

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Temple Hill Primary Academy
Number of pupils in school	833
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	24.9.21 Updated on: 14.12.22
Date on which it will be reviewed	22.7.22 22.7.23
Statement authorised by	Leon Dawson
Pupil premium lead	James Davies
Governor / Trustee lead	Daniel Range

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£359,080
Recovery premium funding allocation this academic year	£44,660 TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£403,740

## Part A: Pupil premium strategy plan

### Statement of intent

*At Temple Hill Primary Academy, we believe that all pupils should be given the opportunity to succeed, regardless of their race, gender, background or socio-economic circumstances. As such our pupil premium strategy plan is designed in such a way as to break down the barriers to success for our children, allowing them to thrive in their time at Temple Hill.*

*Our current strategy plan focuses on the barriers faced by children in our setting: Low starting points, low levels of attendance and low levels of wellbeing. With a sharp focus on these areas, we endeavour to improve outcomes for our pupil premium children, whilst enriching their experience at school; providing opportunities for growth and development that they may not be able to access without our support.*

*We intend to work with our whole school community to ensure that our children are not disadvantaged in their education, support in the breaking of cycles of poverty and allow for our children to aspire and aim high. Through working with children and families to develop greater levels of knowledge and skills, we strive for our children to be the best that they can possibly be. Providing opportunities to attend extra-curricular activities and to enjoy educational trips and visits, irrespective of family income.*

*We use our Pupil Premium funding to achieve our goals by:*

- Providing opportunities for our PP children to attend extra-curricular activities and to enjoy educational trips and visits, irrespective of family income.*
- Providing opportunities and 'life-experiences' which the children might not otherwise have access to. These include trips, clubs and the Outdoor Learning Programme.*
- Ensuring that teaching and learning across the school is at least of a 'good' standard with Assistant Head Teachers being 'outstanding'. We have robust monitoring to ensure that all children are engaged, supported and challenged in order to make excellent progress.*
- Seeking to ensure that disadvantaged children attend school with the same regularity as their non-disadvantaged peers.*
- Promoting positive wellbeing and positive restorative behaviour across the school to support an environment which empowers all children to make excellent progress.*
- Supporting pupils, parents and carers emotionally and in times of hardship in order to help them to deal with the pressures of modern life. This may involve, food parcels, subsidised uniform or counselling sessions for pupils and their families with emotional needs. Access to breakfast for all children; and an offer for subsidised break and after school clubs will also be offered to ease the burden on working parents.*
- Providing SEN provision which identifies need as early as possible, providing targeted or specialist support. We will provide a universal offer which goes above and beyond ensuring that every child is catered to and has their needs met. 29% of our pupil premium have SEND needs.*

## Challenges

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

Challenge number	Detail of challenge
1 <i>Lower starting points</i>	<p><i>Children begin school with lower starting points than their non-disadvantaged peers, as such there is an attainment gap of 25% in reading, writing and maths across the school.</i></p> <ul style="list-style-type: none"> <li><i>Of the current EYFS cohort, 35% of PPG children are on track to achieve GLD compared to 50% of non-PPG children.</i></li> </ul>
2 <i>Attendance</i>	<p><i>Children from disadvantaged backgrounds have lower attendance levels than their non-disadvantaged peers.</i></p>
3 <i>Emotional wellbeing</i>	<p><i>Children from disadvantaged backgrounds have low levels of emotional wellbeing.</i></p> <ul style="list-style-type: none"> <li><i>A high proportion of pupils at Temple Hill in receipt of the pupil premium grant have experienced Adverse Childhood Experiences (ACE).</i></li> </ul>
4 <i>ARE comparison between PP and non-PP</i>	<p><i>Children from disadvantaged background working at age related expectation in RWM are 31% compared to non-disadvantaged children at 57%.</i></p>

