# Pupil Premium strategy statement 2025

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | **Twin Sails Infant School & Nursery** |
| Number of pupils in school | **315** |
| | **PPG: 56 (18%)/ FSM:52.**<br>**PP Year Groups: Reception- 14; Y1- 23; Y2- 19.** Total Service pupils: 36 |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2025-2028 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | September 2026 |
| Statement authorised by | Susannah Hill, Executive Headteacher |
| Pupil premium lead | Susannah Hill |
| Governor / Trustee lead | James Denmead |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £90,412 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| **Total budget for this academic year:** | **£90,412** |

## Part A: Pupil premium strategy plan:  Statement of intent:

In line with our ethos, 'every child, every day, every possibility', our intention is that all pupils, irrespective of the challenges they may face in their lives, make good progress and achieve well across all subject areas and thrive as young citizens. The focus of our pupil premium strategy is to support pupils experiencing disadvantage, or who may be underserved in other ways, to achieve that goal.

We take into careful consideration the various challenges faced by pupils. We consider and treat each child as an individual, recognizing their own unique personality, characteristics, successes and challenges. This is the starting point when planning provision for each of our pupils, to ensure the offer they receive supports them fully.

High-quality teaching within the classroom, which enables children to thrive and encourages good attendance, are the foundations of our approach. These are proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils in our school. Our approaches are designed to support all our pupils, through a high-quality universal offer for all, with a particular focus on 'every child a reader' and an effective communicator. This core drive is the bedrock of the strategy, within classroom teaching and targeted interventions.

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Attendance**: Despite some positive impact on whole school attendance following a review of our processes in 24-25, attendance figures indicates that attendance among disadvantaged pupils has been between 3- 4% lower than for the whole school. |
| 2 | **Emotional safety and wellbeing:** Incident reports linked to emotional wellbeing and safeguarding in school are most frequently linked to those pupils who are underserved. Therefore these children require emotional and pastoral support beyond the needs of their peers to enable them to feel safe and well and ready to access learning. |
| 3 | **Pupil Outcomes in early reading:** Those pupils experiencing disadvantage are attaining less well than their peers, particularly in early reading and phonics. Of those 13 pupils who did not pass the Y1 screening, 5 were FSM (3 of the 5 SEND & FSM). In Year 2 retakes, out of the 19, 5 were FSM (14 SEND). Turbulence also has an impact on pupils who did not pass the screening whilst in Year 1, with 4 pupils in Year 1 and 7 in Year 2 joining the school late, in KS1. |

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| 4 | **Oracy:** Nationally, on entry to school, disadvantaged children's spoken language development is significantly lower than their peers. Assessments, observations, and discussions indicate that in Early Years (Nursery & Reception) indicate underdeveloped oral language skills and vocabulary gaps on entry among many disadvantaged pupils. |
| 5 | **Pupil outcomes in writing:** The attainment gap between those pupils experiencing disadvantage (FSM) and their peers is significant, at around -20% of FSM pupils achieving expected outcomes. |

## 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 attendance amongst disadvantaged pupils to national. | • Further embed attendance policy to reduce persistent absence.<br>• Reduce the number of pupils arriving late to school.<br>• The overall attendance of disadvantaged pupils improves to be more in line with their peers. |
| To achieve and sustain improved emotional wellbeing for those identified by Teachers and professionals | • Consistent and accurate identification and referral to the Inclusion & pastoral team results in targeted intervention positively impacting on identified pupils<br>• Effective graduated response for wellbeing & mental health<br>• A school culture of high expectations for all, where there is a shared responsibility to understand children's lived experiences without unconscious bias.<br>• Staff recognize their role in delivering 'Sam's entitlements & children can articulate how the entitlements impact upon their educational journey. |
| Improved attainment in early reading | • Targeted actions to support those pupils entering KS1 who do not achieve the GLD in reading.<br>• Swift actions to support those pupils who enter the school after Reception, to catch up in phonics & early reading. (Turbulence)<br>• Ongoing high quality training in the delivery of Little Wandle, particularly for new staff, to maintain high standards of phonics teaching.<br>• Timely intervention through analysis of assessment, with a focus on the underserved. |
| An embedded curriculum that develops social, physical and cognitive aspects of oracy and enables pupils, especially those from disadvantage to learn to talk through learning through talk. | • Disadvantaged pupils are equally engaged in all aspects of school life- social & emotional/ academic/& physical. |
| Improved attainment in writing. | • Writing Framework audits drive school improvement plans.<br>• Whole school transcription approaches enable children to achieve better and more consistent outcomes in handwriting & spelling.<br>• Children are motivated and successful writers, with a clear purpose to writing. |

