Pupil premium strategy statement

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	**Twyford C of E School**
Number of primary aged pupils in school	**94**
Proportion (%) of pupil premium eligible pupils	**18.1%**
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	**3 years (2023 – 2026)**
Date this statement was published	**March 2026**
Date on which it will be reviewed	**November 2026**
Statement authorised by	**Sam Thompson**
Pupil premium lead	**Sam Thompson**
Governor / Trustee lead	**Carrie Deeley (Governor)**

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£33645**
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	**£33645**

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium grant is a sum of money given to schools each year by the Government to improve the attainment and progress of disadvantaged children. The intention of Pupil Premium funding is to directly benefit the children who are eligible, helping to narrow the attainment and progress gap between them and their classmates.

We aim for every child, within our school, to experience an excellent education and to realise their potential to flourish.

Improving the achievement of disadvantaged pupils is integral to our key priorities relating to the quality of education. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, emotionally, or academically because of disadvantage.

We use research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support.

In line with the EEF guide, Twyford C of E School adopts a tiered approach to Pupil Premium spending which has high quality teaching at the core. The tiers are as follows:

T1: Teaching – Ensuring an effective teacher is in front of every class, and that every teacher is supported to develop professionally, is the key ingredient of a successful school and should rightly be the top priority for pupil premium spending. Spending on improving teaching might, but not exclusively, include professional development, training and support for teachers at all stages of their career.

T2: Targeted Academic Support – Evidence consistently shows the positive impact that quality targeted support can have on those pupils who are not making good progress. Considering how classroom teachers and teaching assistants can provide targeted academic support is a key component of an effective Pupil Premium strategy.

T3: Wider Strategies – Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and financial, social and emotional needs of families. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have underdeveloped oral language skills and vocabulary gaps in comparison to their peers. This also includes specific speech and language difficulties.
2	On average, disadvantaged pupils have lower attainment and slower progress rates resulting in a widening of the attainment gap in reading, writing and maths.
3	Lower attendance, including lateness, and higher rates of persistent absenteeism is more prevalent for disadvantaged pupils.
4	Pupils have limited life experiences. They may also have limited access to books, libraries and technology (such as computers and Wi-Fi etc).
5	Parental engagement with school and also supporting learning from home is often limited.
6	Financial barriers and deprivation – impacting resourcing of uniform and access to extra-curricular opportunities.

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	Challenge Number	Success criteria
Improved attainment among disadvantaged pupils in all statutory assessments. The gap is narrowed in the progress and attainment of disadvantaged and non-disadvantaged children.	**2, 3**	Improved attainment is demonstrated by: • 100% of disadvantaged children make at least expected progress from respective starting points so any existing attainment gap with peers is cumulatively diminished. • Statutory assessments in 2024/25 show that more than 60% of disadvantaged pupils met the expected standard. • Interventions take place based on gaps in learning and are reviewed for impact.
The language deficit for pupils is diminished and any speech and language needs are identified and addressed at an early stage.	**1**	• All pupils are exposed to higher level vocabulary throughout the curriculum, demonstrated through planning, classroom environments and outcomes of pupils' work. • Pupils read regularly and at home. They have access to high quality books for individual and shared reading. • Speech and language needs for pupils are met early through screening. A targeted systematic

		approach is in place to address any identified need and individual pupils' progress is tracked and evident.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils.	**3**	Sustained high attendance from 2024/25 is demonstrated by: • Overall absence rate for all pupils being no more than 4%, and to have no attendance gap between disadvantaged pupils and their non-disadvantaged peers • The percentage of pupils who are persistently absent being below national average and the figure among disadvantaged pupils being no more than 2% lower than their peers • Lateness to school, both before and after register closes, is diminished • Support is in place to enable parents to overcome any barriers that prevent their children attending school or arriving late.
To ensure that financial and other pressures do not impact on a parents ability to support their children's schooling and education.	**4, 6**	This will be demonstrated by: • Parents being supported with the cost of school uniform • Pupils having the resources and equipment they require to fully engage and access the curriculum, both at home and school, to ensure equality of access and opportunity • Access to extra-curricular opportunities for disadvantaged pupils will be the same as their peers
To ensure that disadvantaged families feel confident, comfortable and motivated to engage with school and wider services.	**5**	This will be demonstrated by: • Parents being able to access full communication from the school using selected platforms. • Parents of disadvantaged pupils will engage well with the school and approach staff for help and support. • Attendance for disadvantaged families at parent consultations, school events, curriculum workshops will be in line with those families who are non-disadvantaged. • Parents engaging positively with wider services, supported by school staff.

