



Twickenham PRIMARY ACADEMY

Twickenham Primary Academy Pupil Premium Action plan Academic Year 2023-2024 (and review 2022-2023)

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	403
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 2024-2025 2025-2026
Date this statement was published	October 2023
Date on which it will be reviewed	December 2023
Statement authorised by	Erin Moscardini
Pupil premium lead	Erin Moscardini / Grace Burke
Governor / Trustee lead	Jodie Croft



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,995
Recovery premium funding allocation this academic year	£
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	£



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Part A: Pupil premium strategy plan

Statement of intent

At Twickenham Primary Academy, there are two fundamental objectives for disadvantaged children. The first is to achieve their full potential academically, with progress rates and attainment levels which are at least equitable with their peers. The second is that disadvantaged children receive a comprehensive range of culturally enriching opportunities and activities, and that access to broader horizons is made possible for them by the direct action of the school. Our pupil premium strategy plan works towards achieving those objectives by simultaneously tackling a number of challenging aspects of a target pupil's ecological environment (Bronfenbrenner, 19971, 19952; Bronfenbrenner and Evans, 20003) ranging from individual risk factors to school culture and family circumstances while drawing on the existing evidence base in doing so. Our strategy complements the school aspiration for all pupils to engage meaningfully with enriching and varied experiences. The implementation of this strategy incorporates all members of our school team, and utilises the committed effort of the whole school in order to realise these objectives for our children. The key principle underpinning this strategy is that all children, regardless of socioeconomic context, should be supported as needed to achieve highly and access a wide range of enriching experiences.

¹ Bronfenbrenner, U. (1977). [Toward an experimental ecology of human development](#). *American psychologist*, 32(7), 513.

² Bronfenbrenner, U. (1995). Developmental ecology through space and time: A future perspective. In P. Moen, G. H. Elder, Jr., & K. Lüschner (Eds.), *Examining lives in context: Perspectives on the ecology of human development* (pp. 619–647). American Psychological Association.

³ Bronfenbrenner, U., & Evans, G. W. (2000). [Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings](#). *Social development*, 9(1), 115-125.

Challenges

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



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Challenge number	Detail of challenge
1. Inclusion, equity and risk of bias	<p><i>The risk is that an assumption is made that all disadvantaged pupils face similar barriers or are assessed to have lower prospective performance when compared with their peers. As Twickenham Primary Academy has relatively low rates of children eligible for the PPG grant, there is a risk that PPG children may be perceived in contrast to their peers (for example, in the quality of their uniform or attendance at enrichment clubs). Furthermore, there is a risk that this small group of children eligible for the grant may be expected to achieve less over time than their peers. This in turn risks less ambition for those pupils when compared to their peers.</i></p>
2. Attendance and complex family relationship with school(s)	<p>Those children who are eligible for the grant are more likely to be late or absent from school than their peers (evidenced through school attendance data 2022-2023). Their parents may find the notion of accepting support from school (in whatever way) a challenge and feel like there is negative bias towards them or their child.</p> <p>Negative attitudes to school from home result in poor attendance; low aspirations and friendship struggles.</p>
3. Attainment and progress in mathematics	<p>Those children who are eligible for the grant are more likely to not make progress in mathematics or have negative attitudes to mathematics (evidence from KS2 SATs results 2022-2023 where children eligible for the Pupil Premium Grant made negative progress compared to their peers). There maybe negative attitudes to mathematics at home or their attendance (see above) may impact their progress and attainment in this vital subject. Poor attainment in mathematics will negatively impact secondary school achievement and prevent children reaching their full potential.</p>
4. SEMH Support and resources	<p>Around half of those children who are eligible for the grant have experienced ACES and therefore require additional support to enable them to succeed in school and manage the anxieties that they experience day to day.</p>



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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
Inclusion & Equity	<i>Staff and families have evident and consistently high aspirations for all of the children attending the school. No child is left behind due to financial constraints. No child is labelled due to their disadvantage or identifiable by their socioeconomic circumstance, and each child is treated as an individual. Twickenham Primary Academy believes in and delivers a vision of success for all pupils.</i>	<ul style="list-style-type: none"> <input type="checkbox"/> PPG children have new uniform each year, with vouchers issued <input type="checkbox"/> All staff complete unconscious bias training in school, and have an increased awareness of potential unconscious bias towards PPG children. <input type="checkbox"/> Anonymous pupil survey indicates that PPG children feel equally included and valued when compared to their peers <input type="checkbox"/> The targets for PPG children are as ambitious as those for their peers <input type="checkbox"/> PPG children are offered 1 free club of their choice and therefore attend at least one club per week. <input type="checkbox"/> PPG children have 50% of school trips funded to ensure that cultural capital is broadened and therefore can attend all trips.
	<i>Throughout EYFS, KS1 and KS2 PPG children make strong progress from their starting points and consequently achieve at least in line with their peers at the end of each key stage.</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Progress and attainment results show no gap between PPG children and their peers <input type="checkbox"/> PPG children at Twickenham Primary Academy exceed the national average for progress and attainment



