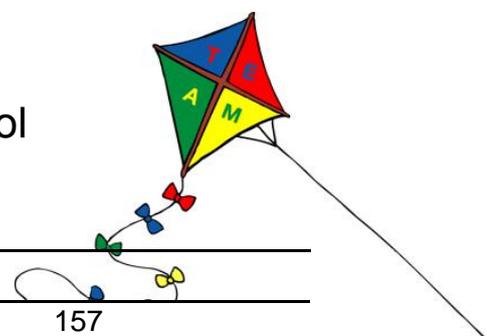


Twyford St Marys' Primary School

The Impact of Pupil Premium



Our Profile 2019-20

Total number of children on role:	157
Number of PP-eligible pupils:	13
Amount per pupil:	£1,320
Total PP budget:	£17,160
Total spend	£20,218
Date for internal review	February, 2020

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?
1. Whole-school ethos of attainment for all	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.
2. Addressing behaviour and attendance	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.
3. High quality teaching for all	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.
4. Meeting individual learning needs	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.
5. Deploying staff effectively	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.
6. Data-driven and responding to evidence	Leaders and teachers 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.
7. Clear responsive leadership	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.

Current Attainment 2019	Pupils eligible for PP	Total pupils (national average 2019)
% Achieving ARE or above in Reading, writing and maths	50%	84% (64.8%)
% Achieving ARE or above in Reading	100%	92% (73.2%)
% Achieving ARE or above in Writing	50%	88% (78.5%)
% Achieving ARE or above in Maths	50%	88% (78.7%)
No. of children making positive progress in reading (against previous attainment)	3/4 pupils (75% of this group)	16/25 pupils 64%
No. of children making positive progress in writing (against previous attainment)	1/4 pupils (25% of this group)	15/25 pupils 60%
No. of children making positive progress in maths (against previous attainment)	2/4 pupils (50% of this group)	17/25 pupils 68%

Barriers to future attainment for Pupils eligible for PP:	
a) Progress and attainment across KS2 arising in part from reduced parental involvement and engagement also leading to poor home learning environments.	
b) Emotional, wellbeing and attachment needs, children have poor social skills and difficulty forming positive relationships this impacts on their readiness to learn.	
c) Some pupils have additional behavioural needs within classrooms having a detrimental impact on their learning and that of other peers.	
d) Low level literacy skills on entry including knowledge of phonic sounds impacting on reading.	
e) Identified SEND – developmental delay and specific learning difficulties.	
External Barriers:	
a) Deprived home learning environments including poor adult literacy/numeracy skills	
b) Some pupils on the PP register have additional complex needs including SEND, SLCN, SEMH and EAL.	
Outcomes:	Success Criteria
A. Sustaining high rates of attainment and progress for pupils in receipt of PP especially across KS2.	The end of KS2 RWM combined ARE Target will be 75% (4 pupils) which is above the national average (2019 data) for non-disadvantaged children.
B. Children being ready to learn and have positive attitudes to learning. Children develop positive attachments. Children make developmental progress against areas of need.	Evidence of progress against Boxall strands. Children settle in class after transitions and able to access learning effectively.
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 the Quality of

	Education or are given 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 individual). Clear evidence of progress in Phonic trackers.
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, phonic trackers, key words and children's books.

Planned Expenditure					
Academic Year	2019/2020				
Using Pupil Premium to improve classroom Pedagogy					
Desired Outcome	Chosen action	What is the evidence and rationale?	How will you ensure it is well implemented?	Staff lead	Review
Children's phonic knowledge makes rapid progress and is developed so they are able to apply and use sounds in reading and writing.	Daily phonic small group interventions based on the school's phonic programme delivered in class. Bespoke phonic training for all support staff.	Data collected from 2019/20 has shown a positive impact from extra phonic support given during Yr 1 and then into Yr 2 PP children were able to achieve on the phonic screening test and make better progress against ARE.	Children identified early through phonic screening and then tracked through phonic record sheets.	VM HP SE	Reviewed at each phase £200 - Supply Cover for phonics training
To ensure that all children across the	Robust Tracking system is in place.	According to Ofsted's 2013 pupil	Through regular lesson monitoring, pupil progress	HB SD	Autumn 2019 Spring 2020

school make good progress.	HAM model to regularly track and monitor progress, identifying gaps in learning and responding accordingly. Additional staff training on SIMS.	premium report, schools who successfully raised achievement made monitoring and evaluation a whole school responsibility, as well as using tracking effectively to monitor improvement and identify need.	meetings and through the performance management process.		Summer 2020
Total Budgeted cost:					£200
Using Pupil Premium to provide targeted support					
To ensure children are ready to learn and have positive attitudes to learning. To ensure children quickly overcome barriers to learning and accelerate progress levels. Children to develop positive attachments. Children to make developmental	All staff in receipt of high quality training and followed on support from senior leaders. PP children to be assigned with a peer mentor. Weekly ELSA and Lego therapy sessions.	NFER states that the 'responding to evidence' is among the 7 important drivers of pupil attainment. Pursuit of best practice. Individualised feedback is one of the most common features of successful teaching and learning.	Through regular lesson and book monitoring, VP meetings and interviews with PP children. PP children overcome barriers to learning as seen in the domain analysis.	HB SD	Reviewed half termly DHT cost for weekly VP meetings - £522 Peer mentoring training, Mike Fleetham, 'Thinking classroom' - £350 CPOMS - £645 ELSA provision - £858

