Pupil Premium strategy statement 2022-2025 (Redrafted 2023)

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	370
Proportion (%) of pupil premium eligible pupils	14% (55 ch) PPG
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2022-2025 (Revised 2023)
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
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	£ 95,355
Recovery premium funding allocation this academic year	Tutor Led: £2633 Recovery: £7420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year: Service premium generated £18,240 and a separate strategy is found on our website	**£ 95,355- PPG** **£102,775.00- All**

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	Historical data indicates that **attendance** for PP pupils has been lower than all pupils. In 2021-22, FSM attendance was 91%. In 2022-23, attendance for PP pupils was 93.5% (Whole school- 95.7%). Poor attendance impacts significantly on pupils' outcomes.
2	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.
3	The number of families accessing Early Help, requiring a referral from school to access the food bank etc, has risen in recent years. The school makes weekly referrals to **early help services.** Around 25% of our children receive early help support using internal or external provision.
4	Due to the increase in **social disadvantage** and the need for families to access mental health teams and social care support, many children are experiencing Adverse Childhood Experiences and many of the vulnerabilities in Keeping Children Safe in Education. This is affecting pupils' social & emotional wellbeing.
5	**Turbulence** continues to be a challenge across the federation. During the last year, at Twin Sails, there were 16 in year starters (8 PP) and 19 leavers (13 PP). Many of these families are from vulnerable circumstances, during a turbulent time in their lives.

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
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
Quality first teaching enables children to overcome delays and acquire a language rich environment and curriculum. The schools investment in and effective implementation of the systematic **synthetic phonics** programme 'Little Wandle' impacts positively on pupils phonics, reading and writing outcomes.	• High quality 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.
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.	• Children are supported to access extra-curricular activities and broader experiences that inspire them to develop a range of skills and opportunities. • Children eligible for FSM will receive an additional swimming offer, within both KS1 and across KS2.
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.**	• 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
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 and attendance support when needed • Effective quality first teaching identifies barriers to diminish the gaps and ensure at least expected progress

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: £67,748.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure consistent approaches to delivering high quality teaching & learning, underpinned by research led theory, alongside the development of pupil metacognition and self-regulation, through**:** • INSET and weekly teacher cpd sessions focusing on embedding our Teaching & Learning handbook, ensuring high quality teaching for all • Investment in cpd for teaching team & senior leadership team through Jonathan Hannam • Supporting the recruitment and retention of teaching staff, by providing cover time to undertake professional development such as the NPQ programme • Mentoring, coaching and peer to peer support • Quality first teaching reinforces metacognitive thinking, and research based teaching & learning approaches	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	2
Whole-school essential reading and writing approaches, impacting on pupil outcomes, through: • High quality, systematic, phonics programme, delivered through 'Little Wandle.' • Effective approach for teaching of comprehension and fluency • Ongoing high quality cpd in reading, delivered by English Leads for Teachers & TAs • Embedding a consistent & effective reading offer for all pupils, through the graduated response, led by the English leader and SENCO/ SLT • Further development of whole school approaches for the teaching of writing, through cpd and shared focus on the planning model, pupil feedback, AfL and spelling.	EEF Guidance: Improving Literacy at Key Stage 1: • Phonological and phonemic awareness, including decoding • Oracy: Speaking & Listening Skills • Systematic Phonics Programme • Reading comprehension strategies	2