**Activity in this academic year:** These detail 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: £45,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Developing high quality teaching:<br>• Continue to tighten our pedagogical approach, including a high quality offer of adaptations for SEND pupils, through CPD- internal & through Hamwic Trust (T&L Hamwic 7 CPD)<br>• Develop our assessment for learning process further so children learn more and remember more.<br>• Adopt the assessment platform DCPro to ensure systematic diagnostic use of assessment informs teaching approaches & impacts on pupil progress. | EEF Guidance:<br>• Metacognition & Self- regulated learning<br>• Teacher Feedback to improve pupil learning<br>• The Five a day approach to ensuring high quality teaching.<br><br>Tom Sherrington: Rosenshine's Principles in Action.<br><br>EEF Recommendations: Time for staff to reflect on practices. Interactive training. Learn through observation, meaningful discussion and demonstration and feedback. | 3,4,5 |
| Deliver a high-quality reading programme for the teaching and acquisition of phonics<br>• Through ongoing CPD for all staff<br>• Intervention resources for 'Keep Up'<br>• Ensure resources are the highest of quality.<br>• Assessment used systematically and effectively to inform whole class teaching | EEF Teaching and Learning Toolkit: Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. | 3 |
| Develop an oracy curriculum that develops staff knowledge of the purpose and impact of the oracy framework.<br>• Embed whole school approaches around children's development of the physical aspects of oracy.<br>• Turn to talk, nesting, think, nest, pair, share.<br>• Stand to talk<br><br>Embed whole school approaches of children's development of social and emotional aspects of oracy<br>• Daily gratitude | EEF: Teaching and Learning Toolkit: There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions \|<br><br>Voice 21 Impact Reports have shown that oracy education can lead to stronger oracy skills, better reding abilities, and improved vocabulary. | 4 |

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| • Talk tactics<br>• End and send<br><br>Embed whole school approaches that develop children's ability to learn about talk and learn through talk within the curriculum.<br>• Sentence stems<br>• Talk like a 'historian'<br>• Talk tactics | | |
| Writing<br>Strengthen curriculum planning and teaching of writing through a shared understanding of the Writing Framework.<br><br>• Embed a regular and rigorous approach the teaching and assessment of handwriting.<br>• Embed a regular and rigorous approach the teaching and assessment of spelling.<br>• Target pupils to ensure consistently high expectations within the acquisition of fine and gross motor and early writing skills. | The Writing Framework, 2025, DfE: Learning to write is one of the hardest challenges pupils face at school but it is vitally important: learning to speak, read and write well are crucial for children and young people's success in education, life and work. Pupils who find it difficult to express their ideas in writing are likely to struggle across the curriculum, not just in English. | 5 |
| Embed leadership at every level:<br><br>• Develop middle leaders to drive improvement and impact on pupil outcomes through an on-going high quality cpd programme, and a tailored professional development opportunity<br>• HET core networks and conferences<br>• Ramsgate Hub – Literacy<br>• Oracy conferences<br>• Year Leader development days<br>• Coaching and mentoring – year leaders, ECTs, developing teachers<br>• CPD | EEF Guidelines- Focus on Leadership to secure school Improvement:<br><br>• Engage people so they can shape what happens while also providing overall direction<br>• Unite people around what is being implemented, how it will be implemented, and why it matters<br>• Reflect, monitor, and adapt to improve implementation. | 3,4,5 |

