

Pupil premium strategy statement 2023-2024

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	281
Proportion (%) of pupil premium eligible pupils	26 (9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 (3 year plan from 2021-2024)
Date this statement was published	
Date on which it will be reviewed	September 2024
Statement authorised by	Debbie Trivett
Pupil premium lead	Jenny Galston
Governor / Trustee lead	Jo Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,330.00
Recovery funding 2022/2023	£3,661.25
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	£51,991.25

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
- Have a whole school ethos of attainment for ALL learners, through ongoing development of first quality teaching
- Meeting individuals' needs through 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 all support staff with high quality CPD to ensure that learning is supported effectively and there is improvement in attainment for disadvantaged learners
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 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
- Use the principles of RADY to ensure a 'Golden thread' runs through the School Development Plan.
- Closely monitor the attendance of all pupils, quickly addressing any concerns and putting individualised plans in place to maximise their attendance
- Build positive relationships with parents through regular communication, an open-door policy and providing regular opportunities for parents/carers to come into school

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.

We will hold specific 'Pupil Premium Progress Reviews' each term where the barriers to learning will be discussed in detail for all disadvantaged pupils and targeted, evidence-based interventions will be planned for, to ensure that all of these pupils have the opportunity to make more progress than their peers. 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 across all year groups in reading, writing and maths
2	2 in 5 PP pupils (38%) also have SEN which impacts on their learning and progress
3	Attendance figures for PP children are significantly lower than peers in all year groups except EYFS. 2 in 5 PP children (39%) were persistent absentees in 2022-23
4	Limited life experiences and opportunities with extra-curricular activity take-up low
5	Difficulty engaging 'harder to reach' parents in supporting their children's learning

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 literacy and maths 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 to achieve at least as well as all pupils nationally in literacy and maths at end of year - Targeted reading, writing and maths interventions help PP children keep up and ensure they are 'over-served' - 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 Year 1 PSC and the Year 2 phonics re-check - Targeted phonics interventions help PP children keep up and ensure they are 'over-served'
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 - Targeted interventions and support lead to improved outcomes in reading, writing and maths - Quality first teaching will be developed to provide an equitable model of teaching for disadvantaged children and this will be seen across a range of Curriculum monitoring activities - Individual pupil premium plans are used effectively to identify pupils' barriers to learning, set learning targets and monitor progress towards these - PP children achieve at least as well as all pupils in reading, writing and maths at the end of KS1. - Gaps have narrowed between PP children and non PP children's attainment in reading, writing and maths in all year groups
Improved attendance for all pupils, including PP children, measured through attendance data.	- Attendance of PP pupils is in line with non-PP pupils - The proportion of PP pupils with attendance of less than 90% is in line with the whole school - 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 parent attendance at curriculum activities	- Majority of PP families engage with homework activities - An increase in PP parents attending parents evenings, curriculum workshops, curriculum information meetings and open afternoons -
All children experience a broad range of learning experiences and enrichment activities to enhance their ability to engage with the curriculum.	- All PP children have attended an extracurricular activity - Financial support is provided to enable all PP children to attend the Year 4 residential trip - There is proportional representation for disadvantaged youngsters in enrichment activities such as sports festivals and school performances, as well as leadership roles across the school

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: £18,397

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching - Phonics – Purchase workbooks and licences to deliver daily high quality phonics lessons using an accredited scheme – Essential letters and sounds (ELS) – Continued monitoring and follow up support for teachers and support staff to ensure high quality teaching of phonics and fidelity to the scheme – Effective use of assessment data to monitor progress and identify children who require ELS interventions to help them keep up-termly PPMs – Parent workshops delivered to explain the phonics scheme and how children can be supported at home	EEF- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	1, 5
Quality first teaching – Reading, Writing and Maths – Ensure high quality teaching of writing across the school through the continued implementation and CPD for staff on Talk for Writing as a whole school approach	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.	1, 2, 5

