

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Grafton C of E Primary School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	4.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was reviewed - published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Tara Yorke Headteacher
Pupil premium lead	Tara Yorke Headteacher
Governor / Trustee lead	Cathy Barron Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,881.00
Recovery premium funding allocation this academic year	£ 2,000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 16,881

Part A: Pupil premium strategy plan

Statement of intent

Our objectives:

The main purpose of Pupil Premium funding is to ensure that all pupils, irrespective of the challenges they may face socially, emotionally, or academically, are experiencing the best standard of universal provision through quality first teaching. We aim to ensure our disadvantaged children make good progress and attain across all subject areas by having access to all academic and cultural opportunities provided by our curriculum.

Where we identify children who do not fall into the category of disadvantaged, but we know to have vulnerabilities that impinge on their access to the curriculum and school offer, we will aim to support their needs through PP funding.

We aim to do this:

Quality First Teaching for all pupils.

Continuing Professional Development (CPD) for our staff.

Academic interventions which are carefully planned by teaching staff, to support eligible pupils as we close gaps in their learning; in particular through, small group and 1: 1 tuition.

Diagnostic assessments to clarify areas of need and prioritise individuals or groups of children.

Social & emotional well-being support through Thrive and counselling services.

Pastoral support and enrichment activities such as: breakfast club, residential visits, nurture groups, counselling, mentoring, music tuition, swimming lessons and Forest School.

Challenges

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

Challenge number	Detail of challenge
1	A number of our PP children present with special educational needs and require targeted support and individualised learning plans to support access to the curriculum.
2	We have a number of children who we deem to be vulnerable on account of their domestic circumstances which make it difficult for their parents to provide consistent homework support at home.
3	We have increased our number of families eligible for FSM over the past three years, due to a change to the demographic of the school community and socio-economic factors.
4	Assessments, surveys and family discussions have helped to reveal well-being and social and emotional interruptions following lockdowns which we are supporting through our Thrive practice, nurture sessions and counselling.

5	Assessments and observations have identified a need for a school-wide systematic approach that will cultivate habits and attitudes that allow young people to become stronger, more self-assured learners. By engaging children with the process of learning and the knowledge that learning itself is learnable, they can face challenges and uncertainty calmly, confidently and creatively.
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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
Vulnerable pupils to make at least expected progress in reading attainment.	The gap between vulnerable children and non-vulnerable children is narrowed.
Pupils to make at least expected progress in writing attainment.	The differential between attainment in reading and writing is narrowed.
Pupils to make at least expected progress in maths attainment.	The differential between attainment in maths and reading is narrowed.
Social, emotional and mental health outcomes are stabilised and improved leading to positive attitudes and relationships with peers.	Reduced instances of inappropriate verbal and physical interactions at playtime, leading to improved mindset for learning. This will be evidenced in a drop in the number of reported CPOMS for behaviour
All children have the opportunity to fully engage with our complete curriculum offer, which includes experience days, residentials, wraparound care, swimming	Broaden the horizons and aspirations of all children by providing experiences that will build their confidence and encourage them to look beyond their lived experience, helping to develop motivation and curiosity for learning.

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: £500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of ongoing maths CPD to embed a consistent approach to the teaching of maths skills, moving from concrete to pictorial to abstract (CPA techniques) to support arithmetical and problem-solving skills. Origin Maths Hub Teaching for Mastery in Maths Programme Readiness Phase (4-year project)</p> <p>Continue with Mastering Number EYFS and KS1 - Embedding phase</p>	<p>EEF Toolkit – Develop teaching techniques:</p> <p>At the centre of any effective professional development programme there is likely to be the delivery of well-thought out, clear, and guided instruction, which supports teachers in developing effective techniques. This should be underpinned by evidence and drawn from trusted sources, e.g. CPD to improve maths teaching will provide information to teachers on how to better teach maths, fully explaining the concepts and procedures required. This may include instructing teachers how to use manipulatives and representations, how to teach strategies for solving problems, how to use assessment to build on understanding. CPD programmes that incorporate clear and considered instruction on techniques are more likely to positively impact pupil attainment</p>	<p>1, 2, 5</p>

