

Pupil premium strategy statement 2020-2021

1. Summary information					
School	Templefield Lower School				
Academic Year	2020-2021	Total PP budget	£48,695	Date of most recent PP Review	Sept 2020
Total number of pupils	248	Number of pupils eligible for PP	37 (15%)	Date for next internal review of this strategy	July 2021

2. Current attainment		
	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 1, 2 and 3 cohorts in reading, writing and maths.

C.	Social, emotional and behavioural difficulties of some PP children (54%) which impacts on their learning and progress.	
D.	A small minority of pupils eligible for PP (29%) also have SEND. This impacts significantly on their learning and progress.	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Impact of the partial school closure due to coronavirus (COVID-19) and lack of engagement with home learning.	
F.	Many pupils eligible for PP have poor attendance and punctuality which adds up to lost learning time (including pupils in priority year groups not attending school from 1 st June)	
G.	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 1, 2 and 3 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 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.
E.	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%.
F.	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 and remote learning tasks. Improved attainment and progress of PP children.
G.	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	2020-2021				
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 oral language and early reading and writing skills in the EYFS.	Training for all EYFS practitioners on early language development, communication friendly environments, adult-child interactions, speech sounds and EAL. Continue to develop language rich learning environments that provide opportunities for talk.	Typically, children enter school with poor language and communication skills. Early language skills – listening, understanding words, speaking and building vocabulary – are the vital foundation that enable children to learn to read. (EEF Preparing for Literacy)	INSET / staff meetings to deliver training Half-termly PPMs to monitor pupil progress	EYFS Leader	Termly
High quality phonics teaching across the EYFS and KS1.	CPD and coaching for teachers to ensure high quality teaching of phonics. Effective formative and summative assessment. Rigorous tracking of progress to identify children who are not working at age-related expectations. Twice daily phonics sessions, where needed.	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.	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
High quality feedback to learners.	CPD on high quality feedback and effective AfL. Class teachers to provide specific feedback to help children achieve well. Review marking and feedback policy.	Providing high-quality feedback to children is integral to effective teaching and can lead to an average of 8 additional months’ progress over the course of a year. (EEF Toolkit)	INSET / staff meetings to deliver training Classrooms observations, work scrutiny and discussions with children to monitor implementation of training Observations of colleagues to disseminate good practice	Assessment Leader	Termly
Improved knowledge of SEND for all staff.	CPD on strategies to support pupils with SEND. Use of PIVATS to support assessment, planning for learning and tracking progress.	NFERs briefing for school leaders identified a whole school ethos of attainment for all as a key factor in raising the attainment of disadvantaged pupils. In successful schools there is a clear vision for what all pupils will achieve through high quality teaching, with	INSET days / staff meetings to deliver training. Monitor QFT and differentiation to meet individual needs.	SENCo	Termly

		an ethos that reinforces aspiration and attainment for all. Our school is committed to developing the skills of our staff to ensure we meet the needs of all pupils.			
Total budgeted cost					£14,740
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 language, literacy, numeracy and social skills in the EYFS.	Targeted in class support and interventions e.g. SALT interventions, Dough Disco, Purr-fect Skills programme, small group maths sessions.	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)	Provide training for staff delivering interventions Compare pupil scores before and after the intervention Monitor the delivery of interventions	EYFS Leader	Termly
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.	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)	Provide training for staff delivering interventions Compare pupil scores before and after the intervention Monitor the delivery of interventions	Phonics Leader	Termly
Diminished difference between PP and non-PP children in reading, writing and maths.	Targeted in class support and interventions e.g. Precision Teaching, Inference Training, small group phonic/maths support.	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)	Provide training for staff delivering interventions Compare pupil scores before and after the intervention Monitor the delivery of interventions	Year group Leaders	Termly
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 eg. Educational Psychologist, SALT, CDC, CHUMS.	NFERs briefing for school leaders identified meeting individual learning needs as a key factor in raising the attainment of disadvantaged pupils. Successful schools provide targeted support for pupils with SEND and seek out strategies best suited to addressing individual needs.	Reports and recommendations used to set targets and measure progress Provision mapping and rigorous tracking of pupil progress. Observations to monitor the quality of provision Termly review meetings to evaluate the effectiveness of the provision and the impact on pupil progress	SENCo	Termly
Total budgeted cost					£27,950

