



Temple Meadow Pupil Premium Strategy Statement: **Intended Impact report July 2024**

Identified key barriers to future attainment

1.	Attainment of disadvantaged pupils linked to KS2 Writing outcomes
2.	Attainment of disadvantaged pupils linked to KS2 Maths outcomes
3.	Attainment of disadvantaged pupils linked to KS2 Reading outcomes
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
7.	Attainment of disadvantaged pupils within Early Years Foundation Stage

Teaching and Whole School Strategies

	Actions	Intended Impact	Costs: See Financial Analysis for details
1	<p>High focus on PP children within staff group:</p> <ul style="list-style-type: none"> All teachers and LSPs aware of which children are PP and the gaps that are required to close in order for the attainment gap to close between PP and non-PP High focus at phase team meetings High focus at SLT and through pupil progress meetings High focus during all monitoring of planning through to outcomes High focus as a group through termly data analysis Identified PP children to be invited to SATs booster club Identified PP children to receive additional interventions/boosters Induction for new staff includes focus on pupil premium attainment and progress Additional ECT support to identify and support PP Additional staff CPD Writing learning walk to focus on PP 	<ul style="list-style-type: none"> Mastery of key skills for all children but with a focus on PP to ensure they close the attainment gap. 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. Clear data to show impact of interventions/boosters, identify next steps and strategies to support progress. Team approach and consistency to breaking down barriers and closing the gap including parental support. Pupil premium children remain a high focus across the year and gaps in learning identified and addressed quickly. 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 vision and values for writing at Temple Meadow across the writing curriculum. 	

2	<p>High focus on PP children within staff group:</p> <ul style="list-style-type: none"> • All teachers and LSPs aware of which children are PP and the gaps that are required to close in order for the attainment gap to close between PP and non-PP • High focus at phase team meetings • High focus at SLT and through pupil progress meetings • High focus during all monitoring of planning through to outcomes • High focus as a group through termly data analysis • Identified PP children to be invited to SATs booster club • Identified PP children to receive additional interventions/boosters • Induction for new staff includes focus on pupil premium attainment and progress • Additional ECT support to identify and support PP • Additional staff CPD • Maths lesson observations 	<ul style="list-style-type: none"> • 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. • Clear data to show impact of interventions/boosters, identify next steps and strategies to support progress. • Team approach and consistency to breaking down barriers and closing the gap including parental support. • Pupil premium children remain a high focus across the year and gaps in learning identified and addressed quickly. • 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 	
3	<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"> • Reading monitoring and lesson observations with a high focus on PP. • Strategic realignment of the leadership 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. • Bottom 20% identified with a focus on PP • Pupil voice linked to book choices including expanding free reader selection • Replenish books to improve diversity and gender stereotypes • Parental workshops to raise understanding of how to support reading at home. • All teachers and LSPs aware of which children are PP and the gaps that are required to close in order for the attainment gap to close between PP and non-PP • High focus at phase team meetings • High focus at SLT and through pupil progress meetings • High focus during all monitoring of planning through to outcomes • High focus as a group through termly data analysis • Identified PP children to be invited to SATs booster club • Identified PP children to receive additional interventions/boosters • Induction for new staff includes focus on pupil premium attainment and progress • Additional ECT support to identify and support PP 	<ul style="list-style-type: none"> • 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. • Clear data to show impact of interventions/boosters, identify next steps and strategies to support progress. • Team approach and consistency to breaking down barriers and closing the gap including parental support. • Pupil premium children remain a high focus across the year and gaps in learning identified and addressed quickly. • 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 vision and values for writing at Temple Meadow across the writing curriculum. • 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. • 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. 	

	<ul style="list-style-type: none"> Subject leader CPD linked to closing the reading gap 		
4	<p>Support disadvantaged pupils in the most holistic sense to ensure they are ready for learning by:</p> <ul style="list-style-type: none"> Staff CPD linked to supporting and integrating pupils with ACEs into the mainstream primary classroom. 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 e.g., food bank vouchers. Access to RELATE counselling Inclusion support parenting course Community Hub Uniform swap shop Improving the overall lunchtime experience for disadvantaged pupils (sports coach) New positive interactions policy Voluntary contributions for trips and visits High focus on PP for after club attendance Developing partnership with 4CT Wider agency involvement e.g., Barnardo's Senior mental health lead trained in school 	<ul style="list-style-type: none"> Staff heightened awareness and empowered to support children with multiple and complex ACEs Families and children supported and needs well met Children receive intense 1:1 support as required with their mental health and wellbeing. Children empowered with strategies to support their emotional development and self-help moving forward. Parents supported to reflect upon home environments and routines and make positive changes. Families feel they have a safe point of access to receive information, support and guidance. Senior mental health lead training Improved attendance data for the disadvantaged pupil group Pupils encouraged to attend school and enjoy the lunchtime experiences. Improved motivation and reward linked to self-esteem. 	
5	<p>Communication and language gap closed so that all pupil premium children are Year 1 ready by:</p> <ul style="list-style-type: none"> Identifying individual disadvantaged pupil needs using a range of tools e.g., WellComm screening. Continue to implement appropriate interventions such as Talk Boost and SALT work. Support families with speech and language referrals to ensure that disadvantaged pupils are supported by outside and specialist agencies Bespoke speech and language therapy support Create a culture of oracy across our early years unit Maximise opportunities to support pupil communication through indoor and outdoor provision including Forest school. Appropriate phonics delivery 	<ul style="list-style-type: none"> Ensure that all pupils leave reception having passed the Welcomm screening test. Disadvantaged pupils make progress with their SALT targets and clear progress is evident through baseline to exit assessment data for wider interventions. All disadvantaged pupils receive the specialist input and support they require. 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 Opportunities for children to talk in a range of contexts and environments. Improved % of disadvantaged pupils passing the phonics screening check in Year 1. 	

6	<ul style="list-style-type: none"> • Engagement in the Dfe attendance Hub • Half termly meeting with the SASSO (school attendance support service officer) • Engagement with the Sandwell attendance audit • Case studies on key pupils • Wider DSL/attendance team dedicated time to focus on PP • Data tracking and analysis bring PP into focus • Parent meetings • Home visits • Wider agency involvement (EBSA) • Raising pupil and parental awareness • Attendance rewards - reviewed • Engaging with attendance support pack and updated guidance • Review perspectives data and trends over time • Attend attendance forum • Breakfast club places linked to PP • Tracking, monitoring and tackling late arrival to school 	<ul style="list-style-type: none"> • Increased attendance for all groups including PP children • Improved parental attitudes towards the importance of regular school attendance • Improved pupil motivation to attend school every day and on time • Families feel supported to make positive changes • EBA children well supported to reintegrate 	
7	<ul style="list-style-type: none"> • New early years curriculum rolled out • EY conference • Refreshed and experienced early years teaching team • Wide range of parental workshops • High focus on PP children in group and data analysis • Home visits • Wider agency involvement • Embedded Little Wandle scheme • PSK support to families and new arrivals • Interventions e.g WellComm/Talk Boost • Enhanced speech and language therapist service • High focus at phase team meetings • High focus at SLT and through pupil progress meetings • High focus during all monitoring of planning through to outcomes • Structure learning environments to support individual needs • Forest school provision 	<ul style="list-style-type: none"> • Increased number of PP children achieving the ELG. • Increased number of PP children passing WellComm • Increased parental engagement • Families feel supported around school readiness • PP perform in line with peers across all areas of the curriculum. • Wider opportunities and access to outside learning and Forest school. 	