

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Temple Ewell Church of England School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Local Governing Body
Pupil premium lead	Angela Matthews
Governor leads	Ms Dayle Hall & Ms Steph O'Connor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59300
Recovery premium funding allocation this academic year	£5130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64430

Part A: Pupil premium strategy plan

Statement of intent

At Temple Ewell Church of England Primary School, we embrace our Christian values of forgiveness, acceptance, inspiration, trust and hope in all we do. With our pupil premium strategy, we aim that all of our vulnerable pupils, regardless of their backgrounds and the challenges that they face, will achieve well across the entire curriculum and will fulfil their potential.

At the heart of all that we do is high quality teaching, focusing upon the areas that our disadvantaged pupils require the most support in. We have found that this approach has the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all the pupils in our school. It is our intention that all pupils' attainment will be sustained and improved, whatever their background.

Temple Ewell's approach intends to respond directly to both individual's needs as well as challenges common to many. We do not make assumptions about the members of our school community who are disadvantaged; instead, we carefully examine the evidence before us and act accordingly. We ensure that our whole school ethos means that:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Not all interventions are measurable in terms of attainment outcomes, but research shows that wider opportunities and extended provision can raise self-esteem and increase learner confidence

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Emotional well-being of a significant number of Pupil Premium children. This has always been a high percentage but was additionally impacted by the pandemic. We are still seeing the impact of this in terms of attachment, high anxiety, and potential school refusal.</p> <p>Last year's nurture support was targeted at pupils in years 4-6. This year we will have increased capacity with a second nurture practitioner who will support pupils in YR-3.</p>
2	<p>Many of our PP children have specific diagnosed and undiagnosed learning difficulties including dyslexia, ASD, ADD and speech and language difficulties. This impacts on their learning and progress.</p> <p>Specific CPD for all school staff helped support pupils last year. Further training is planned for this year.</p>
3	<p>Differences in cultural capital mean that some children are not able to access wider opportunities outside of school. To ensure this imbalance is redressed, we provide access to experiences to aid with their understanding of curriculum learning and plan rich outdoor, creative and cultural experiences such as visiting local environmental locations, the theatre, art gallery, museums etc. Music lessons will also be provided for more PP pupils.</p>
4	<p>Attendance of some of the PP families need to be improved. We will be working closely with these families to identify barriers to attendance and offer the appropriate support, including breakfast club, nurture support and home visits.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve the emotional well-being of identified Pupil Premium children, building on last year's practice	Children have a higher well-being and through this behaviour for learning has improved. This will ultimately raise academic outcomes for these children.
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- 75%
To ensure all PP children are accessing extra-curricular activities, including music lessons. All pupils have 'cultural capital' experiences	2022/23 – at least 80% of Pupil Premium children access an extra curricular club and/or music lesson. All pupils experience 'cultural capital' activities throughout the years, such as theatre, museum and gallery visits and 'Have you ever?' days
To further improve attendance of Pupil Premium families	Pupil Premium children below 90% in line with national data. Due to improved attendance and punctuality children do not miss any learning and they have improved readiness for learning and attainment outcomes.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to continue to improve Teacher's and support staff's understanding of the needs of children with specific learning difficulties.	Previous training has proven to be effective- Training needs to focus on new staff and unknown SEN conditions.	2

<p>ELSA training for 2 members of staff</p> <p>Trauma informed practice – training for Inclusion Manager and network sessions with staff group</p>	<p>ELSA training for nurture lead had positive outcomes for pupils last year. This training increases our capacity to support more pupils.</p> <p>Trauma-informed approaches are a means for reducing the negative impact of trauma experiences and supporting mental and physical health outcomes as evidenced by Trauma Informed Schools UK and other organisations. Training and network sessions will allow staff to use this practice effectively to support pupils following specific trauma and trauma related to the pandemic.</p>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identified children in Year 4,5 and 6 to be part of a nurture group to build confidence and resilience.</p> <p>Further nurture support for identified children in Year R-3</p>	<p>The group has been running for 5 years and impact has been significant and case studied (using Boxall profile). EEF toolkit research identified the positive impact of nurture support for children's emotional development.</p> <p>Nurture provision enhanced this year with further training of staff.</p>	<p>1</p>
<p>Extra TA support In Year 4/5</p>	<p>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.</p>	<p>2</p>
<p>External support for children with SEN and well being - play therapy, counselling, Educational Psychologist, speech and language therapist, emotional wellbeing practitioner (Nelft)</p>	<p>Play therapy had a positive outcome on individual pupil behaviour and progress last year. Counselling supported well-being effectively. Educational Psychologist support provided specific guidance for individuals. Speech and language has been identified as an issue for our younger pupils in particular this year. Emotional wellbeing practitioner to be linked to school this year.</p>	<p>2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sports and well being lead support at lunchtime, providing structured play to minimise behaviour issues	EEF research has identified the positive impact of well being support, particularly at unstructured times.	1
Sports and well being coach to lead weekly infant and junior wellbeing groups for identified pupils	EEF research has identified the positive impact of well being support. These groups successfully supported pupils with emotional needs last year.	1
<p>Improve attendance of targeted Pupil Premium pupils.</p> <p>The support will be individualised to deal with each family and could include Early Help, Nurture, Meetings with SLT, breakfast club, home visits and collection. SLO referral as appropriate.</p>	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.	4
<p>Provide free Breakfast club places for PP children where possible</p> <p>Staff to meet small group of children before school for well being session</p>	Ensures children have a good breakfast to start the day and ensures they are in school on time.	1 & 4

	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.	
Provide musical instrument lessons for individuals and whole class ukulele lessons for a second class (Y4/5)	EEF research shows that 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 .	1 & 3
Funding for Pupil Premium pupils to ensure participation in extra curricular activities and cultural capital opportunities, such as visits and 'Have you ever? days'	EEF research shows that wider curricular activities 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.	1 & 3

Total budgeted cost: £ 50115

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

1. Review of expenditure				
Previous Academic Year		2021-22		
Desired outcome	Chosen action/ap- proach	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 understand- ing to needs of the chil- dren 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 ex- tended as appropriate.	£2500
C	Development of reason- ing and editing in Year 1/ 2 for reading, writing and maths	Training completed. Impact monitored through triangulation KS1 GDS im- proved for maths	To maintain current practice and develop further including fo- cus on metacognition and working memory	£1200

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include im- pact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will con- tinue 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 ap- propriate	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
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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
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