progress against areas of need.		Research has shown anxious children with attachment difficulties can find it difficult to access above 20% of their learning. ELSA has been proved to be successful in identifying areas where children need emotional support, allowing children to deal with these issues.	ELSA was established with the support of Educational Psychologist and follows the established programme. The programme is reviewed and planned weekly with the ELSA and SENCo. The school also uses an accredited Fieps specialist and runs the Friends Programme for Year 5 pupils.	HB HN	Friends 10 week Programme - £195 Further ELSA training - £525
SEND children make accelerated progress with specific area of identified need.	1:1 or small group support interventions which will work alongside SEN support to address a specific need e.g. speed handwriting, Numicon, Power of 2	All interventions have been independently evaluated and have been effective in making rapid progress when used in school.	All interventions are delivered by trained teaching staff and are reviewed regularly by the SENCo. Designated time to work on interventions is planned in and the programmes are well managed and resourced.	NL SD	Reviewed half termly My Maths £325 Lexia - £750 Nessy - £288 NFER Assessment resources - £350
To provide well targeted support to improve behaviour and links with families where these are a barrier	Service Level Agreements, training for key personnel and buy in options provide appropriate	Ofsted's 2013 Pupil Premium report states that schools which were successful in improving	Through regular SLT meetings, VP meetings and with outside agencies and through parental feedback.	HB NL	Ed Psych SLA - £2,100 NASENCo Accreditation - £2,000

to a pupil's learning.	assessment, support and advice for vulnerable pupils. These include: Educational Psychology, Primary Behaviour Service.	achievement provided well-targeted support for families where behaviour, attendance or home-school links were a barrier to a pupil's learning.			
Total Budgeted cost:					£8,908
Using Pupil Premium to support whole school strategies					
To ensure effective leadership of SEND that ensures sustaining high rates of attainment and progress for pupils in receipt of PP especially across KS2.	Targeted support from specialist SENCo.	Due to staffing changes, induction of a new SENCo is needed. NFER states that the 'quality of teaching' is among the 7 important drivers of pupil attainment. Ofsted's 2013 report on pupil premium, schools who successfully improved achievement had a designated senior leader who had a	Action plan conducted by key personnel and alongside specialist SENCo to establish a framework going forward based on school need. Through regular lesson monitoring, pupil progress meetings and through the performance management process.	HB NL	Reviewed weekly in line with Action Plan Specialist SEND Support - £900

		clear overview of how funding was being allocated and the difference it was making.			
To actively involve parents in supporting their children's learning.	Year 6 Parent Consultation to include a Learning Presentation from the pupils.	Ofsted's 2013 Pupil Premium report states that schools which were successful in improving achievement provided well-targeted support for families where behaviour, attendance or home-school links were a barrier to a pupil's learning.	Through regular SLT meetings, VP meetings and with outside agencies and through parental feedback.	HB TA	Spring 2020 Summer 2020 Parent Consultations for year 6 (2 day supply) - £400
To ensure that all pupils experience wide range of learning and enrichment opportunities both in and outside of school.	Subsidised visits and residential trips. After school club places. Our school offers a wide range of extra-circular activities including Homework Club	The EEF toolkit shows that overall studies of adventure/outdoor learning interventions consistently show positive benefits on academic learning, and wider outcomes such as	Regular monitoring of progress data, through use of SIMs and other assessment data. Also consider measure such as improvements in attitude to learning, perseverance and resilience.	HB SK SW	Autumn 2019 Spring 2020 Summer 2020 £1,900 – Subsidised visits and residential trips to Calshot and Stubbington £500 – music – Young Voices, peripatetic

<p>To promote children's enjoyment of a wide range of skills and interests.</p> <p>To increase participation of children in creative, music and sporting activities.</p> <p>To increase pupil premium representation in displays around the school.</p>	<p>where PP children are given first refusal.</p> <p>The school provides pupils with access to specialist coaching and teaching in sport.</p> <p>Continued appointment of Environment Leader</p>	<p>self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional moths' progress.</p> <p>Ofsted's 2013 report looks at a case study where a school raised pupil aspirations by broadening their wider experiences, e.g. through attending concerts and plays.</p>			<p>music lessons and Children's concert</p> <p>£600 - Theatrical performances and workshops</p> <p>£707 –Environment Leader and displays across school</p> <p>£3,886 – Music provision for class instrumental tuition in KS2</p> <p>£1,837– Whole School singing and 'The Arts' enrichment golden time club</p> <p>£380 Homework/ After School Club</p>
<p>Total Budgeted cost: £11,110</p>					