Embed the use of coaching to develop teaching and learning • Monthly coaching sessions for leaders and teachers to embed Jonathan Hanham INSET • Internal recruitment of Assistant Head for Teaching & Learning to oversee mentoring & coaching support for teachers within school • Ongoing mentoring support from J.Hannam	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	2
Making effective use of TAs • Regular cpd to develop TAs subject knowledge in school, including the approaches in our teaching & learning handbook; and through Hamwic training network • Training support from T&L lead (Assistant Head) & Year leaders	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	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: **£42,620.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day, in class targeted intervention: • Pre-teach/ keep up approaches • Adaptive teaching for identified pupils to scaffold learning • Effective feedback • Catch up for pupils with poor attendance	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.	1, 2
Targeted group teaching: • Teacher group support for gaps emerging in reading and writing • Regular and explicit phonics catch up for pupils who have not passed screening/ not on track • Catch up for pupils with poor attendance	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.	1, 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- keep up & catch up • Speech and language programmes • Maths- 1stclass@number • Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND, through revised staffing working on the schools SEND offer & graduated response. (Newly recruited SENCO & SEND Assistants)	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. 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	2, 3, 4
Whole school focus on supporting pupils' mental health through embedding our Mental Health & Wellbeing action plan: • DH and Pastoral Care Manager to carry our Senior Mental Health Lead training • Opportunities for all pupils through an enriched curriculum offer, whole class sessions with the Dorset Mental Health Support Team (MHST) • Targeted children to receive MHST support and 1:1 sessions • Support and guidance/ cpd for staff • Further develop communication, information sessions & signposting support for parents and families • High quality resourcing to support mental health & wellbeing, including use of rooms, intervention resources, environments and specific spaces for pupils wellbeing.	EEF: Supporting Pupils Social, emotional & behavioural needs: • Social and emotional skills support effective learning and are linked to positive outcomes later in life. The EEF Improving Social and Emotional Learning in Primary Schools guidance report outlines five core competencies that can be taught explicitly to support pupil development. • The EEF Improving Behaviour in Schools guidance report presents six recommendations on how to develop and refine the school's approach to managing behaviour. • The Teaching and Learning Toolkit strands on social and emotional learning and behaviour interventions present evidence and advice. DFE: Mental Health & behaviour in schools (2018) Schools have an important role to play in supporting the mental health and wellbeing of children by developing whole school approaches tailored to their particular needs, as well as considering the needs of individual pupils	4,3

Making effective us of TAs through: • Small group targeted focus • 1:1 Instruction • Targeted training in interventions, in line with the school's graduated response	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	2,3,4

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

Budgeted cost: £ **9,727.95**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective attendance systems: • Attendance policy and graduated response, expectations, process and support and has a high profile: induction, website, regular monitoring and follow up meetings/ correspondence • 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, 3,4
Communicating with, and supporting, parents & families: • School Family links with Early Help Hub, the Navigator (1:1 work & family information sessions) & and sign posting specific family support. • Referrals to the food bank for specific families • Vouchers for the holidays- £15 per child. • School funded places at breakfast and after school clubs as well as school holiday club for identified families and pupils. Support with uniform/ 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.	3, 4, 5

Pastoral team support with social, emotional and behavioural needs: • Therapy work, including Trauma Informed approaches- group and 1:1 • ELSA & ELSA Group work: Hamish & Milo • 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)	3,4, 5
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.	3,4

Total budgeted cost: £120,096.75

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 2022 to 2023 academic year.

Data Outcomes:

EYFS GLD: FSM: 66.7%; Whole Cohort: 80.9%

Y1 PHONICS SCREENING:

Year 1 Phonics Screening: The teaching team targeted FSM pupils through daily catchup. This led to **95%** passing the screening- (**19 out of 20** pupils) 14 pupils scried 38+

KS1 OUTCOMES:

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

KS1 Data Outcomes for Disadvantaged Pupils (18 children)

Pupils attaining ARE: Reading- 50%; (Cohort- 71%); Writing- 39%;(Cohort- 66%); Maths- 59%; (Cohort- 74%).

In Year 2, 75% of FSM pupils who retook the phonics screening passed by the end of Key Stage 1 (6 out of 8 pupils).

TEACHING:

1. **Develop staff subject knowledge and pedagogical understanding to deliver high quality teaching in the classroom**:

   Significant time and focus was put into delivering INSET and weekly teacher cpd sessions focusing on embedding our Teaching & Learning Handbook. Dedicated leadership time, with senior & middle leaders ensured high quality approaches were embedded across the school. The school also invested in INSET from Jonathan Hannam to secure our whole school QFT.

