

Pupil premium strategy statement 2022-23

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	150
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 reviewed	31/11/2022
Date on which it will be next reviewed	31/12/2023
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	£25,900 (Deprivation + PLAC)
Recovery premium funding allocation this academic year	£2,755
School led tutoring premium	£2,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£31,260

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.

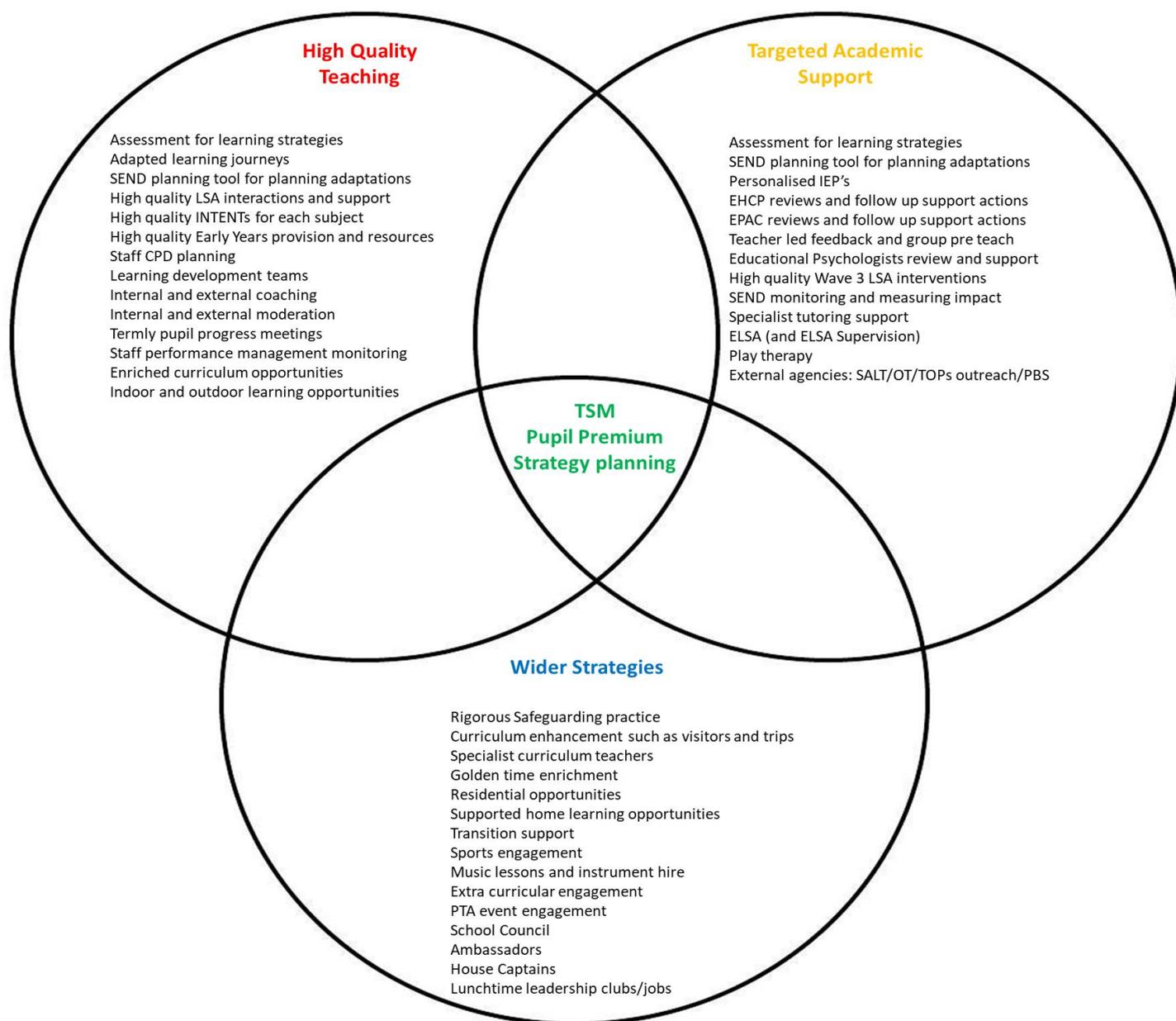
Our vibrant and engaging curriculum means that our children have a love of learning and we have a commitment to learning beyond the classroom, using not only our local community but also the South Downs National Park that surrounds us.

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 COVID-19.</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.