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. 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
Increased parental engagement and raised aspirations.	Class teachers to support parents, where needed, to access online learning platforms e.g. Tapestry, Google Classroom, Purple Mash, Times Table Rock Stars, Phonics Play, Active Learn. Class teachers to monitor engagement with home learning and provide additional support as necessary. Senior leaders to contact parents who do not engage with home learning to discuss barriers and provide further support. Workshops to help parents support their child's learning at home.	Effective parental involvement and aspiration is associated with pupils' academic success. (EEF Toolkit) A number of parents of PP pupils are not engaging in their child's learning which reduces the progress these children could make.	Monitor access to technology and the internet Monitor engagement in home learning Provide resource packs e.g. pencil cases, word mats, sound mats, hundred squares etc. Monitor attendance at parent workshops	Headteacher	Termly
Total budgeted cost					£9,100

6. Review of expenditure																														
Previous Academic Year		2019-2020																												
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 communication, language and literacy skills in the EYFS.	'Talk for All' training to develop lead practitioner knowledge and skills. Training for all EYFS 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.	Early Years Foundation Stage <table><tr><td rowspan="2">Learning Goals</td><td colspan="2">Expected or above</td></tr><tr><td>PP</td><td>All Pupils</td></tr><tr><td>Comm & Language</td><td>78</td><td>79</td></tr><tr><td>Listening & Attention</td><td>78</td><td>82</td></tr><tr><td>Understanding</td><td>78</td><td>82</td></tr><tr><td>Speaking</td><td>78</td><td>85</td></tr><tr><td>Literacy</td><td>56</td><td>87</td></tr><tr><td>Reading</td><td>56</td><td>92</td></tr><tr><td>Writing</td><td>56</td><td>87</td></tr></table> By the end of March, PP children were achieving as well as all pupils in CL but in Literacy a significant gap (31%) had emerged. Next year, these pupils will need additional support in reading and writing to help them 'catch-up' with their peers.	Learning Goals	Expected or above		PP	All Pupils	Comm & Language	78	79	Listening & Attention	78	82	Understanding	78	82	Speaking	78	85	Literacy	56	87	Reading	56	92	Writing	56	87	An increasing number of children are starting Reception with poor oral language skills and we will need to work more closely with our pre-school and feeder settings to tackle this issue. In order to narrow the gap, PP children need to be making accelerated progress in reading and writing in Year 1.	£3,165
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Writing	56	87																												
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 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>67</td><td>79</td></tr></table> By the end of March, 33% of PP children were not on track to reach the expected standard in the phonics screening check. These children will need additional support to improve their decoding skills and ensure they are able to read fluently by the end of KS1.		Working at the expected standard			PP	All Pupils	Year 1	67	79	Next year, CPD will be tailored to identified needs and coaching used to provide further support. We will also ensure pupils have opportunities to practice and apply their phonic knowledge.	£3,650																	
	Working at the expected standard																													
	PP	All Pupils																												
Year 1	67	79																												

Improved reading outcomes for all.	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.	Reading					Next year, we need to develop teachers' pedagogical understanding of the teaching of reading, including comprehension skills, vocabulary development and fluency. Many PP children are disengaged readers so we need to foster in them a love of reading.	£4,750
			Expected or above		Greater depth			
			PP	All	PP	All		
		Reception	56	92	22	33		
		Year 1	17	63	17	6		
		Year 2	44	89	22	43		
		Year 3	100	89	100	28		
		Year 4	78	92	21	48		
		By the end of March, significant gaps had emerged in KS1. Across all year groups, fewer than 25% of PP children made accelerated progress.						

ii. Targeted support

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 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. Speech and Language Therapy interventions.	The impact of these interventions has been largely positive, with 67% of targeted pupils achieving 'expected' in all aspects of CL. However, the gap in Literacy skills between PP and non-PP children has widened.	Language development will continue to be a focus next year as this remains a significant barrier to learning for our pupils.	£10,375
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.	Overall these interventions have had a positive impact. Those children not working at the expected standard will require targeted interventions next year.	We will continue to use these approaches but changes will need to be made to the way interventions are monitored and impact measured.	£8,860

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.	In KS1, there are still significant gaps between PP and non-PP children in all areas. In Year 3, gaps remain in reading and maths. Those children not working at the expected standard will require targeted interventions next year.	We will continue to use these approaches but changes will need to be made to the way interventions are monitored and impact measured.	£12,248
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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 of all pupils (including PP children).	Close monitoring of attendance by the Attendance Officer. First day response. Free breakfast club. Incentives for good attendance.	These actions have had a positive impact on attendance. Prior to lockdown, the overall attendance for PP children was 95.65%, compared to 96.79% for all pupils.	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.	£2,743
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.	100% uptake of school trips and residential visits 19% uptake of extra-curricular activities Low self-esteem and confidence are sometimes barriers to pupils wanting to access these activities. Some pupils also need to develop their resilience to sustain their commitment.	We will continue to provide these opportunities next year to ensure that PP pupils have equality of access to both curricular and extra-curricular activities. However, more needs to be done to increase participation in extra-curricular activities.	£2,090

7. Additional detail

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