

Pupil premium strategy statement 2022 2023

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	Templefield Lower School
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	29 (12%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 (3 year plan from 2021-2024)
Date this statement was published	2.11.22
Date on which it will be reviewed	Sept 2023
Statement authorised by	Debbie Trivett
Pupil premium lead	Carol Smithers
Governor / Trustee lead	Jo Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43240.00
Recovery funding 2022/2023	£4205.00
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	£47445.00

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are to:

- Remove barriers to learning created by family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world Whole school ethos of attainment for ALL learners, through on going development of first quality teaching
- Meeting individuals needs based on evidence based interventions
- Ensuring all children have good attendance and behaviour
- Providing equity and proportionate representation for disadvantaged learners.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 precision teaching
- Target funding to ensure that all pupils have access to trips, residential visits, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.

- Using the principles of RADY to ensure a 'Golden thread' runs through the School development plan.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. We will follow the principles of RADY to ensure we provide equity and proportionate representation for pupil premium pupils.

Challenges

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

Challenge number	Detail of challenge
1	Significant attainment gaps between PP and non PP in years in current years 2, and 4 in reading, writing and maths , and smaller attainment gaps in year 1 and 3
2	Increase to 34% of PP are also SEND which impacts on their learning and progress
3	Gaps between PP and non PP phonics in KS1 (current year 2)
4	Many pupils eligible for PP have poor attendance and punctuality which adds up to lost learning time.
5	Limited life experiences and opportunities with extra curricular activities
6	Gaps between PP and non PP in communication and literacy skills including phonics in EYFS.

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 attainment in communication, literacy and phonics for PP children in the EYFS, measured through tracking and end of year attainment	- Ambitious PP targeting to ensure progress rates are maximised - PP children diminish the gap in communication, phonics and literacy from baseline to end of year. - Targeted interventions help PP children keep up. - PP children show academic readiness for year 1
Improved phonics attainment for PP children in the EYFS and KS1, measured through phonics tracking.	- Ambitious PP targeting to ensure progress rates are maximised - PP children achieve at least as well as all pupils nationally in the PSC. - PP children make at least the same rate of progress in phonics as non-PP children. - By Year 2 the same proportion (or more) pass the phonics screening test
Diminished difference in the attainment of PP and non-PP children in the current Year 1, 2, 3 and 4 cohorts, measured through end of year data.	- Ambitious PP targeting to ensure progress rates are maximised, and uplift applied to all PP children. (RADY) - Evidence of successful interventions demonstrating clear impact on pupils' progress. - Improvements in first Quality teaching to enhance opportunities and experiences for all including PP children. - Targeted interventions and support lead to improved outcomes in reading, writing and maths. - Teachers have a range of strategies to provide an equitable model of teaching for disadvantaged children and implement these routinely (RADY) - Ensure that teachers are aware of the disadvantaged children in their class and plan lessons that consider and develop their wider cultural experiences - PP children achieve at least as well as all pupils nationally in reading, writing and maths at the end of KS1.

	- Improved rates of progress for PP children, particularly in year groups with significant attainment gaps, particularly reading
Improved progress for PP children identified as SEND measured through pupil tracking.	- Increased knowledge of strategies to support pupils with SEND - Support plans identify appropriate short term outcomes to enable progression in learning. - PP children with SEND make as much progress as their peers.
Improved attendance for all pupils, including PP children, measured through attendance data. Attendance figures return to above 95% for all groups. Actions to manage attendance issues lead to improved attendance for targeted pupils	- Attendance of PP children is in line with all pupils.
Increased parental engagement and raised aspirations, measured through pupil engagement in home learning and end of year data.	- Majority of PP families engage with homework activities. - Proportional engagement of PP parents as non PP parents with parents evenings, workshops etc - Improved attainment and progress of PP children.
All children experience a broad range of learning experiences and enrichment activities to enhance their ability to engage with the curriculum.	- Financial support is provided to enable all PP children to engage in enrichment opportunities. - We will work to achieve proportional representation for disadvantaged youngsters in all aspects of school life by the end of the first year of implementation so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life - All children identified as vulnerable engage in at least one extra-curricular opportunity.