## 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.

### 3 Year plan

Intended outcome	Success criteria
<p>The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages. This will be measured through data analysis of PiXL and in class tests, as well as Key Stage assessments.</p>	<p>Data analysis will identify Pupil Premium children who are not making progress and who are not performing at age-appropriate expectations. FFT and internal data to impact/decide which Pupil Premium children to receive appropriate interventions to close the gap.</p> <p>Pupil Premium children will be given priority for 1:1 tuition from the National Tutoring Programme (not exclusive)</p>
<p>Attendance of PP children is equal to or better than that of non-PP children so that gaps closed. Attendance tracked and monitored by the attendance officers- see tracker and data.</p>	<p>The attendance gap between disadvantaged and non-disadvantaged children is reduced.</p>
<p>Pupil Premium children will not miss out on vital experiences that will enhance their learning to ensure they have high expectations for themselves. This will be measured by ensuring that all children go on trips organised for their year group and funded by the school where necessary, they will have access to visitors and out of school clubs.</p>	<p>Pupil Premium children will have opportunities to take part in out of clubs, visits to the local community and visitors in school to enhance their experiences.</p>
<p>To be broadly in line with non-pupil premium children in reading by 2024-2025</p>	<p>*To be on track to achieve pre-pandemic levels (54.72% expected) in reading for disadvantage children by 2022.</p> <p>For pupil premium children to be in line with non-PP children having around 77% at expected level by 2024/25.</p>
<p>To be broadly in line with non-pupil premium children in writing by 2024-2025</p>	<p>*To be on track to achieve pre-pandemic levels (47.17% expected) in writing for disadvantage children by 2022.</p> <p>For pupil premium children to be in line with non-PP children having around 71% at expected level by 2024/25.</p>

<p>To be broadly in line with non-pupil premium children in maths by 2024-2025</p>	<p>*To be on track to achieve pre-pandemic levels (49.6% expected) in maths for disadvantage children by 2022.</p> <p>For pupil premium children to be in line with non-PP children having around 74% at expected level by 2024/25.</p>
<p>To close the attendance gap of children on pupil premium to national.</p>	<p>The attendance gap between disadvantaged and non-disadvantaged children is reduced.</p>
	<p>To raise attendance of children on pupil premium to be in line with national average by 2024/2025.</p>
<p>To ensure all children on pupil premium have good physical health &amp; wellbeing</p>	<p>For all of our children who score 50 and above on our wellbeing scales- for staff to have actioned specialist support within 1 week, and to receive that support within 2 weeks of the wellbeing team meeting.</p> <p>Target focus in year 2022-2023- Physical improvement will be shown by a decrease of overweight children- decreasing to 27% for Year 6 by 2024/25.</p>

- Targets for disadvantage children are still 15%-20% lower than non-disadvantage national expected. When we achieved scores in line with national expectations, our disadvantage children still only scored this pre-pandemic. This is due to the barriers stated above- home environments, lack of family support/skills to progress learning, wellbeing in children and families; although we can provide all the support in school to combat this, ultimately, Adverse Childhood Experiences (ACEs) still affect our disadvantaged children disproportionately - such as Covid, Family circumstances, illness, crime, health harming behaviours (smoking, drinking, drug taking).

## 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: £279,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving teaching and learning through training and developing specialist Teachers within the school/Trust to become a flagship school, to train others in Behaviour, Speech and Language, Maths, English, Pixl</p>	<ul style="list-style-type: none"> <li>• <i>“A recent Ofsted report on the elements of leadership that made Heads successful (in Ofsted inspections) pointed out that many schools tackled poor teaching but only the really good schools had a system for improving teaching beyond satisfactory and good.” Teachingtimes</i></li> </ul>	<p>1 3</p>
<p>CurricuColour and Pixl (Assessment proficient learners using metacognition)</p>	<ul style="list-style-type: none"> <li>• <i>“great teaching is the most important lever schools have to improve pupil attainment” EEF (2021)</i></li> <li>• <i>Pixl contributes to great teaching by:</i> <ul style="list-style-type: none"> <li>• <i>Providing high quality assessments</i></li> <li>• <i>Providing gap analysis software</i></li> <li>• <i>Providing instant interventions</i></li> </ul> </li> </ul>	<p>1 3</p>
<p>Planning preparation &amp; Assessment</p>	<ul style="list-style-type: none"> <li>• <i>“...more PPA to teachers working with some of the most disadvantaged students would help because it would give them more time to plan their lessons to suit the learners in that setting.” Teach First, 2021</i></li> </ul>	<p>1 3</p>
<p>Mental Health &amp; Wellbeing</p>	<ul style="list-style-type: none"> <li>• <i>It is important for schools to promote pupils’ self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges.” Gov.uk (2021)</i></li> </ul>	<p>3 4 5</p>

