

## **Twerton: Contextual Information**

Many parents/carers and children at Twerton Infant School & Nursery face particular barriers due to the socio-economic features of the area. In particular the following facts are relevant:

- **Area of Deprivation** - Twerton has low levels of economic prosperity and the highest index of multiple deprivations in the Local Authority
- 38% of children are living in poverty (Campaign to End Child Poverty).
- School has a very high proportion of children eligible for Free School Meals (52.2% ROL 2015 compared with 26% nationally).

Local Authorities are obliged to report on the features of their areas. The following relevant data is directly from **B&NES Joint Strategic Needs Assessment** which is available online.

<http://www.bathnes.gov.uk/services/your-council-and-democracy/local-research-and-statistics>

- **Social Housing** - Twerton ward has by far the highest percentage of households living in socially rented homes in the Bath Area.
- **Proportion of Children** - Twerton ward (21.37%) had the highest proportion of children aged 0-15 years in the Bath Area in 2011.
- **Unemployment** - By far the greatest proportion of unemployed people in the Bath Area in 2011 lived in Twerton (6.29%), this was the only ward to have a higher proportion of unemployed people than the England & Wales average (4.38%).
- **High level of qualification** (level 4+, equivalent to an undergraduate degree (16 years and over) – Twerton ward has the lowest proportion (15.41%)
- **No Qualifications (16 years and over)** – In 2011, Twerton ward was one of only two out of the sixteen wards in the Bath Area to have a higher proportions of people (16 years and over) with no qualifications than the England & Wales average (22.66%). In Twerton it was 31.73%.
- **Multiple Disadvantage ("Troubled Families")** - only Twerton and Southdown wards having more than 5 complex families resident
- **Child Poverty** – Twerton ward has the highest percentage of children living in poverty (after housing costs, AHC).
- **Criminal damage and arson** - Twerton ward had the highest rate of recorded criminal damage and arson per 1,000 of the population in 2014 18.18
- **Violence and sexual offences** - The highest rates of recorded violence and sexual offences in the Bath Area in 2014 were in Abbey (26.91 per 1,000), closely followed by Twerton (25.08 per 1,000)
- **Deprivation** - 5 neighbourhoods (lower level super output areas) in Bath are within the 20% most deprived in England (4 of these neighbourhoods are in the school's catchment area):
  - Twerton West
  - Whiteway
  - Twerton
  - Fox Hill North
  - Whiteway West
- **Teenage conception** – the only two wards in B&NES with a significantly higher under-18 conception rate through 2011 to 2013 were Twerton and Walcot.
- **Domestic Abuse** - the ward with the greatest proportion of police domestic abuse notifications to Children's Social Services in Bath and North East Somerset during the rolling year of April 2012-March 2013 was Twerton with 11.2% (147 notifications) of all notifications.

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## **Common Barriers**

With the above information the school recognises there are common barriers that families face and which therefore impact adversely on children's development, wellbeing and learning. National and international evidence suggests that in areas of high poverty children are more likely to enter schools with:

- [B1]** very low levels of children's Personal, Social, Emotional and Physical development;
- [B2]** very low levels of children's Communication and Language development;
- [B3]** low levels of Parental Engagement (or parental capacity) in contributing and supporting children's learning and development;
- [B4]** the potential for a higher proportion of children to be at risk of significant harm and have Safeguarding Plans.

The wider evidence correlates with our own experience and local evidence which is based on the Baseline assessments of children when they enter the school.

## **Strategies to Overcome Barriers**

Twerton Infant and Nursery School has developed a range of strategies, often using locally and nationally evaluated evidence, over a number of years to overcome these barriers, the key ones are listed below:

- [S1]** Early Identification of PSED needs - Diagnostic Thrive Screening used to identify gaps in children's development with planning for implementation of strategies to address needs. Integrated working with Health Visitors and Social Care. Commitment to Graduated Approach for Early Help.
- [S2]** Early Identification of Communication & Language needs - Quality First Teaching of Literacy across nursery and school with Wave 2 Interventions (Talk Boost, Rapid Phonics, Attention and Listening Groups, Speech and Language IEPs). ECAT screening for preschool children.
- [S3]** Achievement for All (Structured Conversations) to improve parental engagement, Parent Support Advisor, additional EYFS LSA deployment to compensate for lack of parental support. New parent induction programme (including Family Fish & Chips); SENCO, PSA and School Nurse Coffee Mornings.
- [S4]** Place2Be 1:1 counselling for children who have experienced early trauma or adversity. Specialist Nurture TAs and Nurture Groups (Rainbow Breakfast Nurture Club).

