

**TEMPLE GROVE ACADEMY TRUST**  
**ACTION PLAN 2021/22**



<b><u>SUBJECT</u></b>	<b><u>BUDGET</u></b>	<b><u>NON-CONTACT TIME</u></b>
Pupil Premium		
<b><u>CO-ORDINATOR</u></b>		
Sophie Tillman-Harries	Pupil premium £119,705 Recovery premium £12,905 School led tutoring grant £9,517.50  (89 pupils in receipt of funding)	N/A

Temple Grove Academy is a one form entry school with 213 pupils currently on roll. At Temple Grove Academy we have high aspirations and provide opportunities for all pupils to reach their full potential and progress in all areas. Pupils are supported through high quality teaching, focussed support, enrichment opportunities and pastoral support. Temple Grove recognises that certain children may have additional barriers to learning which the school addresses through a bespoke programme. Staff are committed to ensuring that all pupils progress well and are able to access high quality teaching and provision every day. Academic progress of all children is tracked and analysed with regular pupil progress meetings to plan and make provision to support pupils to make progress.

Our strategy focuses on three areas of support: teaching, targeted and wider school support. There is a focus on providing high quality teaching opportunities for all children through recruiting and retaining high quality staff and providing relevant continuous professional development. Some pupils receive targeted and focused support in order to diminish the difference between their peers. There is wider school support provided through the inclusion team which includes a Play Therapist, Welfare Officer and ELSA support.

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
<p><b><u>Teaching</u></b></p> <p>To retain and recruit high quality staff who can accelerate progress in phonics, reading, writing and maths for PP pupils, in order to diminish the difference</p>	<p>Highly skilled senior and middle leadership teams are in place to support teacher development and to ensure that pupils have access to Good and Outstanding teaching in order to close attainment gaps</p> <p>Research suggests that teacher quality accounts for 30 percent of the variance in student performance (Hattie, J 2003)</p> <p>Additional tutoring is necessary for some pupils in order to ensure they catch up from the disruption that was caused during the Covid pandemic.</p>	<p>Staff will be supported to use research based interventions and evidence produced by the EEF to accelerate the pupil's learning and understanding</p> <p>Leaders will closely monitor the progress and attainment of PP pupils to ensure attainment gaps are closing</p> <p>Leaders will monitor the quality of teaching and learning to ensure that evidence based practices are in place to accelerate progress</p> <p>Additional 1:1 and small group tuition to be provided through the National Tutoring Programme – to start in Jan</p>	<p>SLT STH Class Teachers Teaching Partners</p>	<p>September 2021</p>	<p>£77,767 UPS / Leadership Scale/staff to support teaching and learning across the school and to secure Good to Outstanding teaching</p>	<p>Good and Outstanding teaching will be observed throughout the school through the monitoring of</p> <ul style="list-style-type: none"> <li>• lessons with opportunity for collaborative learning</li> <li>• interventions in Early Years which support speech and language development</li> <li>• high quality verbal and written feedback which is utilised to improve pupils' learning</li> <li>• mastery learning which enables pupils to become proficient or competent</li> <li>• the implementation of metacognitive and self-regulation approaches which help pupils think about their own learning more explicitly, teaching them specific strategies for planning, monitoring and evaluating their learning</li> <li>• 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.</li> </ul>	

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<b><u>Teaching</u></b>  To provide all staff with high-quality professional development	Continued professional development is required in order to ensure staff knowledge is current and up to date.	Book high quality continued professional development with external speakers e.g. Sir Link a Lot, positive behaviour management and restorative justice, Team Teach, Online safety etc  Provide staff with opportunities to attend supportive training sessions	STH SLT	September 2021	£5,000	Clear CPD cycle to be in place with high quality external speakers	
<b><u>Teaching</u></b>  To use a validated phonics programme at Temple Grove Academy	We have been using Letters and Sounds as a phonics scheme. A validated programme is now a DfE requirement.	Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	SLT Phonics Lead	January 2021	£5,000	A validated phonics programme will be used at Temple Grove Academy  All resources and training for the new programme will have been undertaken  Staff and pupils to be aware and using the new programme	
<b><u>Targeted</u></b>  To use 1:3 and 1:1 interventions to accelerate progress in phonics, reading and maths	The pandemic has impacted the attainment for pupils.	Engage with the National Tutoring Programme to provide a blend of mentoring and school-led tutoring in reading and maths for pupils whose education has been most impacted by the pandemic. A significant proportion of	STH SLT Academic mentor Tutor	January 2022	National Tutoring Programme £4,500 for an academic mentor  £12,960.50 for school led tutoring	Attainment in phonics, reading and maths improves  Small group and 1:1 catch up sessions lead to children making progress	