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Attendance & Relationships	<p>Attendance of all children in reception of PPG will be at least 97% and will be in line with that of their peers in all classes.</p> <p>Parents with complex needs will be supported through their relationship with the school and use of our Education Welfare Officer and positive parent partnerships.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attendance of all children in reception of PPG will be at least 97% and will be in line with that of their peers in all classes. <input type="checkbox"/> Parents will feel supported by the school and understand that we want the best for their children. <input type="checkbox"/> Children will maintain strong friendships and report that they are happier to attend school having had fewer disagreements in and out of school.
Mathematics Attainment and Progress	<p>Attainment of children in receipt of PPG (but without SEND) will be in line with that of their peers. Progress for all children in receipt of PPG will be at least in line with their peers.</p> <p>Parents will understand how to support their children at home.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Progress and attainment results show no gap between PPG children and their peers <input type="checkbox"/> PPG children at Twickenham Primary Academy exceed the national average for progress and attainment
SEMH Support and Resources	<p>Pupils in receipt of PPG will not be disadvantaged by poor SEMH and will be able to access timely support in school.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> All children in receipt of PPG will have access to SEMH interventions as needed.



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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: £ 10,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD on unconscious bias and ongoing DEI strategy (used to inform wider work on curriculum review and DEI strategy).	Dee, T., & Gershenson, S. (2017). <i>Unconscious bias in the classroom: Evidence and opportunities</i> . Google's Computer Science Education Research. Campbell, T. (2015). Stereotyped at seven? Biases in teacher judgement of pupils' ability and attainment. <i>Journal of Social Policy</i> , 44(3), 517-547.	1
Whole staff CPD on adaptive teaching strategies to ensure that ensure gaps close.	Use of ECF to support staff training.	
Weekly LSA CPD on targeted interventions.	Making best use of teaching assistants EEF information found here	
Whole staff CPD on Zones of Regulation and Emotional Regulation (including emotional regulation resources in every classroom)	EEF Impact of improving Social and Emotional Learning in Primary Schools link here	



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

Budgeted cost: £ 57,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>LSA in all year groups to ensure small group support is available.</i>	Making best use of teaching assistants EEF available here .	1,2,3
<i>Targeted maths interventions for pupils in all key stages.</i> <i>Maths resources purchased to support teaching and interventions.</i>	EEF Teaching and Learning Toolkit. Improving Mathematics in KS2 and 3 available here . EEF guidance reports on Improving Mathematics in the Early Years and EYFS available here	1,2
<i>Weekly emotional regulation and social speaking interventions for targeted groups</i>	EEF link to Social and Emotional Learning (+4 months progress) available here	1,2
<i>Access to 'The Scholar's Programme' – targeted intervention to support high aspirations and social mobility.</i>		1,2



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

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>50% reduction for all school trips and activities.</p> <p>1 free school club per term</p>	<p>EEF Teaching and Learning Toolkit. 'Arts Participation' – low cost for moderate impact (+3 months' progress on academic outcomes in other areas of the curriculum such as Maths, English and Science) available here.</p> <p>EEF Teaching and Learning Toolkit 'Physical Activity' (+1 month progress on academic attainment) available here.</p>	1,3
<p>Residential programmes 50% discount for PPG families (Y4 Trip to Woodrow; Y6 PGL)</p>	<p>EEF Teaching and Learning Toolkit suggests that outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. Available here.</p>	1,3
<p>Free school uniform / vouchers provided for each child receiving PPG.</p>	<p>EEF Guidance on School Uniform Implementation, available here.</p> <p>(Implemented to ensure PPG children are not more likely to wear incorrect or identifiably second-hand uniform).</p>	1,3
<p>High quality free school meal provided daily.</p>	<p>(Implemented to ensure that PPG children receive a balanced and</p>	1,3



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	<p><i>nutritional hot meal every day, in the same manner as their peers)</i></p> <p><i>NB: In 2023-2024 The Mayor of London Provided Free School Meals for all children living in a London Borough. This provision will be reviewed annually.</i></p>	
<p><i>Free spaces at breakfast club for children in receipt of PPG.</i></p>	<p><i>Positive impact of breakfast club provision for KS1 children can be found here (+2 months for children in KS1)</i></p>	1
<p><i>Purchase of additional services from EWO and Emotional Health Service</i></p>	<p>EEF reports on working with parents found here</p>	1,3

Total budgeted cost: £ 87,995



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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.

Academic Intervention and Teaching: PPG pupils in all years made progress towards their targets in spoken language and English – key target from last year's PPG Strategy. Most children receiving PPG passed their phonics screening check (those with additional SEND will retake in Y2).

Enrichment: All PPG children in year groups with residentials were able to attend due to subsidised costs. All children receiving PPG attended a club of their choice each term.

Next steps: Children in Y6 in receipt of PPG did not pass the mathematics SAT and their attendance was not as good as those without PPG. This will be a target for 2023-2024.



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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.