

Pupil premium strategy statement 2023-24

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 | Twyford St Marys C of E Primary |
| Number of pupils in school | 148 |
| Proportion (%) of pupil premium eligible pupils | 8% (12) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22-2024/25 |
| Date this statement was first published | 31/12/2021 |
| Date on which it was last reviewed | 31/11/2023 |
| Date on which it will be next reviewed by | 31/12/2024 |
| Statement authorised by | Sophie Davies Headteacher |
| Pupil premium lead | Sophie Davies Headteacher |
| Governor | Freya Fixler Chair of Governors |

Funding overview

| Detail | Amount |
|---|------------------------------|
| Pupil premium funding allocation this academic year | £27,200 (Deprivation + PLAC) |
| 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 | £27,200 |

Part A: Pupil premium strategy plan

Statement of intent

At Twyford St Mary's C of E Primary School, we are proud of our high expectations and ambitions for all of our pupils, including those in receipt of pupil premium funding support.

Our vision for all in our school community is driven by our Core Values of Courage, Care Joy and Respect and we believe that we are '*the village school, making a world of difference*'.

We work in partnership with our families to ensure that every child receives the educational, emotional and social support that they need in order to feel fulfilled throughout their primary school education. All children are supported by a skilled, dedicated and committed team of adults, including the governing body.

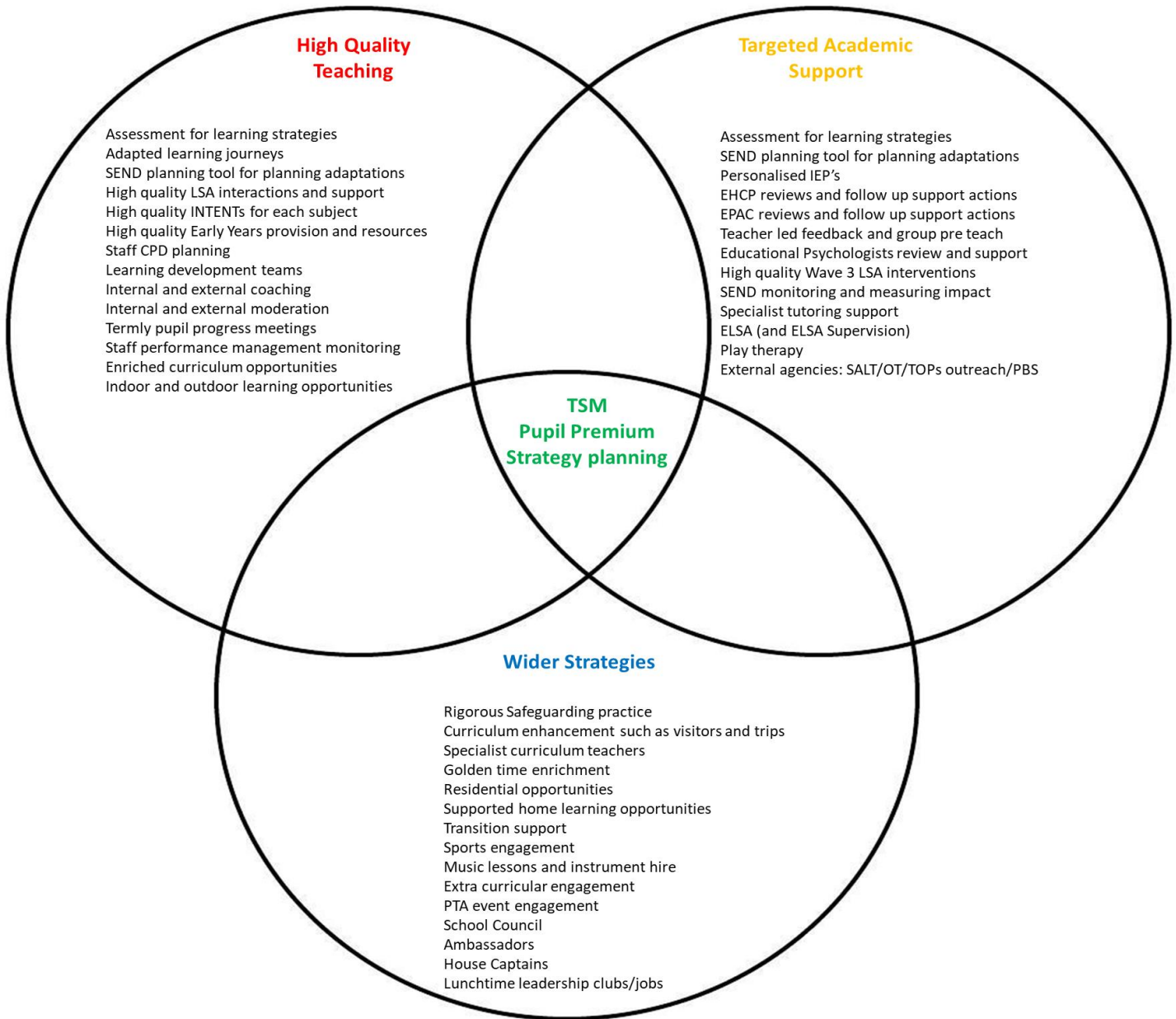
Our vibrant and engaging curriculum means that our children have a love of learning and we have a commitment to learning beyond the classroom, using not only our local community but also the South Downs National Park that surrounds us.

