

TEMPLE GROVE ACADEMY TRUST
ACTION PLAN 2020/21



SUBJECT Pupil Premium	BUDGET	NON-CONTACT TIME
CO-ORDINATOR Lisa Sprigmore	£108,945	N/A

INTENT		IMPLEMENTATION				IMPACT	
Target	Current Position / Rationale	Action Required	Roles, Lead and others	Time Scale Start and by when	Resources including time and costs	Success Criteria	Comments
To close the attendance gap between PP and Non-PP children and reduce the number of PP children that are persistently absent	Our current Persistent Absence figure is 11% (21 children) of these 52% are children eligible for Pupil Premium funding The most recent national statistics for Persistent Absenteeism is 13.14%	All staff to be aware of PA children in their classes and will alert WO / IL each morning First day calling PA non attendance WO and IL holding weekly attendance meetings and maintaining accurate running records of actions and impact (see attendance action plan)	LS / SC/ IMR	September 2020	WO £10, 000 IL £10,000 Attendance Awards £300	A graduated approach to non-attendance is in place to support PP children and families	The welfare officer and inclusion manager work together to ensure support is in place for families. Attendance will continue to be a key focus next year.
To ensure that all children are given the opportunity to develop their Speech and Language Skills to ensure that they are able to access the Curriculum	A high number children come to Temple Grove with limited language skills 39% of the children on our SEND register have C&I as their Primary Need – 60% are eligible for PP funding Language is the primary medium of learning (Vygotsky, 1978)	All children are assessed using Speech and Language Link on entry to Reception Assess, Plan, Do, Review cycle using Speech and Language Link should continue in all year groups	LS	September 2020	TA intervention time £10,000 Speech and Language Link subscription and resources £1000	Early identification of children requiring language support either through whole class strategies or intervention groups Early identification of children requiring a higher level of support through referral to Speech and Language Therapy	The Speech and Language Link programme has supported a range of children across the school with 1:1 and small group interventions developing children's speech and language skills therefore increasing their ability

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	Assess, Plan, Do, Review cycle using Speech and Language Link is in place across the school						to access the curriculum. At times this year, Covid restrictions impacted the way support could be given. A focus on Speech and Language will be continued next year.
To accelerate progress in Phonics, Reading, Writing and Maths for PP children, in order to close attainment gaps	Highly skilled senior and middle leadership teams are in place to support teacher development and to ensure that children have access to good and outstanding teaching in order to close attainment gaps Research suggests that teacher quality accounts for 30 percent of the variance in student performance (Hattie, J 2003)	Staff will be supported to use research based interventions and evidence produced by the EEF to accelerate the children's learning and understanding Leaders will closely monitor the progress and attainment of PP children to ensure attainment gaps are closing Leaders will monitor the quality of teaching and learning to ensure that evidence based practices are in place to accelerate progress	IR, EC, MB, LS, KWE, DM, SA, CC	September 2020	£60,000 UPS / Leadership Scale staff to support teaching and learning across the school and to secure good to outstanding teaching	Good and Outstanding teaching will be observed throughout the school through the monitoring of <ul style="list-style-type: none"> • lessons with opportunity for collaborative learning; • interventions in Early Years which support speech and language development; • high quality verbal and written feedback which is utilised to improve children's learning; • mastery learning which enables children to become proficient or competent; • the implementation of metacognitive and self regulation approaches which help pupils think about their own learning more explicitly, teaching them specific 	Through triangulation there is evidence of Good and Outstanding teaching in the school. Covid has had a noticeable impact on the attainment of children. Targeted 1:1 and small group catch up sessions are in place which will continue next year.

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						strategies for planning, monitoring and evaluating their learning; <ul style="list-style-type: none"> • reading comprehension strategies which focus the understanding of written text such as inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and identifying difficulties themselves. 	
To ensure adequate support for children who may be showing emotional distress following the COVID19 pandemic (see separate wellbeing action plan – post COVID19)	Research has shown that parents are reporting that their children are displaying signs of: <ul style="list-style-type: none"> - increased anxiety and depression; - increased sense of loss and fear; - increased mood swings or becoming more emotional; - difficulty sleeping or having nightmares (Andrew Hall 08.06.2020) 	Questionnaires sent to parents prior to wider school opening on 01.06.2020 to gather information regarding necessary support	LS / SC/SH	May 2020	Play Therapy £3200 ELSA course and additional salary £3000	A graduated package of support will be in place address children's anxiety and to support their mental health and wellbeing	Play Therapist and ELSA sessions have been instrumental in supporting children with their social, emotional and mental health. This support will continue.

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We will secure the well-being quality mark for schools and drive positive wellbeing across the whole school community	Wellbeing in school is a whole school priority.	Staff well-being questionnaire to be returned by September 2020 Change team to be formed by October 2020 and targets identified	Inclusion Lead / SLT	Registration for the WAS Term 1 2020 / 2021	Registration for the WAS and any additional resources £2000	We will establish a 'change-team' to lead on staff well-being We will set up small scale projects to be undertaken which are driven by the teams' targets We will work with Optimus Education on the Well Being Award for schools (WAS) by January 2021	An audit has been completed with actions beginning to be embedded in school. The award was not completed by January 2021 due to Covid restrictions and disruption. The school is aiming to receive the accreditation by April 2022.
To provide opportunities to increase the social and cultural capital of our PP children	Children are invited to piano lessons. 6 x children FREE PP funding 6 x children half price PP funding is made available to support PP children to attend school visits and residential trips	Pupil progress will be tracked to evidence the impact of music lessons on core curricular subjects.	LS / SLT	September 2020	£2300 piano lessons with Lucy Hawthorne – peripatetic music teacher £4300 for school trips and residential trips	All children will perform in termly celebration assemblies. Children will show progress in communication skills, co-ordination, and concentration. Children will benefit from positive school experience and enhanced life skills.	Piano lessons and school trips/experiences were attended (Covid restrictions permitting) by a range of pupils this year. These will continue next year.
To ensure our children are not excluded from areas of the curriculum due to financial poverty within the home	An increased number of families have been pushed into financial hardship due to Covid 19 pandemic.	Funds have been made available to support families with accessing school uniform, PE kits and other necessary equipment that their children need for school	SLT LS	September 2020	Budget set aside for additional resources where needed £1000	All PP children will have access to the correct school uniform / PE kit and other necessary items required to access the curriculum and school life	School uniform and other equipment was provided to families to support when needed. This provision and support will continue next year.