

# Templefield Lower School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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                                                                                    | 250                      |
| Proportion (%) of pupil premium eligible pupils                                                               | 15% (37)                 |
| Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b> | 2021-2022                |
| Date this statement was published                                                                             | 5.11.21                  |
| Date on which it will be reviewed                                                                             | 31.7.22                  |
| Statement authorised by                                                                                       | D Trivett                |
| Pupil premium lead                                                                                            | Carol Smithers           |
| Governor / Trustee lead                                                                                       | Joanne Johnson           |

## Funding overview

| Detail                                              | Amount |
|-----------------------------------------------------|--------|
| Pupil premium funding allocation this academic year | £55765 |

|                                                                                                                                                                             |        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Recovery premium funding allocation this academic year                                                                                                                      | £ 5365 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £1706  |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £62836 |

## 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, 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, 3 and 4 in reading, writing and maths |
| 2                | 22% of PP are also SEND which impacts on their learning and progress                                                 |
| 3                | Gaps between PP and non PP phonics in EYFS and KS1                                                                   |
| 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                                          |

## 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 phonics attainment for PP children in the EYFS and KS1, measured through phonics tracking.                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>- Ambitious PP targeting to ensure progress rates are maximised</li> <li>- PP children achieve at least as well as all pupils nationally in the PSC.</li> <li>- PP children make at least the same rate of progress in phonics as non-PP children.</li> <li>- By Year 2 the same proportion (or more) pass the phonics screening test</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Diminished difference in the attainment of PP and non-PP children in the current Year 2, 3 and 4 cohorts, measured through end of year data.</p> <p>Disadvantaged children are able to access all areas of the curriculum and receive further support to allow this if necessary</p> | <ul style="list-style-type: none"> <li>- Ambitious PP targeting to ensure progress rates are maximised, and uplift applied to all PP children.</li> <li>- Evidence of successful interventions demonstrating clear impact on pupils progress.</li> <li>- Improvements in first Quality teaching to enhance opportunities and experiences for all including PP children.</li> <li>- Targeted interventions and support lead to improved outcomes in reading, writing and maths.</li> <li>- Teachers have a range of strategies to provide an equitable model of teaching for disadvantaged children and implement these routinely</li> <li>- Ensure that teachers are aware of the disadvantaged children in their class and plan lessons that consider and develop their wider cultural experiences</li> <li>- PP children achieve at least as well as all pupils nationally in reading, writing and maths at the end of KS1.</li> <li>- Improved rates of progress for PP children, particularly in year groups with significant attainment gaps, particularly reading</li> </ul> |
| Improved progress for PP children identified as SEND/ SEMH, measured through pupil tracking.                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>- Increased knowledge of strategies to support pupils with SEND/ SEMH</li> <li>- Support plans identify appropriate short term outcomes to enable progression in learning.</li> <li>- PP children with SEND make as much progress as their peers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>Improved attendance for all pupils, including PP children, measured through attendance data.</p> <p>Attendance figures return to above 95% for all groups.</p> <p>Persistent absence is reduced and below 4.5% for all groups.</p>                                                   | <ul style="list-style-type: none"> <li>- Attendance of PP children is in line with all pupils.</li> <li>- Persistent absence continues to decrease and is below 4.5%.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| Actions to manage attendance issues lead to improved attendance for targeted pupils                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Increased parental engagement and raised aspirations, measured through pupil engagement in home learning and end of year data.                  | <ul style="list-style-type: none"> <li>- Majority of PP families engage with homework activities and remote learning tasks.</li> <li>- Proportional engagement of PP parents as non PP parents with parents evenings, workshops</li> <li>- Improved attainment and progress of PP children.</li> </ul>                                                                                                                                                                                                                                                                                                              |
| All children experience a broad range of learning experiences and enrichment activities to enhance their ability to engage with the curriculum. | <ul style="list-style-type: none"> <li>- Financial support is provided to enable all PP children to engage in enrichment opportunities.</li> <li>- 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</li> <li>- All children identified as vulnerable engage in at least one extra-curricular opportunity.</li> </ul> |