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		the pupils who receive tutoring will be disadvantaged.			support		
<b><u>Targeted</u></b>  To ensure that all pupils are given the opportunity to develop their Speech and Language Skills to ensure that they are able to access the Curriculum	A high number of pupils come to Temple Grove with limited language skills. 51% of the pupils on our SEND register have C&I as their Primary Need – 67% are eligible for PP funding. Language Link is a provision that Temple Grove has found to have supported pupil's language development. Language is the primary medium of learning (Vygotsky, 1978). Assess, Plan, Do, Review cycle using Speech and Language Link is in place across the school.	All pupils 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	STH SLT	September 2021	TA intervention time £10,000  Speech and Language Link subscription and resources £1,000	Early identification of pupils requiring language support either through whole class strategies or intervention groups  Early identification of pupils requiring a higher level of support through referral to Speech and Language Therapy	
<b><u>Targeted</u></b>  To ensure that attainment is tracked and monitored effectively	Data needs to be tracked and monitored regularly in order to evaluate the impact of support put into place	Develop the use of Provision Map to track and evaluate the personalised provision for each disadvantaged pupil	STH SLT	September 2021	£3,000	Provision Map and Target Tracker to be used effectively to inform Pupil Progress meetings	

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Target	Current Position / Rationale	Action Required	Roles, Lead and others	Time Scale Start and by when	Resources including time and costs	Success Criteria	Comments
		Continue use of Target tracker data analysis for key groups of children					
<b>Wider</b>  To close the attendance gap between PP and Non-PP pupils and reduce the number of PP pupils that are persistently absent	Our current Persistent Absence figure is 22.7% (40 pupils Year 1 – 6) of these 60% are pupils eligible for Pupil Premium funding  The most recent national statistics for Persistent Absenteeism is 13.14%	All staff to be aware of PA pupils in their classes and will alert Welfare Officer each morning  First day calling PA non Attendance  Welfare Officer and Inclusion Leader holding attendance meetings and maintaining accurate running records of actions and impact	STH	September 2021	Inclusion Team £10,000  Attendance Awards £300	A graduated approach to non-attendance is in place to support PP pupils and families	
<b>Wider</b>  To provide opportunities to increase the social and cultural capital of our PP pupils	Pupils are invited to piano lessons. 6 x pupils FREE PP funding 6 x pupils half price PP funding is made available to support PP pupils to attend school visits and residential trips	Record of pupils supported to be kept	STH SLT Class Teachers Teaching	September 2021	£2,300 piano lessons with peripatetic music teacher £4,300 for school trips	All pupils will perform in termly celebration assemblies.  Pupils will show progress in communication skills, co-ordination, and concentration.	

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			Partners		and residential trips	Pupils will benefit from positive school experience and enhanced life skills.	
<b><u>Wider</u></b> To ensure our pupils 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 pupils need for school	SLT STH	September 2021	Budget set aside for additional resources where needed £2,000	All PP pupils will have access to the correct school uniform / PE kit and other necessary items required to access the curriculum and school life	
<b><u>Wider</u></b> To attend to pupil's social and emotional needs to ensure pupils are ready to learn	Currently some pupils in the school are struggling to access learning due to social and emotional needs.	Inclusion Team to deliver Nurture Provision focusing on behaviour support and social and emotional learning  Boxhall profiling to be used to support social, emotional and mental health.  Zones of Regulation to be used as a whole school approach	SC Behaviour support worker - TBC	November 2021	£3,500	Pupils behaviour, attitudes to learning, social skills, and emotional and mental health are understood and best supported through a mix of nurture and additional support in class	
<b><u>Wider</u></b> National School Breakfast Programme	It is extremely important for pupils to start the day with a nutritious breakfast.	Continue ordering food using the National School Breakfast Programme. Breakfast to be offered to all pupils at Breakfast Club and in class.	Breakfast club lead	September 2021	£500	All pupils in school are offered breakfast	

