

Pupil premium strategy statement – Tweseldown Infant School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	19.67%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/25 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Kim Tottem, Headteacher
Pupil premium lead	Kim Tottem
Governor / Trustee lead	Deborah Stephenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,130
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£72,130

Part A: Pupil premium strategy plan

Statement of intent

The intention of our pupil premium strategy is that all pupils; irrespective of their background, ability level, or the challenges they face make good progress and achieve high standards. We recognise that pupils and families may face a diverse range of challenges and already be supported by a wide range of external agencies; needless to say, any pupil or family may also face challenges and therefore it is our intent, through the activities outlined in this strategy, to support their needs too.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activities outlined within this strategy will also support their needs.

We believe that first and foremost, it is essential that there is effective high quality teaching and learning on a day-to-day basis. We do not rely on intervention to make up for any poor teaching. We all understand the need to drive independent learning, the development of thinking skills and clear assessments that support progress. Our work on ensuring that the curriculum delivers the correct amount of substantive and disciplinary knowledge is designed to support each and every pupil to know and remember more of their learning, leading to increased outcomes at all ability levels. Through high quality research, we know that it is a curriculum such as this, combined with high quality teaching, which will have the greatest impact on closing the attainment gap. Not only that, but the cognitive work that we complete will also benefit our non-disadvantaged pupils to also know and remember more.

It is our intention throughout this strategy to raise educational achievement for all pupils. Our staff continually monitor and assess our plans in line with the needs of the pupils as they emerge which includes opportunities for social and emotional development.

Our strategy is also integral to wider school plans for educational recovery, notably in its targeted support through the National Tutoring programme for any pupil whose education has been worst affected during the Covid-19 pandemic.

The needs of each and every pupil are swiftly identified and support is put in place to ensure that pupils receive what they need, when they need it. We do not make assumptions on disadvantage nor do we apply blanket support – careful robust and diagnostic assessment is carried out to ensure that the support offered is bespoke and will ensure that the pupils go on to make further progress across the curriculum and beyond.

We have very high expectations of the children and instil a 'can do' attitude. To ensure that our strategy meets the aims we have identified, we will:

- act early to intervene academically, socially and emotionally to support every pupil
- ensure every child is challenged
- continually assess the needs of our pupils and families as they emerge
- equip each and every pupil with the strategies that they need to excel
- ensure that the whole school ethos of belonging to a school of pupils who are happy, enthusiastic, independent and lifelong learners is realised throughout the fabric of every lesson and opportunity.

Challenges

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

Challenge number	Detail of challenge
1	Attainment in writing
2	Attendance: specifically persistent absenteeism
3	Parental engagement and aspirations
4	Access to wider opportunities
5	Starting school well below expectations in speech, language and basic mathematical ability
6	Limited literacy skills - less talking opportunities and book sharing/ support for reading at home
7	Financial stability- varied experiences, opportunities and cultural capital is therefore limited

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
Pupils to achieve similar results in writing to non-disadvantaged pupils throughout the school	<ul style="list-style-type: none"> • Children will achieve ARE+ in Reading, Writing and Maths • Children will attain in line with non-disadvantaged pupils in R/W/M combined • Children will achieve national average GLD % • Children will achieve national average phonics % • Children will have accessed small group in class support • Children taught appropriately pitched interventions • PPA in year 2 carried out by sports coaches and ATs • Improved reading attainment • Love for reading instilled in every pupil • Attendance at Winter Warmer increased
Attendance Improved	<ul style="list-style-type: none"> • Our whole school attendance will be back to pre-Covid level of 96% & above national average of 94.9% • Early intervention to support families