   The school also invested in supporting the development of middle leaders through the NPQ programme.

   Monitoring, both in-school & through the schools Hamwic audit, demonstrates high levels of consistency across the school in teaching. This is

particularly evident in instructional teaching and modelling.

2. **Whole-school essential reading approaches and subject knowledge:**
   The SLT and English leads prioritised embedding a strengthened reading offer across the school. This included adapting 'Little Wandle' as our synthetic phonics scheme in November 2022. This investment in a consistent high quality, scheme ensured more pupils passed the phonics screening, at 89% in Year 1,, which is above national outcomes.

   Our English leader developed staff knowledge around effective practice in reading, through a high frequency and excellent quality cpd sessions, focused on phonics, fluency in reading, comprehension, and explicit assessment systems. The purchase of enriched reading resources and a high level of investment in the Little Wandle scheme has led to improved outcomes for pupils.
3. **Embed the use of Coaching:**
   Jonathan Hannam INSET Apr 22 - all teachers and School Business Manager attended. Coaching sessions held regularly amongst senior and middle leaders, to develop leadership skills. Teachers have begun to access coaching sessions within cpd sessions, focusing on improving teaching and learning. Coaching and mentoring was used effectively by middle leaders to support and develop their teams.
4. **Development & training of TAs:**
   TA training provided by the Hamwic Trust enabled TAs to develop an understanding of the EEF 'Making best use of Teaching Assistants.'
   Internal cpd focused on developing the school's graduated response, focusing individual TAs on developing knowledge of specific interventions, including SALT, Little Wandle, Maths, ELSA.

TARGETED INTERVENTION:

5. **Same-day in-class intervention** approaches embedded in English & Maths, including Pre-teach and keep up/ catch up; small group support.
6. **High quality 'Little Wandle' phonics catch up delivered across the school:** Teachers and Teaching Assistants received ongoing training to deliver phonics intervention to targeted pupils. This involved initial training, along with follow up monitoring, peer observations and assessment of pupil progress.
7. **Matched reading books, linked to Little Wandel phonic phases** purchased and embdded, including the use of E-Books for all pupils**.**
8. **Reading intervention approaches:** The graduated response for reading was drafted and embedded at each stage, staff and TAs trained in applying the offer, including assessment, delivery and progress measuring.
9. **Maths intervention:** 1st Class@Number 15 children attended 12-week programme - all children improved baseline scores significantly.
10. **Development of TAs:** Two cohorts of TAs attended Hamwic cpd on effectively supporting pupils in learning: 3-part course with gap task, with Deputy Head. Follow up joint cpd was carried out with teachers to discuss and apply learning further. (Also see 5.)

WIDER STRATEGIES:

11. **Attendance:** SLT, The Office manager & Attendance Office team met every 3 weeks to carry out an in depth attendance review. A graduated response for attendance was created, to ensure a supportive, but targeted approach. As a result, improvements in overall attendance and persistent absence can been seen. In 2021-22, FSM attendance was 91%. In 2022-23, attendance for PP pupils was 93.5% Attendance figures were broadly in line with national for this period. Children eligible for Free School Meals and Ever6, were below the cohort, therefore this remains a priority area.
12. **Growth mindset:** This ethos and approach and the use of a common language, including the 5Rs, The learning Pit and a can do approach is well embedded across the school.
13. **Pastoral support:** The school has continued to strengthen the pastoral offer, through the creation of a graduated response and clear offer for our pupils. Also, in place this year are additional developments, including continued cpd for the team; revised structures within the pastoral team; enhancing and improving pastoral rooms, spaces and resources; cpd for all staff; and continued effective links with agencies and teams outside of school. A pastoral referral system, register and analysis of support is now well embedded, led by a skilled and experienced team.

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. 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.