



Temple Grove Academy 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 Grove Academy
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	41.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Consultant Head teacher - Isabel Ramsay
Pupil premium lead	Inclusion Leader - Sophie Tillman-Harries
Governor / Trustee lead	Chair of Governors - Richard Thomas

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£119,705
Recovery premium funding allocation this academic year	£12,905
School Led Tutoring grant	£9,517.50
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	£142,127.50



Part A: Pupil premium strategy plan

Statement of intent

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 to reach their potential through high quality teaching, focussed support, enrichment opportunities and pastoral support. The support given via Pupil Premium funding is bespoke to each child. 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.

Challenges

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

Challenge number	Detail of challenge
1	Low attendance and high persistent absentees
2	Vulnerable families and pupils with emotional and social needs
3	School readiness (low academic baselines on entry, socially and emotionally ready)
4	Delayed language and vocabulary skills (speaking & reading skills)
5	Delayed literacy and maths skills



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 attendance with lower levels of persistent absentees	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance rate for school to be 100% as recommended as a target by Kent County Council • the percentage of all pupils who are persistently absent is at national average
Whole school (staff and pupils) wellbeing to be effectively supported so children are emotionally ready to learn	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Zones of Regulation embedded across the school • continued specific interventions from Play Therapist and Psychologists • Temple Grove Academy achieving the Wellbeing Award
Whole school focus on speech and language particularly in the Early Years so the correct foundations are laid and children are better able to access the curriculum across the whole school as a result	Assessments and observations indicate significantly improved speech and language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing assessment.
Improved literacy and maths attainment among disadvantaged pupils.	KS2 combined outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard.



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: £87,767

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We recruit and retain high quality staff at Temple Grove Academy</p>	<p>The Education Endowment Foundation state, 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.' This is the rationale for spending a high proportion of our PP money on ensuring high quality staff are employed and retained.</p>	<p>2, 3, 4 and 5</p>
<p>We provide high quality continued professional development for staff e.g. Sir Link a Lot, positive behaviour management and restorative justice, Team Teach, Online safety, Zones of Regulation etc.</p> <p>Staff have the opportunities to engage in external training e.g. moderation, ELSA, SEND, EYFS</p>	<p>There is evidence that, 'supporting high quality teaching is pivotal in improving children's outcomes' (EEF effective professional development). At Temple Grove Academy we ensure a range of supportive and quality CPD is available for staff.</p>	<p>2, 3, 4 and 5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>3, 4 and 5</p>



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

Budgeted cost: £31,460.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging 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 the pupils who receive tutoring will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3 and 5
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	Language is the primary medium of learning (Vygotsky, 1978). Language Link has been found to increase identification, teacher confidence and improve children's speech and language skills.	4
Attainment and interventions to be tracked and monitored effectively using Target Tracker and Provision Map	Target tracker and Provision Map are both well-established programmes which are used by many schools to collect, analyse and monitor data.	3 and 5

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

Budgeted cost: £22,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
The inclusion team to focus on attendance including regular meetings, daily calls/visits home for non-attendance, letters and meetings with parents where necessary.	The Department for Education identify key areas to develop to improve attendance. These areas are focused on by Temple Grove Academy Inclusion Team.	1



Opportunities to increase the social and cultural capital of our PP pupils e.g. piano lessons, school trips	Based on experiences at Temple Grove Academy and schools similar to ours, this approach allows children to engage in opportunities that they might not otherwise have been able to.	2, 3 and 4
Funds have been made available to support families with accessing school uniform, PE kits and other necessary equipment that their pupils need for school	Based on experiences at Temple Grove Academy and schools similar to ours, this approach allows children to engage in opportunities that they might not otherwise have been able to.	2
Develop pupil's social and emotional needs to ensure pupils are ready to learn	There is extensive evidence from the EEF associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers)	2
Continue ordering food using the National School Breakfast Programme. Breakfast to be offered to all pupils at Breakfast Club and in class.	Based on experiences at Temple Grove Academy and schools similar to ours, it is clear how important breakfast is. Though using Magic Breakfast, all children are provided with breakfast at Temple Grove Academy.	2 and 3

Total budgeted cost: £142,127.50



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.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Attendance: The welfare officer and inclusion manager worked together to ensure support is in place for families. Attendance will continue to be a key focus next year.

Attainment: The Covid pandemic has impacted attainment at Temple Grove Academy. Small group and 1:1 support is available as catch up. This support will be continuing.

Speech and Language: 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 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.

Teaching: 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.

Emotional wellbeing: Play Therapist and ELSA sessions have been instrumental in supporting children with their social, emotional and mental health. This support will continue. An audit for the wellbeing award 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.

Cultural capital: Piano lessons and school trips/experiences were attended (Covid restrictions permitting) by a range of pupils this year. These will continue next year. School uniform and other equipment was provided to families to support when needed. This provision and support will continue next year.