	<ul style="list-style-type: none"> • Attendance of all families closely monitored • Families below 90% attendance will be supported to improve • Gap between disadvantaged and peers narrowed
Hard to Reach Families will be supported to be part of their child's educational journey.	<ul style="list-style-type: none"> • New families joining school supported • Attendance at coffee mornings improves • Additional coffee mornings to support various groups at school eg diabetic children, bumps and babies • Open door policy for coffee and conversation with families • Relationships built with each family by each and every member of staff • Workshops attendance shows gap closing between PP and Non
To achieve and sustain higher levels of cultural capital and enrichment for all pupils, particularly our disadvantaged pupils.	<p>Increased levels of participation by 2025 – 2026 in</p> <ul style="list-style-type: none"> • before and after school clubs • Curriculum trips and visits particularly for disadvantaged pupils.
To support each child with their mental health and well being	<ul style="list-style-type: none"> • MH&WB week • Continue to use Thrive in School • Qualitative data from student voice, surveys and observations • MH&WB champion for adults and children
To improve oral language skills and vocabulary skills	<ul style="list-style-type: none"> • Assessments and observations illustrate significantly improved oral language • Engagement in lessons improved • Book scrutiny illustrates improved use of language • Word of the day/ week (in FS) used orally and in writing
Parents supported to be more financially stable	<ul style="list-style-type: none"> • Signposting to support groups • Delegation of discretionary fund • Holiday clubs funded enabling parents to continue to work

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£15,147.30**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CTs teaching interventions	Small group tuition approaches supporting pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. EEF: Small Group Tuition	1, 6

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

Budgeted cost: **£26,668.10**

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Salaries Thrive Materials	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. 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. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. We therefore have used funding to train ATs to ELSAs ensuring one per year group. EEF: Teaching and Learning Toolkit – Teaching Assistant Interventions	3, 4
TA Interventions	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as	1, 5

	having low prior attainment or at risk of falling behind. The approach allows the focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. EEF Small group tuition	
Engaging in the school led tutoring route, with a focus on disadvantaged pupils, in addition to whole class teaching. (Additional school led tutoring funding)	Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum. EEF Small group tuition.	1

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

Budgeted cost: **£30,314.60**

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 new ELSAs trained in school.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. EEF: Teaching and Learning Toolkit – Social and Emotional Learning	2
Uniform purchasing ensuring a sense of belonging	Maslow's Pyramid of Need	4
Increase the cultural capital of pupils through before and after school clubs.	Physical activity has important benefits in terms of health, wellbeing and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention. EEF: Teaching and Learning Toolkit – physical activity/extending school time	4, 7

Increase the cultural capital of pupils through subsidised trips and visits	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extracurricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. EEF: Arts participation	4, 7
Parental Engagement	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF: Teaching and Learning Toolkit – Parental Engagement	3
Use and embed the principles of good practice as set out in the DfE's improving school attendance advice.	This guidance has been informed by: <ul style="list-style-type: none"> • engagement with schools who have significantly reduced their persistent absence levels • Teachers' standards • Ofsted's school inspection handbook • other DfE statutory and non-statutory guidance 	2
Contingency fund for acute issues. (£2.5K)	Based on previous experiences and service mobility along with local new housing estates releasing houses in phases, we have identified a need to set aside an amount of funding to respond quickly to emerging need. We recognise that this may be varied and longer term for some families.	3,4,7

Total budgeted cost: £72,130

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Assessment data shows that many of the pupils identified last academic year as eligible for pupil premium funding, continue to need additional support however, analysis shows that although the gap is growing Nationally, at Tweseldown, the gap is diminishing. It should also be noted that many of these pupils have coupled vulnerabilities and are in many cases also on the SEND register. We will need to continue to support these pupils with high levels of intervention and in class support.

This year, the pastoral team have continued to support a wide range of pupils across the school. We now have three ELSA trained members of staff and a TALA practitioner. Staff have identified that there were 45 key pupils across the school who they offer the highest levels of support to. Of these pupils 27% are identified as Pupil Premium (PP). The support that is put in place is wide-ranging and bespoke to the needs of the child and family.

In terms of extra-curricular activities, as a school we track the number of PP pupils attending before or after school sports clubs. The number of PP pupils attending sits at around 25%, which is in line with the percentage which the group represents within the school.

We have also continued to closely monitor PP attendance this year. The HT meets with families face to face termly if attendance dips below 90% to work on a strategy to support the family. Our focus this year is to continue to improve persistent absenteeism in PP pupils as our current IDSR states that we are close to National average.

Externally provided programmes

Programme	Provider
Bug Club	Pearson

Service pupil premium funding

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
<p>We used the funding to train and pay for the salary of 2 highly experienced members of the pastoral team to be trained as a TALA practitioners. The additional funding was used to support pupils requiring additional emotional health and well-being support.</p> <p>The funding was also used to train our DHT as a Thrive Practitioner.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Pupils having had TALA or ELSA are equipped with the strategies to deal with additional upset in their lives.</p>