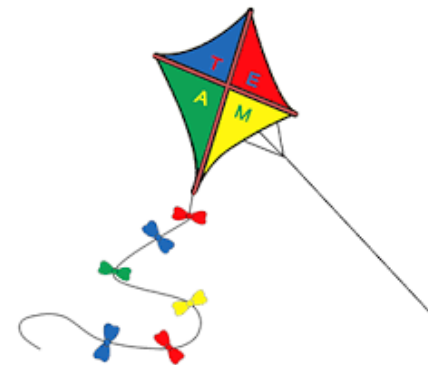


# Twyford St Mary's C of E Primary

## Pupil Premium Strategy Statement 2020-21

Next Review March 2022



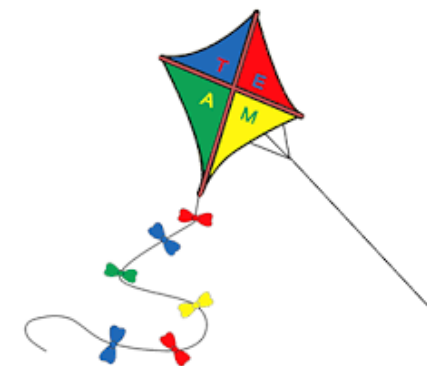
## What is it?

The Pupil Premium Grant is additional funding introduced in April 2011, to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The pupil premium is allocated to children who are looked after by the local authority, those who are currently eligible for free school meals (FSM) and who have been at any point in the last six years (known as Ever 6) and for children whose parents are currently serving in the armed forces.

Our Profile 2020-21	
Total number of children on role at last school census:	151
Number of PP-eligible pupils at last census:	15
Percentage of school receiving PP funding support:	10%
Amount per pupil- PP/PLAC:	£1,345/£2,345
Total PP budget:	£22,175
Total spend:	£24,495.50

## How should we spend the funding?

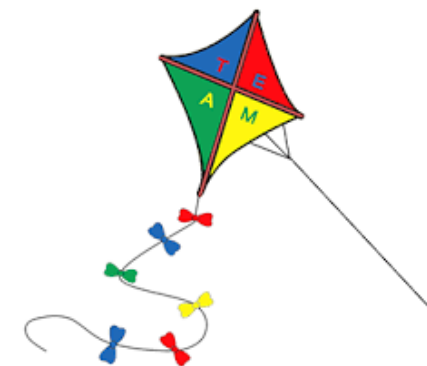
Although we will receive funding on a per pupil basis, we should use the sum available to us as a single total to prioritise support. There are no specific requirements for who to spend it on. We will identify pupils that will benefit most from the funding.



## What are the most effective ways to support disadvantaged pupils' achievement?

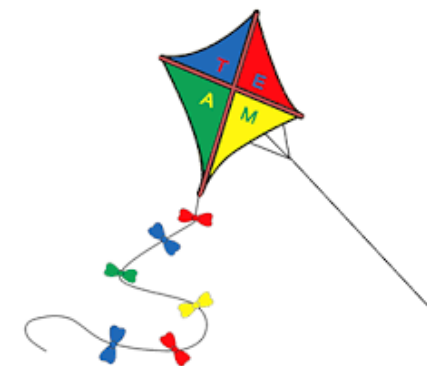
Research undertaken by NFER has identified 7 building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

Common building blocks	What are we doing?
<b>1. Whole-school ethos of attainment for all</b>	TSM has an ethos of high attainment for all pupils. Despite the challenging barriers that some of our children face, a ceiling of achievement will not be placed. It is our job to ensure that gaps are closed and all children reach their full potential.
<b>2. Addressing behaviour and attendance</b>	TSM permeates high expectations of behaviour at every level. We ensure that effective behaviour strategies are in place and respond quickly and decisively to poor attendance. We provide thorough and holistic social and emotional support, including working with families.
<b>3. High quality teaching for all</b>	TSM is a 'Self Improving' school on a journey to be the best it can be. We offer an ever-increasing consistency in high standards where teaching is continually refined to respond to the needs of the children.
<b>4. Meeting individual learning needs</b>	Leaders and teachers at TSM identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in their learning. We provide individual support for specific learning needs and group support for pupils with similar needs.

