Twin Sails Infant School & Nursery Pupil Premium strategy statement 2022-2025

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	381
Proportion (%) of pupil premium eligible pupils	13% (54 ch) FSM/ 28% PPG (112 ch)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
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	£ 76,175
Recovery premium funding allocation this academic year	£ 7,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year: Service premium generated £16,640 and a separate strategy is found on our website	**£** 100,235

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 within the classroom, alongside good attendance, are the foundation of our approach. 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, with a particular focus on 'every child a reader'. 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 – historical data indicates that attendance for PP pupils has been lower than all pupils. In 2021-22, FSM attendance was 91%.
2	Turbulence- during the last year there were 22 in year starters and 15 leavers. Many of these families are from vulnerable circumstances, during a turbulent time in their lives.
3	Number of families accessing Early Help has risen in recent years. 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	Due to the increase in social disadvantage and the need for families to access early help, mental health teams and social care support, children have been showing more emotional needs. The limited access to enrichment opportunities has been compounded as the poverty gap widens.

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	• 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 enable **'in year'** access children, including forces children, to make at least expected progress	• Effective transition systems in place • Children can rapidly access pastoral and attendance 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, 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	• Effective school systems to support pupil's mental health and well-being systems are in place, including a graduated response • 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 is addressed through quality first teaching • Early identification of barriers is addressed in order to enable children to access learning more effectively • Effective programmes, recovery and interventions for phonics, reading, writing and maths enable children to diminish the gap • Quality first teaching enables children to become fluent readers and achieve a phonics score of 38+ by the end of Y2.
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 • Children are supported to access extra-curricular activities and broader experiences that inspire them to develop a range of skills and opportunities.

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: £88,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
1.Develop staff subject knowledge and pedagogical understanding to deliver high quality teaching in every classroom - through: • INSET and weekly Teacher CPD sessions • NPQ Programme • Peer to peer mentoring and coaching • Knowledge of ECT Materials	EEF Guidance: • Metacognition & Self- regulated learning • Teacher Feedback to improve pupil learning • The Five a day approach to ensuring high quality teaching. • Tom Sherrington: Rosenshine's Principles in Action. EEF Recommendations: Time for staff to reflect on practices. Interactive training. Learn through observation., meaningful discussion and demonstration and feedback. Provide support to apply general pedagogical strategies to specific subject areas	4,2
2. Whole school essential reading approaches-through: • High quality systematic phonics programme • Establish high quality oracy curriculum • Embed approach for teaching of comprehension • English lead development of staff through cpd, explicit assessment systems and enriched reading resources. • English Leads and Inclusion Leader embed reading offer for all pupils	EEF Guidance: Improving Literacy at Key Stage 1: • Phonological and phonemic awareness, including decoding • Oracy: Speaking & Listening Skills • Systematic Phonics Programme • Reading comprehension strategies	4
3. Embed the use of coaching to develop teaching & learning: • Embed Jonathan Hanham INSET: Using 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	EEF Guidance for effective coaching: • Offer support in a constructive, collaborative manner • Help teachers take control of their professional development, while at the same time providing appropriate challenge • Have the trust and confidence of teachers and regularly engage with school leaders	4,3

4. Making effective use of TAs: • Cpd to develop subject expertise- in school and through Hamwic standards team	EEF Guidance: Making effective use of TAs. EEF recommendations: • TAs must add value to teachers, not replace them • Use TAs to help develop pupils independent learning skills and manage their own learning • Ensure TAs are fully prepared for their role in the classroom	4

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: **£12,848**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Same day, in class targeted intervention: • Pre-teach/ catch up approaches • Adaptive teaching for identified pupils to scaffold learning • Effective feedback	EEF: Feedback/ pupil conferencing shows high effects on progress Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning.	4,2
2. Targeted group teaching: • Teacher group conferencing for gaps emerging in reading and writing • Regular and explicit phonics catch up for pupils who have not passed screening/ not on track	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. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	4,2
Specific reading, oracy, phonics and maths intervention programmes led by teachers and TAs: • Daily reading with matched reading books/ targeted reading intervention • Phonics Intervention • Speech and language programmes • Maths- 1stclass@number	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. 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. 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.	4,2

	3. 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. Effective diagnosis of reading difficulties is important in identifying possible solutions Every Child Counts: • 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	
3. Targeted growth mindset groups	EEF: 1. Metacognition improves progress by 7mnths + 2. Some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. 3. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.	4,3
4. Making effective us of TAs through: • Small group targeted focus • 1:1 Instruction	EEF recommendations: • Adopt evidence-based interventions to support TAs in their small group and 1:1 instruction • Ensure explicit connections are made between learning from everyday classroom and the teaching of structured interventions	4

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

Budgeted cost: £ **30,829**

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Effective attendance systems: • Attendance is high profile within school and for all stakeholders • SLT & admin - 3 weekly attendance monitoring schedule and follow up actions • Teachers support and challenge poor attendance early • Pastoral support to improve attendance	DfE: Working together to improve school attendance (May 2022): 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. If children are not in school, they will not be able to attend lessons and therefore make progress in their learning.	1

2. Family Links with early Help Hub & signposting family support.	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, 3
3. Pastoral team support with social, emotional and behavioural needs: • Therapy work, including Trauma Informed approaches- group and 1:1 • ELSA programmes & other specific approaches, including Thinking Bricks • Daily Pastoral sessions • Start the day - meet and greet • LAC Designated Mentor	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
4. Wider Opportunities to broaden experience and skills, including school funded 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
5. School funded places at breakfast and after school clubs as well as school holiday club for identified families and pupils. Support with uniform/ trips	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.	3, 5

Total budgeted cost: £ 151,148

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 2021 to 2022 academic year.

