



## Pupil premium strategy statement: Temple Ewell Church of England Primary Academy ~~primary schools, completed example based on fictitious school~~

As part of your full strategy you will also wish to **consider results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil number you may wish to present 3-year averages [here](#).

1. Summary information					
School	<a href="#">Temple Ewell Church of England Primary School</a>				
Academic Year	2022/23 <del>19/20</del>	Total PP budget	£549,300 <del>£70,000</del>	Date of most recent PP Review	n/a
Total number of pupils	144 <del>324</del>	Number of pupils eligible for PP	31 <del>63</del>	Date for next internal review of this strategy	Sept 2023 <del>Jan 2019</del>

2. Current attainment		Use levels until the alternative is established.	
<u>Y6 2022 (3pp plus 2 PLAC with EHCPs)</u>	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving <u>ARE combined (End of Key Stage 2) Level 4b or above in reading, writing and maths</u>	40% <del>71%</del>	75%	
% making <u>at least expected at least 2 levels of progress in reading</u>	60% <del>87%</del>	92%	
% making <u>at least expected progress at least 2 levels of progress in writing</u>	60% (20% GDS) <del>94%</del>	95%	
% making at least <u>expected 2 levels of progress in maths</u>	40% (20% GDS) <del>85%</del>	94%	
<u>Average point score reading</u>	100		
<u>Average point score maths</u>	99		
<u>Average point score ESPG</u>	99		

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<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>		Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)		
A.	Emotional well-being of identified PP children in KS1 and KS2 Oral language skills in Reception are lower for pupils eligible for PP than for other pupils. This slows reading progress in subsequent years.	
B.	Progress of Pupil Premium children with an identified SEN- ASD, Dyslexia, ADD, speech and language High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 1. This prevents sustained high achievement in Key Stage 2.	
C.	Aspiration of PP families to reach GDS Behaviour issues for a small group of Year 6 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.	
<b>External barriers</b> (issues which also require action outside school, such as low attendance)		Identify barriers that need to be addressed in school, as well as external issues such as poor home learning environments and low attendance.
D.	Attendance & Punctuality of a core group of the Pupil Premium families Attendance rates for pupils eligible for PP are 62% (below the target for all children of 67%). This reduces their school hours and causes them to fall behind on average.	

<b>4. Outcomes</b>		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Improve oral language skills for pupils eligible for PP in Reception class. To improve the emotional well-being of an identified group of Pupil Premium Children through being included in the established nurture group.</p> <p>The impact of the nurture group of the 8x children in this group will be measured by using the Boxall Profile at the beginning and end of the group. The school will also use tracking data and pupil conferencing.</p> <p>Provide further enrichment opportunities such as music lessons</p>	<p>Children have a higher well-being and through this behaviour for learning has improved. This will ultimately raise academic outcomes for these children. Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</p>
B.	<p>To increase in year progress of SEN PP children towards ARE or maintain ARE (particular focus Year 3). Higher rates of progress across KS2 for high attaining pupils eligible for PP.</p>	<p>Evidence in year data and through book scrutiny.</p> <p>X</p> <p>Current targets:</p> <p>Year 6- 100%</p> <p>Year 5- 83%</p> <p>Year 4- 80%</p> <p>Year 3- 80%</p> <p>Year 2- 75%</p> <p>Year 1- 67% children maintain ARE</p> <p>X move closer towards Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in maths, reading and writing. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices established across the multi-academy trust (MAT).</p>

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C.	<p><u>To increase the % of PP children achieving GDS in reading, writing, maths and combined.</u>  <u>Current target set in Term 1 Behavioural issues of Year 6 pupils addressed.</u></p>	<p><u>Current targets for GDS PP are met across the school</u>  <u>Year 6- 25%</u>  <u>Year 5-25%</u>  <u>Year 4- 25%</u>  <u>Year 3-25%</u>  <u>Year 2-10%</u>  <u>Year 1- 10%</u>  <u>Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).</u></p>
D.	<p><u>To improve attendance and punctuality of identified PP children.</u>  <u>Punctuality in the morning will improve to 96% or over</u>  <u>Increased attendance rates for pupils eligible for PP.</u></p>	<p><u>Due to improved attendance and punctuality children do not miss any learning and they have improved readiness for learning</u>  <u>Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 82% to 96% in line with 'other' pupils.</u></p>

It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

You may have more than one action/approach for each desired outcome.

Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as: the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted's 2013 report on the pupil premium and Ofsted's 2014 report on pupil premium progress.

