

# Pupil premium strategy statement – Twiss Green Community 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 the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	12.6 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022/2023 to 2024/2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
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	£28,881
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28,881

# 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	<p>Our disadvantaged children generally have lower attendance than non-disadvantaged children. This is certainly true for the 2023/23 and 23/24 academic years and for the 2024/25 academic year to date (December 2024). This has an impact on their progress and attainment.</p>

## 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 2024/25 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 2024/25 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 2024/25.</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 funding **this academic year** to address the challenges listed above.

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

Budgeted cost: £9627.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD for staff to develop their understanding of mental health and wellbeing and to ensure that they can offer appropriate support to children and staff.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</a>	3,4
Continued programme of bespoke CPD for all members of staff to support and maintain quality first teaching.	<a href="https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/">https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</a>	1,3

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

Budgeted cost: £9627.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Learning Clubs - small group intervention sessions led by Teaching Assistants 3 times per week from 8.30am.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,3
Small group intervention sessions run regularly throughout the week by Teaching Assistants.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1,3

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

Budgeted cost: £9627.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA to continue delivering ELSA (Emotional Literacy Support Assistant) sessions across the school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3,4
Regular 1:1 and group nurture sessions held across school: Forest School Therapy Dog Art Play	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3,4

MyHappyMind mental health and wellbeing programme delivered across school.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
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**Total budgeted cost: £28,881**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **2023/24 – End of Key Stage Data in Summer 2024 for our pupil premium children:**

End of KS2 reading outcomes in 2023/24 show that 80% of disadvantaged pupils met the expected standard.

End of KS2 writing outcomes in 2023/24 show that 80% of disadvantaged pupils met the expected standard.

End of KS2 maths outcomes in 2023/24 show that 40% of disadvantaged pupils met the expected standard.

End of Reception outcomes in 2023/24 show that 50% of disadvantaged pupils achieved a Good Level of Development.

Year 1 Phonics Screening Check outcomes in 2023/24 show that 50% of disadvantaged pupils passed the check.

Although end of KS2 data for disadvantaged pupils was lower than the previous year, this is a cohort specific issue and overall, Twiss Green is on target to achieve the intended outcomes outlined within this strategy.

The aspects of the strategy currently working well are the focus on quality first teaching, Early Learners clubs, nurture support and a focus on emotional wellbeing and mental health.

The attendance of our disadvantaged children continues to remain below that of the rest of the school. This aspect of the strategy will be a particular focus during the final year of the plan.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Reading Plus	
IDL	Ascentis
Century	Century
Times Table Rockstars	Maths Circle Ltd

