

# 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   | Temple Grafton C of E Primary School |
| Number of pupils in school  | 111                                  |
| Proportion (%) of pupil premium eligible pupils                         | 6.3%                                 |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022                            |
| Date this statement was published                                       | December 2021                        |
| Date on which it will be reviewed                                       | July 2022                            |
| Statement authorised by   | Mary Gray<br>Head of School          |
| Pupil premium lead  | Mary Gray<br>Head of School          |
| Governor / Trustee lead   | Cathy Barron<br>Chair of Governors   |

## Funding overview

| Detail   | Amount             |
|--|--------------------|
| Pupil premium funding allocation this academic year                                    | £10,380.00         |
| Recovery premium funding allocation this academic year                                 | £ 2,000.00         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0                |
| <b>Total budget for this academic year</b>   | <b>£ 12,380.00</b> |

# 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.

Catch-up/school-led tutoring allocated to support disadvantaged and children we deem to be vulnerable.

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 reading support at home.                                  |
| 3                | A number of our families have become eligible for FSM over the past year due to the impact of Covid-19 on their employment status and need support for extra-curricular/enhancement opportunities.                             |
| 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. |

## 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 reading and maths 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: £ 3,590

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><i>Specialist Teaching Services –CPD for teachers to build support strategies</i></p> <p>£500</p>   | <p>EEF Guide to PP: quality first teaching is the most effective tool supporting an improvement in outcomes for all children with a particularly beneficial effect on disadvantaged and vulnerable children. Through CPD we will update skills and knowledge and improve strategies for differentiation adaptation of learning resources.</p> | 1                             |
| <p><i>Standardised diagnostic assessments</i></p> <p>£1,600</p>  | <p>EEF Improving Literacy: Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. This will support teachers identify specific gaps away from the point of teaching before planning and implementing targeted interventions.</p>  | 1                             |
| <p><i>Phonically de-codable reading texts purchased for KS2 readers</i></p> <p>£140</p>  | <p>EEF Early Language: Attainment in reading supports improved life chances and enhanced academic outcomes. Providing decodable texts pitched at their chronological age will motivate and inspire our children to read and improve access to all curriculum areas.</p>   | 1, 2                          |
| <p><i>Purchase of books and materials to support DfE validated Systematic Synthetic Phonics programme to embed improved delivery of phonics teaching to all children, particularly PP and vulnerable learners in KS2</i></p> <p>£900</p> | <p>EEF Toolkit – Phonics: Synthetic phonics approaches have higher impacts, on average, than analytic 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.</p>         | 1, 2                          |
| <p><i>Communication &amp; Language CPD</i></p> <p>£50</p>  | <p>EEF – communication &amp; language Language and communication provides 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.</p>   | 1                             |

|  |   |   |
|--|---|---|
| <p><i>Provide resources to s a structured programme for writing that can be adapted to both scaffold and deepen learning opportunities for all children.</i></p> <p>£400</p> | <p>EEF – improving literacy by teaching writing composition strategies through modelling and supported practice</p> <p>Effective writers use a number of strategies to support each component of the writing process.</p> | 1 |
|--|---|---|

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

Budgeted cost: £ 6,075.50

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><i>Provide additional phonics sessions for vulnerable and disadvantaged children</i></p> <p>£1792</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>   | 1, 2                          |
| <p><i>Provide targeted interventions to support specific gaps in learning identified through diagnostic assessment of writing, fine motor skills and maths fluency</i></p> <p>£4000</p>  | <p>EEF Small group tuition:<br/>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.<br/>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> | 1,                            |
| <p><i>School Led Tutoring</i><br/><i>We have disadvantaged children in KS1 and KS2 who, following diagnostic analysis, we believe will benefit from 1:1 tuition in maths, phonics and writing composition.</i></p> <p>£283.50 – top up school led tutoring fund.</p> | <p>EEF 1:1 Tuition: On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>   | 1, 2,                         |

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

Budgeted cost: £ 2,464.00

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Mental Health Lead – CPD 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. £300</i> | 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                          |
| <i>Team Teach – key staff training on relationship and behaviour management to enhance how all staff approach children right across the school. £ 500</i>   | Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Interventions can be aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying and rough play and banter. De-escalation strategies will support both staff and children to realise the school’s ethos and vision.   | 1,4                           |
| <i>Thrive practitioner to work alongside children in 1:1 sessions to support children who have been assessed and diagnosed with interruptions to emotional development. £1164</i>   | 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                          |
| <i>Provide opportunities to build children’s cultural capital and enhance their whole school learning by funding experience days and residential trips. £500</i>  | 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                       |

**Total budgeted cost: £ 12,129.50**

# 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.

During the last year there were published measures for performance.