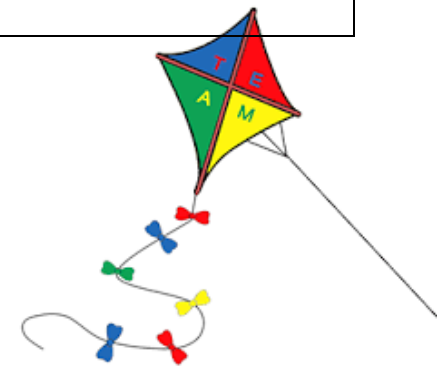


<p><b>5. Deploying staff effectively</b></p>	<p>Governors and the Senior Leaders work effectively together in order to deploy responsibility to front line staff. Staff training is bespoke to allow the best possible support for our children with more complex needs. There are weekly meetings where our most vulnerable pupils are discussed. Training, support and actions follow any issues raised.</p>
<p><b>6. Data-driven and responding to evidence</b></p>	<p>Leaders and teacher use data to identify learning needs, addressing any underperformance swiftly. Every action and or intervention is driven by the robust review of data. They seek the best practice to respond to any emerging needs. The school is growing in outwardly seeking best practice and therefore practitioners are becoming more involved in action research initiatives, networks and working in collaboration with other schools in order to pursue or champion best practice.</p>
<p><b>7. Clear responsive leadership</b></p>	<p>Senior leaders and governors set high aspirations and lead by example. They hold staff accountable for raising attainment rather than accepting low aspirations and variable performance. Leaders at TSM share their thinking and invest whole-heartedly in continued professional development. School development priorities are intrinsically linked to performance management objectives and together they ensure that outcomes are high. Leaders and Governors regularly invite outside challenge and support to ensure that the school continues to provide the very best for all pupils.</p>

Spending and support at Twyford St Mary’s Church of England Primary School for Year 2020 to 2021 took many different forms, especially with the impact of school closures as a result of Covid-19. The school continued to deliver enhanced provision specifically for individual children and promoted learning and deepened engagement using different approaches and new technologies. The school provided increased pastoral support, as required, through access to Emotional Literacy Support and was early in the move to providing catch-up learning. 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 Government.

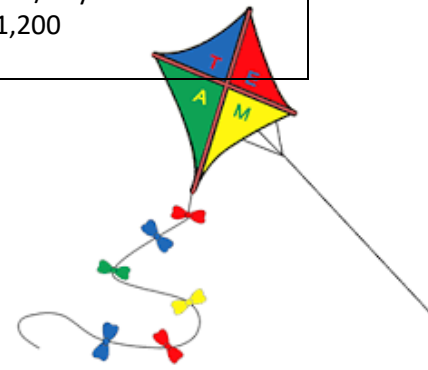


Barriers to future attainment for Pupils eligible for PP:	
a) Progress and attainment across KS2 arising in part from reduced parental involvement and engagement leading to poor home learning environments.	
b) Low-level literacy skills on entry to EYFS and progressing into KS1 including knowledge of phonic sounds affecting reading.	
c) Emotional, wellbeing and attachment needs, children have poor social skills and difficulty forming positive relationships this impacts on their readiness to learn.	
d) Some pupils have additional behavioural needs within classrooms having a detrimental impact on their learning and that of other peers.	
e) Identified SEND – developmental delay and specific learning difficulties.	
a) Deprived home learning environments including access to literature and technology poor adult literacy/numeracy skills.	
b) Some pupils on the PP register have additional complex needs including SEND, SLCN, SEMH and EAL.	
Aims for the school:	What this will look like:
A. Sustaining high rates of attainment and progress for pupils in receipt of PP especially across KS2.	-End of KS2 combined ARE target of 75% ARE, above national average.
B. Children being ready to learn and have positive attitudes to learning. Children develop positive attachments. Children make developmental progress against areas of need.	-Children engaging in every learning session. -Children able to access learning effectively. -Children settle in class after transitions. -Children recognised for their successes.
C. Increased engagement of parents of pupils in receipt of PP leading to improved outcomes.	-A greater percentage of families in receipt of the pupil premium grant attend workshops and meetings linked to teaching. -Parents, who need additional support, receive individualised information about the meetings they have not been able to attend.
D. Children’s phonic knowledge makes rapid progress and is developed so they are able to apply and use sounds in reading and writing.	-All children eligible for PP pass Phonics screening test in Yr1 or retakes in Yr2 (depending upon the needs of individual). -Clear evidence of progress in pupil progress discussions.
E. SEND children make accelerated progress with specific area of identified need.	-Children make accelerated progress through interventions (measured by ratio gains) and can apply in classroom learning. -Evidenced by book band trackers, high frequency words and children’s fluency when reading age appropriate books.

