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	Twin Oaks Primary
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	57.9% Free School Meals 31% targeted support
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Karen Cartwright
Pupil premium lead	Karen Cartwright
Governor lead	Katherine Willerton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,100
Recovery premium funding allocation this academic year	0
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	£127,100

Part A: Pupil premium strategy plan

Statement of intent

Our school motto: *The school where everyone is valued and all succeed* and our core values of *Respect, Resilience, Honesty and Ambition* underpin everything that the school does.

Our aim is for all of our children to succeed.

We recognise that children from disadvantaged or low income backgrounds can have fewer opportunities for language development from an early age, lower family expectations and aspirations about how much children can achieve at school and fewer opportunities to engage in a wide range of experiences and additional 'enrichment' activities. We also recognise that research has found COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds and there is evidence that the attainment gap between disadvantaged students and their classmates has grown. There is also some evidence that in primary schools that younger year groups (Key Stage 1 pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects. (EEF 2022)

We use the three tiered model (EEF) to support the progress of all.

1. High quality teaching for all
2. Targeted academic support
3. Wider strategies to support pupil

The first strategy for overcoming barriers to learning is ensuring that all children receive quality first teaching in the classroom, all staff have high expectations for all children to achieve academically, creatively, personally and socially and that the children are taught a rich, relevant, broad and balanced curriculum

There is no single intervention which provides a complete solution to narrowing the gap, or to supporting our disadvantaged children in a format that suits their individual needs. We therefore use Pupil Premium funding for a range of interventions. Some interventions benefit all pupils, some are specifically targeted at groups or individuals in receipt of the pupil premium, some interventions are directly related to pupil attainment. All small group interventions are structured in a way that links to classroom teaching and the curriculum,

Other interventions have a more indirect impact on achievement by improving attendance, supporting pupils' social an emotional needs, raising aspirations, self-esteem and broadening horizons (i.e. counselling, aspirational clubs and opportunities for adventure). These form our wider strategies.

We hold regular Pupil Progress meetings which provide an opportunity to discuss in depth all of the children in our school; with regard to both their academic attainment and pastoral issues. Our rigorous assessment, monitoring and tracking systems allow us to identify any children or groups of children who are not making sufficient academic progress and ensure that we put in place timely measures to support them.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	Academically low starting points
2	Weak language and communication skills which can impact on learning and social development
3	Social, Emotional and Mental health needs
4	Chaotic family lives, limited parental engagement and social service involvement
5	Persistent absence

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
Improved oral language skills and vocabulary for all pupils in our school, particularly our disadvantaged pupils.	Children will be able to communicate effectively with adults and their peers, developing age appropriate language and being able to express themselves clearly to explain their needs.
Improved reading attainment for all, and the gap between disadvantaged children and their peers to be narrowed	End of KS2 results will show improved outcomes for all with disadvantaged pupils achieving at least as well as their peers
Improved maths attainment for all, and the gap between disadvantaged children and their peers to be narrowed	End of KS2 results will show improved outcomes for all with disadvantaged pupils achieving at least as well as their peers

Improved writing attainment for all, and the gap between disadvantaged children and their peers to be narrowed	End of KS2 results will show improved outcomes for all with disadvantaged pupils achieving at least as well as their peers
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Disadvantaged pupils' punctuality will improve and attendance will be at least on par with the school and the national average.
Parents will feel empowered to support their children at home.	To provide a range of targeted workshops for disadvantaged parents to allow them to academically support their children at home.
To support disadvantaged pupils to attend additional enrichment activities that are both inspirational and motivational.	Increase the numbers of pupil premium children attending school journey Increase the numbers of pupils attending musical and theatrical performances.
To continue to build strong home school relationships and improve parent engagement with disadvantaged families by building on their experiences, through workshops, enriching opportunities, social activities and home school links.	Disadvantaged families will build strong relationships with the school through the support and opportunities provided. This will ensure further engagement with the school and increase parental involvement. Parents will feel valued and supported, be better equipped to support their children at home and have an increase in their emotional well-being.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued CPD for staff around the specific teaching of writing and the giving of feedback Support for the English lead to develop high quality leadership for English across the school	Children's writing across the school is an area to be developed. Internal data from 2024-5 indicates that there is significant underachievement of children's writing across the school. With new staff, it is important that teaching methods are consistent and children are enthised to write for a purpose. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1725542155	1,2,3
Continued training, support and development to ensure all phonics teaching across the school is of excellent quality	Phonics results have been inconsistent over the past few years following the pandemic. New staff in school need to ensure that they work with fidelity to the scheme. EEF research around the importance of the provision for high quality phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks-1/Literacy_KS1_Guidance_Report_2020.pdf?v=1725544300	1,2,3