<p>Communication & Language CPD for new TA to support delivery of NELI programme in EYFS</p>	<p>EEF – communication & language Language and communication provide the foundation for thinking and learning and must be prioritised. Professional development of ECT to support best practice in development of early language and communication skills. EEF – Teaching Assistant impact: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</p>	<p>1, 5</p>
<p>Provide CPD to introduce and implement 'The RADY' Project (Raising the Attainment in Disadvantaged Youngsters) target approach.</p>	<p>EEF Toolkit – Develop teaching techniques: Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches. Professional development to support the implementation of evidence-based approaches.</p>	<p>1, 2, 5</p>
<p>Provide CPD to implement and embed metacognitive strategies using evidenced based programmes to continue upon the work we have already started to building resilience and a positive mindset for learning. £500</p>	<p>EEF Metacognition & Self-regulation: The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. EEF Guide to CPD: effective and evidence-based CPD will build knowledge, motivate the teaching team and promote a consistent approach to teaching and learning techniques, securely embedding practice over period of time. Quality first teaching remains the most effective tool to improve outcomes for all children with a particularly beneficial effect on disadvantaged and vulnerable children. Targeted CPD will equip the team to embed positive learning behaviours across the school.</p>	<p>1, 5</p>

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

Budgeted cost: £ 7,831.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide targeted interventions to support specific gaps in learning identified through diagnostic assessment of writing, fine motor skills and maths fluency</p> <p>£6,432</p>	<p>EEF Small group tuition: Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group, usually in a separate working area. Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support</p>	<p>1</p>
<p>Provide additional phonics sessions for vulnerable and disadvantaged children</p> <p>£1,399 – TA staffing</p>	<p>EEF phonics: Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p>	<p>1, 2, 5</p>

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

Budgeted cost: £ 8,844.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Lead – to attend network meetings to enhance the skillset of our school’s Mental Health Lead leading to a sustainable and effective whole school approach to support the mental health and well-being of children and staff at Temple Grafton.	EEF Well-being & Mental Health: ‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.	1, 4, 5
Thrive practitioners to work alongside children in 1:1 sessions to support children who have been assessed and diagnosed with interruptions to emotional development. Train two Thrive Practitioners Thrive Licence £429 Practitioner Training £2392 (£2,000 Recovery Premium) Balance £392 £3741 staff	EEF social and emotional interventions: Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 4, 5
Provide opportunities to build children’s cultural capital and enhance their whole school learning by funding experience days and residential trips. £300	The Social Mobility Commission: ‘An Unequal Playing Field’, uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.	1, 2, 3, 4, 5
School Counsellor to provide support for children experiencing dysregulation and mental health challenges £1,982	EEF Well-being & Mental Health: ‘Social and emotional skills’ are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.	1, 4

