# Temple Grove Academy Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Temple Grove Academy |
| Number of pupils in school | 195 |
| Proportion (%) of pupil premium eligible pupils | 52.8% |
| 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 (reviewed September 2023) |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Rebekah Leeves |
| Pupil premium lead | Rebekah Leeves |
| Governor / Trustee lead | Jamie Ross |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £125,895 |
| 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 | £125,895 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Temple Grove Academy is a one form entry school with 210 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, Therapy dog, Welfare Officer and trained emotional literacy support assistant (ELSA). |

## Challenges

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

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| 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 |

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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.

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| Intended outcome | Success criteria |
| Improved attendance with lower levels of persistent absentees | Sustained high attendance from 2024/25 demonstrated by:   * 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:   * 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: £88,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| We recruit and retain high quality staff at Temple Grove Academy | The [Education Endowment Foundation state](https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf), ‘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. | 2, 3, 4 and 5 |
| 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. and online platforms e.g. Educare and Creative Education.  Staff have the opportunities to engage in external training e.g. moderation, ELSA, SEND, EYFS | There is evidence that, ‘supporting high quality teaching is pivotal in improving children’s outcomes’ ([EEF effective professional development](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development)). At Temple Grove Academy we ensure a range of supportive and quality CPD is available for staff. | 2, 3, 4 and 5 |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | 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:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 3, 4 and 5 |

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

Budgeted cost: £16,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide small group interventions in reading and maths for pupils. 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 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](https://speechandlanguage.info/resources/perch/pdf/impact-report-1.pdf) 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](https://junipereducation.org/targettracker/) and [Provision Map](https://www.provisionmap.co.uk/features/) 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: £20,650

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| 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](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) 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](https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf) 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: £124,650**

# 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 during the previous two academic years.

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| **2022-23**   1. **Low attendance and persistent absentees**   The Welfare Officer is a key part of our team to liaise with families and support pupils to engage in school. As well as daily attendance follow ups, she tracks pupils who are persistently absent and meets with members of the leadership team to decide on the best course of action for these. This year, the impact has not been as high as we would have liked and 30.7% of pupils were recorded as persistently absent at the end of the year. A new strategy is in place for next academic year with greater incentives and more robust monitoring including early target support meetings with SLT.  Breakfast club and Nurture breakfast is used to support pupils to have a calmer start to the day. Several pupils benefit from these strategies which support them to come into school. Financial support was given to a number of families, enabling them to attend school in full uniform and with the correct equipment. Pupils were also supported to engage in extra curricular activities such as trips and visits and some pupils were also sponsored for music lessons. All these measure support pupils to feel welcomed and that they belong in the school.   1. **Vulnerable families and pupils with emotional and social needs**   The school employed a Play Therapist and has also made use of ELSA sessions and a therapy dog to support the emotional needs of pupils as well as a Wellbeing Practitioner. All these approaches included communication with the families which helped to build relationships with vulnerable families, supporting them and their children. In addition, we worked with the local Nourish team to provide food parcels for families.   1. **School readiness (low academic baselines on entry, socially and emotionally ready)**   High quality teaching is first and foremost the best support for pupils to make progress. We invested in our teachers through continuing professional development. This ensured that staff have a good knowledge of the pupils they teach and planned for their specific needs and gaps. Teaching partners were placed in classes with the highest need and support the gaps identified through targeted intervention. This ensured pupils were as ready as possible for the upcoming school year.   1. **Delayed language and vocabulary skills (speaking and reading skills)**   Speech and language link continue to support these key skills across the school. Several pupils benefitted from targeted support in this area allowing them to make greater progress and engagement in the wider curriculum. 1:1 reading was also an invested in providing low attaining pupils with further support in this area. This will be continued next year.   1. **Delayed literacy and maths skills**   Targeted interventions for key pupils have taken place in specific areas in literacy and maths. The National Tutoring Programme has supported some of these pupils and Teaching Partners others. We have not seen as much impact as we would have liked in this area so will be reviewing if this it the best way to support this area next year. We will also be investing in a more robust tracking system enabling us to identify pupils more quickly. |

**2021-22**

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted 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 continuing to build 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 this 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.

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. We have added a therapy dog to the support for pupil wellbeing at Temple Grove Academy. This year’s focus will continue to be pupil wellbeing including a focus on parental and staff wellbeing.

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