Continued development of the school's commitment to high quality reading teaching, through the use of Destination Reader from the Hackney Learning Trust Ensure the school has a range of high quality, up to date, diverse texts to develop children's love of reading and support their language development.	EEF research about the use of whole class reading and the importance of children's comprehension skills Work needs ot continue to keep up with current new authors and trends in supporting reading. New teacher sin both Key stages need support to follow the teaching practices of the school to build on the excellent KS2 results from last year, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Research from CLPE https://clpe.org.uk/system/files/2022-03/CLPE%20Reading%20for%20Pleasure%202021%20v3.pdf and the National literacy trust https://literacytrust.org.uk/research-services/research-reports/children-and-young-peoples-reading-in-2023/	1,2,3
Development of the mastery approach to teaching maths through high quality CPD for the Maths lead which is disseminated to the whole staff team.	EEF evidence about the use of the mastery approach New maths lead will need support to develop the consistency of approach. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,2, 3
DHT support to develop the skills of subject leaders to enable wider reaching support for teachers in specific areas Release time for all subject leaders to be able to support other staff in the development of each subject as well as develop their own subject expertise	Upskilling the middle leaders will ensure that there is more support for teachers to improve quality first teaching in the classroom. We are part of the Wandle English hub and the London South East Maths hub Due to staff turnover and new to post leaders, this support will be invaluable over the 2025-6 year, to ensure consistency of approach and staff knowledge of their subject areas.	1,2,3

SENDco support for TAs to develop high quality interventions in partnership with the class teachers	EEF guidance on small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3,5

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

Budgeted cost: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapist to screen identified children and ensure bespoke programmes are put in place. Speech and language TA to work across Reception and KS1 and into KS2 as needed, under the guidance of the SALT	Weak Language and Communication skills. Children on entry are showing that they do not have the breadth of vocabulary or the social and emotional skills to enable them to use talk to connect ideas and explain what is happening coherently. Many children currently in KS1 and on entry demonstrate poor communication skills where they may not be practising these consistently at home. This is leading to an increase in incidents of poor behaviour where children are unable to explain themselves confidently. Zones of regulation work with staff adn children alongside the use of visual supports proved successful in 2024-5. Support to continue to embed practices and introduce expectations to new staff, https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches	1,2,3,4
SENDCO support 2 days a week to support the teachers to support the learning of pupils with SEND through planning in class and for TAs	Support and training for teachers to ensure they fully understand the programmes of interventions and can track and monitor the progress of these children, developing the skills learnt in small groups into main classroom teaching.	1,2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
TA time for all classes for structured interventions building on classroom teaching and identified needs of individuals and groups	Support for TAs to deliver quality interventions for targeted children to close gaps, or pre teach core skills and ensure success for all	1,2,3,4,5
Targeted phonics sessions for pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF	1,2,3,4,5

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

Budgeted cost: £22,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor targeted support for individuals to support mental wellbeing, behavioural support and social skills Learning mentor and SENDco support for families to access services and support SENDco to work with the MHST to further develop her skills as the mental health first aider Continuation of targeted supervision support offered through the MHST and coordinated by the SENDco	Identified children will be supported with their mental health through small group work and 1:1 support both in and outside of the classroom. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Learning mentor will provide support at 'unstructured' times of the day such as playtimes and lunchtimes to develop children's social skills and their abilities to express themselves positively.	4,5,