Owing to the above average number of children at Twerton Infant School who are eligible for Free School Meals, the school is able to commit significant resources to identifying and meeting the needs of the most vulnerable learners to secure the best progress possible for them.

We continue to learn and evaluate what works best to make the most lasting success for children. The attainment of all children is regularly assessed and Pupil Progress Meetings take place each term to monitor progress and identify children at risk of underachievement. Vulnerable children are given additional support and the impact of interventions is regularly evaluated to ensure the use of resources is effective. Particular attention is given to children who are in receipt of the Pupil Premium Grant to ensure they are making the best progress possible.

This year the resources that are deployed to support children eligible for PPG, to address the common barriers to learning and development, are described in the following table.

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<b>Pupil Premium Resources</b> Number of eligible pupils: <b>78</b> Total Pupils: <b>138</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>Cost (£)</b>	<b>IMPACT &amp; EVALUATION</b>
<b>Inclusion Leader</b> supports development vulnerable learners across school and Nursery 2.5 days (i.e. 0.5FTE). 1 day (i.e. 0.2FTE) is funded from Pupil Premium Grant.	✓	✓	✓	✓	10,186	<ul style="list-style-type: none"> <li>• Early identification of children’s needs, beginning in the 2 Year Old Room, to ensure early intervention and support is in place (prior to children entering school).</li> <li>• Regular TAF meetings enable multi-agency working to support vulnerable families (Grant applications, Debt-relief, Reach Housing, Family Support, Southside, BAPP, PSA)</li> <li>• Regular coffee mornings to provide an Information Drop-In service for parents to meet with SENCO, Parent Support Advisor and School Nurse.</li> <li>• Effective co-ordination of Interventions for Pupil Premium children across the school and Supervision for Intervention TAs.</li> </ul> <p style="margin-left: 20px;"><b>Evaluation:</b> Evidence of impact in case studies of children; feedback from parents, progress of SEND and FSM children.</p>
<b>Specialist Wave 2 Intervention LSA</b> employed 20 hours per week to implement interventions including: Forest School, 1 <sup>st</sup> Class @ Number, Talk Boost, Rapid Phonics, and Thrive Plans.	✓	✓		✓	10,150	<ul style="list-style-type: none"> <li>• Forest School positively impacts on children’s self-efficacy, confidence, self-esteem, which is evident in their improved disposition to learning in the classroom.                         <ul style="list-style-type: none"> <li>○ <b>Term 1:</b> 11 children from KS1 took part. <b>All 11</b> children were reported to be more settled and resilient following intervention.</li> <li>○ <b>Term 2:</b> 17 out of 20 children from YR &amp; KS1 showed better self-regulation and resilience in learning following intervention.</li> <li>○ <b>Term 3:</b> 9 of 10 children demonstrated better self-regulation and resilience in learning following intervention.</li> <li>○ <b>Term 4:</b> 10 of 11 children demonstrated better self-regulation and resilience following intervention.</li> </ul> <p style="margin-left: 20px;"><b>Evaluation:</b> Very positive impact in 90% of children. Definitely worth continuing next year.</p> </li> <li>• Rapid Phonics                         <ul style="list-style-type: none"> <li>○ <b>Term 5:</b> 2 out of 4 (borderline/vulnerable) Year 1 children met the Expected Standard in Y1 Phonics Check. 3 out of 4 Year 2 children met the Expected Standard in the Re-Check.</li> </ul> <p style="margin-left: 20px;"><b>Evaluation:</b> Successful, 5 out of 8 children met the standard, but interventions will begin earlier in Year 1 and will be provided by class TAs, to allow Forest School to continue in Summer Term.</p> </li> </ul>

