Pupil Premium strategy statement 2022-2025 (Redrafted 2024)

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	355
Proportion (%) of pupil premium eligible pupils	**PP: N- 4, R- 16; Y1- 24; Y2- 41** Total: 94- 26%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2022-2025 (Revised 2024)
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Susannah Hill, Executive Headteacher
Pupil premium lead	Susannah Hill
Governor / Trustee lead	Cherry Bailey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic ye	£88,321
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year:	**£88,321**

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 to achieve that goal.

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, 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'. 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%). In 2023-24, attendance for all pupils was 95.3%; for FSM 93.1% (55 children). Poor attendance impacts significantly on pupils' outcomes.
2	Assessments, observations & discussions with pupils suggests that acquisition of expressive and receptive oracy skills **in Early Years** can be a barrier for vulnerable pupils, in particular those who may not have attended the school's-maintained nursery. This language deficit, along with reduced vocabulary, can later impact on the development of pupil's reading skills.
3	The number of families experiencing increasing levels of **poverty**, following the rising cost of living, has increased. This potentially impacts pupils opportunities, their lived experiences and emotional well-being.
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 34 in year starters and leavers.

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 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.	• 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 • An oracy framework is embedded across the school to support pupils acquisition and use of spoken language • 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 to ensure targeted support for pupils. • 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: £44,160

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 assessment & feedback, as well 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 • Further development of whole school approaches for the teaching of writing, through cpd and shared focus on pupil feedback, AfL and spelling.	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 oracy approaches, impacting on pupil outcomes, through: • Targeted teaching of phonics for PP pupils through our 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 TAs	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

• Embedding an oracy framework to develop pupil's spoke language that focuses on enabling the most vulnerable children to have an effective voice, in both lessons and social contexts- Voice 21 • Embedding a consistent & effective reading offer for all pupils, through the graduated response, led by the English leader and SENCO/ SLT		
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 targeted mentoring & coaching support for teachers within school • Ongoing mentoring support from J.Hanham and continuing to embed strategies and approaches from CPD sessions.	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
High level of commitment to the ECT programme • CPD and support driven by senior leaders ad mentors •	Dfe early career framework 2020: 'There are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest.	
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 Embed use of the EEF matrix to develop pupils independence in learning • Training support from T&L lead (Assistant Head), SENCO & 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: **£22,090**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Same day, in class targeted intervention: • Pre-teach/ keep up approaches	EEF: Feedback/ pupil conferencing shows high effects on progress	1, 2

• Adaptive teaching for identified pupils to scaffold learning • Effective feedback • Catch up for pupils with poor attendance	Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning.	
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 intervention programmes led by teachers and TAs: • Daily reading with matched reading books/ targeted reading intervention • Phonics Intervention-Little Wandle keep up & rapid catch up • Speech and language programmes • 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	2, 3, 4
Whole school focus on supporting pupils' mental health through embedding our Mental Health & Wellbeing action plan: • DH of Federation and Pastoral Care Manager have carried out Senior Mental Health Lead training • Change of SLT and support team structure to further develop our offer and support for children who are experiencing frequent dysregulation- implement systems and approaches to understand, assess and	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)	4,3

implement support that better meets need, improves well-being ad reduces suspensions and school absence. Develop the roles of AH for pupil • 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.	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	
Making effective us of TAs through: • Hamwic Trust and in school training on the use of the EEF Support Scale matrix. • Small group targeted focus, particularly within Little Wandle and SALT • 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: £ **22,090**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective attendance systems:	DfE: Working together to improve school attendance (May 2022):	1, 3,4

• 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	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.	
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; Therapeutic Play • ELSA & ELSA Group work: Hamish & Milo • ELSA programmes & other specific approaches, including Thinking Bricks • Daily Pastoral sessions • HLTA with SEMH focus • 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.	3,4

	• 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.	

Total budgeted cost: £88,321

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 2023 to 2024 academic year.

Data Outcomes:

EYFS GLD: FSM: 70% (10 pupils); Whole Cohort: 77%

Y1 PHONICS SCREENING:

FSM: 68% passed the screening (13 pupils out of 19); Whole Cohort: 87%

Disadvantaged national phonics data- 67%

KS1 OUTCOMES:

KS1 Data Outcomes for Disadvantaged Pupils Teacher Assessment:

Pupils attaining ARE: Reading- 68%; (Cohort- 73%); Writing- 52%;(Cohort- 67%); Maths- 72%; (Cohort- 79%).