## Targeted academic support (for example, tutoring, one-to-one support structured interventions) **Budgeted cost:** £26,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Same day, in class targeted intervention:<br>• Pre-teach/ keep up approaches<br>• Adaptive teaching for identified pupils to scaffold learning<br>• Effective feedback and assessment for learning, targets for individual pupils | EEF: Feedback/ pupil conferencing shows high effects on progress<br>Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning. | 3,4,5 |
| Targeted group teaching:<br>• Start of the day individual keep up/ catch up targeted work<br>• Teacher led targeted catch up group support in reading and writing<br>• Teacher & TA led targeted phonics catch up teaching- Little Wandle<br>• Support from BCP SALT<br>• Catch up for pupils with poor attendance | • Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.<br>• Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: See EEF<br>EEF: Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. | 1,3,4 |
| Specific intervention programmes led by teachers and TAs:<br>• Daily reading with matched reading books/ targeted reading intervention<br>• Phonics Intervention-Little Wandle keep up & rapid catch up<br>• Speech and language programmes- SALT<br>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND | EEF: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.<br>• On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.<br>• Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early | 3,4,5 |

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

Budgeted cost: £19,212

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Supporting pupil's attendance:<br>• Continue to embed the attendance strategy, policy & graduated response.<br>• Strengthen roles and responsibilities, through clear processes and accountability.<br>• Continue to strengthen an aligned culture across the school which supports pupils' emotional wellbeing, e.g. predictable routines; emotionally available adults; trauma informed approaches; meet and greet/ end and send.<br>• Ensure early identification of barriers to attendance and punctuality through ensuring swift actions are put in place, e.g. pastoral breakfast club. | DfE: Working together to improve school attendance.<br>For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms.<br>If children are not in school, they will not be able to attend lessons and therefore make progress in their learning. | 1 |
| Supporting pupils' wellbeing:<br>• Strengthening of senior roles and working practices in areas of personal development, such as attendance champion, inclusion lead and SENCO.<br>• Continued professional development for support staff and the pastoral team, e.g. PACE, external & internal CPD, to ensure good level of knowledge and skills to best support pupils.<br>• Pupil group work managing emotional development through targeted pastoral support, including interventions identified within the SEMH graduated response, e.g Hamish & Milo, Think Bricks etc.<br>• HLTA for SEMH supporting pupils where a social, emotional, mental health need is identified.<br>• Targeted 1:1 work for identified pupils, where pastoral needs or safeguarding concerns are identified, including ELSA & therapeutic play approaches.<br>• Designated mentor for looked after pupils.<br>• Engagement with external agencies where identified as appropriate, e.g. mosaic, play therapy, MHST.<br>• Signposting of external support, e.g. Early Help Referrals<br>• Funded wrap around care for targeted children, to support positive mindset and family wellbeing. | EEF:<br>• Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.<br>• Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.<br>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months) | 2 |

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| • Access to clubs and enrichment opportunities across the year, including holiday clubs.<br>• Targeted group work for service pupils, 'Little Troopers'. | | |
| Supporting parents & families:<br>• School Family links with Early Help Hub, (1:1 work & family information sessions) & and sign posting specific family support.<br>• Referrals to the food bank for specific families<br>• Vouchers for the holidays- £15 per child.<br>• Support for uniform/ school trips. | EEF: Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes more intensive programmes for families in crisis. | 2 |

**Total budgeted cost: £90,412**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes for strategy 2022-25

| INTENDED OUTCOMES: | IMPACT | | |
|---|---|---|---|
| Children who are eligible for PPG have good **attendance** (at least national expectations), in particular children eligible for FSM | **2023-2024**<br>All: 95.6%<br>PPG: 94.6%<br>FSM: 93.9%<br>PA: 6.1% | **2024-2025**<br>All: 94.6%<br>PPG: 92.6%<br>FSM: 90.8%<br>PA: 11%<br>3 FSM/ PP pupils were on a part-time timetable. | **2025- Autumn term**<br>All: 94.2%<br>PPG: 92%<br>FSM: 89.7%<br>PA: 18.2% |
| | The launch of new Attendance Policy, expectations, roles and responsibilities in September 2024. Positive impact is being made on all pupils including those eligible for FSM. This continues to be an area for improvement as roles, responsibilities have been reviewed. | | |
| **Quality first teaching** enables children to overcome delays and acquire a language rich environment and | **Ofsted January 2025:**<br>*'The school has high expectations. Pupils show positive attitudes to their learning, work hard and achieve well. Staff make careful checks to find out the knowledge pupils remember. This helps the school to adapt the curriculum to build on what pupils know and can do.'* | | |

curriculum. The school's focus on embedding an oracy framework across the school, to develop spoken language development. The schools' ongoing investment in delivering a systematic **synthetic phonics** programme through 'Little Wandle' impacts positively on pupils phonics, reading and writing outcomes.

