

Pupil premium strategy statement 2019-2020

1. Summary information					
School	Templefield Lower School				
Academic Year	2019-2020	Total PP budget	£39,540	Date of most recent PP Review	Sept 2019
Total number of pupils	244	Number of pupils eligible for PP	29 (12%)	Date for next internal review of this strategy	July 2020

2. Current attainment (2018-2019)		
	2019 School Pupils eligible for PP	2019 School All pupils
% achieving a GLD at the end of the EYFS	67	79
% achieving the expected standard in the Phonics Screening Check at the end of Year 1	75	91
% achieving the expected standard in the Phonics Screening Check at the end of Year 2	100	93
% achieving the expected standard or above in reading, writing and maths at the end of KS1	100	83
% achieving the expected standard or above in reading at the end of KS1	100	91
% achieving the expected standard or above in writing at the end of KS1	100	83
% achieving the expected standard or above in maths at the end of KS1	100	89
% achieving the expected standard in science at the end of KS1	100	87
% achieving the expected standard or above in reading, writing and maths at the end of Year 4	100	81
% achieving the expected standard or above in reading at the end of Year 4	100	94
% achieving the expected standard or above in writing at the end of Year 4	100	83
% achieving the expected standard or above in maths at the end of Year 4	100	90

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Low starting points on-entry for PP children in the current Reception cohort, particularly in CL, PSED, Literacy and Mathematics.
B.	Significant attainment gaps between PP and non-PP children in the current Year 2 cohort in reading, writing and maths.

C.	Significant attainment gaps between PP and non-PP children in the current Year 4 cohort in reading and writing.	
D.	Social, emotional and behavioural difficulties of some PP children which impacts on their learning and progress.	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Poor attendance and punctuality which adds up to lost learning time.	
F.	Limited life experiences and opportunities to access extra-curricular activities.	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improved language, literacy, numeracy and social skills in the EYFS, measured through baseline assessments and the EYFSP.	PP children make accelerated progress in CL, PSED, Literacy and Maths. PP children achieve at least as well as all pupils nationally in CL, PSED, Literacy and Maths.
B.	Improved phonics attainment for PP children in the EYFS and KS1, measured through phonics tracking.	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.
C.	Diminished difference in the attainment of PP and non-PP children in the current Year 2 and Year 4 cohorts, measured through end of year data.	Targeted interventions and support lead to improved outcomes in reading, writing and maths. 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.
D.	Improved attendance for all pupils, including PP children, measured through attendance data.	Attendance of PP children is in line with all pupils. Persistent absence continues to decrease and is below 4.5%.
E.	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.

5. Planned expenditure					
Academic year	2019-2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved communication, language and literacy skills in the EYFS.	'Talk for All' training to develop lead practitioner knowledge and skills. Training for all EYFS	Typically, children enter school with poor language and communication skills. Early language skills – listening, understanding words, speaking and building	INSET / staff meetings to deliver training Half-termly PPMs to monitor pupil progress	EYFS Leader	Termly

	practitioners on early language development, communication friendly environments, adult-child interactions, speech sounds and EAL. Develop language rich learning environments that provide opportunities for talk.	vocabulary – are the vital foundation that enable children to learn to read. (EEF Preparing for Literacy)			
High quality phonics teaching across the EYFS and KS1.	Staff training and development to ensure high quality first teaching of phonics. Effective formative and summative assessment. Rigorous tracking of progress to identify children who are not working at age-related expectations.	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)	INSET / staff meetings to deliver training Classroom observations and discussions with teachers and children to monitor the teaching of phonics Half-termly PPMs to monitor pupil progress	Phonics Leader	Termly
Improved reading outcomes in all classes.	Embed whole-class and guided reading to support the development of reading comprehension skills. Training on VIPERS questioning and Vocabulary Ninja. Invest in PM Benchmarking to identify individual pupils' needs and ensure an appropriate level of challenge.	On average, reading comprehension approaches deliver an additional 6 months progress. (EEF Improving Literacy in KS1)	INSET / staff meetings to deliver training Classroom observations and discussions with teachers and children to monitor the teaching of reading Half-termly PPMs to monitor pupil progress	English Leader	Termly
Total budgeted cost					£7,450
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved communication, language and literacy skills in the EYFS.	Small group oral-language interventions e.g. Lift off to Language, Nuffield Early Language Intervention. Specific training for staff delivering targeted support.	Early Years settings should use small-group or one-to-one support to help struggling children. There is good evidence that such activities – informed by diagnostic assessment – can improve children's communication, language and literacy capabilities. (EEF Preparing for Literacy)	Rigorous monitoring and tracking of pupil progress Observations to check the delivery of interventions	EYFS Leader	Termly