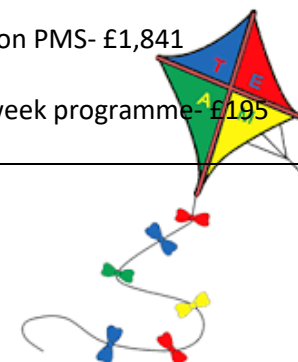


## Summary of allocation of funding 2020/21

Strategic Plan	Chosen action	Staff leads	Review and costs
Sustaining high rates of attainment and progress for pupils in receipt of PP especially across KS2.	<p>High Quality teachers appointed, to include specific release time for SENCO/Core Development Team.</p> <p>Specific additional adults brought in to support transition of young children and to support small group intervention (ES/MS).</p>	SD NL TA CW	<p>Specific Staff Costs – MS £3,795 (3 days) ES £3,741 (3days)</p> <p>Core development vulnerable pupils time Staff cover costs- £500 arpx</p>
Ensuring that all children cross the school make good progress.	<p>Leadership time for Core Leaders to ensure high quality and accessible teaching accelerates pupil progress so that they meet or exceed ARE.</p> <p>HIAS support sessions to increase leaders skills in supporting the breadth and depth of vocabulary and problem solving with Pupil Premium Disadvantaged pupils.</p>	SD NL TA CW	<p>HIAS core development and conference support sessions SLA- £2,279</p> <p>Introduction of key IT programmes- TT rockstars and Numbots: £102.50 Century Tech: £510 My Maths: £339 Purple Mash: £425</p> <p>Subject leader vuln pupils time Staff cover costs- £500 arpx</p>
Children’s phonic knowledge makes rapid progress and is developed so they are able to apply and use sounds in reading and writing.	<p>Small group phonics delivery to support quality differentiation and rapid progress.</p> <p>Time for teachers to support individual/group intervention sessions.</p> <p>Introduction of new/high quality phonics reading resources.</p>	SD NL SK HP	<p>Teacher cover for individualised support-500</p> <p>Bug Club online/Physical book resources: £1,200</p>



<p>Children to build their confidence of speaking and listening, focus and debate.</p>	<p>All PP pupils to have regular engagement Philosophy 4 Children lessons.</p> <p>The aim of P4C is to develop speaking and listening skills through deep moral discussion.</p> <p>Through our Philosophy sessions, the children debate topics related to a range of stimuli that also help to enhance their awareness of wider world issues.</p>	<p>SK SD</p>	<p>P4C training of individual staff-£340</p> <p>P4C Whole school INSET- £650</p>
<p>SEND pupils to make accelerated progress with specific identified areas of need.</p>	<p>IEPs created using the SEND code of practice and support from our SENCO. All interventions delivered by trained teaching staff and reviewed regularly by SENCO.</p> <p>Dedicated time to work on wave 3 interventions with identified pupils.</p> <p>The support staff have received weekly input by the SENCo and Headteacher on ways to undertake quality teaching of interventions, meet expectations and maximize impact in the classroom. LSA's are given time to update, resource and carry out necessary assessments.</p> <p>Weekly VP meeting shares key individual needs with the wider team.</p> <p>Interaction with key external professionals to support the progress of those with individual needs.</p> <p>Specific intervention programmes/benchmarking tools bought into school.</p>	<p>SD NL</p>	<p>Weekly VP meeting cost- £550</p> <p>Ed Psyc and PBS SLA with additional SEND support to the school- £500</p> <p>Lexia- £644</p> <p>New SEND assessment tools/benchmarking Sandwell - £150</p>
<p>Ensuing all children are ready to learn and have positive attitudes to learning.</p>	<p>All staff trained in supporting the welfare and behaviour needs of those in their classes. Annual review of safeguarding support and identifying concerning indicators for pupil welfare.</p> <p>Weekly VP meetings to share playground or classroom emotional needs of individuals.</p>	<p>SD HN SS NL</p>	<p>KS1 ELSA Training - £858</p> <p>ELSA provision PMS- £1,841</p> <p>Friends 10 week programme- £195</p>



	<p>ELSA support provided on a weekly basis where needed and more readily available in response to changes in individual needs and circumstances.</p> <p>Transition into KS2 supported by Friends for life programme with qualified ELSA.</p>		CPOMs- £680
To ensure that all children experience a wide range of learning and enrichment opportunities both in and out of school.	<p>Funding for school trips and residential experiences.</p> <p>Music provision with expert instrument instruction L2M.</p> <p>(IMPACTED BY COVID 19- NO RESIDENTIAL THIS ACADEMIC YEAR- normally whole school singing, and the arts through theatre engagement also in this funding area)</p>	SD JQ	<p>Trip subsidies: £300 (significantly lower due to Covid 19)</p> <p>Music L2M provision in KS2: £1,500</p> <p>Theatre visitor for Shakespeare: £600</p> <p>Dance engagement in school: £660</p>
Promoting children's enjoyment in a wide range of interests.	Subsidised places for extra-curricular music lessons/clubs.	SD JQ	<p>Subsidised music sessions: £606</p> <p>Subsidised sport sessions: £50</p>
Actively engaging pupils in learning outside of the classroom environment.	Homework club led by ELSA and HLTA to ensure pupils engaging weekly with learning afterschool- specifically reading and maths fluency support.	SD HN	Weekly homework club: £380
<b>Total Spend: £25,733</b>			