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<b>2 Specialist Nurture LSAs</b> are employed 15 hours per week to support vulnerable children and implement Thrive Plans.	✓	✓		✓	14,000	<ul style="list-style-type: none"> <li>4 particularly vulnerable children, with additional SEN needs, have received 1:1 TA support, prior to Inclusion Support or EHCP Funding being secured.</li> </ul> <p><b>Evaluation:</b> Successful, 3 out of 4 (75%) attained the Age Related Expectation by the end of the academic year.</p>
<b>Place2Be</b> – 1:1 weekly counselling for 6 children who have experienced early trauma or adversity.	✓			✓	19,000	<ul style="list-style-type: none"> <li>Positive impact for the 6 children receiving 1:1 counselling. E.g. Better transition into school at the start of the day, reduction in separation anxiety, improved regulation of emotions, good academic progress.</li> </ul> <p><b>Evaluation:</b> Progress of 6 children was good overall: +3.2 pts (SPTO) in Reading; +2.7 pts Writing; +3.0 pts in Mathematics. Attendance for 6 children improved (3 children 98+%,) Combined attendance 93.4%.</p> <p><b>Whilst positive impact, decision not to continue because of cost (per child). Alternative in-house solution to be provided for 2017-18 (Theraplay/Thrive)</b></p> <ul style="list-style-type: none"> <li>39 children have benefited from Place2Talk, which is a drop in service for children to talk about any worries or friendship issues with a counsellor.</li> </ul>
<b>Achievement for All (AfA)</b> – to close the achievement gap between children deemed vulnerable to underachievement through enhanced parental engagement and school improvement.	✓	✓	✓		2,200	<ul style="list-style-type: none"> <li>There has been an improvement in the attendance of children and greater engagement of parents in children’s learning.</li> </ul> <p><b>Evaluation:</b> Progress of 13 children was not as strong as hoped: +2.7 pts (SPTO) in Reading; +2.5 pts Writing; +2.9 pts in Mathematics. Decision to not continue with AfA.</p>
<b>2 Specialist EYFS LSAs</b> are employed, one in each FS2 class, to work closely with children to address individual needs and support precision teaching and differentiation.	✓	✓	✓	✓	31,364	<ul style="list-style-type: none"> <li>Disadvantaged children made accelerated progress and closed the attainment gap in Writing, Reading and Numbers from Baseline in Oct ‘16 to End of FS July ‘17.</li> </ul> <p><b>Evaluation:</b> Attainment of FSM children outperformed the average across the Local Authority. <b>ELG Reading:</b> School FSM 68.6% (LA FSM 59.8%); <b>ELG Writing:</b> School FSM 62.9% (LA FSM 52.8%); <b>ELG Numbers:</b> School FSM 68.6% (LA FSM 64.5%). Definitely worth the additional TAs in YR to enable precision teaching.</p>
<b>Art Psychotherapist</b> deployed to implement children’s Thrive Plans through arts therapy	✓	✓	✓	✓	1,500	<ul style="list-style-type: none"> <li>5 children are better able to regulate their emotions and engage with learning in class, as result of weekly 1:1 arts therapy. <b>Evaluation:</b> Continue next year and incorporate into Theraplay/Thrive intervention.</li> </ul>

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<b>Brighter Futures Consultancy</b> to support staff development to better meet needs of children with EHCP and Thrive Plans	✓	✓	✓	✓	1,200	<ul style="list-style-type: none"> <li>Bespoke CPD for TAs and Teachers has supported the effective implementation of the targets of children with EHC plans and enabled children with significant needs to remain in the school.</li> </ul>
<b>Parent Support Advisor</b> (0.2FTE) which is spread across the week			✓	✓	6,200	<ul style="list-style-type: none"> <li>Parental support for 5 families in the home, including implementation of Theraplay for 2 vulnerable children.</li> <li>Signposting to agencies and a number of referrals made.</li> <li>Facilitates Therapeutic Play Group for 4 families with history of Domestic Abuse with Southside.</li> </ul>
<b>Thrive License</b>	✓	✓			1,200	<ul style="list-style-type: none"> <li>Diagnostic screening of whole class allows teachers to identify specific needs relating to gaps in the children social and emotional development. PSHE planning is tailored to address the needs identified.</li> <li>Increased in-house capacity has reduced reliance on Brighter Futures and there have been fewer referrals to the Behaviour and Attendance Panel.</li> </ul>
<b>Bursaries for Breakfast Clubs</b>	✓	✓	✓		1,600	<ul style="list-style-type: none"> <li>10 places at Breakfast Club have been provided for children in receipt of PPG funding. This has improved attendance and readiness to learn in all cases.</li> </ul>
<b>Bursaries for Holiday Clubs</b>	✓	✓	✓		400	<ul style="list-style-type: none"> <li>Vulnerable children have taken part in fun and healthy activities during the long holidays to support their ongoing social and emotional development and to provide respite for families.</li> </ul>
<b>Contingency</b>					3960	
					<b>102,960</b>	

**Date of Review:** 28<sup>th</sup> November 2017