	Speech and Language Therapy interventions.				
Improved outcomes for PP children in phonics in the EYFS and KS1.	Focused small-group or one-to-one support to address gaps in phonic knowledge and provide additional time for children to practise and apply their skills. Phonics training for TAs who provide targeted support.	Phonological awareness is a necessary component of reading and provides one of the best predictors of early reading difficulties. Children with underdeveloped phonological awareness will benefit from focused small-group or one-to-one support. (EEF Preparing for Literacy)	Rigorous monitoring and tracking of PP children Observations to check the delivery of interventions	Phonics Leader	Termly
Improved rates of progress for PP children in reading, writing and maths in year groups with significant attainment gaps.	Gap analysis to inform planning and additional provision. One-to-one and small group interventions as appropriate. Training and support for TAs delivering interventions.	Research suggests that one-to-one and targeted small group interventions can accelerate learning by approximately five months, particularly if it is targeted to individual needs and linked to learning in class. (EEF Toolkit)	Pupil progress meetings – termly analysis of the impact of interventions on pupil progress Monitor use of TAs to provide interventions Observations to check the quality of interventions	Phase Leaders	Termly
Total budgeted cost					£25,750
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved attendance rates of all pupils (including PP children).	Close monitoring of attendance by the Attendance Officer. First day response. Free breakfast club. Incentives for good attendance.	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.	Rigorous monitoring and tracking of pupil attendance School Attendance Officer visits	Attendance Officer	Termly
Ensure equal opportunities for PP children.	Subsidise school trips and residential visits. Provide funding for PP children to participate in enrichment activities e.g. music tuition, extra-curricular activities.	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.	Monitor uptake of activities by those eligible for PP	Pupil Premium Leader	Termly
Total budgeted cost					£6,500

6. Review of expenditure																															
Previous Academic Year		2018-2019																													
i. Quality of teaching for all																															
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																											
Improved oral language skills for pupils eligible for PP in the EYFS and KS1.	Elklan training on communication and language development. Whole-staff training on communication strategies. Embed knowledge in targeted interventions.	Early Years Foundation Stage	In order to narrow the gap, PP children need to be making accelerated progress. An increasing number of children are starting school with poor oral language skills and we will need to work more closely with our feeder settings to tackle this issue.	£2,060																											
		<table><tr><td>Learning Goals</td><td colspan="2">Expected or above</td></tr><tr><td></td><td>PP</td><td>All Pupils</td></tr><tr><td>Comm & Language</td><td>67</td><td>88</td></tr><tr><td>Listening & Attention</td><td>67</td><td>88</td></tr><tr><td>Understanding</td><td>67</td><td>88</td></tr><tr><td>Speaking</td><td>67</td><td>92</td></tr><tr><td>Literacy</td><td>67</td><td>79</td></tr><tr><td>Reading</td><td>67</td><td>83</td></tr><tr><td>Writing</td><td>67</td><td>79</td></tr></table>			Learning Goals	Expected or above			PP	All Pupils	Comm & Language	67	88	Listening & Attention	67	88	Understanding	67	88	Speaking	67	92	Literacy	67	79	Reading	67	83	Writing	67	79
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By the end of the EYFS, 33% PP children do not have the language skills expected of a 5-year-old and will need additional support to help them 'catch-up' with their peers.																															
Phonics Screening Check																															
<table><tr><td></td><td colspan="2">Working at the expected standard</td></tr><tr><td></td><td>PP</td><td>All Pupils</td></tr><tr><td>Year 1</td><td>75</td><td>91</td></tr><tr><td>Year 2</td><td>100</td><td>93</td></tr></table>		Working at the expected standard			PP	All Pupils	Year 1	75	91	Year 2	100	93																			
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By the end of Year 1, 25% of PP children have not yet learned to decode using phonics and will need additional support to improve their decoding skills and ensure they are able to read fluently. Only 1 of the 4 pupils who took the phonics re-check reached the expected standard. We need to monitor more closely the phonics support in Year 2 in order to increase the proportion of pupils reaching the expected standard by the end of KS1.																															

