

Pupil premium strategy statement – Tewin Cowper CoE Primary 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	165
Proportion (%) of pupil premium eligible pupils	18/165 10.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kelly Fairhall
Pupil premium lead	Kelly Fairhall
Governor / Trustee lead	Barbara Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£41,440
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£1,650
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£43,090

Part A: Pupil premium strategy plan

Statement of intent

At Tewin Cowper we aim to provide a warm and welcoming environment that encourages all pupils and their families to value the importance of good attendance and punctuality. Staff strive to ensure that when pupils are at school they feel safe, happy and engaged from the moment they are greeted at the gate. We want to create a space where pupils can grow in confidence, self-belief and are able to recognise their own strengths.

Staff at Tewin Cowper aim to provide high quality first teaching with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our vision for inclusion underpins our therapeutic approach to behaviour and education alike. We believe in equity over equality and aim to give every pupil what THEY need which is not always the same as their peers. This holistic, child-centred approach will enable us to give tailored support to pupils and their families which in turn will help build positive working relationships between school and home.

Our approach will be responsive to common challenges and individual needs rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils achieve well.

The key principles within our strategy plan are to:

- Ensure all staff understand that access to high quality teaching strategies will most benefit our pupils in their learning.
- Ensure disadvantaged pupils are challenged and teachers' expectations are high for them across the curriculum and in their personal development.
- Use assessments rigorously to ensure that disadvantaged pupils are well-planned for and provision matches need.
- Provide a calm and purposeful learning environment whereby disadvantaged pupils can thrive.
- Adopt a whole school approach whereby staff confidently adapt the whole curriculum to ensure disadvantaged pupils have the opportunity to reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Where pupils are persistently absent from school, data indicates this has a negative impact on attainment. Observations indicate that a high proportion of disadvantaged pupils are frequently late to school.
2	Assessments, observations and data analysis indicate that where pupils have multiple vulnerabilities in addition to being eligible for Pupil Premium funding, there are gaps in learning in reading, writing and mathematics when compared to their non-disadvantaged peers in reception through to year 6.
3	Assessments, observations and discussions with pupils indicate that where a vocabulary gap is prevalent among some disadvantaged pupils, pupils find it more challenging to access learning.
4	Our observations, post Covid, suggest that resilience and self-confidence amongst disadvantaged pupils is a barrier to academic success.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 26/27**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Small steps success e.g. all pupils subject to a attendance support plans show increased attendance rates compared to their starting points. Gap 5% is reduced to 1% when PP compared to non PP
Improve reading attainment amongst disadvantaged pupils across the school	Reading outcomes across the school will show increasing proportions of disadvantaged pupils achieving greater depth Current 62.5% increases to 80% by 2027
Improve mathematics attainment amongst disadvantaged pupils across the school	Mathematics outcomes across the school will show increasing proportions of disadvantaged pupils achieving greater depth Current 56.25% increases to 75% by 2027
Improve writing attainment amongst disadvantaged pupils across the school	Writing outcomes across the school will show increasing proportions of

	disadvantaged pupils achieving greater depth Current 56.2% increases to 70% by 2027
Widen vocabulary among disadvantaged pupils	Children use a growing range of vocabulary when writing across the curriculum.
Improve all pupils resilience for learning, particularly for disadvantaged pupils	Sustained levels of resilience when pupils tackle learning challenges. All staff teach the behaviour curriculum from the very beginning of pupils time in school to develop their resilience.

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: £ 21,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure SSP, WCR and the mastery approach are implemented as intended by all staff, particularly those new to the school	EEF Induction and monitoring Mentor and coaching training Training and support from Maths Hub, HfL English team and Twinkl	2, 3
<i>Provide training and implement Essential Writing HfL</i>	HfL guidance from English Team Bespoke training for all teaching staff EEF	2,3
<i>Review WCR with a focus on designing an approach to teaching vocabulary that can be progressive from Y3-Y6 implemented across the school</i>	HfL guidance from English Team EEF	2,3

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

Budgeted cost: £ 10,772.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implement targeted small group and 1-1 interventions for any child needing catch up or keep up in reading</i>	EEF Twinkl Phonics HfL English Team	2,3,4

