



Temple Meadow Pupil Premium Strategy Statement: **Impact Report July 2022**

Identified key barriers to future attainment

1.	Attainment of disadvantaged pupils due to covid and lost learning
2.	Limited parental support for some disadvantaged pupils resulting in lower levels of literacy attainment
3	Communication and language upon entry to Reception and Nursery is well below national
4.	In Writing and Maths disadvantaged pupils achieve below their peers due to disrupted educational journey linked to pandemic.
5.	Disadvantaged pupils requiring high levels of holistic support to be ready for learning

Teaching and Whole School Strategies

	Actions	Intended Impact	Costs See Excel grid for detail
1	<p>Further promote rapid catch-up for those pupils most severely impacted by school closure, particularly disadvantaged pupils, by:</p> <p>a) Delivery a well-planned and structured recovery curriculum across the whole breadth of the national curriculum.</p> <p>b) Clear assessment system across all subjects allows us to track and monitor the progress of disadvantaged progress and achievement.</p> <p>c) Planned a staffing model which supports closing the gap for disadvantaged pupils.</p> <p>d) Developed a tutoring model using school staff and NTP with a focus on disadvantaged pupils.</p>	<p>a) Pupil premium pupils make progress in line with their peers across all curriculum subjects.</p> <p>b) Assessment data will be triangulated with wider knowledge of individual pupil premium children including during pupil progress meetings. This will enable us to identify any individuals falling behind and additional targeted intervention can be implemented.</p> <p>c) Pupils identified for this intense tutoring model will make accelerated progress allowing them to close the gap on their peers.</p>	<p>£1701</p> <p>£16082.40</p> <p>£9381.40</p> <p>£2120.34</p>
	<p><u>Positive outcomes for PP pupils:</u></p> <ul style="list-style-type: none"> The PP children in Reception achieved GLD in line with their peers nationally and across the Sandwell Local Authority. The PP children achieved significantly higher in their Year 1 phonics screening check than their peers nationally and across the Sandwell Local Authority. By the end of KS1, PP children achieve broadly in line with national and across the Sandwell Local Authority for Reading, Writing and Maths combined. By the end of KS1, PP children achieve significantly above national and Sandwell Local Authority for Reading at the expected standard and in line with national for greater depth. By the end of KS1, PP children achieve significantly above national and Sandwell Local Authority for Maths at the expected standard. 74% of PP children accessing the intense tutoring model (NTP) made accelerated progress. 		

	<p><u>Focus for pupil premium children for academic year 2022-23:</u></p> <ul style="list-style-type: none"> • By the end of KS1, PP children achieve in line with national and Sandwell Local Authority for Writing at the expected standard and in line with national for greater depth. • By the end of KS1, PP children achieve significantly above national and Sandwell Local Authority for Maths at the greater depth standard. • By the end of KS2, PP children achieve in line with national and Sandwell Local Authority for Reading, writing and Maths combined at the expected standard. 		
2	<p>Develop further the school's reading provision to enable all pupils to read well and widely across the curriculum and catch-up quickly by:</p> <ol style="list-style-type: none"> School leaders have completed a Reading Deep Dive in order to analyse current reading provision across the whole school and plan for appropriate change. Strategic split between the leaders of the reading curriculum and Reading 4 Life. Robust monitoring of home reading practice Additional time allocated to hearing disadvantaged pupils read more frequently within school. Relaunch of whole school library Pupil voice linked to book choices including expanding free reader selection Replenish book scheme to improve diversity and gender stereotypes Strategic phonics review and planning for whole school change to practice Parental workshops to raise understanding of how to support reading at home. Relaunch resources linked to early reading e.g Story sacks. Promote interesting and engaging reading areas within all early years and KS1 classrooms. 	<ol style="list-style-type: none"> Clarity of current practice and clear action plan for closing the gap for disadvantaged pupils. High focus on reading well as a skill for life Clarity regarding additional pupils requiring additional attention and support Pupils heard read regularly and begin to catch up. Pupils accessing a wide range of reading materials and book rich environment. Exposed to high quality texts which are language rich and include ambitious vocabulary. Pupil encouraged to have a wider view on reading materials, favourite authors etc. High quality, diverse texts that meet pupil needs whilst reflecting school community and raise aspirations. Revised phonics scheme which will accelerate percentage of disadvantaged pupils achieving the expected standard in the phonics screening tests. Parents feel empowered to support home reading. Encourage quality reading and language opportunities within deprived home environments. Promote reading 4 life opportunities throughout the school day. 	£2400
	<p><u>Positive outcomes for PP pupils:</u></p> <ul style="list-style-type: none"> • Redesign and remapping of the Reading curriculum focussing on fluency and decoding impacting on closing the gap. • All pupils accessing high quality Reading curriculum including the roll, out of new phonics scheme. • PP children a high focus and through monitoring it is clear that they access wider opportunities for reading. • PP children in Year 2,4 and 5 made accelerated progress within our internal data systems. • PP children in Year 1, 3 and 6 made progress in line with their peers. • The PP children achieved significantly higher in their Year 1 phonics screening check than their peers nationally and across the Sandwell Local Authority. • Reading materials across the school augmented and developed, supporting pupil interests. 		

