Pupil premium strategy statement

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	Twin Sails Infant School & Nursery
Number of pupils in school	391
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Susannah Hill, Headteacher
Pupil premium lead	Susannah Hill
Governor / Trustee lead	Chris Toon, Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 55,145
Recovery premium funding allocation this academic year	£ 14,210
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 ***Service premium generated £13,950 and the spend of this is detailed in a separate document on our website.**	**£ 69,355**

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, also ensure that high attainers maintain or exceed their achievements.

We take into careful consideration the various challenges faced by vulnerable pupils. We consider each child as an individual, with their own unique personality, characteristics, successes and challenges. This is the starting point when planning provision for each of our pupils- treating each child as an individual and ensuring the offer they receive supports them fully, whether they are disadvantaged or not.

High-quality teaching is the foundation of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our approaches are designed to support all our pupils, through a high-quality universal offer for all.

Our strategy is also integral to wider school plans for education recovery, due to the Covid pandemic. Careful consideration is given to which pupils and which aspects of teaching and learning must be rapidly and successfully addressed. Our approaches are adapted and developed within each year team to ensure this intention is met.

A robust approach to assess needs, address these and monitor impact of the support children receive must be in place, to ensure our approaches have the best impact. To ensure they are effective we will:

- ensure disadvantaged pupils are supported, challenged and set aspirational targets.
- Ensure that every opportunity for learning is provided, **every day**
- Ensure aspirational whole school approaches, including a growth mindset approach to ensure **every child** has **every possibility** of the best outcomes.

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

Challenge number	Detail of challenge
1	Attendance – historical data indicates that attendance for PP pupils has been lower than all pupils. In 2020-21, FSM attendance was 94.2%. Observations and assessments clearly show that absenteeism affects pupils progress as this creates gaps in learning and understanding.
2	Turbulence- during the last year there were .. in year starters and leavers. Many of these are from vulnerable circumstances and join the school due to temporary accommodation provided in our catchment.
3	Number of families accessing Early Help has risen during the Covid-19 pandemic. The school makes weekly referrals to early help. Around 20% of our children receive early help support using internal or external provision.
4	Assessments, observations & discussions with pupils suggests that acquisition of expressive and receptive language in Early Years can be a barrier for vulnerable pupils, in particular those who may not have attended the school's-maintained nursery. Assessments, observations, and discussions with pupils suggest disadvantaged pupils often have greater difficulties with phonics than their peers. This negatively impacts their development as readers due to the importance of embedding of secure phonological knowledge.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. The school believes in the importance of providing additional value for pupils through enrichment opportunities.

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
1. Children who are eligible for PPG have good **attendance** (at least national expectations), in particular children eligible for FSM	(add in markers for end of the academic year as well as end of 3 year plan. Explicit data outcomes). • Children eligible for FSM are prioritised for focused attendance support and therefore attendance is at least national to ensure they are able to access regular education • Effective attendance systems and interagency partnerships support good attendance for children eligible for PPG
2. Smooth transitions and targeted support enables **'in year'** access children, including forces children, to make at least expected progress	• Effective transition systems in place • Children can rapidly access pastoral support when needed • Effective quality first teaching identifies barriers to diminish the gaps and ensure at least expected progress

3. Children, accessing Early Help services, have **positive mindsets** and their **well-being and mental health** needs are supported. This ensures improved wellbeing for all pupils, particularly our disadvantaged pupils	• Effective school mental health and well-being systems are in place • Early identification of needs enables our team to rapidly engage with internal and external support programmes and services • Multi-agency partnerships effectively support children and their families
4. **Quality first teaching** in early reading, including phonics, alongside early identification and effective S&L programmes enable children to acquire the skills to communicate and comprehend well and become fluent readers. Quality first teaching enables children to overcome delays and acquire a language rich environment and curriculum.	• High, Quality first teaching in early reading, phonics and language acquisition best enables children to diminish gaps • Early identification of learning gaps are addressed through quality first teaching • Early identification of barriers are addressed in order to enable children to access learning more effectively • Effective programmes, recovery and interventions for phonics, reading and writing enable children to diminish the gap • Quality first teaching enable children to overcome delays; acquire a language rich environment; achieve a phonics score of 38+ and develop fluency in reading.
5. Children thrive through the development of additional **skills and experiences**	• All children eligible for FSM will be able to swim by the end of KS2 • All children will access extra-curricular activities that inspire them to develop a broader range of skills - gardening, cooking, sports, biking and those developed through community events - such as fundraising and choir