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 pupils 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 22/23

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: £7,708

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
Verbal feedback staff CPD (internal and HIAS led) £600	EEF Teaching and Learning Toolkit	1 3 6 7 8
Westgate schools cluster CPD groups: Intentional monitoring; checking for understanding for pupils with SEND £400 (4x cover sessions)	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
ELSA SLA £356	EEF Improving Social and Emotional Learning in Primary Schools	1 6 7
SENCO circle SLA £356	EEF Teaching and Learning Toolkit	1 3 6 7 8
Core Provision SLA £1,496	EEF Teaching and Learning Toolkit	1 3 6 7 8
Online digital platforms £1,900	EEF Teaching and Learning Toolkit	1 3 6 7 8

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

Budgeted cost: £17,628

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured WAVE 3 intervention time through extended LSA hours £17,160	EEF Teaching and Learning Toolkit – One to one tuition LSA hours, not class dedicated hours.	1 2 3 6 7 8
Homework club £468	EEF Parental Engagement	1 2 4 5

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

Budgeted cost: £6,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific PPG parent events: Reading engagement Maths calculation £200	EEF Parental Engagement EEF Teaching and Learning Toolkit	1 2 4 5
ELSA time £4,577	Throughout COVID19 and beyond the school has supported the 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 £1,469	Financial hardship does not hinder inclusion – full access to the wider school offer	1 2 4 5
Subsidised extra-curricular activities/Resources £300	Financial hardship does not hinder inclusion – full access to the wider school offer	12 4 5

Total budgeted cost: £31,882

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.

End of KS2 comparative outcomes:

PPG Reading: 50% ARE

Non-PPG Reading: 100%

PPG Writing: 50% ARE

Non-PPG Writing: 87% ARE

PPG GPS: 75% ARE

Non-PPG GPS: 100% ARE

PPG Maths: 50% ARE

Non-PPG Maths: 100% ARE

Additional KS2 Progress measure scores taken from ASP (DFE):

Average progress for disadvantaged pupils in reading, writing and maths ?

► [Help with progress scores](#)

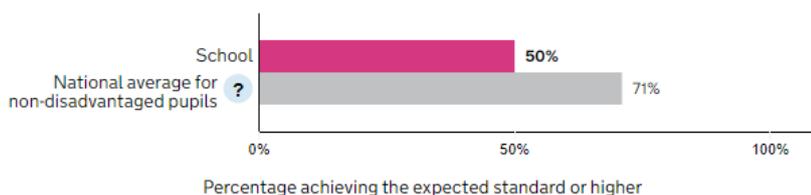
	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils	6.39	0.70	0.82
Confidence interval ?	0.3 to 12.4	-4.9 to 6.3	-4.5 to 6.1
Number of disadvantaged pupils	4	4	4
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils ?	0.32	0.27	0.37

Reading, writing and maths combined ?

Percentage of disadvantaged pupils achieving the expected standard or higher

Number of disadvantaged pupils = 4

[View as table](#)



Prior attainment of pupils achieving the expected standard or higher

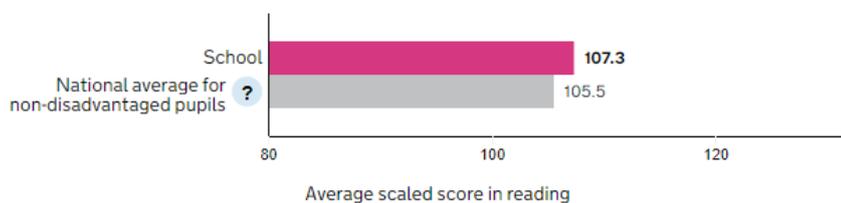
Prior attainment	Low ?		Middle ?		High ?	
	All	Dis	All	Dis	All	Dis
Number of pupils	2	2	8	1	15	1
Percentage	0	0	75	100	100	100
National average ?	7	8	58	62	95	96
Difference ?	-7	-8	17	38	5	4

Average scaled score for disadvantaged pupils in:

Reading ?

Number of disadvantaged pupils = 4

[View as table](#)



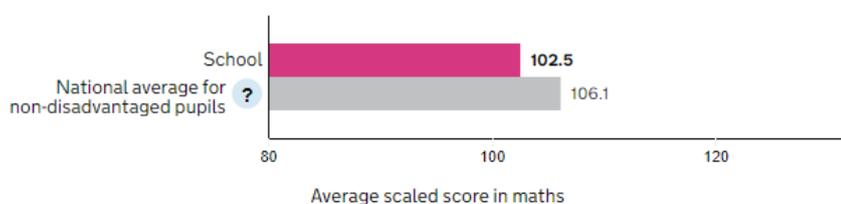
[Explore data in detail](#)

[View pupil breakdown](#)

Maths ?

Number of disadvantaged pupils = 4

[View as table](#)



End of KS1 comparative outcomes:

PPG Reading: 100% ARE

Non-PPG Reading: 83% ARE

PPG Writing: 100% ARE

Non-PPG Writing: 67% ARE

PPG Maths: 100% ARE

Non-PPG Maths: 67% ARE

Evaluation of previous 2021/22 strategy plan Headlines:

The KS1 comparative outcomes show that pupils in receipt of PPG achieved higher average outcomes than those without. In KS2, those who did not achieve the ARE expectations had significant SEND needs and therefore the school has published their progress measures to show the high standard achieved by these pupils overall.