Although we will receive funding on a per pupil basis, we use the sum available to us as a single total to prioritise support and we identify the pupils' needs that will benefit most from the funding using research to inform our strategic decision making.

Current spending and support at Twyford St Mary's Church of England Primary School takes many different forms, especially with the impact of school closures as a result of Covid-19. The school delivers enhanced provision specifically for individual children and promotes deepened engagement using a range of approaches and new technologies. The school is providing increased pastoral support, as required, through access to Emotional Literacy Support, play therapy and wrap around care.

As the school places a high priority on the support of all children, additional funding from the school budget has been used to supplement the PPG and catch up funding provided by the Government.

**Twyford St Mary's C of E Primary School's
Intent of Pupil Premium Development
Key details derived from EEF Guide to PP Autumn 2021**



Glossary of abbreviations for parent readers:

PPG- Pupil Premium Grant
SEND- Special Educational Needs and Disabilities
SALT- Speech and Language Therapy
CPD- Continued Professional Development
ELSA- Emotional Learning Support Assistant
EEF- Educational Endowment Foundation
KS1/2- Key Stage 1 or 2
ARE- Age Related Expectations
GDS- Greater Depth of the Standard (above ARE)
HIAS- Hampshire Inspection and Advisory Service

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Research evidence shows that some PPG <u>have lower aspirations for themselves.</u> |
| 2 | Some children in receipt of PPG funding <u>are living in a home where basic needs are not met due to poverty.</u> |
| 3 | Staff could lose <u>focus on the attainment and progress of PPG pupils</u> , as they are such a small proportion of our school community |
| 4 | Research evidence shows that some families in receipt of the PPG are lacking in confidence in their own learning skills and knowledge, and this then <u>impacts parents ability to support children's learning at home.</u> |
| 5 | PPG pupils are a significant minority in our school therefore <u>families may not feel part of the school community.</u> |
| 6 | A <u>number of our PPG pupils have additional educational needs that require targeted academic support or intervention</u> to feel included in the classroom and to access all parts of our curriculum. |
| 7 | Evidence that some children from families in receipt of the PPG <u>have reduced language and communication skills</u> , and this impacts on their learning |
| 8 | Evidence shows that some children from families in receipt of PPG <u>have accessed limited learning during lockdowns due to the COVID-19 pandemic which has in turn impacted ongoing learning outcomes.</u> |