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

- For **all pupils eligible for PP** funding outcomes achieving **ARE were Reading- 79%; Writing- 59%; Maths- 68%.**
- The percentage of **FSM pupils** (17) achieving **ARE was: Reading- 71%; Writing 47%; Maths- 59%.**
  (National- All pupils Reading-67%; Writing-58%; Maths-68%)
- **88% of FSM pupils eligible funding passed the phonics** screening by the end of year 2 (15 out of 17 pupils).
  (National all pupils-87%)

In March 21, the Headteacher joined the HISP PPG Making a Difference for the Disadvantaged- 10 module programme to refine and implement a more effective strategy by following the EEF evidence-based approach.

IMPACT 21-22

TEACHING:

1. **Develop teacher's subject knowledge:** cpd focused on English subject progression and planning. Leaders completed comprehensive plans to support year teams with planning and finalised the Reading Policy to ensure consistency of approaches. Book looks now indicate teaching is delivered in a sequential way that enables children to practice and apply learned knowledge in purposeful ways. Next steps: ensure planning and interventions further support lowest 20%, by developing staff knowledge and approaches
2. School approach to the teaching & assessment of **systematic phonics** has been revised & embedded. High Quality First Teaching in phonics embedded through high expectations within the school offer & continued professional development (cpd), formative assessment. Recovery approaches in Year 2 effective. Reading systems embedded & high-quality texts purchased. Focus on ensuring a high-quality early reading offer for all pupils to continue.
3. **Coaching:** INSET Apr 22 - All teachers and School Business Manager attended. Coaching sessions begun with senior leaders, to develop leadership skills. Teachers have begun to access coaching sessions within cpd sessions, focusing on improving teaching and learning. This will continue to be developed as a regular approach to school improvement 22-23

4. **ECTs- employed at Junior School-** Materials to be embedded across the Federation to further strengthen QFT with support from Hamwic T&L advisor.
5. **Embed a graduated response for lowest 20%:** Systems embedded. Next steps: quality first teaching, inclusive environments, EHCP checklists, and staff team attending NASEN SEND training.

TARGETED INTERVENTION:

6. **Recovery teaching & high-quality phonics catch up Y2.** Impact evident in pupil outcomes. All pupils who attended phonics recovery passed the screening. Next steps- continue to monitor delivery of high-quality phonics within teaching and learning.
7. Embedding a **high-quality reading** offer: CPD for teachers & TAs to further develop effective miscue analysis/ assessment. Phonological awareness intervention & reading intervention to be further embedded 22-23.
8. **Reading intervention approaches:** audit underway, and to be established 22-23, use EEF materials and HISP training to inform
9. **Maths intervention:** Staff trained, resources purchased. 1st Class@Number intervention in place and to continue for targeted pupils.
10. **Targeted recovery** for writing in Y2 before school in the autumn term to diminish the difference for targeted pupils. Y1 phonics recovery- targeted sessions.
11. **Develop impact of TAs:** 1st cohort attended Hamwic cpd on effectively supporting pupils in learning: 3-part course with gap task, with Deputy Heads and Assistant Heads - Inclusion. Follow up joint cpd with teachers to discuss and apply learning further.

WIDER STRATEGIES:

1. **Attendance:** 3 weekly attendance review, alongside expectations and rigorous monitoring once covid outbreaks reduced.
   O*verall attendance: 92%*
   FSM: 91%
2. **Growth mindset:** established in every classroom. Pupil survey Apr 22 indicated needed developing further to be fully understood and embedded. Revisited via staff cpd, and pupil assemblies. This aspect in the pupil survey repeated to measure impact July 22.
3. **Pastoral support:** Review of structures and approaches, recruit begun to build capacity. New role of service champion and Looked After Children's Mentor established. Service provision review using Toolkit completed and actions identified.
4. **Additional swimming for Y2 pupils:** All pupils in Y2 accessed weekly swimming for the Summer Term.
5. **School Funded breakfast & after school places:** Targeted support for this has been put in place across the year to support families.
6. **Expertise & guidance:** advisory from CAHMS, Health, Hamwic, Outreach, SEND assessors accessed throughout the year.

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?	The pastoral team supported service pupils in group work & focused activities/ trips across the year. This has been redeveloped & embedded since the pandemic. Where appropriate, 1:1 pastoral support work has been provided. The Service audit was carried out to identify strengths and developments in provision. Service pupils champion role in place. A Service action plan has been created with the pastoral team and SLT & thriving lives toolkit applied. Clarity over Federated offer established through the action plan & website updated.
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.