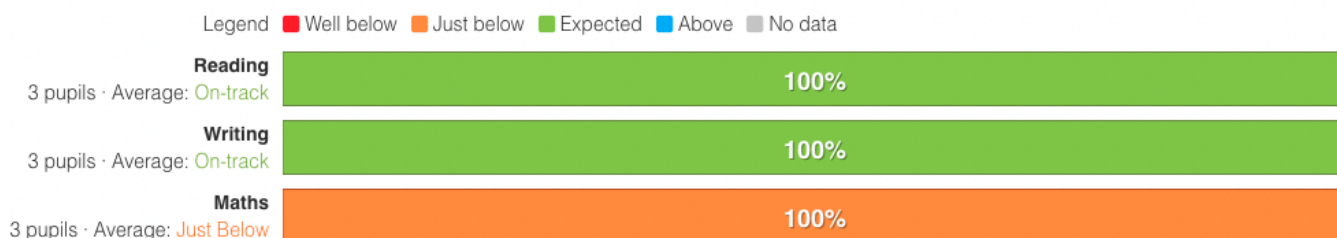
Total budgeted cost: £ 17175.00

Part B: Review of outcomes in the previous academic year

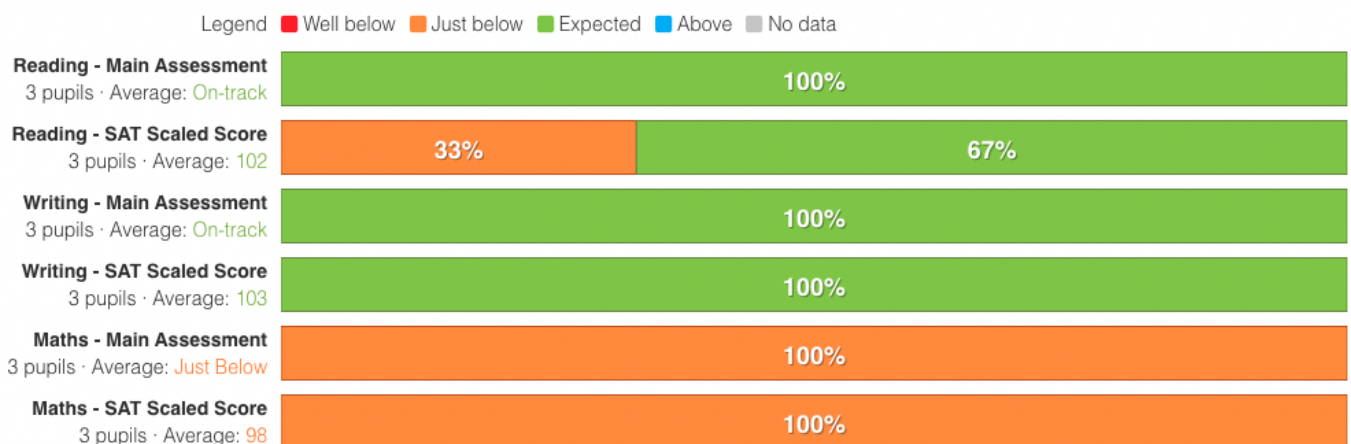
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Attainment Overview for Pupils (from 2022-2023) in class Class 4, in Year 6, who are pupil premium - 2022-2023 Summer - Main Assessment Print



Attainment Overview for Pupils (from 2022-2023) in class Class 4, in Year 6, who are pupil premium - 2022-2023 Summer Print



2023 No disadvantaged children in KS1
 Reading all 84% got expected and 67% disadvantaged
 Writing all 84% and 100% disadvantaged
 Maths all 74% all none of disadvantaged

Progress measure +2.84 Reading +2.07 for disadvantaged
 Progress for all +2.46 Writing Disadvantaged +7.08
 Progress for all -0.07 all -1.22 for disadvantaged

Reading

Pupil

	From	To	Progress
1.	EXS	EXS	0
2.	WTS	WTS	0
3.	EXS	EXS	0

Writing

Pupil

	From	To	Progress
1.	EXS	EXS	0
2.	WTS	EXS	+1
3.	EXS	EXS	0

Mathematics

Pupil

	From	To	Progress
1.	WTS	WTS	0
2.	WTS	WTS	0
3.	EXS	EXS	0

Reading: one child missed EXS by 3 marks in SATs test. Teacher Assessment can evidence progress and attainment at EXS.

