

Templemoor Infant and Nursery School

Pupil Premium Strategy Statement



This statement details Templemoor Infant and Nursery School's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Templemoor Infant and Nursery School
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	6% (12 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2023 2023 to 2024 2024 to 2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr Stuart Hodgson - Headteacher
Pupil premium lead	Mr Stuart Hodgson - Headteacher
Governor / Trustee lead	Mrs Judith Davenport

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,768
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£14,768

Part A: Pupil Premium Strategy Plan

Statement of intent

At Templemoor Infant and Nursery School we have high aspirations for all our children. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, particularly in phonics, reading, writing and mathematics. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our ultimate aim for our disadvantaged pupils is to ensure that through high quality teaching and memorable, meaningful experiences through and beyond, our curriculum, they are supported to be safe, enjoy school and achieve well.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our disadvantaged children will also have access to additional targeted support to address any gaps in learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- ensure that all staff are aware of our pupil premium and vulnerable children
- carefully track the progress of all pupils who belong to vulnerable groups, ensuring that all staff are involved in the analysis of data and identification of pupils
- act early to intervene at the point need is identified
- ensure that appropriate provision is in place to support the needs of individuals, classes and groups
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure equal access for all curriculum and enrichment opportunities (school trips, school milk, access to Breakfast and After School Clubs etc).

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of oral language and vocabulary (EYFS)
2	Greater difficulties with phonic and reading skills
3	Greater difficulties with basic numeracy skills
4	Children having multiple characteristics e.g. Pupil Premium, SEND, EAL
5	Social, emotional and communication needs of these children
6	Reduced resilience and independence, compared with peers
7	Engagement with learning at home, particularly in support with reading and phonics, parents may feel unskilled in helping their child.
8	Financial Support (for school trips, enrichment activities, school milk, Breakfast and After School Clubs).
9	Attendance and punctuality

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Disadvantaged pupils show good development within their attention, listening, language and speaking skills.
Improved reading attainment among disadvantaged pupils.	All disadvantaged children meet end of year targets. They make accelerated progress from their starting points. Targets are regularly reviewed and are challenging and aspirational.
Improved writing attainment for disadvantaged pupils.	All disadvantaged children meet end of year targets. They make accelerated progress from their starting points. Targets are regularly reviewed and are challenging and aspirational.
Improved maths attainment for disadvantaged pupils.	All disadvantaged children meet end of year targets. They make accelerated progress from their starting points. Targets are regularly reviewed and are challenging and aspirational.
EYFS GLD	Achieve Above National Average (Focus on PSHE & Communication and Language)

Improved phonic attainment.	Achieve the expected standard in the phonics Screening Check at the end of Year 1.
Attendance	Ensure attendance of disadvantaged pupils is above 96%
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations

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: **£3255**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD to improve phonics teaching and reading.</p> <p>Ensure that all relevant staff (including new staff) have received Read, Write, Inc. phonics training to deliver the phonics scheme effectively (using Phonics Portal and scheduled Read, Write, Inc. Development Days).</p> <p>Utilise Read, Write, Inc. 'School Portal' to provide access to documents and resources (including training videos) to support leaders and teaching staff. Set up weekly lunchtime coaching sessions in Year groups from Reception to Year 2.</p> <p>Purchase additional Read, Write, Inc. reading books to supplement the existing scheme.</p>	<p>The school has a whole school ethos of high attainment for all. Read, Write, Inc. is a consistent, rigorous and dynamic phonics programme. Our funding is used to deliver high quality Read Write Inc. phonics teaching. This has had great success, with our strong phonic results year on year.</p> <p>EEF states that 'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.</p>	2
<p>To provide effective verbal feedback in lessons.</p>	<p>EEF have found that 'Feedback studies show very high effects on learning and that it has positive effects across all age groups'.</p>	2, 3, 4, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£10,328**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support for Reading, Writing, Maths and Phonics throughout the year to enable disadvantaged children to make effective progress and achieve well. Support continues to be in place for individual/small group interventions provided by TA's in each year group.	Year 2 data shows disadvantaged children's attainment to be lower than other year groups – as a result more targeted support will be required across Year 2. EEF Evidence: Phonics Teaching & Learning Toolkit Evidence Reviews	2, 3, 4, 6
Phonics 1:1 Tutoring	EEF One to One tuition +5 months	2

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

Budgeted cost: **£2893**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school focus on developing effective parental involvement to improve children's educational attainment. Information for parents to support with how to help their child read and to enable parents to have an understanding of phonics so that they can support their child with their learning. This will be enabled by access to resources and information on our website and information sent home.	EEF - Low cost for high impact Increasing parental engagement in schools had on average two to three months' positive impact. Parents whose own experiences of school may not have been positive will need to be taken into consideration when working with parents. We want to offer practical support, advice and guidance to parents who are not confident in their own ability to support their children's learning, such as simple strategies to aid early reading.	7
To ensure that disadvantaged children have access to the wider	There are numerous positive benefits to be gained from accessing extra-curricular activities providing children with enhanced learning and	5, 8

curriculum offer i.e., breakfast and after school clubs, curriculum enhancements, free school milk.	improved cultural capital. This will provide experiences and opportunities that the children may otherwise not be able to access and improve their overall well-being. Families offered a variety of different types of support based on individual circumstances. This could include – Wraparound Care, school visit funding, school milk and KS1 extra-curricular sports/ singing clubs.	
Develop lunchtime provision in supporting emotional wellbeing and teamwork. Support behaviour and nurture support during lunchtimes by providing activities to engage and promote.	The EEF have found that 'on average, Social, Emotional activities have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.	4, 5, 6
Star Club – to promote resilience, growth mindset, independence, social and emotional development. To offer Star Club provision for disadvantaged children in Year 1 and Year 2 during the Spring and Summer Terms.	The EEF have found that 'on average, Social, Emotional activities have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. The club allows focused time for specific children to build upon their self-esteem in a range of fun and creative activities. EEF Evidence: Metacognition & Self Regulation	4, 5, 6
Whole school initiatives: Team Teach (focused on de-escalation of emotions and behaviour) Focussed weekly RSE teaching Mindfulness sessions Self-regulation techniques (including teaching and learning around the book 'The Colour Monster') Specific teaching and embedding of learning powers as a whole school via assemblies and embedded in classroom teaching and learning.	EEF Social and Emotional Learning +4 School level approaches to develop a positive school ethos which also aims to support greater engagement in learning. Universal programmes which take place in the classroom with whole class. Specialised programmes (i.e., emotional coaching) targeted to support pupils with social or emotional needs. Access Early Help Support where required.	4, 5, 6

Group circle times		
One to one nurture times		
Emotional Coaching		
Vulnerable Year 2 children transition effectively to their next steps in their education.	Vulnerable children may struggle with transition and need support to ensure their learning is not affected by their emotions. We provide extra transition activities for vulnerable children, transition meetings as required and pastoral support.	4, 5, 6
Continue to promote the importance of excellent attendance across the school. Monitoring of and working with families to ensure attendance and punctuality is the best it can be. Knowing our families well by developing good communication and trust so that we are able to support our families when needed to improve attendance and punctuality (i.e. funded access to Breakfast Club if needed)	EEF Parental engagement +4 Teaching & Learning Toolkit Evidence Reviews	9

Total budgeted cost: £16476

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.