The following internal data demonstrates the impact of PP spend on our disadvantaged children.

|                               |            | 2020-2021 Sum Main Assessment |                |                |
|-------------------------------|------------|-------------------------------|----------------|----------------|
|                               |            | Just Below                    | On-track       | Gtr. Depth     |
| 2020-2021 Aut Main Assessment | No Data    | 1 pupil (8%)                  | 2 pupils (17%) |                |
|                               | Just Below | 1 pupil (8%)                  |                |                |
|                               | On-track   |                               | 6 pupils (50%) |                |
|                               | Gtr. Depth |                               |                | 2 pupils (17%) |

Reading data demonstrates that 9 (73%) children made expected progress across the academic year 2020.21. Missing data: one child joined our school in the spring term and two in the summer.



**Writing Progress Matrix for 12 Pupils (from 2020-2021) who are pupil premium**

|                               |            | 2020-2021 Sum Main Assessment |                |                |              |
|-------------------------------|------------|-------------------------------|----------------|----------------|--------------|
|                               |            | Below                         | Just Below     | On-track       | Gtr. Depth   |
| 2020-2021 Aut Main Assessment | No Data    | 1 pupil (8%)                  | 2 pupils (17%) |                |              |
|                               | Just Below |                               | 2 pupils (17%) |                |              |
|                               | On-track   |                               |                | 6 pupils (50%) |              |
|                               | Gtr. Depth |                               |                |                | 1 pupil (8%) |

Writing data demonstrates that 9 (73%) children made expected progress across the academic year 2020.21. Missing data: one child joined our school in the spring term and two in the summer.



**Maths Progress Matrix for 12 Pupils (from 2020-2021) who are pupil premium**

|                               |            | 2020-2021 Sum Main Assessment |                |                |                |
|-------------------------------|------------|-------------------------------|----------------|----------------|----------------|
|                               |            | Below                         | Just Below     | On-track       | Gtr. Depth     |
| 2020-2021 Aut Main Assessment | No Data    | 1 pupil (8%)                  | 2 pupils (17%) |                |                |
|                               | Just Below |                               | 4 pupils (33%) |                |                |
|                               | On-track   |                               |                | 3 pupils (25%) |                |
|                               | Gtr. Depth |                               |                |                | 2 pupils (17%) |

Maths data demonstrates that 9 (73%) children made expected progress across the academic year 2020.21. Missing data: one child joined our school in the spring term and two in the summer.



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 remotely with a number of our children; this impacted positively on their readiness for learning. Counselling services were used by PP and vulnerable children.

The training of a new Thrive practitioner allowed us to work with more children across the school, both those on our PP register and those we deemed vulnerable. This had a positive impact on behaviour patterns in Reception and Class 1, where lockdown disruption had led to interruptions and challenges when settling back into the school routine. Thrive was also used in KS2 to help children adjust on entry back to school in March.

Wraparound Care cost were covered throughout the year for none of PP children. This ensured they were able to be in school with greater regularity as it allowed their parent to fulfil their contracted hours of work.

All bar two of our PP children received intervention sessions from our specialist TA. Seven further children from years R, 1, 3, 4 and 5 received interventions to support their access to the curriculum when domestic circumstances inhibited support from home. This promoted small steps in progress for most. Our child in Reception was supported for both fine motor and behaviour challenges resulting from lockdown experience. The one-to-one support for mark making and Thrive 1:1 sessions allowed them to access whole class learning and make small steps in progress.

After March 8<sup>th</sup> return, we engaged once again in school trips to Heart of England forest for all classes. We also provided a Year 6 residential to Heart of England. Our number of children eligible for FSM increased from 7 to 12 over the year and we provided financial support for children attending these trips.

## 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*

| <b>Programme</b> | <b>Provider</b>                            |
|------------------|--|
| Dyslexia Gold    | Engaging Eyes –<br>info@DyslexiaGold.co.uk |
|                  |  |

## Service pupil premium funding (optional)

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

| <b>Measure</b>   | <b>Details</b>   |
|--|--|
| How did you spend your service pupil premium allocation last academic year?    | Funding used for enhancement and cultural capital opportunities. |
| What was the impact of that spending on service pupil premium eligible pupils? | Experience days through Forest School and Residential trip.      |