– Develop the learning environment in each class so that there is a ‘language rich environment’ and provide CPD to teachers and support staff on developing children’s vocabulary so that this can improve outcomes across the curriculum, including for disadvantaged pupils – Develop the assessment and tracking of core subjects through the purchase of a new whole-school assessment system (Insight). – Provide CPD to senior leaders and teaching staff on new assessment system so that gaps in learning can be identified quickly and measures can be put in place to address these – Develop rigorous internal moderation processes to validate teacher assessment judgements and ensure consistency both within and across all year groups – Ensure gaps between disadvantaged pupils and their peers are closing by supporting teachers to identify barriers to learning for PP children and set appropriate learning targets during termly ‘Pupil Premium Progress Review ‘ days – Parent workshops delivered to all phases in reading, writing and maths to explain the learning and how children can be supported at home	EEF Guidance- ‘Evidence indicates that success in literacy relies on the secure development of language, and these skills are amongst the best predictors of educational success.’ Feedback (+6 months) EEF EEF guidance reports : using digital technology to improve learning (+4months) , Improving behaviour in school, Closing the Attainment Gap (EEF)- What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development EEF- Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year	
Class teachers to provide specific feedback to help children achieve well. – Ensure marking and feedback leads to improvements in pupils’ learning through the implementation of a new marking and feedback policy and monitoring to check disadvantaged children are acting upon feedback and making good progress – Provide CPD on different methods for providing feedback for both teachers and support staff e.g. in the moment feedback, mini-	EEF research Toolkit suggests that the provision of high-quality feedback 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,	1.2.

plenaries, misconceptions board, pinking and greening, comments in books. – Monitor marking and feedback strategies and provide support where necessary to staff who need further support – Teachers to meet PP pupils 1:1 in preparation for move up or at the start of the year to talk through the PP profile with them and get pupil voice into the assessment of barriers and best strategies to overcome them	oral feedback and peer feedback, while a teacher may also choose to vary the frequency, timing, focus and tone	
---	---	--

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

Budgeted cost: £ 26,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality delivery of interventions and booster groups - ELS Phonics interventions - Lift Off to Language - 1:1 precision teaching - 1:1 reading - 1:1 SALT interventions - Language for Thinking - Fine motor skills – e.g. dough disco, write from the start - Mastering number – (keep up groups rekenreks) - Vocabulary pre-teaching - Number Stacks Raise the thresholds for PP children to ensure they have access to a wide range of intervention and make accelerated progress	EEF research – oral language interventions (+5months) EEF research Phonics interventions (+5months) EEF research – 1;1 tutoring (+5months) EEF research – mastery learning (+5months) EEF research- teaching assistant interventions (+4 months) Providing an equitable model for learning raises attainment – RADY	1, 2

High quality delivery of nurture groups (SEMH / SEND) - ELSA - Zones of regulation - Talkabout for children - Time to Talk - Drawing and talking therapy - Lego therapy	ELSA research findings- https://www.elsanetwork.org/elsa-network/evaluation-reports/ EEF research – social and emotional interventions (+4months) EEF research- behaviour interventions (+4 months)	2
Purchase a new SALT toolkit (screeners and intervention) to address increasing need in EYFS- Wellcomm	An evidence-based approach to supporting children who need additional support with their speech, language and communication	2
-Train HLTAs to deliver PM Benchmarking reading assessments for all PP children -PP children to be assessed using PM benchmarking termly in years 2-4 to support teacher assessment judgements -Outcomes from PM benchmarking to be discussed in Pupil Premium Progress reviews, alongside analysis of barriers to learning so that short term targets can be set and impact of reading interventions can be measured.	The PM Benchmark Kit offers a quality assessment resource which can back up the school's teacher assessment system and provide evidence of students' achievement and progress .	1

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

Budgeted cost: £ 7065

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Teachers to regularly engage with parents of PP children to establish good relationships, discuss barriers to learning and share progress - School to provide a regular program of curriculum events for parents and monitor who attends	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.	5

– Teachers to circulate the ‘take-home PE bag’ and prioritise the PP children in their class before all others – Provision of home learning stationery and resources to aid with homework. – Provide financial support to purchase school uniform and PE kit		
– Proportional representation of PP children in leadership responsibilities (e.g. dining hall helpers / librarians, sports ambassadors) – Work to ensure that PP children proportionally represented in school performances across all year groups – Ensure all PP children have the opportunity to attend a sporting event or festival	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
Learning experiences and enrichment – Ensure all children in Key Stage 2 have the opportunity to play a musical instrument through the whole class’ termly music lessons via Inspiring Music – Enrichment activities in school – e.g. Lego workshop, computing workshop, Indian dance visit, seaside off the page – Out of school visits for each year group with partial or full funding to PP children eg. Warwick Castle, Whipsnade Zoo, Grafham residential – Extra-curricular in school clubs (e.g. art club, book club, mindfulness club) – Where spaces are limited in extra-curricular clubs, offer to PP children first	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

– Monitor attendance on a weekly basis and address attendance issues early for all children – Rewards for good and improved attendance at a class and individual level – Daily monitoring of first day absence to ensure a swift response to non attendance – Robust escalation procedures for pupils whose attendance doesn't improve eg. meetings, FPNs, SAO support	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.	3

Total budgeted cost: £ 51,992