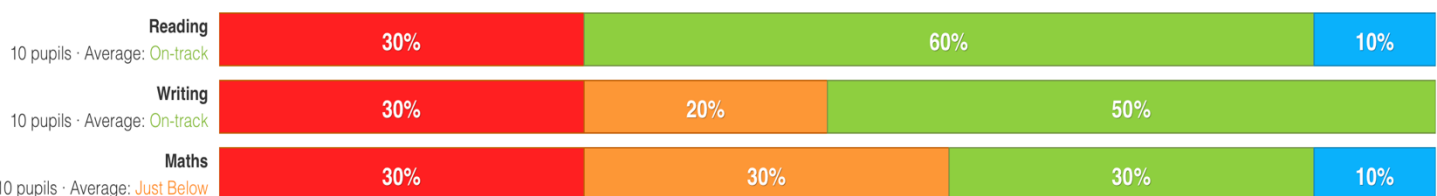
Writing: All three children secured EXS; one making better than expected progress.

Two of the three secured EXS in GPS SATs

Maths: Two of the three at WTS in SATs scored 99 and 98 in SATs. Pupil 2 was one mark away; the appeal was not upheld.

Rest of School 22-23 The following internal data demonstrates the impact of PP spend on our disadvantaged children.

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Reading Progress Matrix for 10 Pupils (from 2022-2023) in Years R–6, who are pupil premium

2022-2023 Sum Main Assessment

		Below	Just Below	On-track	Gtr. Depth
2022-2023 Aut Main Assessment	Below	2 pupils (20%)	1 pupil (10%)		
	On-track			6 pupils (60%)	
	Gtr. Depth				1 pupil (10%)

- Reading:
- All PP children made expected or better than expected progress. over the year.
- 1 child made better than expected progress.
- Two children remaining below and the child just below have SEN.

Writing Progress Matrix for 10 Pupils (from 2022-2023) in Years R–6, who are pupil premium

2022-2023 Sum Main Assessment

		Below	On-track
2022-2023 Aut Main Assessment	Below	3 pupils (30%)	
	Just Below		2 pupils (20%)
	On-track		5 pupils (50%)

Writing:

- All PP children made at least expected progress
- 2 children made better than expected progress
- 3 children remaining below are on SEND support

Maths Progress Matrix for 10 Pupils (from 2022-2023) in Years R–6, who are pupil premium

2022-2023 Sum Main Assessment

		Below	Just Below	On-track	Gtr. Depth
2022-2023 Aut Main Assessment	Below	2 pupils (20%)	1 pupil (10%)		
	Just Below		3 pupils (30%)		
	On-track			3 pupils (30%)	
	Gtr. Depth				1 pupil (10%)

Maths:

- All children have made at least expected progress over the year.
- 1 child has made better than expected progress.
- Two children at Below and two child on Just Below are on SEND support; one other on monitoring

PP attendance for 202223 was 95.4%; PCLA 95.2% as compared to whole school attendance which was 96.6% so were within 1.5%.

We continued to use STS services to skill teaching staff and TAs with strategies to support children appropriately. We employed a counsellor who was able to work in school with a number of our children; this impacted positively on their readiness for learning. Counselling services were used by PP and vulnerable children.

Having Thrive practitioners within our setting allowed us to work with more children across the school, both those on our PP register and those we deemed vulnerable. All staff are also trained in the Thrive Approach. This had a positive impact on behaviour patterns across the school.

The academic and emotional/mental health interventions that have taken place have resulted in improved attitudes to learning and increased confidence; reluctance to school learning was addressed and a more positive attitude established.

We used our recovery premium to provide catch-up, small group interventions for 6 of our pupil premium children, plus a further two disadvantaged. Small steps in academic progress were evident.

We continue to use our funding to support cultural and curriculum-based experiences for our children. This includes trip to Heart of England Forest for all classes.

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
Dyslexia Gold	Engaging Eyes – info@DyslexiaGold.co.uk
Phonics Play	https://www.phonicsplay.co.uk/
Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/
Little Wandle – decodable texts	https://www.littlewandlelettersandsounds.org.uk/
Language Angels	https://www.languageangels.com/schools/index.php/home
White Rose Maths	https://whiterosemaths.com/
Literacy Shed +	https://www.literacyshed.com/
TTRockstars	https://trockstars.com/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A