

Pupil premium strategy statement: Temple Ewell Church of England Primary

1. Summary information					
School	Temple Ewell Church of England Primary School				
Academic Year	2022/23	Total PP budget	£59, 300	Date of most recent PP Review	n/a
Total number of pupils	144	Number of pupils eligible for PP	31	Date for next internal review of this strategy	Sept 2023

2. Current attainment		
Y6 2022 (3pp plus 2 PLAC with EHCPs)	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving ARE combined (End of Key Stage 2)	40%	
% making at least expected progress in reading	60%	
% making at least expected progress in writing	60% (20% GDS)	
% making at least expected progress in maths	40% (20% GDS)	
Average point score reading	100	
Average point score maths	99	
Average point score ESPG	99	

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Emotional well being of identified PP children in KS1 and KS2
B.	Progress of Pupil Premium children with an identified SEN- ASD, Dyslexia, ADD, speech and language
C.	Aspiration of PP families to reach GDS

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External barriers (*issues which also require action outside school, such as low attendance rates*)

D. Attendance & Punctuality of a core group of the Pupil Premium families

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the emotional well-being of an identified group of Pupil Premium Children through being included in the established nurture group. The impact of the nurture group of the 8 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. Provide further enrichment opportunities such as music lessons	Children have a higher well-being and through this behaviour for learning has improved. This will ultimately raise academic outcomes for these children
B.	To increase in year progress of SEN PP children towards ARE or maintain ARE	Evidence in year data and through book scrutiny. Current targets: Year 6- 100% Year 5-83% Year 4- 80% Year 3-80% Year 2-75% Year 1- 67%
C.	To increase the % of PP children achieving GDS in reading, writing, maths and combined. Current target set in Term 1	Current targets for GDS PP are met across the school Year 6- 25% Year 5-25% Year 4- 25% Year 3-25% Year 2-10% Year 1- 10%
D.	To improve attendance and punctuality of identified PP children. Punctuality in the morning will improve to 96% or over	Due to improved attendance and punctuality children do not miss any learning and they have improved readiness for learning

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?
B	CPD to continue to improve Teacher's understanding to needs of the children With specific learning needs	Previous training has proven to be effective- Training needs to focus on new staff and unknown SEN conditions	Classroom observations Pupil Conferencing Parent Conferencing Discussions with SENCo	SO	Terms 2, 4 & 6
C	Further development of reasoning and editing in Year 1/ 2 for reading, writing and maths.	Continue with lesson study approach. Taking down established practice in KS2 into Year 3 and below in terms of reasoning/ editing	Classroom observations Moderation in staff meetings Triangulation	AM	Terms 2, 4 & 6
Total budgeted cost					£2700

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?
A	Identified children in Year 4,5 and 6 to be part of a nurture group to build confidence and self-esteem.	The group has been running for 5 years and impact has been significant and case studied. Nurture provision enhanced this year with further training of staff	Boxall profile for identified children to assess impact. Monitoring through observation, pupil conferencing and work scrutiny led by SLT and Linked Governor.	AM	Terms 1, 3& 6 £23,000
B Extra support in Year 4/5	Extra TA support In Year 4/5	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.	Monitoring through PP meetings, work scrutiny and classroom observations	AM	Terms 2,4 & 6 £16,000
Total budgeted cost					£39 000
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 implementation?
B	External support for children with SEN and well being- play therapy, counselling and Ed Psych	Building on previous practice with play therapy	Monitored by SENCo Pupil progress Behaviour logs	SW	£6000
D	SLT on school gate Letters from Governors if late. Meetings held. Regular monitoring	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.	Weekly monitoring of attendance Records of punctuality monitored Inclusion Team meetings to monitor every fortnight.	AM	£2000

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	Pastoral team to visit families at home Early help brought in if required SLO Referrals as necessary	Building on last year's work	Governors monitor every 3 weeks Attendance improves		
D	Provide free Breakfast club places for PP children where possible Staff to meet small group of children before school for well being session	Ensures children have a good breakfast to start the day and ensures they are in school on time. 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.	Fortnightly monitoring of attendance by Inclusion Team. Governors monitoring PP meetings		£7500 £2000
A	Provide musical instrument lessons for individuals and whole class ukulele lessons for a second class (Y4/5)	Music tuition can enhance academic outcomes as well as developing social skills and engagement. It has a positive impact on well being and ensures all pupils have access to the same opportunities	Pupil conferencing Pupil progress		£1500
Total budgeted cost					£18,000

6. Review of expenditure				
Previous Academic Year		2021/22		
i. Quality of teaching for all				
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

B.	CPD to improve Teacher's understanding to needs of the children Dyslexia and ASD friendly classroom	Training delivered Impact monitored through triangulation Flagship for Inclusion maintained Well being Award achieved	Approach will be continued with, training revisited and extended as appropriate.	£2500
C	Development of reasoning and editing in Year 1/ 2 for reading, writing and maths	Training completed. Impact monitored through triangulation KS1 GDS improved for maths	To maintain current practice and develop further including focus on metacognition and working memory	£1200

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
A	Identified children in Year 4,5 and 6 to be part of a nurture group to build confidence and self-esteem.	Positive impact on data- all children at age related and expected progress. Behaviour issues significantly reduced Specialist support brought in where appropriate	Funding secured for another year.	£23000
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.	Monitoring through PP meetings, work scrutiny and classroom observations	£15000

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
B	External support for children with SEN and well being- play therapy, counselling and Ed Psych	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. Wellbeing Award achieved.	Continue with this support next year.	£5000
D	SLT on school gate Letters from Governors if late Early help brought in if required	% of lateness has improved, however some PP children still have attendance below 90%. Penalty notice letters have been sent to families and meetings held – need to see greater impact. SLO referral for Y1 pupil. Some improvement seen – need to continue support.	This remains a focus for the following year	£2000

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