

## 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	Twickenham Primary Academy
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	13% (51 PPG)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Government COVID-19 funding 21/22  Pupils eligible: 60% of PP pupils Y1-6 only £203  School funds will put in £67 as above	50 x 0.6 x 203 £6090 Plus 50 x 0.6 x 67 £2010  Total £ 8100
Date this statement was published	1/10/21
Date on which it will be reviewed	1/10/22
Statement authorised by	Petra Gollob
Pupil premium lead	Kizzie Elliott
Governor / Trustee lead	Jodie Croft

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ £68,595 (estimate based on what is likely in Oct census. Payment not yet received)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	<b>£68,595</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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# Part A: Pupil premium strategy plan

## Statement of intent

All Omnia Learning Trust Schools are committed to our core remit of providing an outstanding educational experience. Raising attainment of disadvantaged pupils is part of our commitment to help all pupils achieve their potential. Our current pupil premium strategy ensures all of our disadvantaged pupils have enhanced curriculum access and support to diminish the gap between disadvantaged pupils and their peers.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils' may have limited enrichment or learning experiences within the home environment
2	The attendance of PPG pupils is lower than that of their peers
3	Pupils' may be exposed to challenging home environments which impact on their emotional regulation at school and impact upon mental health and wellbeing more generally
4	PPG pupils do not generally achieved in line with their peers instead often achieving below

## 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
To improve the mental health and wellbeing of PPG pupils	Pupils are aware of the provision available to them to support their mental health and wellbeing
For PPG pupils to attend school in line with their peers	PPG pupils have an attendance rate equal to that of their peers
For PPG pupils to enjoy enriched cultural experiences	The gap between cultural capital of PPG pupils' and their peers is diminished
For PPG pupils to attain in line with their peers	The gap between PPG pupils and their peers is closing. PPG pupils achieve greater depth in various year groups across the school

## 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: £ 17,696.87

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teachers and TA's	Quality First Teaching principles produce better outcomes for pupils than withdrawal	4
CPD for SENCo	High Quality CPD can be disseminated to all staff via SENCo	4
TA Support for targeted interventions	TA support allows for class teachers to support small group learning leading to better pupil outcomes	4

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

Budgeted cost: £ 10,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions: pre-teaching, English, Maths, SEND Interventions	PPG pupils have pre-learning opportunities that widen access to the curriculum when it is then delivered as part of mainstream teaching	1
Flash Academy	Tailored interventions for PPG pupils allows for highly differentiated support to be put into place and supports good pupil outcomes in specific subject areas where gaps have formed	4
Homework Club	PPG pupils are supported by class teachers to complete homework. PPG pupils have access to equal if not higher levels of support than their peers in completing home based learning tasks	1, 4, 3

	which prevents pupils from falling behind	
The Scholars programme	PPG pupils have an aspirational learning experience that normalises attendance at a high performing university	1, 4
Tutoring	Support for pupils' with gaps in learning enhances curriculum participation and access when gaps are closed	4

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

Budgeted cost: £ 29,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWO	Attendance of PPG pupils is supported and remains higher than the national average attendance of PPG pupils	2
EHS	The mental health and wellbeing needs of PPG pupils are supported by a trained therapist working for CAMHS	3
Breakfast Club spaces funded	The attendance of PPG pupils is supported by attendance at breakfast club. PPG pupils receive a breakfast to ensure they are ready for learning	2,4
Funded school lunch for Y3 pupils upwards	PPG pupils are ready for learning having received a healthy lunch.	4
Subsidised School Trips and Educational Visits	PPG pupils have the opportunity to take part in learning experiences important for improving their cultural capital and understanding. Curriculum access is further supported as a result of these experiences	1

**Total budgeted cost: £ 59, 226.87**

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.

Teachers and TA's undertook CPD to support pupils' with a particular focus on wellbeing, stress and anxiety. This led to pupils' being supported appropriately by staff and directed to SENCo via the correct procedural channels where further support was required.

Pupils' requiring support with the cost of uniform were supported to ensure this did not impact on pupil attendance

Teachers continued to challenge children with work set at home during the school closure and additional telephone/Google classroom support was given to many PPG pupils. Teachers set some individual challenges to extend pupils learning where this was considered beneficial.

Pre-teaching of vocabulary lessons were delivered by staff to reduce gaps in cultural capital of PPG pupils in light of the closure. Tutoring was offered to PP pupils who had gaps in learning once learning at school resumed.

Referrals were made by SENCo to CAMHS to seek support mental health where appropriate and advice was sought from EPS where appropriate.

KS and KE supported PPG pupils and families where necessary to promote attendance and engagement in learning both during the closure and when school had reopened.

SENCo undertook mental health CPD and disseminated to teaching staff at TA's

EWO supported principal in raising attendance of PPG pupils falling below 95% to promote attendance and engagement. PPG attendance as of July 2021 was at 97.3% on average

PPG attainment gap against peers is reducing. In years one and two, the progress scores of PP pupils for English reading, writing and maths is greater than that of the non PP cohort demonstrating the support pp pupils receive leads to excellent pupil outcomes.

PP pupils are working at GD in every year group in the school.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
The Scholars programme	Brilliant Club

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## 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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*