

Tewin Cowper 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	Tewin Cowper CoE
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	12% (21/173)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	Oct 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Alison Simpson
Pupil premium lead	Kelly Fairhall
Governor / Trustee lead	Barbara Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,030
Recovery premium funding allocation this academic year	£1,088
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	£20,118

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 are dedicated to providing excellent, well prepared and differentiated quality first teaching. Where gaps in learning occur or misconceptions arise, pre teaching and immediate intervention are provided to all pupils to ensure that these gaps are bridged quickly and do not impact on further learning. Staff are well trained and passionate about supporting learning and emotional well-being. They will use their knowledge of both the curriculum, pedagogy and the child to plan and deliver personalised programs of support. This will be discussed with parents/ carers who will share in the target setting process and will also be invited to review the progress.

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.

The key principles within our strategy plan are:

- To raise standards of support for social, emotional and mental health including self-regulation.*
- To raise standards in writing through targeted small group intervention.*
- To raise standards in reading through identifying the lowest 20% of readers and providing targeted small group intervention and 1-1 regular reading which is linked to our new whole school phonics scheme, 'Twinkl'.*
- To improve attendance for our 'disadvantaged' learners.*
- To engage proactively with families who are typically hard to reach.*

Challenges

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

Challenge number	Detail of challenge
1	Higher number of referrals for SEMH/greater need of Early Intervention in school
2	Learning support at home often not happening
3	Attendance
4	Parents/carers not accessing parent workshops
5	SEMH concerns in the family (families who require FSW, CIN etc)

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
<i>Support for self-regulation and SEMH is accessible for disadvantaged pupils.</i>	<ul style="list-style-type: none"> • To train a staff member in ELSA and embed nurture provision across the school. • The Dog Mentor program creating a whole school well-being approach through animal assisted support • Whole school Zones of Regulation approach • Therapeutic behaviour policy • Upskilling all staff to offer a range of interventions at school as part of assess plan do review cycle-immediate intervention
Disadvantaged pupils make good progress in reading and writing.	<ul style="list-style-type: none"> • Robust teacher assessments • Rigorous monitoring form SLT • Disadvantaged pupils develop a love of reading and writing and grow in confidence • Disadvantaged pupils make good progress from their starting point
Attendance for disadvantaged pupils is good.	<ul style="list-style-type: none"> • HT monitors attendance weekly • Early support is offered to those finding it tricky to get to school. • Disadvantaged pupils are able to access a full curriculum (inc morning work and assembly where pupils are persistently late)

Parents to engage with school and are pro-active in supporting learning at home.	<ul style="list-style-type: none"> • Coffee mornings and parent workshops provide informal, non-invasive opportunities for home-school relationship.
	<ul style="list-style-type: none"> • Teacher-parent workshops offer knowledge and confidence to support learning at home. • Class pages on the website offer a wide range of support to parents to access home learning activities and ideas.
Early identification of SEN and disabilities.	<ul style="list-style-type: none"> • SENCO and staff meet regularly to discuss and monitor • Effective use of assessment • SENCO refers to appropriate agencies • Teacher communicates needs/targets with families

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: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Dog Mentor Gold Award (1 teacher, 1 TA)</i></p> <p>Having a school dog will continue to have a positive impact on all stakeholders across the school. Milo has worked at school for nearly 1 year and has supported so many young people overcome barriers. He continues to be one of the first early help interventions we use with pupils across the school. Milo is now working towards his Gold certificate where we can demonstrate the impact he is having on well-being. Milo also has a positive impact on punctuality and attendance. Pupils who find coming in alongside their peers may have a soft start slightly earlier and either take Milo for a little walk or spend some quiet time with him. They enjoy the responsibility and it encourages them to attend school on time.</p>	<p>EEF Teaching and Learning Toolkit: Mentoring +2months Meta-cognition and Self-regulation +7months Behaviour interventions +4months Social Emotional Learning +4months</p>	<p>1 5</p>
<p><i>HK to attend ELSA training</i></p> <p>To have a member of staff at school who can deliver pastoral care on a level higher than we can deliver with the training we have. Reaching children with trauma and attachment difficulties, children whose emotional well-being is impacted by an array of factors. Eventually HK would be able to deliver the support to children who require it during break and lunch times thus freeing up SLT and other staff members. This would create a calm culture around needing support during these free times rather than having a staff rota. The time can be used as a learning (behaviour) or support/ calming time.</p>	<p>EEF Teaching and Learning Toolkit: Mentoring +2months Meta-cognition and Self-regulation +7months Behaviour interventions +4months Social Emotional Learning +4months</p>	<p>1 5</p>