5. Planned expenditure					
Academic year	2022/23				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><del>BA</del> Improved oral language skills in Reception</p> <p><del>B</del> Improved progress for high-attaining pupils</p>	<p>CPD to continue to improve Teacher's understanding to needs of the children</p> <p>With specific learning needs Dyslexia and ASD friendly classroom Staff training on high quality feedback.</p> <p>Staff training on developing oracy for the high-attaining pupils in EYFS and reception Y1 from EYFS/Reception SLE.</p>	<p>Previous training has proven to be effective - <del>needs to</del> Training needs to focus on new staff and unknown SEN conditions We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Classroom observations</p> <p>Pupil Conferencing</p> <p>Parent Conferencing</p> <p>Discussions with SENCo</p> <p>Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy.</p>	<p>SO Deputy Head</p>	<p>Terms 2, 4 &amp; 6 Jan 2017</p>
<p><del>CB</del> Improved progress for high-attaining pupils</p>	<p>Further development of reasoning and editing in Year 1/2/3 for reading, writing and maths. CPD on providing stretch for high-attaining pupils.</p>	<p>Continue with lesson study approach.</p> <p>Taking down established practice in KS2 into Year 3 and below in terms of reasoning/editing</p> <p>High ability pupils eligible for PP are making less progress than other higher-attaining pupils across Key Stage 2 in writing. We want to ensure that PP pupils can achieve</p>	<p>Classroom observations</p> <p>Moderation in staff meetings</p> <p>Triangulation Course selected using evidence of effectiveness. Use INSET days to deliver training. Peer observation of attendees' classes after the course, to embed learning (no assessment).</p>	<p>AM English lead</p>	<p>Terms 2, 4 &amp; 6 Jan 2017</p>
<b>Total budgeted cost</b>					£27900

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ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><u>A. Improved oral language skills in reception</u></p> <p><u>B. Improved progress for high attaining pupils</u></p>	<p><u>Identified children in Year 4, 5 and 6 to be part of a nurture group to build confidence and self-esteem.</u></p> <p>121 and small group provision of Nuffield Early</p>	<p><u>The group has been running for 5 years and impact has been significant and case studied.</u></p> <p>Nurture provision enhanced this year with further training of staff. Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other</p>	<p><u>Boxall profile for identified children to assess impact.</u></p> <p>Monitoring through observation, pupil conferencing and work scrutiny led by SLT and Linked Governor. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers.</p>	<p>AM Reception class teachers</p>	<p><u>Terms 1, 3 &amp; 6</u></p> <p><u>£2345,000 Jun 2017</u></p>
<p><u>C. Improved progress for high attaining pupils in KS1 and 2</u></p> <p><u>B. Improved progress for high attaining pupils</u></p>	<p><u>Weekly small group sessions in maths/ Writing for high attaining pupils with experienced teacher.</u></p> <p>Weekly small group sessions in maths for high attaining pupils with experienced teacher, in addition to standard lessons.</p>	<p><u>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as EEF Toolkit.</u></p> <p><u>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as discussed in reliable evidence sources such as Visible Learning.</u></p>	<p><u>Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis.</u></p> <p><u>Impact overseen by maths/ literacy co-ordinator.</u></p> <p><u>Teaching assistant (TA) CPD.</u></p> <p>Extra teaching time and preparation time paid for out of PP budget, not sought on a</p>	<p>JHPupil Premium Coordinator</p>	<p><u>Mar 2017</u></p> <p><u>KM-£6,600</u></p> <p><u>AM-£6,600</u></p>
<p><u>B Extra support in Year 4/5</u></p>	<p><u>Extra TA support In Year 4/5</u></p>	<p><u>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in the past in our school and through the EEF toolkit.</u></p>	<p><u>Monitoring through PP meetings, work scrutiny and classroom observations</u></p>	<p>AM</p>	<p><u>Terms 2, 4 &amp; 6</u></p> <p><u>£160,000</u></p>
<b>Total budgeted cost</b>					<p><u>£39,000</u></p> <p><u>£38,200</u></p> <p><u>£2</u></p>
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

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					implementation?
<u>BD</u> - Increased attendance rates	<u>External support for children with SEN and well being- play therapy, counselling and Ed Psych</u> Part time support worker employed to monitor pupils and follow up quickly on absences. First day response provision.	<u>Building on previous practice with play therapy</u> We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	<u>Monitored by SENCo</u> <u>Pupil progress</u> <u>Behaviour logs</u> Thorough briefing of support worker about existing absence issues. PP coordinator, support worker, head etc. will collaborate to ensure new provision and standard school processes work smoothly together.	<u>SW</u> <u>Pupil Premium</u> <u>Coordinator</u>	<u>£63000</u> <u>Jan</u> <u>2017</u>
<u>DC</u> - Problem behaviour in Year 6 addressed	<u>SLT on school gate</u> <u>Letters from Governors if late</u> . Meetings held. Regular monitoring Pastoral team to visit families at home <u>Early help brought in if required</u> SLO Referrals as necessary <u>Use support worker to engage with parents before intervention begins.</u> <u>Develop restorative approaches and focus on positive behaviours.</u>	<u>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</u> <u>Building on last year's work</u>  <u>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</u>	<u>Weekly monitoring of attendance</u> <u>Records of punctuality monitored</u> Inclusion Team meetings to monitor every fortnight. Governors monitor every 3 weeks <u>Attendance improves</u> Ensure identification of target pupils is fair, transparent and properly recorded. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment.  Observation of the Y6 nurture group at a neighbouring primary, which has been judged to have a positive impact on pupil behaviours and also the Forest school, reported on as an National Professional Qualification for Middle Leadership project in the MAT for developing positive behaviours.	<u>AM</u> <u>JH</u> <u>Year 6</u> <u>teachers</u>	<u>£2000</u> <u>Jun</u> <u>2017</u>
<u>D</u>	<u>Provide free Breakfast club places for PP children where possible</u>  <u>Staff to meet small group of children before school for well being session</u>	<u>Ensures children have a good breakfast to start the day and ensures they are in school on time.</u>  <u>Last year we identified that the start of school was anxiety inducing for certain pupils. The early wellbeing session reduced this and ensured the pupils were ready to begin the day calmly in class.</u>	Fortnightly <u>monitoring of attendance by</u> Inclusion Team. <u>Governors</u> monitoring <u>PP meetings</u>		<u>£7500</u>  <u>£2000</u>
A	Provide musical instrument lessons for individuals and	Music tuition can enhance academic outcomes as well as developing social skills	Pupil conferencing Pupil progress		£1500