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: £10900

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Provide 'Keep up and Catch up' training for identified staff in the new phonics programme • Provide training for any new staff in the phonics programme • Provide regular non-contact time for the Phonics Lead to work with class teachers, teaching assistants and external consultants • Ensure resourcing meets the needs of the phonics programme	While the teaching of phonics at school has been good and results historically strong for all children, new teachers to school and teaching assistants need training in a scheme which is validated by DfE. This will allow children to receive effective, structured and carefully sequenced lessons, organised by outcomes from assessments.	**2**
• Improve teaching and learning with a focus on evidence-based strategies to support Quality First Teaching including targeted CPD. • Commission external teaching and learning consultant to work with staff. • Maintain a strong focus on Quality First Teaching in our own internal CPD programme.	The single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school based factor. ***Education Endowment Foundation (EEF)***	**1, 2**
• Purchase standardised reading assessments and provide training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: ***Standardised tests, Assessing and Monitoring Pupil Progress, Education Endowment Foundation (EEF)***	**2**
• Provide rich and varied curriculum which enhances pupils' vocabulary and exposes	The single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of	**1, 2, 4**

them to a wide range of new language. • Purchase curriculum resources to support teaching and first hand experiences of identified subject specific vocabulary • Schedule subject leader time so leaders can monitor language provision in each subject.	high quality teaching on pupil outcomes is 3x that of any other school based factor. By ensuring that our curriculum addresses the need to enhance pupils' vocabulary and is suitably resourced supports learning development. ***Education Endowment Foundation (EEF)***	
• Give all pupils opportunity to access high quality texts both within school and to borrow from the school library. • Purchase additional books for the reading scheme chosen by the school to supplement those already available to pupils. • Use the school literature spine for reading and supporting writing to purchase any texts listed on it as necessary.	***The Centre for Literacy in Primary Education (CLPE)*** suggests that high quality texts create more discussion, better questioning and a more thorough understanding of vocabulary.	**1, 2, 4**

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

Budgeted cost: £8050

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Provide timely and quality small group intervention programmes in reading, phonics, writing and mathematics to address gaps in learning and accelerate progress.	The key findings of the ***EEF*** are that: • Small group or 1:1 tuition has an average impact of four months' additional progress over the course of a year. • Small group or 1:1 tuition is most likely to be effective if it is targeted at pupils' specific needs. • Providing training to the staff that deliver the support is likely to increase impact. • Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	**2**
• Implement Precision Teaching for phonics, high frequency words, spelling patterns, times tables and securing number bonds.		**2**
• Provide additional 1:1 reading with teaching assistant or teacher each week so reading strategies can be taught and opportunity to improve fluency is given.		**2**
• Address the needs of individual pupils through quality targeted	The key findings of the ***EEF*** are that:	**1**

speech and language interventions.	• On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. • It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. • Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. • Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.	