Activity in this academic year: 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: £50,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing staff subject knowledge, confidence and skills to ensure quality first teaching is embedded in every classroom - through: • Embedding the school's approach to teaching systematic phonics through Quality First	EEF: 1. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners	4,2

Teacher, ongoing continued Professional Development (cpd), formative assessment and recovery approaches. • Weekly teacher cpd sessions focusing on inclusion, PPG, English and Maths • INSET - Bob Cox 'Opening doors into quality texts - comprehension, VIPERS, developing vocabulary • Oral language / S&L interventions • English leader develops staff through cpd sessions, explicit assessment systems, enriched reading resources • English leader and Inclusion leader monitoring sessions to analyse data from reading support programmes to ensure impact is effective • English leads provided with regular non-contact time each half term to fulfil role.	(4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading. 2. It is also important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly 3. Oral language interventions are high impact (+6 months progress over a year) 4. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 5. It is important to match pupils reading books to their phonic ability in the early reading stages 6. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects	
Developing leaders' capacity to ensure quality first teaching is consistent across their team, and teachers develop their own teaching and learning skills • INSET - Jonathan Hanham coaching to develop teaching and learning • Monthly year leader coaching sessions • Monthly teacher coaching sessions • High level of commitment to ECT training materials and mentoring for ECT and RQT Teachers	Liew Wai Yee Taylor's College Sri Hartamas, Malaysia: 2016 1. Peer coaching could be one of the powerful tools for professional development. It allows teachers to improve their teaching practices by learning from peers and adopting self-reflection. 2. Moreover, when teachers with similar goals pair or triple up and function as peer coaches to one another, collaborative learning happens. 3. Teachers no longer feel isolated while experiencing challenges in their classrooms, especially in implementing new strategies or technologies in teaching CfBT Education Trust - Rachel Lofthouse, David Leat, Carl Towler 2010 Good coaching encourages teachers to become more reflective, articulate, exploratory and metacognitive in relation to their work and its impact on learners. As such they are more aware of themselves and their capacities as teachers, more knowledgeable about the activity of teaching and the processes of learning, and more confident to deploy a wide pedagogic repertoire suited to the job. They also develop heightened metacognitive skills of planning, monitoring and refining, all of which ensure that teaching quality keeps improving	4,3

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

Budgeted cost: £ 9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recovery plans, including catch up sessions for pupils to diminish the difference in acquisition of phonics and ensure pupils pass the phonics test. • Matches children's current level, including phonic ability • Explicit, regular, enabling application into reading • Additional daily reading sessions	EEF: 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	4,2
Targeted daily readers informed by miscue analysis and effective reading intervention	EEF: 1. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. 2. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	4,2
Reading interventions support the development of reading skills including decoding and comprehension	EEF: 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	4,2
Maths intervention - First class @ number- identified pupils in Y1 and 2	Every Child Counts:	4,2

	1. over 55,000 pupils in Years 1 to 11 have been supported by 1st Class@Number in 4,000 schools. They made an average Number Age gain of 13 months in only 4 months – over 3 times the expected progress. **93%** of them showed more confidence and interest in learning mathematics in class after 1st Class@Number	
Targeted recovery writing intervention in KS1 before school to diminish the difference for targeted pupils.	EEF: Small Group tuition enables the teaching to focus exclusively on a small number of learners. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average	4

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

Budgeted cost: £ 27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance activities: • Attendance is high profile, on website, through daily phone calls, • SLT & admin - 3 weekly attendance monitoring schedule and follow up actions • Teachers support and challenge poor attendance early	If children are not in school, they will not be able to attend lessons and therefore make progress in their learning.	1
• Pastoral time with targeted children to improve attendance target	Focus attention on targeted children, understanding and breaking down barriers	1,3,5
Growth mindset culture established, with a focus on metacognition • Targeted children access growth mindset sessions • Quality first teaching reinforces metacognitive thinking • Explicit teaching of metacognitive strategies	EEF: • Metacognition improves progress by 7mnths + • Some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. • Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.	3,5

