



Temple Meadow Pupil Premium Strategy Statement: **Intended Impact report July 2023**

Identified key barriers to future attainment

1.	Attainment of disadvantages pupils linked to whole school Writing outcomes
2.	Attainment of disadvantages pupils linked to KS2 Maths
3	Attainment of disadvantages pupils linked to KS2 Reading
4.	Disadvantaged pupils requiring high levels of holistic support to be ready for learning
5.	Disadvantaged pupils requiring intense levels of speech, language and communication support
6.	Disadvantaged attendance within school.

Teaching and Whole School Strategies

	Actions	Intended Impact	Costs: See Financial Analysis for details
1	<p>Curriculum review to focus on skills mastery and closing the gap with a focus on rapid catch-up for identified Pupil Premium children:</p> <ul style="list-style-type: none"> a) Reviewed the Year 1 curriculum and approach b) Realigned the Y2-6 curriculum to ensure clear progression and breadth c) High focus within early years on Fine motor skills and writing opportunities including Forest School. d) Pupil premium group identified and reviewed at regular pupil progress meetings. <p>Dedicated capacity within the internal tutoring model to support low prior attainers and pupil premium children.</p> <ul style="list-style-type: none"> e) Half termly reviews of tutoring model timetable and capacity to support writing. f) Half termly tracking of individual pupil attainment and progress g) Regular communication with class teachers around individual needs. <p>A clear and strategic approach to staff CPD for writing as outlined within the school development plan including:</p>	<ul style="list-style-type: none"> a) Mastery of key skills for all children but with a focus on PP to ensure they close the attainment gap. b) Mastery of key skills for all children but with a focus on PP to ensure they close the attainment gap. c) Mastery of key skills for all children but with a focus on PP to ensure they close the attainment gap. d) Close tracking of pupil premium attainment and progress and team problem solving regarding barrier to learning for these identified pupils. Potential re-align of initiative, interventions or staffing following these discussions. e) Tutoring model adapted regularly to support focus pupils across school linked to PP f) Clear data to show impact of tutoring model, identify next steps and strategies to support progress. g) Team approach and consistency to breaking down barriers and closing the gap including parental support. h) Pupil premium children remain a high focus across the year and gaps in learning identified and addressed quickly. i) Staff are equipped with wider range of strategies and tools to meet the needs of all pupils with a high focus on PP and low prior attainers. Shared 	

	<ul style="list-style-type: none"> h) Regular staff meeting cycle with a focus on low prior attainers and pupil premium including moderation. i) Dedicated INSET day for teacher in January which will include explicit exploration of attainment and progress for pupil premium children. j) Induction for new staff includes focus on pupil premium attainment and progress 	<ul style="list-style-type: none"> vision and values for writing at Temple Meadow across the writing curriculum. j) Staff changes do not diminish writing outcomes for PP children. 	
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> <ul style="list-style-type: none"> a) School leaders have completed a Reading Deep Dive in order to analyse current reading provision across the whole school and plan for appropriate change. b) Strategic split between the leaders of the reading curriculum and Reading 4 Life. c) Robust monitoring of home reading practice d) Additional time allocated to hearing disadvantaged pupils read more frequently within school. e) Relaunch of whole school library f) Pupil voice linked to book choices including expanding free reader selection g) Replenish book scheme to improve diversity and gender stereotypes h) Strategic phonics review and planning for whole school change to practice i) Parental workshops to raise understanding of how to support reading at home. j) Relaunch resources linked to early reading e.g Story sacks. k) Promote interesting and engaging reading areas within all early years and KS1 classrooms. 	<ul style="list-style-type: none"> a) Clarity of current practice and clear action plan for closing the gap for disadvantaged pupils. b) High focus on reading well as a skill for life c) Clarity regarding additional pupils requiring additional attention and support d) Pupils heard read regularly and begin to catch up. e) 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. f) Pupil encouraged to have a wider view on reading materials, favourite authors etc. g) High quality, diverse texts that meet pupil needs whilst reflecting school community and raise aspirations. h) Revised phonics scheme which will accelerate percentage of disadvantaged pupils achieving the expected standard in the phonics screening tests. i) Parents feel empowered to support home reading. j) Encourage quality reading and language opportunities within deprived home environments. k) Promote reading 4 life opportunities throughout the school day. 	

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 stand contributing to improved overall GLD for this group of pupils (218-19 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. 	
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 	
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. 	

