Pupil premium strategy statement – Temple Herdewyke School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	93
Proportion (%) of pupil premium eligible pupils	25.8% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-23 2023-24 2024-25
Date this statement was published	Jan 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	D Hibbert
Pupil premium lead	D Hibbert
Governor / Trustee lead	D Savory

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33240
Recovery premium funding allocation this academic year	£810
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£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*	£34050 Military Funding -

Part A: Pupil premium strategy plan

Statement of intent

At Temple Herdewyke Primary School, we believe that all children should have equal opportunities to education, experiences and so improve life chances.

Our Pupil Premium strategies focus on academic support so that all children can reach their learning potential, but also social, emotional and cultural experiences so they can become healthy life-long learners.

The key principle of our strategy is that of enriching 'the whole child'. We aim to generate happy and fulfilled young people who enjoy their learning and who thrive by being given the same opportunities as others in sport, music, being healthy, attending cultural events and experiences.

Challenges

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

Challenge number	Detail of challenge
1	Some pupil premium children need to make accelerated progress to catch up with their peers in reading and writing. For younger children this also includes phonics.
2	Some pupil premium children need to make accelerated progress to catch up with their peers in mathematics.
3	Some Pupil Premium show high levels of anxiety; they may have experienced a number of adverse childhood experiences – this is also linked to the mental health and wellbeing of pupils. For some of thee children it is also affecting their school attendance.
4	Some Pupil Premium children lack opportunities to expand their experiences. They have limited life experiences beyond their home and immediate community and may also have limited access to books, libraries and technology.
5	Children do not always have the equipment and uniform needed to come to school and feel ready to learn.
6	Some pupil premium children have learning difficulties, and some show weaknesses in learning behaviours – physically and emotionally lack self-belief, determination, reslilience and readiness to learn. They can struggle to

	reflect and evaluate their own learning and often lack self-motivation and confidence to improve.

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
The gap in achievement between Pupil Premium children and their peers is narrowed.	Achievement is in line with non-Pupil Premium children. Those pupils who have 'fallen behind' are supported and tracked closely to ensure they make accelerated progress and 'catchup' or exceed prior attainment standards. Children who need to make accelerated progress, receive targeted high-quality intervention which is monitored by school leaders. Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions. Train teachers in approaches for accelerate learning in classrooms – including Mathematical reasoning approaches, Retrieval Practice, Dyslexia Friendly Classroom. Train teachers in approach to Phonics in Early Years. Put in purposeful targeted groups for comprehension and reading fluency.
All pupils are exposed to a breadth of experiences that enable them to contextualise their learning. Pupils love learning and have access to an engaging, broad and varied curriculum. All children have access to appropriate technology in school – or at home if learning remotely.	The curriculum will provide pupils with and exciting, varied curriculum. Teachers and support staff will plan a wide range of visits, WOW events and experiences to inspire and enhance learning and make it memorable. Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day. Home learning, and access to TT rockstars will be offered to children who need support during lunchtime so that they can use the internet and devices that are available in school.

	Children are given regular opportunities to change their home reading and/or school library book.
Accelerate progress in reading by providing additional phonics or reading teaching for every child who has fallen behind in Years One to Year Six.	Pupil Premium children will reach their potential in phonics and reading by improving pass-rates in Year One and Year Two phonics tests.
The attendance of Pupil Premium children will improve.	Monitoring of Pupil Premium children with the target of pupil premium children having average attendance in line with rest of school. Mental Health support for children who's attendance is linked with anxiety. Monitoring of attendance by Head teacher brings about and increase in PP pupils' attendance and a decrease in persistent absence.
ll pupils will have good self-organisation skills, resilience and determination. They will be able to work independently with confidence. •	KS2 children access Junior Duke of Edinburgh scheme to build resilience and self-belief. Access to mental health small groups, or parent support through Warwickshire Trail Blazers.. Children know and understand the meaning of school vision and school rules. Teachers teach and model these behaviours. Children demonstrate these behaviours throughout the school day and in their lives outside of school. Monitoring tasks, such as learning walks and discussions with children show that they have appropriate aged self-organisation and are being encouraged to be independent by all staff. Pupils show that they are resilient and able to learn from mistakes. Teachers are modelling this behaviour when they are 'thinking out loud.' Support staff are used effectively to challenge and guide children without creating an over reliance on adult support. Forest school sessions curriculum are used effectively to develop these learning behaviours
Leaders of curriculum subjects give clear guidance to teachers on how to accelerate	Data for Pupil Premium children in reading, writing and maths show improved outcomes and that gaps are

the progress and improve provision for Pupil Premium children.	closing. Outcomes will be generally in line with national average.
Parents of Pupil Premium children will readily engage with the school and their child's learning.	Attendance at parents' evenings will increase. More communication with parents using Dojo App. Increase in parental turnout at 'social events'. SENCo time meeting with PP children who also have SEN needs.
To provide emotional support to all children who struggle emotionally and/or socially.	Further enhance the school's nurturing culture so children feel safe and able to learn and enjoy school. No PP children to receive a fixed term exclusion.