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions The learning mentor has fostered good relationships with parents to raise their trust in the school and enable the school to signpost them to areas of support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
Provision of enrichment activities for disadvantaged pupils such as : school trips, residential school journey, music lessons and instruments, visitors/speakers/workshops on school, afterschool/breakfast club provision	There is extensive evidence associating childhood social and emotional skills improved outcomes at school and on later life (e.g.: improved academic performance, attitudes, behaviour and relationships with peers): Ofsted state: 'Cultural Capital is the essential knowledge that children need to prepare them for their future success; If children do not have the experience to support them in their learning, they will always be a disadvantage to their peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-	

	maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20club	
Pastoral support for children and families in the subsidy of school uniform if necessary	Children will feel part of the school and part of the group identity. Parents will feel supported by the school and their engagement in other areas of school life is likely to improve.	4,5
Educational Welfare officer to engage parents and children to improve attendance and support families with provision for home learning and hardship support through subsidised uniform signposting for food bank/parcels etc.	Low attendance will impact negatively on a child's progress and attainment and if children and families are to thrive they need to feel part of the school and part of the group identity. Parents need to feel supported by the school and their engagement in other areas of school life is likely to improve.	4,5

Total budgeted cost: £131,805

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 2025 to 2026 academic year.

Total funds received £135,435

<table>
<tr><th>Intended outcome</th><th>Success criteria</th><th>Actions and Impact</th></tr>
<tr><td>Improved oral language skills and vocabulary for all pupils in our school, particularly our disadvantaged pupils.</td><td>Children will be able to communicate effectively with adults and their peers, developing age appropriate language and being able to express themselves clearly to explain their needs.</td><td>

Speech and Language SLA ensures timely interventions for pupils
TAs have received bespoke training to ensure that they have an increased understanding of the barriers certain children are facing and can support these with more expertise.
Speech and language TA focussed interventions in Year 3
Support for TAs in Reception to offer high levels of support for children with identified needs,
The English lead has provided a focus for oracy teaching and the inclusions of this in The Twin Oaks way ensures that oracy is promoted across all curriculum areas,

Reception results
There is no gap between the achievement of Pupil premium children and their peers at Reception in terms of oral language skills.
<table>
<tr><th>Area</th><th>% of all children achieving expected standard</th><th>% of pupil premium achieving expected standard</th><th>% of all children with no identified SEND achieving expected standard</th><th>% of pupil premium children with no identified SEND achieving expected standard</th></tr>
<tr><td>Listening, attention and understanding</td><td>23/28
82%</td><td>13/16
81%</td><td>20/21
95%</td><td>11/11
100%</td></tr>
<tr><td>Speaking</td><td>23/28
82%</td><td>13/16
81%</td><td>20/21
95%</td><td>11/11
100%</td></tr>
</table>
</td></tr>
<tr><td>Improved reading attainment for</td><td>Gap between pupil premium attainment at</td><td>

Protected time out of class for phonics lead to ensure team teaching, coaching and monitoring of all

</td></tr>
</table>

all, and the gap between disadvantaged children and their peers to be narrowed	Reception and Year 1 will narrow. End of KS2 results will show improved outcomes for all with disadvantaged pupils achieving at least as well as their peers	groups. TAs provided with RWI pathways online to support identified teaching goals. • Additional support in Reception and Year 2 have ensured that teachers new to the school are supported to deliver high quality phonics lessons. • Use of Whole staff CPD has ensured that time is provided for all staff to get together to discuss good practice and highlight strategies that can be used effectively across the school. • The phonics lead consistently ensures that resources are available to all groups and that staff are well trained and coached. • Phonics lead supporting teachers across the school to identify children who need additional support and ensuring that TAs receive necessary training to support these children. • TA time for phonics interventions in Reception, Years 1 and 2 support children to be able to review the phonics they know and actively apply this frequently across the day. • 1:1 tuition is in place to support those children who need it. Recent assessments have shown that pupils who did not pass the screening in Year 1 are making considerable progress towards passing in June of Year 2. • Use of the RWI development day ensured support for the phonics lead in her leadership and development of tighter focus on 1:1 phonics tuition and the use of additional resources – such as magnetic boards in Reception. This support has enabled the phonics lead to support continual development of staff strengths. • Continued use of Destination reader strategies is showing that reading is taught consistently well across the school and assessments show that children are achieving well. • Team teaching and monitoring shows that reading lessons in KS2 are tightly focussed on developing children's reading strategies. • Continued development of the library to ensure new books are being bought that show increased representation of characters and authors. • Development of book corners and reading areas around the school to promote reading for pleasure. • Lessons and children's work show a continued increase in the number of texts being used from different cultures, showcasing authors from different backgrounds.