## 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: £ 31300.00

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Quality first teaching – phonics</p> <p>Continued coaching for teachers to ensure high quality teaching of phonics.</p> <p>Effective formative and summative assessment using standardised high quality materials</p> <p>Rigorous tracking of progress to identify children who are not working at age-related expectations.</p> <p>Twice daily phonics sessions, and setting where necessary</p> <p>Monitoring and support to ensure high quality teaching from Phonics lead and SENDco</p>                                                                                                                                                                                                                                                                                                                                                                                             | <p>EEF research</p> <p>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)</p> <p>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.</p>                                                                                                                                                                                                                                                                                                                               | 2,3                           |
| <p>Quality first teaching – Reading, Writing and maths</p> <ul style="list-style-type: none"> <li>– Share and implement good practice in core and non-core subjects, including phonics and providing equity for disadvantaged children</li> <li>– Use of technological platforms (e.g. TTRockstars, Spellingshed, Bug club)</li> <li>– Use selected videos from 'Thinking differently for disadvantaged learners' to raise awareness of strategies to support disadvantaged children in the classroom</li> <li>– CPD on high quality feedback and effective AFL.</li> </ul> <p>Class teachers to provide specific feedback to help children achieve well.</p> <ul style="list-style-type: none"> <li>– Review marking and feedback policy</li> <li>– <b>Monitoring and support to ensure high quality teaching.</b>from Literacy co-ordinator, Numeracy co-ordinator and SENDco.</li> </ul> | <p>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.</p> <p>EEF marking and feedback research (+8months)</p> <p>Mastery learning (+5months)</p> <p>EEF guidance reports : using digital technology to improve learning (+4months) , Improving behaviour in school,</p> <p>On average, reading comprehension approaches deliver an additional 6 months progress. (EEF Improving Literacy in KS1)</p> <p>Improved handwriting shown to increase pride and help in fluency of writing</p> <p>Modelling shown to improve understanding of maths concepts . EEF shows metacognition has significant impact on accelerating progress</p> | 1, 2, 5                       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                         |          |
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|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | (+7 months) . Schools that use modelling demonstrate an uplift in maths learning.<br><br>Enabling deeper learning for children to progress to GDS<br><br>RADY support identified this as a beneficial strategy in ensuring all children make the best possible progress |          |
| <ul style="list-style-type: none"> <li>- To develop pupil's metacognition skills :</li> <li>- Use EEF research and CPD to develop teachers' understanding of metacognition and metacognitive strategies (<a href="http://www.metacognition.org.uk">www.metacognition.org.uk</a>).</li> <li>- Implement these strategies in the classroom, e.g. modelling, thinking aloud, effective questioning, ensuring an equitable model to further support disadvantaged children</li> <li>- Consider creating an additional intervention group to develop these skills with specific identified disadvantaged children</li> <li>- Monitor implementation and provide feedback to staff to develop their practice.</li> </ul> | EEF – metacognition and self regulation (+7months)                                                                                                                                                                                                                      | 1.2.3, 5 |
| Training and deployment of high quality TAs to identified year groups.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | EEF – use of teaching assistant (+4 months)                                                                                                                                                                                                                             | 1,2,3    |

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

Budgeted cost: £26000.00

| Activity                                                                                                                                                                                                                                                                       | Evidence that supports this approach                                                                                                                | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| High quality delivery of interventions and booster groups <ul style="list-style-type: none"> <li>- developing inference</li> <li>- Phonics interventions</li> <li>- 1:1 precision teaching</li> <li>- Fine motor skills – e.g. dough disco</li> <li>- Maths numicon</li> </ul> | EEF research Reading comprehension strategies (=6months)<br>EEF research Phonics interventions (+5months)<br>EEF research – 1:1 tutoring (+5months) | 1.2.3                         |
| High quality delivery of nurture groups (SEMH) <ul style="list-style-type: none"> <li>- Volcano in my Tummy</li> </ul>                                                                                                                                                         | EEF research (+4months)                                                                                                                             | 2, 5                          |

|                                                                                                                                                                |  |  |
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| <ul style="list-style-type: none"> <li>- Making me</li> <li>- Happy to be me</li> <li>- Zones of regulation</li> <li>- Talkabout</li> <li>- Thrive?</li> </ul> |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