Spending and support at Twyford St Mary's Church of England Primary School for Year 2021 to 2022 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. There was increased engagement with extracurricular activities and parental engagement with the school.

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.

21/22 Strategic Plan	Chosen action	Impact
<p>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.</p>	<p>High Quality teachers appointed, to include specific release time for SENCO/Core Development Team.</p> <p>Specific additional adults trained to support transition of young children and to support small group intervention (RG/GB/HN)</p> <p>Sustaining high rates of attainment and progress for pupils in receipt of PPG.</p> <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> <p>IEPs created using the SEND code of practice/engagement model 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 half termly input by the Senior teacher, SENCo or 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>Fortnightly 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>PPG outcomes at KS1 higher than those without PPG for ARE and combined outcomes.</p> <p>PPG outcomes at KS2 show positive progress measures, especially for those with additional needs.</p> <p>Specific 1:1 and small group tuition for PPG and vulnerable pupils- case study demonstrated positive impact on pupil self-esteem and daily learning outcomes.</p> <p>Enhanced provision for PPG pupils in school noted through T and L reviews and LLPR feedback.</p> <p>Specific support and feedback for teachers in core subject areas for planning and task design ensuring challenge for all.</p> <p>In 2021/22 PPG/SEND made up 43% of our PPG pupils.</p> <p>These individuals have specialised plans and enhanced tutoring post lockdown and return to schools.</p> <p>Two of our KS1 pupils with SEND/PPG needs made significant progress in relation to SEMH needs, measured using PEP toolkit and 6 strand curriculum.</p> <p>One of our KS2 SEND/PPG pupils made accelerated process in their learning and maths to reach Y6 ARE in maths and GPS and a scaled score of 99 in their reading.</p>

<p>Disadvantaged pupils to have developed language and communication skills</p>	<p>Children to build their confidence of speaking and listening, focus and debate.</p> <p>Small group phonics delivery to support quality differentiation and rapid progress.</p> <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> <p>Time for teachers to support individual/group intervention sessions.</p> <p>Introduction of new/high quality phonics reading resources.</p> <p>Speech and language narrative therapy intervention introduced.</p>	<p>Rapid catch up with phonics provision:</p> <p>Year 1 screening outcomes:</p> <p>PPG 67% (2 out of 3)</p> <p>Non PPG 88% (15 out of 17)</p> <p>Higher levels of pupil/parent reading engagement.</p> <p>Narrative therapy used to support upper KS1 verbal engagement.</p> <p>Staff training booked for cued articulation.</p>
<p>Children to have high opinions of themselves and high future aspirations</p>	<p>Ensuring 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>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>	<p>ELSA provision in place for 36% 5/14 of our PPG pupils.</p> <p>PPG Children shared how they feel safe and emotionally supported through pupil’s surveys/pupil conferencing with Governing body and SMSC leader.</p> <p>Friends for Life programme delivered in condensed version of small groups due to COVID19.</p> <p>New pupils to school from Ukraine given support from qualified EdPsyc for trauma history and settling to new setting sessions.</p>

<p>No child faces restrictions on an activity or curriculum opportunity due to family finances.</p>	<p>To ensure that all children experience a wide range of learning and enrichment opportunities both in and out of school.</p> <p>Promoting children’s enjoyment in a wide range of interests.</p> <p>Funding for school trips and residential experiences.</p> <p>Music provision with expert instrument instruction L2M.</p> <p>Subsidised places for extra-curricular music lessons/clubs.</p>	<p>100% of PPG pupils attended trips in the academic year.</p> <p>100% of PPG children attended the 2 school residential.</p> <p>6x PPG pupils in ks2 attended Shakespeare performance.</p> <p>L2me sessions led in Year 3/4/5- 5x PPG pupils learning musical instruments</p> <p>4 PPG children engaged in extra-curricular clubs.</p> <p>2 PPG children engaged in extra-curricular music.</p>
<p>Families to engage with homework with their child and to attend parent consultation evenings.</p>	<p>Actively engaging pupils in learning outside of the classroom environment.</p> <p>Homework club led by HLTA to ensure pupils engaging weekly with learning afterschool- specifically reading and maths fluency support.</p>	<p>50% 3/6 KS2 PPG children engaged with homework club outside of lockdown learning.</p>
<p>Families of disadvantaged children to attend at least one PPG-specific event over the course of the year, with the aim of improving engagement</p> <p>Families of disadvantaged children to feel part of the school community</p>	<p>Personal invitations to PPG families to attend learning specific events.</p> <p>PTA creating hardship fund for their family engagement events.</p> <p>School monitoring and supporting families’ engagement with community engagement events.</p>	<p>PPG families attended VIPERS reading event</p> <p>ALL PPG families attended at least 1 PTA family event (Christmas/summer fair or fireworks)</p> <p>ALL PPG families attended at least 1 school church service/nativity or KS2 performance</p>

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

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A