Reception results

Area	% of all children achieving expected standard	% of pupil premium achieving expected standard	% of all children with no identified SEND achieving expected standard	% of pupil premium children with no identified SEND achieving expected standard
Word Reading	20/28 71%	11/16 69%	17/21 81%	9/11 82%
Comprehension	20/28 71%	11/16 69%	17/21 81%	9/11 82%

The gaps between pupil premium children's attainment and their peers is negligible.

Phonics results

% of all children passing (scoring >32/40)	% of pupil premium passing	% of children passing – without disapplied children	% of pupil premium children passing – without disapplied children	% of all children with no identified SEND passing	% of children passing – without disapplied children
19/25 76%	9/12 75%	19/21 90%	9/10 90%	14/25 93%	19/21 90%

There is no gap between the achievement of Pupil premium children and their peers at Year 1 in terms of phonics ability.

KS2 reading results

National pass rate 75%

Twin Oaks 57%

<table>
<tr><td></td><td></td><td>
<table>
<tr><td>% of all children passing at expected level</td><td>% of pupil premium passing at expected level</td><td>% of all children passing at Greater depth</td><td>% of pupil premium children at greater depth</td><td>% of all children with no identified SEND passing at expected level</td><td>% of pupil premium children with no identified SEND achieving expected standard</td></tr>
<tr><td>13/23
57%</td><td>10/18
56%</td><td>5/23
22%</td><td>3/18
17%</td><td>11/15
73%</td><td>9/12
75%</td></tr>
</table>
At Twin Oaks, although the results across the board are not as high as we would have liked, the difference between pupil premium children and their peers achieving at the expected level is insignificant. There is a small gap between pupils passing at the higher level.
</td></tr>
<tr><td>Improved maths attainment for all, and the gap between disadvantaged children and their peers to be narrowed</td><td>End of KS2 results will show improved outcomes for all with disadvantaged pupils achieving at least as well as their peers</td><td>

New Maths lead appointed in September has attended a number of Maths Hub training session, bringing development strategies back to school He has attended training alongside class teachers so that support can be put into place quickly.
Individual meetings with teachers have ensured tailored support for all.
The Maths Hub have been supportive in completing learning walks alongside the maths lead which led to tailored training for all staff in May to continue to develop the children’s use of visuals and practical apparatus in line with the Twin Oaks Way.
The use of “I do, We do, You do” is being pushed out across the school and has led to more structured modelling of concepts from teachers.
The maths lead has regular time out of class to ensure that lessons and plans are being monitored and specific support is in place for teachers.

Reception results
<table>
<tr><td>Area</td><td>% of all children achieving expected standard</td><td>% of pupil premium achieving expected standard</td><td>% of all children with no identified SEND achieving expected standard</td><td>% of pupil premium children with no identified SEND achieving expected standard</td></tr>
<tr><td>Number</td><td>21/28
75%</td><td>12/16
75%</td><td>17/21
81%</td><td>10/11
91%</td></tr>
<tr><td>Numerical patterns</td><td>21/28
75%</td><td>12/16
75%</td><td>17/21
81%</td><td>10/11
91%</td></tr>
</table>
There is no gap between pupil premium pupils and their peers’ attainment when we look at all children. Pupil
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<td></td>
<td></td>
<td>Premium children who have no SEN perform better than their peers.

