

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 Mill Primary School |
| Number of pupils in school | 215 |
| Proportion (%) of pupil premium eligible pupils | 26.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2022/2023 to 2024/2025 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Lisa Lewis Head of School |
| Pupil premium lead | Nicola Caselton Assistant Head |
| Governor / Trustee lead | Sue Lamb, lead for disadvantaged pupils |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £63,710 |
| Recovery premium funding allocation this academic year | £7,105 |
| 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 | £70,815 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality inclusive teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and |

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| | in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. Results suggest this is due to their struggles with reading and language. |
| 4 | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 47 pupils (23 of whom are disadvantaged) currently require additional support with social and emotional needs, with 30 (15 of whom are disadvantaged) receiving small group interventions.</p> |
| 5 | 37% of disadvantaged pupils have been 'persistently absent' compared to 23% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

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 oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |
| Improved reading attainment among disadvantaged pupils. | KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard. |
| Improved writing attainment for disadvantaged pupils at the end of KS2. | KS2 maths outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for all pupils in our school, | Sustained high levels of wellbeing from 2024/25 demonstrated by: |

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| <p>particularly our disadvantaged pupils.</p> | <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers. |

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: £10,200

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Read, Write Inc training for reading and phonics leaders | All staff leaders being trained using a validated phonic system is proven to raise the attainment of phonics and reading. https://global.oup.com/education/content/primary/series/rwi/?region=uk | 1 and 2 |
| The Write Stuff monitoring and further training for writing for all staff | One writing scheme throughout the school focusing on sentence structure and writing skills is proven to raise attainment in writing and GPAS levels. https://www.janeconsidine.com/jane-considine-TWS-online-training | 1, 2 and 3 |
| ELSA supervision for the home school support worker to enable the ELSA to stay qualified | A qualified ELSA is an invaluable resource for a school to support children with SEMH needs. https://www.elsanetwork.org/about/ | 4 and 5 |
| Hamish and Milo training for relevant staff | An excellent wellbeing resource to work with children through a wellbeing programme covering 10 topics. https://hamishandmilo.org/?gclid=Cj0KCQiAkMGcBhCSARIsAIW6d0AUT-nvvSDvDxMtxgrgFdAEPHAznGoV-VVjuB-dWZq0qbpW3aSNbW1GuoaAuzyEALw_wcB | 4 and 5 |
| School dog mentor continuing subscription and school support | Following the dog mentor programme has proven to raise children's attainment, engagement, wellbeing and attendance. https://www.thedogmentor.co.uk/ | 1, 2, 3, 4 and 5 |

| | | |
|--|--|---------|
| Retention of experienced staff through TLR's to lead on phonics and Oracy project. | The Oracy project is proven to raise the standards of children's verbal communication skills. https://voice21.org/understanding-oracy/ | 1 and 2 |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £27,112

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| The National Tutoring programme training for relevant members of staff | This programme is used to support children in class and provide 1:1 tutoring https://nationaltutoring.org.uk/ | 1, 2 and 3 |
| Speechlink for Reception and KS1 | Addressing speech needs early on in reception can lead to great improvements, less need for therapist intervention and raised attainment by the end of EYFS and into KS1. https://speechandlanguage.info/speech | 1, 2 and 3 |
| NELI training for EYFS staff | NELI programme is proven to raise the language attainment of young children in EYFS and have a positive impact on all aspects of learning. https://www.teachneli.org/ | 1 and 2 |
| A full time LSA to complete small group targeted work with relevant children | Working on specific interventions regularly is proven to have moderate impact on children's progress and help to close gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 1, 2, 3 and 4 |

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

Budgeted cost: £33,524

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Whole staff training from Medway Educational Psychology service on Behaviour as communication, working memory and emotion coaching | Staff will feel fully capable of delivering the provision for children recommended by the EP service in EHCPs and/or cognitive assessments https://www.educationservicesmedway.org.uk/Services/297 | 4 and 5 |
| Whole staff training on the graduated approach | Staff having a better knowledge and a secure system in place will lead to less behaviour needs amongst children and difficulties being addressed at an earlier stage. https://www.highspeedtraining.co.uk/hub/what-is-the-graduated-approach/#:~:text=The%20Graduated%20Approach%20is%20a%20four-part%20continuous%20cycle,th e%20success%20and%20impact%20of%20the%20support%20given. | 4 and 5 |
| ELSA to work with relevant children to provide emotional literacy support. | ELSA support is proven to have a positive impact on children by enabling them to be more independent and improve self-esteem. https://www.elsanetwork.org/elsa-network/evaluation-reports/ | 4 and 5 |
| Contingency fund for PP expenditure through the year. | Ensuring support is able to be put in place at any point in the year (academic or wellbeing) is imperative for the overall progress of children. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium | 1, 2, 3, 4 and 5 |

Total budgeted cost: £70,815

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 2021 to 2022 academic year.

This is an analysis of the targets set for the year 2021-2022:

Improved oral language skills and vocabulary among disadvantaged pupils:

At the beginning of 2021/22, 4 children in reception were identified by the NELI programme as having concerns about their level of language development (1 with clear concerns and 3 with slight concerns). These children completed the programme for the reception year and 2 of the children with slight concerns no longer need intervention into year 1.

At the beginning of 2021/22, 6 children in reception were identified by the Speechlink programme as needing intervention to support their speech sounds. These children completed the recommended programmes for the year and 4 of the children no longer need intervention into year 1.

Improved reading attainment among disadvantaged pupils.

In KS1, 25% of Pupil premium eligible children achieved the expected standard for reading compared to 57% of all children across the year group.

In KS2, 43% of Pupil premium eligible children achieved the expected standard for reading compared to 70% of all children across the year group.

Improved writing attainment for disadvantaged pupils at the end of KS2.

In KS2, 57% of Pupil premium eligible children achieved the expected standard for reading compared to 67% of all children across the year group.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

The average outcome for children receiving ELSA intervention in 2021/22 was 0 (where 0 indicates expected progress). 50% of the children were pupil premium eligible and the outcome also averaged 0 for this group.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

In 2021/22, attendance for pupil premium eligible pupils was 91.9% compared with 92.8% of all pupils across the school.