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

Budgeted cost: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language link assessment and delivery	<ul style="list-style-type: none"> <li>• <i>“Identify and support all children with speech, language and communication needs appropriately so no child is left behind at school or in life through poor understanding of language.” Speechandlanguage.info (2022)</i></li> </ul>	1 3
RWI Phonics training for intense catch up-AHT English to lead training	<ul style="list-style-type: none"> <li>• <i>“It teaches children to read accurately, fluently and with understanding to spell, and to write their own compositions” Ruth Miskin (2022)</i></li> </ul>	1
3 Additional HLTAs to run interventions in KS1 & KS2.	<ul style="list-style-type: none"> <li>• <i>“Advance learning when working with individuals.”</i></li> <li>• <i>“Advance learning when working with small groups”</i></li> <li>• <i>Monitor learners’ progress in order to provide focused support and feedback”</i></li> <li>• <i>HLTA.org.uk (2020).</i></li> </ul>	1 3
PiXL	<ul style="list-style-type: none"> <li>• <i>“PiXL is known for its aim of wanting to improve life chances and outcomes for young people and its focus on equipping school leaders to make that happen. Whether it is a focus on reading, oracy, writing, numeracy, character education or establishing strong cultures, PiXL is committed to providing practical support and strategies to make an impact.”</i></li> <li>• <i>PiXL (2022)</i></li> </ul>	1 3


Lexia	<ul style="list-style-type: none"> <li>“Through a singular focus on literacy and a full spectrum of solutions to support it, Lexia helps more learners read, write, and speak with confidence”</li> <li>Lexia (2022)</li> </ul>	1 3
Accelerated reader plus £3000 on new books	<ul style="list-style-type: none"> <li>Pupils develop reading skills most effectively when they read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated. This is their ‘Zone of Proximal Development’ (ZPD)</li> <li>Accelerated Reader (2021)</li> </ul>	1 3
National Tutoring programme contribution	<ul style="list-style-type: none"> <li>“The National Tutoring Programme (NTP) supports schools by providing access to high-quality tutoring to help pupils whose education has been affected by the Covid-19 pandemic. <a href="#">Evidence</a> shows that tutoring can boost progress by up to five months, with extensive evidence showing that tutoring is one of the most effective tools to support learning and accelerate pupil progress.”</li> <li>NTP,(2021)</li> </ul>	1 3

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

Budgeted cost: £85,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast & After school club provision (Additionally breakfast provision)	<ul style="list-style-type: none"> <li>“More than half a million children are going to school hungry in the UK. For students who don’t have the opportunity to eat breakfast at home, breakfast clubs enable them to kick-start their day with a nutritious meal which fuels their levels of concentration and improves their ability to digest information in lessons.”</li> <li>Ambition.org (2021)</li> </ul>	2 3 4 5
Attendance support	<ul style="list-style-type: none"> <li>“...most success is likely to come from initiatives that are based on a clear understanding of the needs of individual pupils and a willingness to be pragmatic in order to secure the most benefit from available funding.”</li> <li>Attendancemattersmagonline.org (2021)</li> </ul>	3 4



<p>Beacon provision (Nurture) &amp; Lifeboat triage provision</p>	<ul style="list-style-type: none"> <li>• <i>“When a child’s home life is characterised by chaos, uncertainty and stress, your classroom must be a reservoir of hope, optimism and calm.”</i></li> <li>• <i>Sec-ed.co.uk (2021)</i></li> <li>• <i>“ [Pupil premium] students will feel like effort is futile, so often refuse to make any effort whatsoever. This isn’t defiance. This is behaviour which has been learned during times of uncertainty and unpredictability.”</i></li> <li>• <i>Sec-ed.co.uk (2021)</i></li> </ul>	<p>1 2 3 4 5</p>
<p>Golden ticket positive reinforcement scheme</p>	<ul style="list-style-type: none"> <li>• <i>“Reinforcement programmes based on pupils gaining rewards can be effective when part of a broader classroom [and school] management strategy.”</i></li> <li>• <i>EEF (2019)</i></li> </ul>	<p>1 3</p>
<p>Parent workshops</p>	<ul style="list-style-type: none"> <li>• <i>Therefore, schools should be involving parents in discussions around PP”</i></li> <li>• <i>Virtual Schools (2021)</i></li> </ul>	<p>1 2 3 4</p>
<p>Young Carers</p>	<ul style="list-style-type: none"> <li>• <i>“Many young carers can often encounter barriers to their learning. The impacts of these can include low attainment, social isolation, school absence and behavioural issues. Such impacts can seriously affect a pupil’s future wellbeing and life chances; many young carers do not achieve their full potential.”</i></li> <li>• <i>The Princess Royal Trust (2021)</i></li> </ul>	<p>1 3 4 5</p>
<p>Curly’s Farm</p>	<ul style="list-style-type: none"> <li>• <i>“[Outdoor learning] can provide young people with a wide range of experiences which progressively build children’s knowledge and understanding of subject disciplines, systematically complementing learning in the classroom.”</i></li> <li>• <i>Council for Learning Outside the Classroom (2021)</i></li> </ul>  <ul style="list-style-type: none"> <li>• <i>Outdoor-learning.org (2021)</i></li> </ul>	<p>1 3 5</p>