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	whole class ukulele lessons for a second class (Y4/5)	and engagement. It has a positive impact on well being and ensures all pupils have access to the same opportunities			
<b>Total budgeted cost</b>					£185,000
<b>Total budgeted cost</b>					£30,000

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This is a review of the previous year, so the outcomes and success criteria will be different to above.

Lessons learned may be about impact or implementation.

**6. Review of expenditure**

Previous Academic Year 2021/22

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

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**i. Quality of teaching for all**

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Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<u>B. Improve attainment cross-circular</u>	<u>CPD to improve Teacher's understanding to needs of the children</u> <u>Dyslexia and ASD friendly classroom</u> <u>CPD to improve Teacher's understanding to needs of the children</u> <u>Internal / external training</u> <u>Attachment, alcohol fetal.</u>	<u>Training delivered</u> <u>Impact monitored through triangulation</u> <u>Flag</u> <u>ship for in-Inclusion maintained-achieved</u> Well being Award achieved  <u>Mixed: training has informed approach to building aspiration in school. We measured the impact on attainment for all children, not</u>	<u>Approach will be continued with, training revisited and extended as appropriate.</u> <u>new staff</u> <u>Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.</u>	<u>£2500</u> <u>£420</u> per teacher for 15 teachers. Plus staff cover for training days.
<u>C</u>	<u>Development of reasoning and editing in Year 1/ 2 for reading, writing and maths</u> <u>Training for mastery in maths through Aquila.</u> <u>Greater-Depth writing training and lesson study with KR.</u>	<u>Training completed.</u> <u>Impact monitored through triangulation</u> <u>KS1 GDS improved for maths</u> <u>50% of Yr 6 children assessed at GDS for Reading and Maths</u> <u>33% of Yr 6 for writing</u>	<u>To maintain current practice and develop further including focus on metacognition and working memory</u> <u>support with HA at the end of KS2.</u>  <u>Now look at HA PP in Key Stage 1, conversion from EYFS</u>	<u>£1200</u>

For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if so, why.

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<del>A</del> Improved Year 6 literacy results	Identified children in Year 4,5 and 6 to be part of a nurture group to build confidence and self-esteem. Identified children in Year 3 and 4 to be part of a nurture group to build confidence and	Positive impact on data- all children at age related and expected progress. Behaviour issues significantly reduced Specialist support brought in where appropriate High: observed increased progress amongst participating children compared to peers, as measured using	Funding secured for another year. This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	<del>£23000</del> £1550 per pupil for 13 pupils. £20,150.
B	Extra TA support Y6	Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in the past in our school and through the EEF toolkit. <a href="#">see above</a>	Monitoring through PP meetings, work scrutiny and classroom observations	<u>£15000</u>
<u>B</u> Extra support in Year 2	<u>Extra TA support in Year 2</u>	<u>Reading 1/3 reached ARE</u> <u>Writing 1/3 reached ARE</u> <u>Maths 2/3 reached ARE</u>	<u>Support to continue into Year 3 to maintain and further improve</u>	

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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<del>BA,B,C</del> Maintain progress for high ability pupils over summer.	External support for children with SEN and well being- play therapy, counselling and Ed Psych Embedding	Play therapy having a positive outcome on individual pupil behaviour and progress. Counselling supporting well being effectively. Ed Psych support providing specific guidance for individuals. Due to strength of work school has been asked to be apply for QM AFA Medium-low:	Continue with this support next year. The school will continue with a simpler version of AFA based on lessons learnt over the last 2 years. Next year we will try to provide more intensive after-school support instead, with parental engagement to encourage attendance.	<del>£5000</del> £1260 per pupil for 24 pupils. £26,460.

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D	<p><u>SLT on school gate</u>  <u>Letters from</u>  <u>Governors if late</u>  <u>Early help brought in</u>  <u>if required</u></p>	<p><u>% of lateness has improved</u>, however some PP children still have attendance below 90%.</p> <p><u>Penalty notice letters have been sent to families</u> and meetings held – need to see greater impact.</p> <p>SLO referral for Y1 pupil. Some improvement seen – need to continue support.</p>	<p><u>This remains a focus for the following year</u></p>	<p><u>£2000</u></p>
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**7. Additional detail**

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)