Review of Expenditure – PP Budget £20,140		PP Spend £24,012		
Previous academic Year	2018/2019			
Desired outcome	Chosen action/approach	Estimated Impact	Lessons learned	Cost
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/Pupil Premium Lead.</p> <p>Educational Psychologist</p>	<p>High. Peer Mentoring programme highlighted the benefits of peer mentoring with marked achievements being made with learning domains in maths; these were specifically identified by the teacher and then worked on with mentor and mentoree. Programme adjusted depending upon needs directed by class teachers.</p> <p>More training is needed for peer mentors and teachers on how this can be effectively used to support learning and accelerate attainment. This gave targeted support. Additional support and implementation of Ed Psych's recommendations was generally good and this has a positive impact on teaching and learning. When reviewed teachers were able to say how the support had impacted on the children's learning.</p>	<p>Some effective strategies were implemented. Programme to evolve further depending upon need.</p>	<p>Autumn 2018 Spring 2019 Summer 2019</p> <p>Staff Costs - £7,682</p> <p>SENCo Training - £200</p> <p>Subscription to NASEN - £92</p>

Children's phonic knowledge makes rapid progress and is developed so they are able to apply and use sounds in reading and writing.	Daily phonic small group interventions based on the school's phonic programme delivered in class. Bespoke phonic training for all support staff.	High. Data collected from 2018/19 has shown a positive impact from extra phonic support given during Yr 1 and then into Yr 2 PP children were able to achieve on the phonic screening test and make better progress against ARE.	Children identified early through phonic screening and then tracked through phonic record sheets.	Reviewed at each phase £161 - Supply Cover for phonics training
To ensure that all children across the school make good progress.	Robust Tracking system is in place. HAM model to regularly track and monitor progress, identifying gaps in learning and responding accordingly. Additional staff training on SIMS.	High. Developed further consistency and consensus in the tracking and publishing of data.	Supported with Phase 1 judgements in KS1 to continue.	
To ensure children are ready to learn and have positive attitudes to learning.	All staff in receipt of high quality training and followed on	High. Through regular lesson and book monitoring, VP meetings and interviews with PP children.	Leaders have identified further need for training due to increased emotional and social development demands.	PP Lead cost for weekly VP meetings - £522

<p>To ensure children quickly overcome barriers to learning and accelerate progress levels. Children to develop positive attachments. Children to make developmental progress against areas of need.</p>	<p>support from senior leaders. PP children to be assigned with a peer mentor. Weekly ELSA and Lego therapy sessions.</p>	<p>PP children overcome barriers to learning as seen in the domain analysis. High. ELSA was established with the support of Educational Psychologist and follows the established programme. The programme is reviewed and planned 6 weekly with the ELSA and SENCo.</p>	<p>Appointment of additional ELSA needed.</p>	<p>Peer mentoring training, Mike Fleetham, 'Thinking classroom' - £350 CPOMS - £450 ELSA provision - £1,641 Friends 10 week Programme - £195</p>
<p>SEND children make accelerated progress with specific area of identified need.</p>	<p>1:1 or small group support interventions which will work alongside SEN support to address a specific need e.g. speed</p>	<p>Medium. All interventions have been independently evaluated and have been effective in making rapid progress when used in school. All interventions are delivered by trained teaching staff and are reviewed regularly by the SENCo.</p>	<p>Further support for progress analysis needed to assess impact.</p>	<p>My Maths £325 Lexia - £750 Nessy - £288</p>

	handwriting, Numicon, Power of 2	Designated time to work on interventions is planned in and the programmes are well managed and resourced.		
To actively involve parents in supporting their children's learning.	Year 6 Parent Consultation to include a Learning Presentation from the pupils.	High. Consultations provided 1:1 well-targeted support for families where behaviour, attendance or home-school links were a barrier to a pupil's learning. 100% parental attendance.	The move to Spring Term parental Consultations ensured parents were better involved.	Parent Consultations for year 6 (2 day supply) - £322
To ensure that all pupils experience wide range of learning and enrichment opportunities both in and outside of school.	Subsidised visits and residential trips. After school club places. Our school offers a wide range of extra-circular activities including Homework Club where PP children are given first refusal.	High. Positive benefits on academic learning, and wider outcomes such as self-confidence. Raised pupil aspirations by broadening their wider experiences, e.g. through attending concerts and plays.	Ensures inclusivity and avoidance of 'outsiders'.	£3,500 – Subsidised visits and residential trips to Calshot and Avon Tyrell £500 – music – Young Voices, peripatetic music lessons and Children's concert
To promote children's enjoyment of a wide range of skills and interests.				
To increase participation of children in creative, music and sporting activities.	The school provides pupils with access to specialist			£500 - Theatrical performances

<p>To increase pupil premium representation in displays around the school.</p>	<p>coaching and teaching in sport.</p> <p>Continued appointment of Environment Leader</p>			<p>and workshops</p> <p>£707 – Environment Leader and displays across school</p> <p>£1,300 – Music provision for class instrumental tuition in KS2</p> <p>£2,047– Whole School singing and ‘The Arts’ enrichment golden time club</p> <p>£380 Homework/ After School Club</p>
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