Homework club	<ul style="list-style-type: none"> <li>• <i>“Homework clubs can help to overcome these barriers [disadvantaged backgrounds, no quiet working space, lack of parental support, no stable internet connection] by offering pupils the resources and support needed to undertake homework or revision.”</i></li> <li>• <i>EEF (2021)</i></li> </ul>	1 2 4
Uniform shop	<ul style="list-style-type: none"> <li>• <i>“Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. development of a school ethos and the improvement of behaviour and discipline.”</i></li> <li>• <i>EEF (2021)</i></li> <li>• <i>“Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.”</i></li> <li>• <i>EEF (2021)</i></li> </ul>	4
Digital loan library	<ul style="list-style-type: none"> <li>• <i>“...enabling teachers to adapt their teaching style to suit the needs of individual students, and allowed for innovative ways to learn. This was particularly beneficial for special needs students. The devices also improved student, teacher and parent engagement with learning. In particular, parents engaged more with the school and with their child’s education...”</i></li> <li>• <i>Educationbusinessuk.net (2021)</i></li> </ul>	2 3 4
Physical health activities	<ul style="list-style-type: none"> <li>• <i>“Reduced body fat and maintaining a healthy weight</i></li> <li>• <i>Improved cardio-respiratory fitness and stronger muscles</i></li> <li>• <i>Improved self-confidence and social skills</i></li> <li>• <i>Fewer symptoms of anxiety and depression.”</i></li> <li>• <i>Chartered Society of Physiotherapy (2021)</i></li> </ul>	
Rainbows Club	<ul style="list-style-type: none"> <li>• <i>“incentives to attend, related to learners well-being, for example through breakfast clubs”</i></li> <li>• <i>UK Gov (2013)</i></li> </ul>	3 4 5

**Total budgeted cost: £ 395,130**

## **Part B: Review of outcomes in the previous academic year**

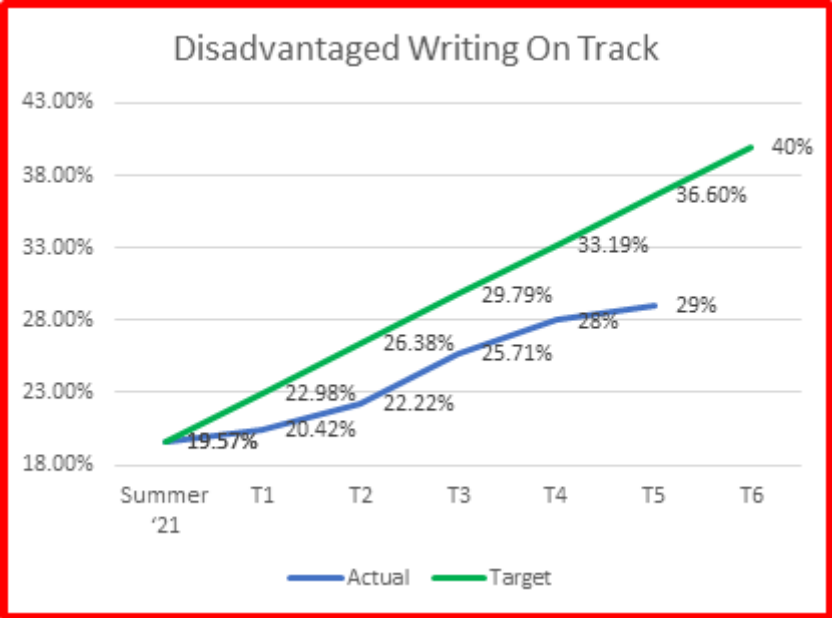
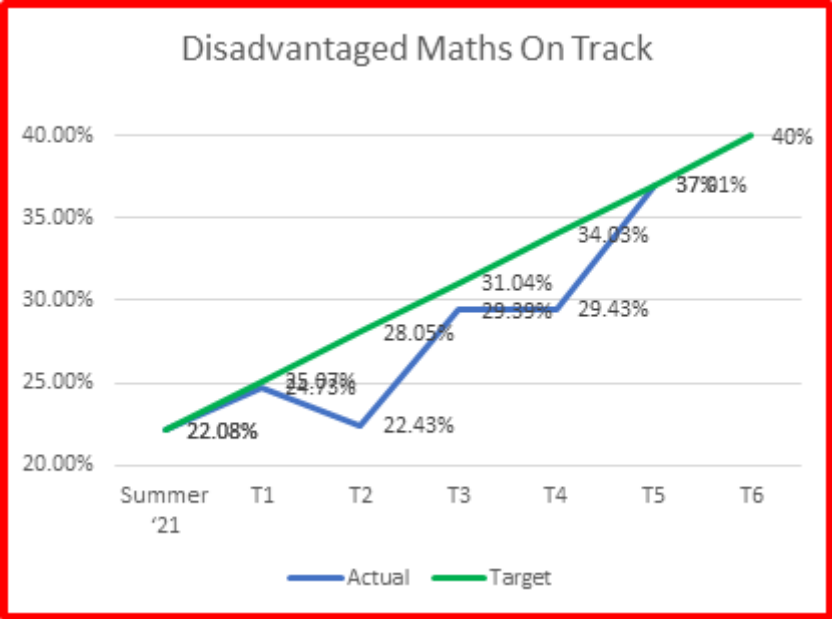
### **Pupil premium strategy outcomes**