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

Budgeted cost: £ 10,772.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance monitoring and a personalised supportive approach based on strong relationships with families</i>	EEF	1
<i>Design and implement a behaviour curriculum with a focus on building resilience and self-confidence.</i>	EEF The Dog Mentor Program NHS five ways to Well-Being	1,4

Total budgeted cost: £ 43,090

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As we have reached the end of the 3 year cycle we will outline the impact of each of the key priorities over this time. We have analysed the performance of our school's disadvantaged pupils during this time, using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

1. Support for self-regulation and SEMH is accessible for disadvantaged pupils.

Pupils who have worked with Milo the school Dog Mentor have significantly improved attendance and feel happier coming to school when he is there (pupil voice). Our ELSA has been unable to work therefore we cannot measure any impact of this role. Our Therapeutic Behaviour Policy has a positive impact on all pupils well-being. At the end of July 24 we had a large staff turnover meaning new staff would need to complete the training. We identified that something was missing and the policy needed a greater emphasis on 'teaching' behaviour so our next step is to write a behaviour curriculum.

2. Disadvantaged pupils make good progress in reading and writing.

As a school we have worked hard implementing WCR in KS2 and embedding our Phonics scheme in EY and KS1. Our phonics and reading data reflect this, showing we achieve consistently higher than Herts, and national average. There is a culture of reading for pleasure and pupils clearly love reading in all forms. We now need to see the fruits of this reading in the writing whilst creating a similar love for writing that we have established in reading.

3. Attendance for disadvantaged pupils is good.

The gap has been gradually closing in attendance between pupils who are disadvantaged and those who are not. We have built trusting relationships with our families who come to us for support, utilise the Family Support Worker service and understand the importance of attending school. By creating a safe and nurturing environment pupils feel they can come to school and be supporting with the things they are finding challenging.

4. Early identification of SEN and disabilities.

We have had 3 SENCo changes in these three years. Systems are solidly in place and were part of the handovers, to ensure needs are identified as soon as possible and early help is received, referred for and support implemented straight away. We now need to ensure that adaptive teaching is a natural part of quality first teaching to ensure

that all pupils can access every lesson in every subject at their own level and understanding .

The data below shows the trends for all pupils achieving ARE across the three years.

Early Years	2021/22 %	2022/23 %	2023/24 %
Reading	85.2	96.2	95.7
Writing	63	57.7	69.6
Maths	81.5	80.8	78.3

PHONICS	2021/22 %	2022/23 %	2023/24 %
	COVID no data	89.3	73.1

KS1	2021/22	2022/23	2023/24
Reading	63.6	84.6	86
Writing	50	65.4	68
Maths	63.6	84.6	84

KS2	2021/22	2022/23	2023/24
Reading	81.8	78.3	88.9
Writing	54.5	69.7	32.3
Maths	68.2	78.3	59.3

MULTIPLICATION	2021/22	2022/23	2023/24
Tewin Mean Average Score	19.93/25	16.45/25	18.04/25
National Mean Average Score	10/25	10/25	16/25

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
The Dog Mentor Program (annual subs)	The Dog Mentor
HfL PA Plus (English)	HfL
Kapow (Well-Being)	Kapow
Lexia	Lexia
Twinkl Phonics	Twinkl
White Rose Maths	White Rose
Coram SCARF	Coram
Premier Sports	Premier Sports
TTRS	Times Tables Rock Star

Service pupil premium funding (optional)

<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>
0
The impact of that spending on service pupil premium eligible pupils
NA

Further information

At Tewin the cost of an activity will never hinder a child's opportunity to participate. We believe that every child is entitled to a well-rounded, exciting and fulfilled curriculum regardless of their family's financial circumstance.

As a small school our 'groups' make up a small percentage of our pupils, it is therefore more challenging to ensure these details are confidential. Some details regarding data and other information which may identify families or pupils will be omitted from this document for confidentiality purposes. Any information required by relevant agencies can be requested from the Headteacher.

EEF- Education Endowment Foundation

SSP- Systematic Synthetic Phonics

WCR- Whole Class Reading

SEMH- Social Emotional Mental Health

ELSA- Emotional Literacy Support Assistant