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

Budgeted cost: £ 5536

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Teachers have increased communication with parents of PP children to establish relationships, needs of children and barriers to learning</p> <p>Provision of 'goody bags' of home learning stationary and resouces to aid with homework and remote learning</p> <p>Develop a call home system regulary between parents / teachers</p> <p>Initiative to ensure 'good news' is shared with parents via a phone call / email especially hard to reach parents</p> | <p>EEF Toolkit Research – (+4months)</p> <p>A number of parents of PP pupils are not engaging in their child's learning which reduces the progress these children could make.</p>                                                                                   | 1,2,3,5                       |
| <p><i>Part payments offered for all extra curricular clubs / visits / trips (including residential)</i></p> <p><i>Payemnts for resources tosupport home learning, and uniform</i></p>                                                                                                                                                                                                                                                                             | <p>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.</p> | 4,5                           |
| <p><i>Proportional representation of PP children in all extra curricular activities , responsibilities (e.g. school council / librarians) and sports festivals.</i></p>                                                                                                                                                                                                                                                                                           | <p>These activities provide children with a range of learning experiences. Involvement in such activities also enhances social skills and improves confidence and self-esteem,</p>                                                                                  | 4.5                           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |
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| <ul style="list-style-type: none"> <li>– Work with disadvantaged children to ensure that they are proportionally represented in the different groups.</li> <li>– 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.</li> </ul> <p>Continue to develop and increase the program of inter-school sporting events, working with disadvantaged children to ensure that they engage with the activities offered.</p>                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                          |       |
| <p><i>Opal –</i></p> <ul style="list-style-type: none"> <li>– Embark on the OPAL programme to develop outdoor play and active playtimes.</li> <li>– Re-establish Play Leaders to organise games and activities at lunchtime, (proportional representation of PP children)</li> <li>– Actively engage with identified disadvantaged children to encourage their involvement in the activities</li> <li>– Analyse behaviour in weekly year group meetings.</li> <li>– Ensure the playground has opportunities for all pupils, including SEND PP pupils e.g. regulation station.</li> </ul>                                                                                             | <p>Improvement of children's wellbeing through play,<br/>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.</p> <p>These activities provide children with a range of learning experiences. Involvement in such activities also enhances social skills and improves confidence and self-esteem,</p> | 2,4   |
| <ul style="list-style-type: none"> <li>– Regularly communicate expectations of attendance and punctuality to parents and pupils.</li> <li>– Re-establish rewards for good attendance</li> <li>– Daily monitoring of attendance to ensure a swift response to any absence.</li> <li>– Fortnightly meetings to agree any specific actions or referrals for families causing concern.</li> <li>– Ensure robust escalation procedures for pupils at risk of persistent absence e.g. letters to parents, meetings with SAO, fixed penalty notices.</li> </ul> <p>Raise the thresholds for attendance for vulnerable children so that they receive the earliest possible intervention.</p> | <p>NFERs briefing for school leaders identified addressing attendance as a key factor in raising the attainment of disadvantaged pupils.</p> <p>Pupils who have poor attendance are more likely to have gaps in their learning and find it harder to keep up with their peers.</p>                                                                                                                                                       | 1,3,5 |

**Total budgeted cost: £ 62836.00**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

#### **Key areas of impact**

##### 2021 EYFS

- Communication & Language 79% all pupils , 83% PP pupils
- Listening and Attention 79% all pupils, 100% PP pupils
- Understanding 83% all pupils 100% PP children
- Reading, (80%)writing (76%), maths (79%) all pupils. 83% PP children for Reading, writing and maths

2020 Autumn Term Phonics screening test results 94% all pupils, 71% PP pupils achieved the pass mark.

2021 Year 2 Phonics screening teacher assessment PP children: 86% predicted

Teacher assessed end of year 4 results continued to improve and remain above national

## 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 |
|-----------|----------|
|           |          |
|           |          |