Improved reading outcomes for all.	CPD on effective guided and whole-class reading. Purchase high quality texts. Daily guided reading to ensure QFT and gaps in reading are addressed. Regular whole-class reading sessions to immerse pupils in high-quality literature.	<table><tr><td colspan="5">Reading</td></tr><tr><td></td><td colspan="2">Expected or above</td><td colspan="2">Greater depth</td></tr><tr><td></td><td>PP</td><td>All</td><td>PP</td><td>All</td></tr><tr><td>Reception</td><td>67</td><td>83</td><td>33</td><td>27</td></tr><tr><td>Year 1</td><td>33</td><td>81</td><td>33</td><td>26</td></tr><tr><td>Year 2</td><td>100</td><td>91</td><td>0</td><td>35</td></tr><tr><td>Year 3</td><td>62</td><td>80</td><td>15</td><td>42</td></tr><tr><td>Year 4</td><td>100</td><td>94</td><td>80</td><td>48</td></tr></table> There is now a consistent approach to the teaching of reading and children have access to a range of high quality texts that support vocabulary development and reading comprehension skills. As a result, reading outcomes improved at the end of KS1 (85% - 91%) and Year 4 (87% - 94%).	Reading						Expected or above		Greater depth			PP	All	PP	All	Reception	67	83	33	27	Year 1	33	81	33	26	Year 2	100	91	0	35	Year 3	62	80	15	42	Year 4	100	94	80	48	Next year, we will implement whole-class guided reading in KS1 and provide further training on VIPERS questioning and vocabulary development.	£3,700
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Improved spelling outcomes for all.	Purchase No Nonsense Spelling (NNS) programme. Whole-staff training on teaching spelling. Purchase spelling journals. Embed spelling programme in Years 2 - 4.	Overall, this approach has had a positive impact on the teaching of spelling. Children are now using a range of strategies to help them learn new words and their writing shows improved spelling accuracy.	We will continue to use this programme to teach spelling but will look to use standardised tests to track pupils' progress.	£2,450																																								
Improved knowledge of SEND for all staff.	CPD on strategies to support pupils with SEND. SEN training from Advisory Teachers e.g. Precision Teaching, PECS.	<table><tr><td colspan="3">Key Stage 1</td></tr><tr><td></td><td colspan="2">Expected or above</td></tr><tr><td></td><td>School 2019</td><td>LA 2019</td></tr><tr><td>Reading</td><td>25</td><td>34</td></tr><tr><td>Writing</td><td>25</td><td>25</td></tr><tr><td>Maths</td><td>25</td><td>37</td></tr></table> <table><tr><td colspan="3">Year 4</td></tr><tr><td></td><td colspan="2">Expected or above</td></tr><tr><td></td><td>School 2019</td><td>LA 2019</td></tr><tr><td>Reading</td><td>40</td><td>42</td></tr><tr><td>Writing</td><td>20</td><td>27</td></tr><tr><td>Maths</td><td>20</td><td>37</td></tr></table> Staff have received a range of specialist training to equip them with the skills and knowledge they need to teach children with SEN. Yet pupils on SEN support did not perform as well as similar pupils locally, particularly in maths.	Key Stage 1				Expected or above			School 2019	LA 2019	Reading	25	34	Writing	25	25	Maths	25	37	Year 4				Expected or above			School 2019	LA 2019	Reading	40	42	Writing	20	27	Maths	20	37	Further training is needed on identifying and meeting the needs of all pupils, particularly those who have gaps in their learning and pupils with SEND.	£2,750				
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Improved oral language and social skills.	TA led 1:1 and small group language interventions e.g. Lift Off to Language. TA led 1:1 and small group social skills programmes e.g. Purr-fect Skills, PALS, Time to Talk. TA support during daily phonic sessions.	The impact of these interventions has been largely positive, with 67% of targeted pupils achieving 'expected' in all aspects of CL and 75% in PSED. However, the gap in language skills between PP and non-PP children remains, and PP pupils are not doing as well as all pupils nationally.		Language development will continue to be a focus next year as this remains a significant barrier to learning for our pupils.	£5,150																																			
Improved outcomes in reading.	Extra guided reading sessions with class teacher. Daily reading and key word precision teaching. Additional small group phonic sessions. Weekly 'Book Club' to develop reading comprehension skills.	In Year 1 and Year 3, there is now a significant gap between PP and non-PP children in reading. These children will require additional support to improve their decoding and reading comprehension skills.		The following interventions were shown to have the greatest impact on reading outcomes: • Additional small group phonics teaching • Inference training • Book club We will continue with these approaches next year but will review the use of daily reading and precision teaching.	£6,310																																			