• Teachers modelling their own thinking to demonstrate metacognitive strategies • Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties. • Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy. • Federated approach to well-being through the implementation of 'Stormbreak'. Staff CPD and resources: £700 per school to implement approaches to positive mental health through movement.	• With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. • Metacognition and self-regulation strategies are most effective when embedded in a school's curriculum and a specific subject lesson.	
Pastoral team and ELSA support identified children with specific emotional literacy programmes: • 6 weekly ELSA programmes • Thinking Bricks • Daily Pastoral sessions • Start the day - meet and greet	EEF: • Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. • 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. • 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)	3,5
Additional swimming sessions for Year 2 pupils	EEF: • Physical activity - there is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. • Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.	5
School funded places at breakfast and after school clubs as well as school holiday club for identified families and pupils.	Newcastle University 2016 Research Project (through the Nuffield Foundation) highlights the importance of after school clubs for increasing disadvantaged children's access to activities and explores what it is about how these clubs are structured and delivered that helps to engage less affluent families.	5

Gaining the advice and support of expertise • Educational Phycologists • Counsellors • Learning needs	Where the school requires specific assessments, and follow up advice external experts will be used.	4,3,5

Total budgeted cost: £ 86,850

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

In Year 2 (End of KS1) teacher assessment data indicates:

- For all pupils eligible for PP funding outcomes achieving ARE were Reading- 75%; Writing- 72%; Maths- 64%.
- The percentage of FSM pupils (13) achieving ARE was: Reading- 62%; Writing 69%; Maths- 54%. These children made progress from their Y2 entry points (after lockdown 1 March to July 2020).
- 86% of pupils eligible for PP funding passed the phonics screening by the end of year 2.

Uptake of places during lockdown and impact for vulnerable pupils:

- During national lockdowns, all pupils on the BCP vulnerable list were invited to attend school (21)
- Of those identified as vulnerable 18 took up the offer of attending school during lockdown. 12 of these were eligible for PPG.
- In addition, 15 pupils were funded by the school to receive a tablet that enabled them to access daily remote teaching learning through the school.

Uptake and success of remote learning

Our remote learning offer was continuously reviewed and developed during national lockdowns. SLT monitored the offer each year team provided.

All year teams provided recorded lessons which could be accessed daily. These included daily welcome, timetable for the day. All aspects of English and Maths were delivered via videos, with follow up activities. Teachers considered how to support pupils and families who have limited access to resources, such as a printer and activities planned to ensure all pupils could engage with them. Additional remote learning was provided for pupils who had additional needs. Teachers further supported families through regular phone calls. For families who needed extra support, more regular phone calls were made, at times these were daily.

Our pastoral care team also recorded videos, including story reading and use of resources/ stress to address pupil's worries and help explain the covid pandemic and reassure pupils. The pastoral team also made regular phone calls to pupils and families where supported had been signposted. ELSA was also delivered remotely for identified pupils, as were weekly speech and language programmes.

Pupils were encouraged to share their work through email and receive feedback from teachers. During phone calls, teachers were able to ascertain how successfully pupils were accessing remote learning. Where families were not fully participating in remote learning, teachers addressed this and offered additional support/ incentives.

Impact of recovery/ catch up activities 20-21

Catch up activities were carefully planned across all year groups to address gaps in learning, in Autumn, Spring and Summer terms. The impact of the approaches taken were as follows:

Reception:

- 45 pupils accessed 6 week catch up sessions, as they were not on track to attain the good level of development at the end of Reception. Of those 29 achieved the GLD.
- 10 children received an additional catch up 6 week programme (over 2 half terms). 9 of these achieved the GLD

Year 1:

- 34 children attended **catch up** for writing/ phonics in the Spring or Summer Term. These were targeted as they were either borderline ARE or working towards ARE. Of these, by the end of the summer term, 18 were secure ARE in reading and writing.
- For all pupils their acquisition of phonics and application in writing was evidently improving

Year 2:

- **Phonics** booster programme (Autumn term)- 19/21 who attended morning booster sessions (previously not on track) passed the autumn phonics screening.
- **Additional booster strategies:** (summer term 2021) following school reopening: Pupils identified in March as not on track for ARE were 21 in reading; 41 in writing and 28 in maths. Using a range of strategies including early morning catch up, interventions and pupil teacher conferencing the outcomes were that in reading 9 children attained ARE, in writing 24 and in Maths 17.

Externally provided programmes: not applicable

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?	Covid restricted some of our support groups as staff were shielding, school partial closures and covid risk assessment restrictions prevented pupils coming together in mixed bubbles. The pastoral team supported individuals during lockdowns through phone calls, food delivery, access to devices. However, Forces children attended Forces Days, and pupils met with our Pastoral team. Actions reintroduced this academic year: Regular forces groups organised by the pastoral team. Access to individualised pastoral support for identified pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Where pupils needed pastoral support, these pupils were prioritised during lockdowns and in school whilst strict restrictions were in place.