KS2 maths results
National pass rate 75%
Twin Oaks 35%

<table>
<tr><th>% of all children passing at expected level</th><th>% of pupil premium passing at expected level</th><th>% of all children passing at Greater depth</th><th>% of pupil premium children at greater depth</th><th>% of all children with no identified SEND passing at expected level</th><th>% of pupil premium children with no identified SEND achieving expected standard</th></tr>
<tr><td>8/23
35%</td><td>5/18
28%</td><td>1/23
4%</td><td>0/18
0%</td><td>7/15
47%</td><td>5/12
42%</td></tr>
</table>
Maths results were disappointing overall. Pupil premium children underperformed by a small margin in comparison to their peers.</td>
</tr>
<tr>
<td>Improved writing attainment for all, and the gap between disadvantaged children and their peers to be narrowed</td>
<td>End of KS2 results will show improved outcomes for all with disadvantaged pupils achieving at least as well as their peers</td>
<td>

English lead has been released to attend borough training. This has led her to develop plans in line with borough and national strategies including the promotion and development of oracy across the school.
All staff have been involved in writing moderation with local schools which has led to tighter focus on developing specific skills within year groups.
Focus on whole school development of handwriting and spelling has developed children’s secretarial skills and allowed for more comfortable sustained writing.
Weekly release time for the English lead has allowed her to coach the ECT and also to support new staff with the development of their teaching in line with whole school policies.
Additional whole staff INSET training has ensured that writing remains a high priority for all staff.
Support has been sourced from a partner school for the ECT to allow for shared planning, observations and teaching support to be provided.
The EYFS lead has also been released for specific borough moderation of writing so that gaps in children’s attainment can be quickly identified and additional support put into place.
EYFS specific support has been sourced from the borough to ensure that the children in Reception receive the best start to their education and the

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<tr>
<td></td>
<td></td>
<td>school achieve the highest possible outcomes for all pupils.
• Additional support from the DHT in Year 6 has been provided so that children are coached in their writing and in class support has been regular and of consistently high quality.

Reception Results
<table><tr><td>Area</td><td>% of all children achieving expected standard</td><td>% of pupil premium achieving expected standard</td><td>% of all children with no identified SEND achieving expected standard</td><td>% of pupil premium children with no identified SEND achieving expected standard</td></tr><tr><td>Writing</td><td>20/28
71%</td><td>11/16
69%</td><td>17/21
81%</td><td>9/11
82%</td></tr></table>
There is no gap between the attainment of pupil premium children and their peers

KS2 writing results
National pass rate 73%
Twin Oaks 52%
<table><tr><td>% of all children passing at expected level</td><td>% of pupil premium passing at expected level</td><td>% of all children passing at Greater depth</td><td>% of pupil premium children at greater depth</td><td>% of all children with no identified SEND passing at expected level</td><td>% of pupil premium children with no identified SEND achieving expected standard</td></tr><tr><td>12/23
52%</td><td>8/18
44%</td><td>3/23
13%</td><td>1/18
6%</td><td>12/15
80%</td><td>8/12
67%</td></tr></table>
There is a gap between the attainment of pupil premium pupils and their peers. This represents the same gap as the previous year’s attainment.</td>
</tr>
<tr>
<td>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</td>
<td>Disadvantaged pupils’ punctuality will improve and attendance will be at least on par with the school and the</td>
<td>• HT and EWO work together to ensure parents are supported in their understanding of the need for high attendance at school.
• Barriers identified to attendance and the HT and EWO work together to reduce these through face to face meetings and discussions with parents.</td>
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</table>

	national average.	• School works with charities and outside partners to provide food parcels as well as an onsite foodbank which parents can use as needed. • School works with individuals including collecting children, referring to additional support services, subsidising breakfast club places as needed, • Learning mentor continues to provide bespoke pastoral support for pupils identified as needing it • Close work with the SENDco ensures that interventions are reviewed regularly and children feel supported. • High numbers of children with social care input across the school are well supported and wider support can be put into place to support the children through the expertise of the learning mentor. • Specific ELSA (emotional literacy support) work has benefitted children across the school to have a better understanding of their own thoughts, feelings and the effects that these have on their decisions and actions. • The SENDco has regular meetings with the MHST ensuring that referrals can be discussed and support put into place for families as necessary. The SENDco has time to discuss the support that can be put in place, with families, ensuring more uptake due to their increased understanding of the programmes on offer. **National figures** Attendance of all primary children: 94.69% % of children classed as persistently absent <90% attendance: 13.9% Attendance of pupil premium children: 89% **School Attendance at end of year** Attendance of all children: 94% % of children classed as persistently absent <90% attendance: 21% % of children classed as severely absent <50% attendance: 0% Attendance of pupil premium children: 92% % of pupil premium children classed as persistently absent <90% attendance: 38% % of pupil premium children classed as severely absent <50% attendance: 0%