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: £17886.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching - Phonics – Purchase, training and consistent implementation of Quality first teaching of phonics using new synthetic phonics scheme – Essential letters and sounds (ELS) – Continued coaching for teachers and support staff to ensure high quality teaching of phonics. – Effective formative and summative assessment using standardised high quality materials, tracked half termly using ELS – Rigorous tracking of progress to identify children who are not working at age-related expectations in termly PPMs – Twice daily phonics sessions, and setting where necessary – Monitoring and support to ensure high quality teaching from Phonics lead and SENDco	EEF research Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional 4 months. (EEF Improving Literacy in KS1) Research by NFER has identified that high quality teaching for all with an emphasis on quality first teaching is a key building block in raising disadvantaged pupils' attainment.	2,3, 6
Quality first teaching – Reading, Writing and maths – Develop whole school approach to the teaching of writing – Provide CPD and training on writing, SPaG, and developing greater depth in writing. – Ensure opportunities for writing across the curriculum and that PP children have the cultural capital to access these.	Research by NFER has identified that high quality teaching for all with an emphasis on quality first teaching is a key building block in raising disadvantaged pupils' attainment. EEF marking and feedback research (+8months)	1, 2, 5 , 6

– Participate and implement the ‘mastering number’ programme as part of the Enigma Maths hub in EYFS, year1 and year 2 to ensure consistency and progression. – Share and implement good practice in core and non-core subjects, including phonics and providing equity for disadvantaged children – Provide CPD on high expectation teaching practices, specifically relating to classroom climate, groupings and activities – ‘How to develop high expectations teaching’ (The Education Hub). – Provide CPD on teaching approaches that ensure long-term retention of learning – ‘Sticky Teaching and Learning’ (Caroline Bentley Davies). – Refresh teachers’ knowledge of effective teaching strategies – ‘Quality First Teaching Checklist: The 10 Most Effective Strategies for Primary Schools’ (Neil Almond). – CPD on high quality feedback and effective AFL. – Monitoring and support to ensure high quality teaching.from Literacy co-ordinator, Numeracy co-ordinator and SENDco. – Provide CPD to share expectations about the use of additional adults – ‘Making Best Use of Teaching Assistants’ (EEF Guidance Report). – Set aspirational uplifted targets for every PP child and track progress through pupil progress meetings. (RADY) – Monitor progress and attainment and take appropriate action to address pupils not on track through termly PPMs with priority given to PP children	Mastery learning (+5months) EEF guidance reports : using digital technology to improve learning (+4months) , Improving behaviour in school, On average, reading comprehension approaches deliver an additional 6 months progress. (EEF Improving Literacy in KS1) Improved handwriting shown to increase pride and help in fluency of writing Modelling shown to improve understanding of maths concepts . EEF shows metacognition has significant impact on accelerating progress (+7 months) . Schools that use modelling demonstrate an uplift in maths learning. Enabling deeper learning for children to progress to GDS RADY support identified this as a beneficial strategy in ensuring all children make the best possible progress	
Class teachers to provide specific feedback to help children achieve well. – Research AfL strategies – ‘Outstanding Formative Assessment’ (Shirley Clarke), ‘Visible Learning Feedback’ (John Hattie), ‘Embedded Formative Assessment’ (Dylan William). – Provide CPD on the use of a range of AfL strategies, such as talk partners, questioning and feedback. – Review and update the Marking and Feedback Policy to provide clear direction regarding expectations in the use of AfL.	EEF research Toolkit suggests that the provision of high-quality <u>feedback</u> can lead to an average of eight additional months’ progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback, while a teacher may also choose to vary the frequency, timing, focus and tone	1.2.3, 5, 6

– Monitor the use of AfL strategies and their effectiveness through lesson observations and work scrutiny.		
– Part payment for recruiting 3 new TAs – Recruitment, training and deployment of high quality TAs to identified year groups. – Provide CPD to share expectations about the use of additional adults – ‘Making Best Use of Teaching Assistants’ (EEF Guidance Report). – Monitor the use of teaching assistants through learning walks and lesson observations. – Work with teachers who need further support planning how to use teaching assistants effectively. – Ensure teaching assistants have access to high quality training (internal and external) as part of their professional development. – Strengthen communication between teachers and teaching assistants e.g. sharing plans and resources before the week begins, opportunities to meet, plan and assess together.	EEF – use of teaching assistant (+4 months)	1,2,3,6