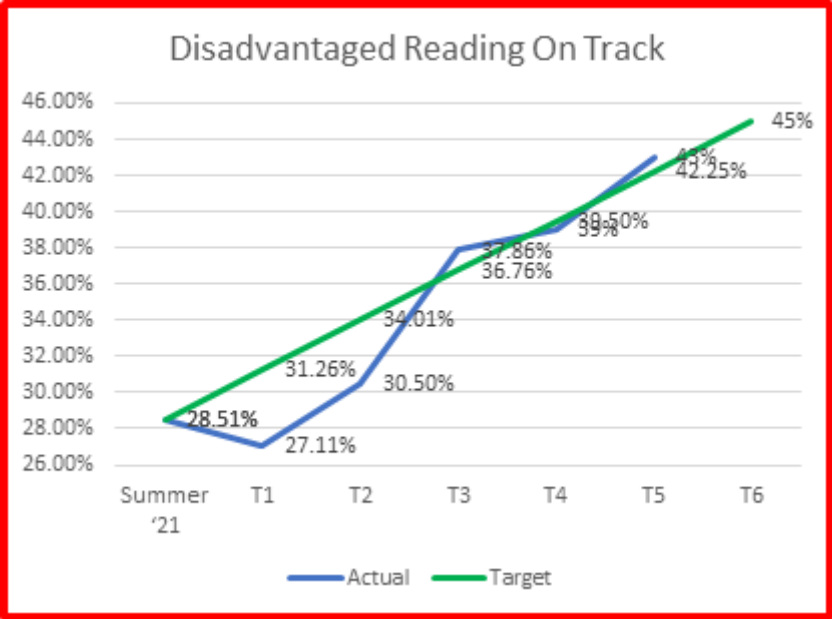
This details the impact that our pupil premium activity had on pupils in three years 2020 to the present academic year.

COVID had a huge impact on our children and adversely affected their achievement levels to an extreme extent. Although many initiatives for our pupil premium children still ran last year when school was open, attendance was a huge problem due to our families affected by COVID deaths and mental health at a higher than average rate. All classes were closed for between 11 and 14 weeks, some children had further time off due to anxiety amongst families.

Despite school being closed we ran live learning for children to access, and handed out around 70 laptops to those families who requested them, however attendance at live lessons was still only around 50%. Many families reported that they did not have a quiet study space for their children to lean in and many of their homes are over-crowded and full of distractions.

For all these reasons, it is why they continue to be our targets as we need to make such accelerated progress to ensure that the COVID impact does not remain long term.





## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
PiXL- reading, maths, timetables, wellbeing, SPAG	PiXL
Lexia Literacy	Lexia
Mathletics maths	Mathletics
Accelerated reader	Renaissance
Power of Reading	Centre for Literacy in Primary Education
Clicker	Crick software
Read Write Inc	Ruth Miskin Training