*'The school wants every pupil to learn to read as quickly as possible. Children begin learning phonics as soon as they start school. The school ensures that books precisely match the children's phonics knowledge. Where children might be at risk of slipping behind, additional support is put in place to help them keep up with their classmates. Pupils develop into confident and fluent readers, which prepares them well for key stage 2.'*
*'Children in the Nursery get off to a flying start. They learn how to socialise and share. The development of children's speech and use of vocabulary is a high priority. Children demonstrate their growing vocabulary through well-considered activities.'*

Year on year, the schools' outcomes for the Phonics screening for all pupils is above national in both the Year 1 screening, as well as the Year 2 retake, ensuring pupils are well prepared for entering KS2. The Year 1 phonics screening outcomes for 2025: All pupils: 86%; FSM: 62% (10 out of 16). For the Year 2 retake, 95% of pupils have passed the screening by the end of Y2. 2 out 5 FSM pupils who completed the retake passed- the 3 who have not passed are also SEND and will continue to receive catch up intervention at the Junior School. The investment in 'Little Wandle' has ensured teaching is consistent, systematic and assessment used to swiftly intervene where 'keep up' and 'catch up' is required. The GLD for all pupils is above national, year on year. There is still a gap between all pupils and FSM in terms of outcomes at EYFS, despite interventions and support in place. Therefore, further focus will be placed on this gap on the 2025 strategy.

| | GLD | CLL Checkpoint | PSED Checkpoint | PD Checkpoint | Literacy Checkpoint | Mathematics Checkpoint |
|---|---|---|---|---|---|---|
| All Pupils | 75% | 91% | 92% | 94% | 74% | 88% |
| FSM (17 pupils) | 35% | 88% | 88% | 88% | 47% | 65% |

Children accessing Early Help services, are enabled to develop **positive mindsets** and their **well-being and mental health** needs are supported. This ensures improved wellbeing for all pupils, particularly our disadvantaged pupils.

Good communication and support structures are in place, with **partnership working**, between school and external agencies which impacts on pupils **wellbeing,** and their **mental health.**

**Ofsted January 2025:**
'*The school provides significant pastoral support to pupils and their families. Parents express their appreciation for the school and the support it provides. Parents typically comment that staff are 'caring, kind and nurturing'.*
*'The school is proactive in finding what children and families need and how best to provide it. The school promotes positive mental health across the community and offers effective support and guidance to those who need it.'*

The school have an experienced Pastoral team who work with a significant amount of children across the Federation. The work can be a programme of support, ad hoc support when emotional or safeguarding incidents occur, or regular check ins following a change in circumstances where children are needing to talk about issues they face in school or outside.
The school refer families and children to the Mental Health team, for 1:1 work or to join workshops on offer such as managing behaviour at home, routines and well-being.

Referral and Triaging systems introduced and reviewed over this year. Referrals are discussed and the appropriate targeted support for each child needing attendance and / or pastoral is planned and provided. This is now scheduled every 3 weeks to update and prioritise the Pastoral team's focus of support.

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| Smooth **transitions** and targeted support enables **'in year'** access children, including forces children, to make at least expected progress. | An Induction onboarding form has been introduced to improve onboarding process are establishing and is an on-going area of work, as we see increasing numbers of turbulence.<br>Little Wandle 'keep up' and 'catch up' used to support pupils joining the school mid-year with ensuring they are able to access the phonics programme. |

## **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? | Our offer for Service pupils is now well embedded and driven by the pastoral team, under the management of the Deputy Headteacher/ Inclusion Lead. The Service action plan has been created with the pastoral team and SLT & thriving lives toolkit applied.<br>Service pupils are actively engaged in various levels of support from the Pastoral team. These include the introduction of the Service Champion; regular Service groups, focused on team building and pastoral discussion/ support.<br>Pupils have access to individualised or more regular pastoral support where necessary. |
| What was the impact of that spending on service pupil premium eligible pupils? | Service pupils have experienced a range of activities and support from the Pastoral team across the year. This has enabled them to share experiences and build a team of support around them within school. Identified pupils have received more focused individual support tailored to meet their pastoral needs |