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

Budgeted cost: £ £25200.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality delivery of interventions and booster groups – Neli – Nessy - developing inference - ELS Phonics interventions - 1:1 precision teaching - Fine motor skills – e.g. dough disco - Mastering number – (keep up groups rekenreks)	EEF research – oral language interventions (+5months) EEF research Reading comprehension strategies (+6months) EEF research Phonics interventions (+5months) EEF research – 1;1 tutoring (+5months) EEF research – mastery learning (+5months) Providing an equitable model for learning raises attainment – RADY	1.2.3, 6

- Keep up maths - Times table clubs		
High quality delivery of nurture groups (SEMH / SEND) - Elsa (emotional Literacy) - Making me - Happy to be me - Zones of regulation - Talkabout - Additional hours for PP pupils with EHCP	EEF research – social and emotional interventions (+4months)	2, 5,

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

Budgeted cost: £ 6010.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers have increased communication with parents of PP children to establish relationships, needs of children and barriers to learning - Provision of home learning stationary and resources to aid with homework and remote learning. - Develop a call home system regularly between parents / teachers . Initiative to ensure 'good news' is shared with parents via a phone call / email especially hard to reach parents - PP offer shared with parents re : funding, of uniform, extra curricular clubs and trips. - Part payments offered for all extra curricular clubs / visits / trips (including residential) - Payments for resources to support home learning, and uniform -	EEF Toolkit Research – Parental engagement (+4months) A number of parents of PP pupils are not engaging in their child's learning which reduces the progress these children could make. These activities provide children with a range of learning experiences. Involvement in such activities also enhances social skills and improves confidence and self-esteem, Some children may not otherwise have access to these activities due to the cost.	1,2,3,4,5,6

– Proportional representation of PP children in all extra curricular activities , responsibilities (e.g. school council / librarians) and sports festivals. – Work with disadvantaged children to ensure that they are proportionally represented in the different groups. – Build on whole-school curriculum events e.g. Spelling Bee, Readathon, and develop competitions across the school year, providing extra support to allow disadvantaged children to participate and be successful. – Continue to develop and increase the program of inter-school sporting events and festivals, working with disadvantaged children to ensure that they engage with the activities offered.	These activities provide children with a range of learning experiences. Involvement in such activities also enhances social skills and improves confidence and self-esteem, RADY – providing equitable model and proportionality ensures children have opportunities.	4.5
Learning experiences and enrichment – Invest in inspiring music for all children from year 2to year 4 to have the opportunity to play a musical instrument for 1 terms tuition – Enrichment activities – e.g. Lego workshop, computing workshop, Indian dance visit, seaside off the page, Visits to Warwick Castle, Woburn Safari, Celtic Harmony, St Albans Verulamium, Grafham residential. – Extra curricular in school clubs (e.g. choir, art club) – ensure good representation and opportunities to join	These activities provide children with a range of learning experiences. Involvement in such activities also enhances social skills and improves confidence and self-esteem,	4,5
Opal – – Embark on the OPAL programme to develop outdoor play and active playtimes. – Re-establish Play Leaders to organise games and activities at lunchtime, (proportional representation of PP children) – Actively engage with identified disadvantaged children to encourage their involvement in the activities – Analyse behaviour in weekly year group meetings. – Ensure the playground has opportunities for all pupils, including SEND PP pupils e.g. regulation station.	Improvement of children’s wellbeing through play, When children's fundamental needs are not met their behaviour suffers. OPAL schools meet their play needs, resulting in a huge reduction in playtime and post-playtime behaviour issues. These activities provide children with a range of learning experiences. Involvement in such activities also enhances social skills and improves confidence and self-esteem,	2,4

– Regularly communicate expectations of attendance and punctuality to parents and pupils. – Re-establish rewards for good attendance – Daily monitoring of attendance to ensure a swift response to any absence. – Fortnightly meetings to agree any specific actions or referrals for families causing concern. – Ensure robust escalation procedures for pupils at risk of persistent absence e.g. letters to parents, meetings with SAO, – Raise the thresholds for attendance for vulnerable children so that they receive the earliest possible intervention.	NFERS briefing for school leaders identified addressing attendance as a key factor in raising the attainment of disadvantaged pupils. Pupils who have poor attendance are more likely to have gaps in their learning and find it harder to keep up with their peers.	1,3,5,6
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Total budgeted cost: £ 49096.00