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. **RAG** Rated July 2023

| Challenge | Intended outcome | Success criteria |
|-----------|--|---|
| 1 | Children to have high opinions of themselves and high future aspirations | <ul style="list-style-type: none"> Targeted PPG learners are a key focus for pre/post and catch up learning Pupil progress meetings create professional dialogue around aspirational goals for our PPG pupils Proportion of disadvantaged pupils applying for positions of responsibility is in line with those of non-disadvantaged pupils |
| 2 | No child faces restrictions on an activity or curriculum opportunity due to family finances. | <ul style="list-style-type: none"> School to provide a full subsidy on all paid-for activities. 100% of disadvantaged children are able to access paid-for activities such as curriculum trips and residential trips Children encouraged to engage in after school clubs and extra-curricular provision through subsidised placements/tuition. |

| | | |
|-------|---|--|
| 3/6/8 | PPG and catch-up funding will have a specific focus on implementing interventions and boosters for PPG (with and without SEND needs) and low-middle attaining who have been significantly impacted by COVID 19 lockdowns/ Our VF feedback model ensures PPG pupil are given enhanced feedback and additional teaching support. | <ul style="list-style-type: none"> • Targeted PPG learners are a key focus for pre/post and catch up learning • Pupil progress meetings create professional dialogue around aspirational goals for our PPG pupils • Attainment of non-SEND disadvantaged pupils is in line with that of their peers • Regular verbal feedback 'VFs' accelerates PPG pupils progress (progress measure in KS2 vs National) |
| 4 | Families to engage with homework with their child and to attend parent consultation evenings | <ul style="list-style-type: none"> • All disadvantaged pupils to be actively encouraged to attend weekly homework clubs • Homework completion for disadvantaged pupils to be comparable to non-disadvantaged pupils • Parental engagement at parents evening to be comparable with non-disadvantaged pupils |
| 4 | Families of disadvantaged children to attend at least one PPG-specific event over the course of the year, with the aim of improving engagement | <ul style="list-style-type: none"> • 100% of disadvantaged families attend at least one PPG-specific event over the course of the year |
| 5 | Families of disadvantaged children to feel part of the school community | <ul style="list-style-type: none"> • 100% of disadvantaged families attend at least one school extra-curricular event over the course of the year |
| 7 | Disadvantaged pupils to have developed language and communication skills | <ul style="list-style-type: none"> • Introduction of specific SALT intervention programme in KS1- narrative therapy and cued articulation • Development of KS1 phonics with the introduction of the Bug Club enhancements to our curriculum • Targeted PPG learners are a key focus for pre/post and catch up learning • Attainment of non-SEND disadvantaged pupils across reading, writing and maths (combined outcomes) is in line with that of their peers • Debate clubs and P4C used to enhance PPG pupils dialogue skills in KS2 |

Activity in this academic year 23/24

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: £6,301

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Recruitment and retention of senior teacher £2,000 (TLR) | CPD development of Teaching and LSA support team through 1:1 coaching and intervention support. EEF Teaching and Learning Toolkit | 1 3 6 7 8 |
| Socially Speaking Intervention package £45 | EEF Teaching and Learning Toolkit | 1 3 6 7 8 |
| Phonics bug club enhancements £600 | EEF Teaching and Learning Toolkit EEF Attainment Gap Report (2018) - Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. DFE Validation of systematic synthetic phonics programmes | 2 3 6 7 8 |
| SENCO circle SLA £356 | EEF Teaching and Learning Toolkit | 1 3 6 7 8 |
| Core Provision SLA and HIAS English and Maths £2,000 | EEF Teaching and Learning Toolkit | 1 3 6 7 8 |
| Online digital platforms £800 | EEF Teaching and Learning Toolkit | 1 3 6 7 8 |
| 6 Strand classroom support and Intervention training and INSET £500 | EEF Teaching and Learning Toolkit | 1 3 6 7 8 |