3	<p>Communication and language gap closed so that all pupil premium children are Year 1 ready by:</p> <ul style="list-style-type: none"> a) Identifying individual disadvantaged pupil needs using a range of tools e.g. welcomm screening. b) Continue to implement appropriate interventions such as Talk Boost and SALT work. c) Support families with speech and language referrals to ensure that disadvantaged pupils are supported by outside and specialist agencies d) Create a culture of oracy across our early years' unit e) Maximise opportunities to support pupil communication through indoor and outdoor provision including Forest school. f) Appropriate phonics delivery 	<ul style="list-style-type: none"> a) Ensure that all pupils leave reception having passed the Welcomm screening test. b) Disadvantaged pupils make progress with their SALT targets and clear progress is evident through baseline to exit assessment data for wider interventions. c) All disadvantaged pupils receive the specialist input and support they require. d) Disadvantaged pupils using a wider range of vocabulary and increased achievement within the CL strand contributing to improved overall GLD for this group of pupils (2018-19 data 27% GLD for disadvantaged V 56% non-FSM). e) Opportunities for children to talk in a range of contexts and environments. f) Improved % of disadvantaged pupils passing the phonics screening check in Year 1. 	<p>£ 1,145.47 £ 26,804.00 £500 £500 £2061.54 £200 £39,421.50 £21,410.40</p>
	<ul style="list-style-type: none"> • 88% of the Reception cohort passed the Welcomm screening check by the end of Early Years. • The PP children in Early Years achieved 90% for communication and interaction which was higher than the 86% of non-PP children that achieved the expected standard in this area. • The PP children achieved significantly higher in their Year 1 phonics screening check than their peers nationally and across the Sandwell Local Authority. 		

4	<p>The attainment gap in Writing and Maths for disadvantaged pupils to close by:</p> <ul style="list-style-type: none"> a) Strategic remapping of the Maths curriculum b) Strategic remapping of the English curriculum c) Replenish resources to support the CPA approach for disadvantaged pupils d) Parental workshops e) Developed a tutoring model using school staff and NTP with a focus on disadvantaged pupils. 	<ul style="list-style-type: none"> a) Securing basic skills that disadvantaged pupils will need to apply across the wider curriculum. Increased opportunities for skills to be over learnt and imbedded. b) Securing basic skills that disadvantaged pupils will need to apply across the wider curriculum. Increased opportunities for skills to be over learnt and imbedded. c) High quality resourcing to support the CPA approach for disadvantaged pupils d) Parental workshops to encourage and empower parental engagement e) Pupils identified for this intense tutoring model will make accelerated progress allowing them to close the gap on their peers 	<p>£3000 £5000</p>
	<p><u>Maths curriculum was remapped resulting in positive progress for PP groups including:</u></p> <ul style="list-style-type: none"> • PP children in Year 2,3,4 and 5 made accelerated progress in Maths • PP children made expected progress in Year 1 & 6 <p><u>Writing curriculum was remapped resulting in positive progress for PP groups including:</u></p> <ul style="list-style-type: none"> • PP children made expected progress in Year 2 • PP children made expected progress in Year 4 • PP children made accelerated progress in Year 5 • PP children made expected progress in Year 6 		
5	<p>Support disadvantaged pupils in the most holistic sense to ensure they are ready for learning by:</p> <ul style="list-style-type: none"> a) Staff CPD linked to supporting and integrating pupils with ACEs into the mainstream primary classroom. b) Wider safeguarding approach to support pupils and their families linked to deprivation. This may include supporting pupils and families with mental health issues, separation anxiety, homelessness and domestic abuse. c) Tackling low attendance to school for disadvantaged groups. d) Improving the overall lunchtime experience for disadvantaged pupils e) Adapting our whole school behaviour policy to expand rewards and positive experiences. 	<ul style="list-style-type: none"> a) Staff well trained and feel supported to ensure all classroom practice is inclusive and meets the needs of all individual pupils including SEND. b) Data analysed through our S175 audit. Families feel well supported and signposted to appropriate support and agencies. Pupil safeguarding champions. Mental Health First Aider and lead in place. Wellbeing charter mark revalidation. c) Improved attendance data for the disadvantaged pupil group d) Pupils encouraged to attend school and enjoy the lunchtime experiences. e) Improved motivation and reward linked to self-esteem. 	<p>£4506.74 £2000 £28,430.50 £390 £704.80 £704.80 £500 £300 £360 £6695.60 £21028 £2000</p>

	<p>PP children have been a focus in the holistic sense linked to classroom practice and attendance support. The well-being charter mark continues to be a focus as we revalidate this award in the Autumn term 2022.</p>
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