

Pupil premium strategy statement – Twiss Green Community 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	9.8%
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)	2025/26 2026/27 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Natalie Hughes Headteacher
Pupil premium lead	Natalie Hughes Headteacher
Governor / Trustee lead	Claire Strange

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,668.67
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£33,668.67

Part A: Pupil premium strategy plan

Statement of intent

At Twiss Green, our vision is: Achieving, Caring and Growing Together. Our intention is to ensure that all pupils can reach their potential despite any barriers which may be presented by disadvantage.

Our strategy is built upon the DfE's 'menu of approaches' and aims to support our disadvantaged children by removing barriers to their learning wherever possible and striving to ensure that all children make good progress from their individual starting points.

High-quality teaching is the core of our approach, as this is the most powerful way to improve attainment and close the disadvantage attainment gap, which at the same time will benefit the non-disadvantaged pupils in our school. Our approach is very much based on the individual needs of each child and is rooted in robust assessment, both formative and summative.

Implicit in this strategy is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our key principles are:

- To make sure that every child has access to high quality teaching.
- To implement same day or highly targeted intervention where possible, acting early to intervene at the point need is identified.
- To make sure that as a whole school, we take responsibility for ensuring that every child reaches their potential in terms of good progress and attainment, that we overcome barriers created by disadvantage where possible, and that we raise expectations of what they can achieve.
- To make sure that every child can access enrichment activities and opportunities where possible.

Challenges

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

Challenge number	Detail of challenge
1	Generally, our baseline data demonstrates that our disadvantaged children arrive in school below age related expectations.
2	Achievement at Key Stage 2 statutory endpoints has been inconsistent over the past three years for our disadvantaged children, particularly in Maths and Reading, Writing and Maths combined. Whilst the data is based on small numbers in each cohort and the three-year average is

	higher than the national figure for disadvantaged children, this inconsistency still needs to be addressed.
3	Internal data in some cohorts indicates that our disadvantaged children generally do not achieve as well as their peers in reading, writing and maths. This trend can also be seen in our Phonics Check data.
4	Our disadvantaged group have lower attendance than their peers. Although the 2024/25 academic year saw an improvement in the number of disadvantaged children who are persistently absent, there is still room for improvement compared to non-disadvantaged children.
5	SEMH is the primary area of need for the majority of children on our SEND register. This includes some of our disadvantaged pupils. We also recognise that mental health and emotional wellbeing remains a barrier for a number of pupils across school.

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
1. Improved Attainment Consistency.	KS2 Outcomes: Disadvantaged attainment in Maths, and Reading, Writing and Maths combined, consistently meets or exceeds the national average for all pupils as well as disadvantaged pupils. The in-school attainment gap (disadvantaged vs non-disadvantaged) for Maths will be reduced to minimal levels, confirming high quality teaching has improved attainment for our disadvantaged children.
2. Secure and Stable Foundational Skills evident in Early Years and KS1.	Phonics: Disadvantaged pupils' Phonics Check attainment will consistently meet or exceed the national average for all pupils, demonstrating stability and securing early literacy. KS1: Internal attainment data for disadvantaged children across Reading, Writing and Maths will reach 75% expected or higher.
3. Achieve and Sustain Low Persistent Absence (PA) and High Attendance.	Attendance Gap: The persistent absence rate for disadvantaged pupils will be reduced to below 10% annually (down from historical levels >20%). Gap Closure: The PA gap between disadvantaged pupils and their non-

	disadvantaged peers will be reduced to no more than 3 percentage points.
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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: £11,222.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued programme of bespoke professional development for all members of staff to support and maintain high quality teaching. Programmes using mechanisms in their design will be sought as per EEF recommendations.	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1, 2, 3
Facilitate opportunities for staff to deepen their knowledge of metacognitive strategies and how they can support pupils' learning. This will be done by following the EEF's Metacognition and Self-Regulated Learning recommendations.	<p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/metacognitive-summary-of-recommendations_v.1.0.0_2025-11-10-154829_rjqq.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 2, 3

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

Budgeted cost: £11,222.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
‘Early Learners’ targeted intervention groups run by teaching assistants from 8.30am three times per week. These small group interventions will be carefully planned to target specific objectives for small groups of pupils. The EEF’s recommendations about the effective deployment of TAs will be followed.	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/ef-guidance-reports/teaching-assistants/summary_of_recommendations_-_deployment_of_teaching_assistants_v1.1.0.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3
Focused small group and one to one tuition run by teachers and teaching assistants will focus on specific gaps following diagnostic assessment.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3

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

Budgeted cost: £11,222.89

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued investment in the MyHappymind programme, which is designed to support pupils’ mental health and wellbeing. The programme is delivered across school.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5
Continued investment in a HLTA to deliver ELSA sessions and to	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4, 5

attend ELSA supervision sessions.		
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Total budgeted cost: £33,668.67

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year, drawing on statutory assessment data, internal assessment data and school data on wider issues.

This year marked the conclusion of the previous 3-year strategy plan (2022/2023 to 2024/2025).

2024/25 – Statutory Data Outcomes in Summer 2025 for our Disadvantaged Children:

End of KS2 reading outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.

End of KS2 writing outcomes in 2024/25 show that 100% of disadvantaged pupils met the expected standard.

End of KS2 maths outcomes in 2024/25 show that 67% of disadvantaged pupils met the expected standard.

End of Reception outcomes in 2024/25 show that 100% of disadvantaged pupils achieved a Good Level of Development.

Year 1 Phonics Screening Check outcomes in 2024/25 show that 67% of disadvantaged pupils passed the check.

Review of Previous Strategy:

All statutory data outcomes for 2024/25 exceeded the 2023/24 outcomes for disadvantaged children at Swiss Green. Although numbers of disadvantaged children are low in each cohort, this remains a positive outcome from our previous strategy.

Internal whole school data for 2024/25 does highlight some concern about the attainment of our disadvantaged children across school. Therefore, targeted interventions and a focus on high quality teaching in this strategy will support an improvement in the consistency of attainment for our disadvantaged children in all year groups and remains a focus of the current strategy.

Overall, the aspects of the previous strategy which worked well were:

- The focus on quality first teaching
- Small group and 1:1 interventions, including Early Learners Clubs

- Nurture support and an emphasis on supporting emotional wellbeing and mental health.

The attendance of our disadvantaged children continues to remain below that of the rest of the school. This aspect of the previous strategy remains a focus.

Externally provided programmes

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

Programme	Provider
Reading Plus	Dreambox Learning
IDL	Ascentis
Times Table Rockstars	Maths Circle Ltd