Phonics Year 2: 19 Pupils in Year 2 retook the phonics screening. 5 out of 19 were FSM. Due to turbulence, 4 FSM pupils out of 5 did not attend the school in Year R or 1. Overall, 11 pupils passed; 2 FSM pupils passed.

Intended outcome	Success criteria	Progress in this area to date
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	• New approaches and roles were introduced to support, monitor attendance in September 23. Reshaping of roles within senior teams and redefined responsibilities across all staff were actioned September 2024 in alignment with the updated DfE and LA processes and expectations. • Our website illustrates expectations and all parent induction and new to year group meetings raised attendance on the agenda • All families received updated Policy and flow chart for absence July and September 2024 • September 2024 sees improved partnership workings with a newly shaped LA attendance team -enabling support to be more swiftly targeted and challenged. • 2023-2024 whole school attendance was above national (95.3%)- the school still wishes to focus on improving attendance for the disadvantaged, to ensure they receive the best opportunities within their education. PP attendance 93.1% •
Quality first teaching enables children to overcome delays and acquire a language rich environment and 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.	• 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 • An oracy framework is embedded across the school to support pupils acquisition and use of spoken language • Quality first teaching enables children to become fluent readers and achieve a phonics score of 38+ by the end of Y2.	• INSET and weekly teacher cpd sessions focused on embedding pedagogical teaching approaches across the schools, to ensure better pupil outcomes and deepening of knowledge, through a model of: review, teach, practice apply. Monitoring indicates that this model has ensured greater consistency of approach in teaching and clarity within instructional teaching. • In early years, outcomes across all areas of learning are strong. In Communication & language, 86% (Listening & attention) and 89% (Speaking) met the ELG. This demonstrates the high priority placed in the early years on language and communication. • Monitoring demonstrates that the teaching of phonics is consistently high quality. The school invested in CPD, including ongoing support and development, as well as high quality resourcing, the impact of this is evident in outcomes. • Termly phonics and reading assessments are anaylsed termly by leaders, to ensure keep up and catch up is rapid and impacting. • Teachers read a planned text to their class everyday, a high quality text that is exposing children to a wider variety of texts, that is developing a love of reading.

		• Adaptations and ECHP provision are more targeted to meet pupils needs. • PPG passports have been sharpened to reflect the tiered approach to high quality pupil provision, focusing particularly on high quality teaching and good attendance. •
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.	• Teachers frequently target children who are experiencing disadvantage for clubs, roles and responsibilities and additional experiences, over the year. This included sports events, musical/ drama productions etc. • The wider curriculum has been strengthened over the last few years, to ensure enrichment opportunities are planned and developed over tie, to broaden pupil's experiences. • This academic year, the pool was closed for refurbishment in the summer term. Next year this offer will be reinstated, and FSM pupils prioritized throughout the Junior school for lessons across their time at the school.
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 to ensure targeted support for pupils. • 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	• The graduated response for mental health and wellbeing is well embedded across the school. A referral system is in place for teachers to identify pupils who need additional support. Leaders and the pastoral team triage pupils and organise and manage support. • Across the year 23-24, 20 PP children accessed our in school pastoral support. This included a range of bespoke pastoral support, including an early morning breakfast club, Hamish and Milo, designated mentor, weekly or daily check ins for identified pupils, therapeutic play. The pastoral team also provided weekly group work and support for Military families • The school financed play therapy from an external therapist- 15 sessions at £50 each for 2 pupils identified as requiring this level of support. • Families and individuals were identified for targeted work with the BCP Navigator. • The DSL team managed increased case loads of families receiving support from Children's Services. This was delivered through forming positive relationships with professionals and families, ensuring vigilance within our safeguarding processes, including high quality ongoing CPD for all staff, excellent communication and provision for pupils.
Smooth **transitions** and targeted support enables **'in year'** access children, including	• Effective transition systems in place • Children can rapidly access pastoral and attendance support when needed	• New onboarding systems have been introduced, and are being refined, to ensure school has all relevant information before pupils join the school, both academic and social/ family information. This informs any support or provision that needs to be put in place. This is an ongoing area to

forces children, to make at least expected progress.	• Effective quality first teaching identifies barriers to diminish the gaps and ensure at least expected progress	strengthen, to ensure rapid intervention and support is in place for vulnerable pupils as soon as they join the school. • Pupil progress meetings are held termly with senior leaders, year leaders and teachers to target pupils who are off track, prioritizing our most vulnerable.

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.