<i>Maths Mastery- success for all GV & AJ are part of the maths mastery project and cascade this down to the whole team to ensure that maths</i>	EEF Teaching and Learning Toolkit: Teaching Assistant Intervention +4months	2 4
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<i>mastery is embedded in our whole school maths approach. Parent workshops will follow the project. £ out of the 7 teachers have already developed their teaching practice and one teacher is training to become a Maths Specialist teacher who will become a trainer. All TAs are booked to attend the Mastery course in Nov 22.</i>	EEF Teaching and Learning Toolkit: Teaching Assistant Intervention +4months	2 4
<i>Phonics and reading review (DFE) Phonics lead has spent time researching and ensuring we have found the best scheme to fit our school. She is organising training for all staff and also ensuring excellent teaching and learning is embedded across the school by rigorously monitoring the teaching and learning of phonics across the school in line with the new guidance to ensure the impact early reading is effective and need to support is identified early.</i>	EEF Teaching and Learning Toolkit: Phonics +5months	2 4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><i>All classes have a TA at least 4 days a week, including KS2 so that targeted, structured intervention can be offered across the school.</i></p> <p>Pupils who require support within the quality first teaching aspect of daily teaching can access this as pre teaching or immediate intervention thus minimising the amount of structured out of class interventions. Teachers assess pupils regularly and complete termly provision maps (reviewed regularly) which outline the variety of interventions we offer at Tewin Cowper (please see SEN Local Offer)</p>	<p>EEF Teaching and Learning Toolkit: Teaching Assistant Intervention +4months</p>	<p>1 2 4</p>
<p><i>Daily readers, reading and writing intervention regularly monitored by SLT and subject leaders.</i></p> <p><i>Pupils access a wide range of interventions with either the teacher or TA which does not impact direct quality first teaching to bridge the academic gap and ensure foundation learning is secure.</i></p>	<p>EEF Teaching and Learning Toolkit: Teaching Assistant Intervention +4months</p>	<p>1 2 4</p>

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Zones of Regulations training INSET</i>	EEF Teaching and	1
<p>As recommended by OT, EP and Outreach teachers we have started to adopt the Zones of Regulation as a whole school approach. Starting with TAs of pupils who find self regulation the hardest and planned in for Dec inset to deliver to teachers. The Well-Being advisor from HfL is sending new advice for ZoR off the back of our recent audit which will further support staff.</p> <p>All staff have a zones and STEPs script on their lanyard.</p> <p>Consistent approach to supporting self-regulation and emotional well-being by all staff for all pupils using emotion coaching following training from outreach.</p>	<p>Learning Toolkit: Mentoring +2months Meta-cognition and Self-regulation +7months Behaviour interventions +4months</p>	5

<p><i>ALL staff received Emotion Coaching training from DSPL3</i></p> <p>For all staff to be using the same vocabulary and language which ensures we have a consistent approach across the school for all pupils. This will support all pupils as the approach is pupil centred.</p>	<p>EEF Teaching and Learning Toolkit: Mentoring +2months Meta-cognition and Self-regulation +7months Behaviour interventions +4months</p>	1
<p><i>For pupils to access wrap around care both before school and after school where appropriate to their individual needs.</i></p> <p><u>[Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</u></p> <p>To support families who find attendance and punctuality challenging pupils may be invited to attend morning club as a soft start to the day. Similarly, pupils who may require some additional support socially may be invited to attend after school club. This will be offered on a 1-1 basis and evaluated on the needs of individual pupils and their families.</p>	<p>From meeting with our families and discussing what they find challenging about getting into school, listening to what the pupils find difficult and finding a solution together. Most of these families accept the invitation to use wrap around care. The evidence shows that more than 80% of these pupils have increased attendance and 90% less lates when using the facility.</p>	5, 6

Total budgeted cost: £19,500

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023. DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).

We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period. Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated. The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. Absence among disadvantaged pupils was 7.2% higher than their peers in 2021/22 and persistent absence 27.4% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan. Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Below are the names of non-DfE programmes that we have purchased in the previous academic year.

Programme	Provider
TT Rockstars/Numbots	
Evidence Me	2Simple
School website	Primary Site
Phonics Play	Phonics Play
CPoms	
Prodigy Maths	
Letterjoin	
WhiteRose Maths	White Rose Maths

Service pupil premium funding (optional)

We do not currently receive this funding.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

[Tiered model and menu of approaches 1.0 pdf.pdf \(d2tic4wvo1iusb.cloudfront.net\)](#)

Further information (optional)

We place a huge emphasis on physical well-being and being active. We have ensured that our PE premium supports disadvantaged pupils in this area and takes the pressure off of the PP budget. The PE premium can enable ALL learners to lead healthy, active lives. We provide our disadvantaged learners the opportunity to access after school clubs by offering wrap around care to their siblings and themselves both before and after where this would be the reason for them not attending. We fund fees from outside agency sport clubs for our disadvantaged pupils and also cover the cost of travel for them to be able to attend events such as fixtures and sport hall events in school time. We cover the cost of residential trips where the cost would mean they could not participate. In addition to this in 2022/23 we are also offering a wide variety of lunchtime clubs run by teachers to further broaden the curriculum for all pupils.

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.