<table>
<tr>
<td>Parents will feel empowered to support their children at home.</td>
<td>To provide a range of targeted workshops for disadvantaged parents to allow them to academically support their children at home.</td>
<td>

Family maths workshops held for all year groups to develop parents understanding of the way we teach maths in school.
Reception and KS1 phonics meetings held by the reading lead to support parents' understanding of how we teach early reading skills.
Reading sessions held for years 3-6 to support parents with developing reading skills in older children
SATS information meetings held during the year to support parents to be able to understand the expectations and support their children.

</td>
</tr>
<tr>
<td>To support disadvantaged pupils to attend additional enrichment activities that are both inspirational and motivational.</td>
<td>Increase the numbers of pupil premium children attending school journey
Increase the numbers of pupils attending musical and theatrical performances.</td>
<td>

Support provided for pupils in receipt of pupil premium to attend school journey
No pupil is denied access to a trip due to financial barriers
A certain percentage of music lesson via Piano Funtime are offered free to pupil premium pupils
Support in place to support pupils attend after school and breakfast clubs if needed. Support identified and supported via the SENDco and SBM.

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</tr>
<tr>
<td>To continue to build strong home school relationships and improve parent engagement with disadvantaged families by building on their experiences, through workshops, enriching opportunities, social activities and home school links.</td>
<td>Disadvantaged families will build strong relationships with the school through the support and opportunities provided. This will ensure further engagement with the school and increase parental involvement. Parents will feel valued and supported, be better equipped to support their children at home and have an increase in their emotional well-being.</td>
<td>

Continued work from DHT to raise profile of PTA
Focussed workshops provided by SENDco targeted at disadvantaged pupils with SEND
All senior staff not in class on the gates each morning and afternoon, developing relationships with parents and carers

Headline results from July parents' survey
<table>
<tr><th></th><th>Strongly Agree</th><th>Agree</th><th>Neither agree not disagree</th><th>Disagree</th><th>Don't know/can't answer</th></tr>
<tr><td>My child is happy at Twin Oaks</td><td>50%</td><td>33%</td><td>13%</td><td>4%</td><td>0%</td></tr>
<tr><td>My child feels listened to and safe at Twin Oaks</td><td>54%</td><td>21%</td><td>21%</td><td>4%</td><td>0%</td></tr>
<tr><td>The curriculum at twin Oaks engages my child</td><td>54%</td><td>25%</td><td>8%</td><td>13%</td><td>0%</td></tr>
<tr><td>The school deals appropriately with bullying</td><td>37%</td><td>17%</td><td>12%</td><td>17%</td><td>17%
My child has not had any experience of bullying and I can't answer</td></tr>
<tr><td>My child is progressing well in school</td><td>50%</td><td>34%</td><td>8%</td><td>8%</td><td>0%</td></tr>
<tr><td>My child is well supported in their learning at school</td><td>50%</td><td>33%</td><td>4%</td><td>13%</td><td>0%</td></tr>
<tr><td>School communicates with me well about activities and events</td><td>54%</td><td>34%</td><td>4%</td><td>8%</td><td>0%</td></tr>
<tr><td>I find it easy as a parent/carer to approach the school with questions or concerns</td><td>54%</td><td>25%</td><td>17%</td><td>4%</td><td>0%</td></tr>
</table>
<table>
<tr><th>I would recommend the school to others</th><th>Yes</th><th>No</th><th>Unsure</th></tr>
<tr><td></td><td>79%</td><td>8%</td><td>13%</td></tr>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Table Rock Stars	TT Rocks Stars
White Rose Maths	White Rose
White Rose Science	White Rose
Insight tracking assessment	Insight Tracking
Read Write Inc	Oxford Owl