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

Budgeted cost: £15,418

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Structured WAVE 3 intervention time through extended LSA hours £3,000 | EEF Teaching and Learning Toolkit – One to one tuition LSA hours, not class dedicated hours. | 1 2 3 6 7 8 |
| Dedicated 2:1 Tuition and speech therapy £6,500 | EEF Teaching and Learning Toolkit – One to one tuition LSA hours, not class dedicated hours. | 1 2 3 6 7 8 |
| Sensory Intervention £1,500 | EEF Teaching and Learning Toolkit – One to one tuition LSA hours, not class dedicated hours. | 1 2 3 6 7 8 |
| Six Strand intervention time £3,300 | EEF Teaching and Learning Toolkit – One to one tuition LSA hours, not class dedicated hours. | 1 2 3 6 7 8 |
| Home School ELSA support £468 | EEF Parental Engagement | 1 2 4 5 |
| Good vibrations bought in musical sensory intervention £650 | EEF Teaching and Learning Toolkit | 1 2 3 6 7 8 |

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

Budgeted cost: £5,850

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Specific PPG parent events: Phonics, spelling engagement £200 | EEF Parental Engagement EEF Teaching and Learning Toolkit | 1 2 4 5 |
| ELSA support sessions and supervision £2,400 | Supporting Mental health and wellbeing of families EEF Improving Social and Emotional Learning in Primary Schools EEF Teaching and Learning Toolkit | 1 6 7 |
| Discounts for trips £2,000 | Financial hardship does not hinder inclusion – full access to the wider school offer | 1 2 4 5 |

| | | |
|--|--|---------|
| Subsidised extra-curricular activities/Resources £650 | Financial hardship does not hinder inclusion – full access to the wider school offer | 12 4 5 |
| Attendance support £600 | EEF Parental Engagement EEF Teaching and Learning Toolkit | 1 2 4 5 |

Total budgeted cost: £27,569

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.

Evaluation of previous 2022/23 strategy plan Headlines:

National outcomes:

Results Year 1 Phonic screening 22/23:

100% of PPG pupils passed the phonic screening (3 pupils)

Results KS1 SATs 22/23:

EXS Reading: 50% (2 pupils*)

EXS Writing: 50% (2 pupils*)

EXS Maths: 50% (2 pupils*)

*Pupil who did not pass the KS1 SATs was unable to access them and currently working on the engagement model

Results KS2 SATs 22/23:

EXS Reading: 50% (1 pupil*)

EXS Writing: 50% (1 pupil*)

EXS Maths: 100% (2 pupils)

*Pupil who did not pass the KS2 SATs was unable to access the English papers as they had recently arrived from Ukraine, the maths paper was delivered with Russian translation as per allowed access arrangements.

Across the school using internal data all Non-SEND pupils in receipt of PPG are on track for EXS, with 2 on track for GDS outcomes.

The KS2 comparative outcomes show that pupils in receipt of PPG achieved higher average outcomes than those without. In KS1, those who did not achieve the ARE expectations had significant SEND needs and made progress toward EHCP personalised goals linked to the engagement model.

The school continued to deliver enhanced provision specifically for individual children and promoted learning and deepened engagement using different approaches and new technologies. SEMH provision developed significantly and pupil and staff surveys showed positive outcomes for those who required mental health support in the academic year.

Governor Review Statement:

Governors have reviewed the spend for 22/23 and ratified that payments were made in line with the Pupil Premium strategy.

The outcomes for PP children continue to be positive (as evidenced by the PP results table) and any additional spend has been reviewed as part of the overall budget review.

The pie chart shows an increase in the ratio spend on teaching vs interventions, as the strategy leans towards teaching as a preferred option.

As the school places a high priority on the support of all children, additional funding from the school budget has been used to supplement the funding provided by the Pupil Premium grant.

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 |
|----------------------|-------------------------------|
| Purple Mash | 2Simple |
| Bug club | Pearson |
| Numbots | Maths Circle |
| Rockstars | Maths Circle |
| Nessie | Nessy Learning |
| Lexia Core 5 Reading | Cambium Learning® Group Brand |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | School due Service Premium 24/25 PSED and ELSA Support plan in place for the 2 new to school pupils. |
| What was the impact of that spending on service pupil premium eligible pupils? | School due Service Premium 24/25 |