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

Budgeted cost: £1350

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Track attendance and punctuality of disadvantaged pupils on a 6-weekly cycle. Follow up attendance concerns immediately and keep a record on SIMS registers • Meet with parents and provide support where needed to improve attendance and punctuality • Provide additional support for families where attendance continues to be a concern • Embed principles of good practice set out in the DfE's 'Improving School Attendance' advice	• Evidence suggests that pupils who attend school more regularly achieve better outcomes in their GCSE's than those with poor attendance. ***DfE 2016*** • DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. ***DfE Framework for Securing Full Attendance***	**2, 3**
• Provide support with the purchase of school uniform	• Where basic needs are met, children feel valued and part of the school.	**4, 6**

• Loan of a Chromebook for pupils in KS2 to support learning at home • Provide opportunity for pupils to attend an extra-curricular club • Provide funding for access to peripatetic music tuition should they wish • Support parents financially for access to school trips, visits, workshops, residential, etc	• Children will be able to fully access learning opportunities at school and at home, will make better progress and achieve more highly. • See study from the ***Social Mobility commission. An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility [2019] ****** for the benefits of participation in extra-curricular provision.	
• Parent section on school website is kept up to date • Support parents who lack confidence with the use of technology at home to access school systems • Establish regular communication when needed to ensure all are working together for the benefit of the child	• ***Third Space Learning: 45 Pupil Premium Strategies For Cost Effective Impact In Primary Schools (2021)*** Involving parents in education benefits their children's academic outcomes has been proven to yield progress of +3 months.	**5**

Free School Meals: £13041

Total budgeted cost: £33645

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 1 Phonics Screening 2025:

- 0% of disadvantaged Year 1 pupils (1 child) passed the phonics screening check compared to 62% of non-disadvantaged pupils.

Year 4 Multiplication Tables Check:

- 100% of disadvantaged pupils scored an average of 22.5 in the check. The same average applies to the non-disadvantaged pupils.

Year 6 end of Year SATs:

- 33% of disadvantaged pupils achieved a combined expected level score in reading, writing and maths, compared to 40% of non-disadvantaged pupils.
- 33% of disadvantaged pupils achieved the expected standard in writing, compared to 40% of non-disadvantaged pupils.
- 50% of disadvantaged pupils achieved the expected standard in maths, compared to 53% of non-disadvantaged pupils.
- 50% of disadvantaged pupils achieved the expected standard in reading, compared to 53% of non-disadvantaged pupils.

The 2024-25 Year 6 pupils were impacted by disruption to their education due to Covid-19 which affected their cohort from the Spring term of their Year 1 academic year onwards.

Predictions for the end of this Pupil Premium Strategy in 2026:

The current 2025-26 Year 6 pupils are on track to exceed the results of both disadvantaged and non-disadvantaged pupils from Summer 2025 in the Summer 2026 assessments.

The current 2025-26 Year 1 pupils, and Year 2 pupils who are re-taking, are on track to exceed the results of both disadvantaged and non-disadvantaged pupils from Summer 2025 in the Summer 2026 assessments.

The predicted Year 4 MTC check results in Summer 2026 are predicted to be broadly in-line with those taken by the current Year 5 pupils in Summer 2025.

Pupil behaviour is consistently good or excellent for disadvantaged and non-disadvantaged pupils in the 2025-26 cohort. There have been no fixed-term exclusions.

In the 2024-5 academic year, one disadvantaged pupil had a fixed-term exclusion and attended the pupil referral unit.

Current attendance of all pupils in school is 96.3% overall. This is above the national average of 94.9%.

Persistent absence overall is 8.6%. This is below the national average of 13.6%.

Attendance of disadvantaged pupils is 95.5%. This is above the national average of 92.2% and an increase of 1.3% on the 2024-25 attendance of disadvantaged pupils.

Attendance of non-disadvantaged pupils is 96.4%. This is above the national average of 95.9%.

Staff have contact with parents at the gate on a daily basis to nurture positive relationships staff have developed with families.

Staff make contact by phone for parents they do not see to discuss any successes or areas of concern, emphasising the need to work together and communicate.

Regular communication (weekly) was established where needed, so that key messages were relayed and general discussions about the pupils could take place, including SEMH needs.

The school administration team provide any additional support with admin to families including accessing ordering for school meal and ParentMail.

Financial support has been offered during conversations with families to include:

- Purchasing school uniform
- Attendance at extra-curricular clubs
- Peripatetic music lessons
- Cost associated with trips and residential

Provision of Chromebooks in KS2 to support learning at home.