Improved outcomes in writing	Teacher led writing interventions focused on fine motor skills, sentence structure and handwriting. TA support during No Nonsense Spelling. Additional small group spelling sessions and key word precision teaching. TA led writing intervention programmes e.g. 1stClass@Writing.	Writing <table><tr><td></td><td colspan="2">Expected or above</td><td colspan="2">Greater depth</td></tr><tr><td></td><td>PP</td><td>All</td><td>PP</td><td>All</td></tr><tr><td>Reception</td><td>67</td><td>79</td><td>33</td><td>6</td></tr><tr><td>Year 1</td><td>33</td><td>83</td><td>0</td><td>19</td></tr><tr><td>Year 2</td><td>100</td><td>83</td><td>0</td><td>28</td></tr><tr><td>Year 3</td><td>46</td><td>73</td><td>7</td><td>33</td></tr><tr><td>Year 4</td><td>100</td><td>83</td><td>60</td><td>40</td></tr></table> In Year 1 and Year 3, the gap between PP and non-PP children has widened. Crucially, the interventions in these year groups were largely delivered by teaching assistants.			Expected or above		Greater depth			PP	All	PP	All	Reception	67	79	33	6	Year 1	33	83	0	19	Year 2	100	83	0	28	Year 3	46	73	7	33	Year 4	100	83	60	40	We need to ensure that interventions are tailored to pupils' individual needs and closely linked to what they are learning in class. The most effective writing interventions were: • Fine motor skills activities • Targeted small group support for spelling and handwriting • Focused writing sessions Careful consideration needs to be given to the materials, training and support given to TAs delivering writing interventions.	£8,650
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Improved progress for PP children identified as SEND.	Targeted interventions to address individual needs. Use of Boxall Profile to assess and review social, emotional and behavioural difficulties. Prompt referrals to outside agencies for specialist advice and support e.g. Educational Psychologist, SALT, CDC, CHUMS.	Special educational provision has been put in place for PP children with SEND. The SENCo has provided teachers with strategies and resources to support individual children and further advice and support has been bought in from specialist services (e.g. Educational Psychologist, SALT, ASD Advisory Teacher, Jigsaw). Yet pupils on SEN support are not achieving as well as similar pupils locally.	Staff need further training and support to fully and effectively meet the needs of pupils with SEND, particularly those with social, emotional and behavioural difficulties.	£3,480
Improved emotional wellbeing and resilience.	Continue to subsidise or pay for educational and residential visits, and other school activities. Pay for extra-curricular activities and out-of-school clubs in the community. Continue Forest School sessions for targeted pupils.	Financial support for enrichment activities ensured all PP children were able to participate in class trips and residential visits.	We will continue to subsidise these opportunities for PP children to enrich their experiences, and build confidence and resilience.	£3,796

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance rates for PP pupils.	Close monitoring of attendance. Attendance meetings with parents. Incentives for good attendance.	These actions have had a positive impact on attendance. Overall attendance for PP children rose to 95.59% (compared to 96.57% for all pupils) and persistent absence reduced from 25% to 4%.	Although the attendance of PP children has improved, this will be an ongoing focus to ensure no groups of children are disadvantaged by poor attendance. These actions will continue next year as they have been shown to have impact.	£1,143
Improved parental engagement and support.	Structured conversations to engage parents. Workshops to help parents support their child's learning at	Structured conversations have had a positive impact on children's learning and attendance. Opportunities for parents to see their child in school have proven popular but workshops have been poorly attended.	Parental engagement will continue to be a priority next year and leaders will need to explore different strategies to engage hard-to-reach parents.	£396

	home. Range of school events to increase parental involvement in school life.			
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7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.