

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.

Pupil Premium Strategy 2017/18



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]** Thrive Interventions for children who are dysregulated or have experienced early trauma or adversity. Specialist Nurture TAs and Nurture Groups (Rainbow Breakfast Nurture Club, Cosy 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.

Pupil Premium Strategy 2017/18

Pupil Premium Resources	S1	S2	S3	S4	Cost (£)	AIM
Inclusion Leader supports development vulnerable learners across school and Nursery 3.5 days (i.e. 0.7FTE). 1.75 days (i.e. 0.35FTE) is funded from Pupil Premium Grant.	✓	✓	✓	✓	17,825	<ul style="list-style-type: none"> • 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). • Regular TAF meetings enable multi-agency working to support vulnerable families (Grant applications, Debt-relief, Reach Housing, Family Support, Southside, BAPP, PSA) • Regular coffee mornings to provide an Information Drop-In service for parents to meet with SENCO, Parent Support Advisor and School Nurse. • Effective co-ordination of Interventions for Pupil Premium children across the school and Supervision for Intervention TAs.
Specialist Wave 2 Intervention LSA employed 20 hours per week to implement interventions including: Forest School, 1 st Class @ Number, Talk Boost, Rapid Phonics, Listening and Attention, Vocabulary Groups and Thrive Plans.	✓	✓		✓	10,320	<ul style="list-style-type: none"> • Forest School positively impacts on children's self-efficacy, confidence, self-esteem, which is evident in their improved disposition to learning in the classroom. Evidence from all teachers that children's concentration and resilience in the classroom increases following Forest School. • Many attainment gaps are closing in Phonics and Literacy as a result of Talk Boost, Attention and Listening, Rapid Phonics interventions.
Specialist Nurture LSA employed 7 hours per week to support vulnerable children and implement Thrive Plans.	✓	✓		✓	3,697	<ul style="list-style-type: none"> • Providing weekly support to 8 particularly vulnerable children, with additional SEN needs, prior to Inclusion Support or EHCP Funding being secured.
2 Specialist EYFS LSAs are employed, one in each FS2 class, to work closely with children to address individual needs and support precision teaching and differentiation.	✓	✓	✓	✓	31,368	<ul style="list-style-type: none"> • Focusing on disadvantaged children to promote accelerated progress and closing the attainment gap in Writing, Reading and Numbers.
Brighter Futures Consultancy to support staff development to better meet needs of children with EHCP and Thrive Plans	✓	✓	✓	✓	1,200	<ul style="list-style-type: none"> • Bespoke CPD for TAs and Teachers has supported the effective implementation of the targets of PPG children with EHC plans and enabled children with significant needs to remain in the school.
Parent Support Advisor (0.2FTE) which is spread across the week			✓	✓	6,200	<ul style="list-style-type: none"> • Parental support for 5 families in the home, including implementation of Theraplay for 2 vulnerable children. • Signposting to agencies and a number of referrals made. • Facilitates Therapeutic Play Group for 4 families with history of Domestic Abuse with Southside.

Pupil Premium Strategy 2017/18

Pupil Premium Resources	S1	S2	S3	S4	Cost (£)	AIM
Thrive License	✓	✓			1,200	<ul style="list-style-type: none"> 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. Increased in-house capacity has reduced reliance on Brighter Futures and there have been fewer referrals to the Behaviour and Attendance Panel.
New Phonics Bug Reading Books		✓			600	<ul style="list-style-type: none"> Children can practise applying the sounds they are learning in Phonics lessons to reading at home.
New Decodable Reading Books		✓			5,500	<ul style="list-style-type: none"> Additional books for YR and Y1 classes to support early reading.
Development of Forest School – Canopy, waterproofs, improved access to toilets in SPOT, to improve availability over Winter months.	✓	✓		✓	8,000	<ul style="list-style-type: none"> More opportunities to build self-esteem and resilience in children.
After School Reading Eggs Club (6 hours) – to provide children with opportunity to practice and apply phonics knowledge.	✓	✓	✓		4,000	<ul style="list-style-type: none"> Parents of PPG children are given training and support so they can provide increased support to their children to accelerate and sustain their academic and social development. Children access after school Reading Eggs Club to practise phonics skills.
Rainbow Breakfast Club – transitional nurture group for (emotionally) vulnerable children 8:45am to 9:05am.	✓	✓	✓	✓	300	<ul style="list-style-type: none"> Up to 6 places for children to check in with two very friendly TAs, over toast and orange juice, before joining class as the registers close at 9:05am.
Bursaries for Breakfast Clubs – daily provision 8:00am to 8:45am.	✓	✓	✓		3,000	<ul style="list-style-type: none"> 10 places at Breakfast Club for children in receipt of PPG funding. This will improved attendance and readiness to learn.
Bursaries for Holiday Clubs	✓	✓	✓		400	<ul style="list-style-type: none"> 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.
Bursaries for After School Clubs	✓	✓		✓	1,430	<ul style="list-style-type: none"> Provision for 15 pupils to attend afterschool clubs each term.
					95,040	Total for 2017-18

Date of Review: 17th May 2018