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: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerate progress, closing the gap for all eligible Pupil Premium children. • Improve reading skills; • Improve comprehension and inference skills; • Improve basic number skills. • Targetted meetings look at pupil premium attainment with leader and staff – setting a plan for quality first teaching, or focused interventions	Sutton Trust – Quality first teaching will always have the biggest impact on children with Pupil Premium.	1, 2 1, 2, 6

English: • Continued training of teachers and Teaching Assistants in delivering good quality and effective phonics. • Training Teaching assistant to deliver precision teaching for spelling, reading and high frequency words. • Continue to replenish inspiring and engaging texts. • Pupil Premium children to be practicing reading regularly with challenging texts. Using approach which builds fluency and breaks down comprehension skills. • English Subject Manager to have on-going training so they can guide and instruct class teachers in improving their pedagogy. • Through CPD, improve the attainment of writing by the end of Foundation Stage. • Use Lexplore and Nessy Dyslexia screener to monitor and track progress of children who struggle most with reading and provide staff with up-to-date diagnostic information about next steps **Maths:** • Teachers and Teaching Assistants continue to receive development guidance and training in delivering the White		

Rose approach to maths. • English Subject Manager to have on-going training so they can guide and instruct class teachers in improving their pedagogy. • Maths intervention teaching assistant employed 2 afternoons a week to run PIXL intervention therapies. • Introduce Gareth Metclafe approach to build reasoning and problem solving (many pupil premium children are scoring high on arithmetic questions compared to their scores on reasoning and problem solving papers.) **All Subjects:** • Teachers are trained in how to improve knowledge and recall/memory of previous learning (Re-wind, retrieval techniques) • Teacher feedback targeted towards Pupil Premium children so they understand clear steps on how they can improve – teaching assistants to closely monitor these pupils in lessons – reminders/prompts. • Leaders of Core Subjects to give clear guidance to teachers on how to accelerate the progress and improve the provision		

for Pupil Premium children. **SEN:** • Staff to receive training in identifying speech and language needs in pupils and delivering interventions. • Staff to receive training on working memory and Dyslexia Friendly classroom. • Parents more involved in Target Setting and knowledge of where SEN children are – through 30 minute parent meetings with SENCo and Class teacher 2x per year.		

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerate the progress, closing the attainment gap for all eligible Pupil Premium children. • Children in KS2 to receive additional intervention using	EEF Small group tuition has an average 4 months' additional progress over the course of a year. Small group tuition is more likely to be effective it is targeted at specific pupils' specific needs.	1

'PIXL therapies' to help them keep up that target specific Pupil Premium children and are aimed to improved identified gaps in skills. • Differentiated and/or additional maths teaching targeted at Pupil Premium children to close specific gaps that have been identified by a teaching assistant. • Additional phonics to be taught to those children who do not meet the floor standard for phonics at the end of Year One and Year Two. • Pupil Premium children in Key Stage 2 who are behind with their reading will be targeted with additional phonics interventions or sight word reading interventions using precision teaching or similar.		

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

Budgeted cost: *£ 14050*

Activity	Evidence that supports this approach	Challenge number(s) addressed
The mental wellbeing of parents of children of PP children and the children themselves receive mental health and wellbeing support.		3 and 4

• Provide free or discounted after school clubs, either in school to build friendships or for sport to help children feel included and participate in as part of a team. • Counselling purchased for Pupil Premium children on a needs basis. This may include therapies offered in school, such as lego therapy and drawing and talking. • Purchase of Kapow PSHE scheme so children receive consistent and sequenced support in emotional literacy, building resilience and nurturing mental and physical health. • All staff receive training from Warwickshire Mental Health in Schools team so they know how to support Pupil Premium children in their class with specific mental health difficulties. TA trained and employed one afternoon a week to run drawing and talking therapy for Pupil Premium children who need additional mental health interventions.		
Pupil Premium children have the same opportunities as their peers to access a wide range of experiences. • Pupil Premium families will be offered a subsidy towards trips, music tuition,	EEF There is an intrinsic value in teaching pupils creative and performance skills ensuring disadvantaged pupils access and rich and stimulating education. Overall, the average impact of arts' participation on other areas of learning appears to be about three months' progress.	4

discounted by 50%, or additional if also includes additional mental-health, well-being or specific benefits to that individual child. • Pupil Premium children in Key Stage 2 will access the JASS (junior duke of Edinburgh) scheme. Which builds resilience and supports with transitions to secondary schools		
Pupil Premium children have comparable equipment and uniform to other children, so they are prepared to learn. • Pupil Premium children will be offered uniform and equipment • Pupil Premium children will be offered subsidised costs for after-school and extra-curricular clubs, trips out and enrichment activities.	EEF If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. Core components of a school uniform policy might include staff holding high expectations of pupils' behaviour and that their attire reflects the values and culture of the school which the pupils attend.	5

Total budgeted cost: £ *34050*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
KAPOW PSHCE	Kapow

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year and The impact of that spending on service pupil premium eligible pupils**
Money for Service Premium was spent for 3 key outcomes: **1 – Providing specific support for children:** This included time for children to spend 1:1 with therapy such as Lego Therapy (57 hours), Drawing and Talking Therapy (92.5 hours in total), and for equine therapy if school staff are not able to meet needs. **2 – Providing training for staff to support children with Emotional and Mental Health**. School staff received training for Drawing and Talking Therapy and Lego Therapy – which are interventions to support 1:1 or in small groups. Whole staff received training for Zones of Regulation – which helps children regulate their emotions and gives children the vocabulary to describe complex feelings.

3 – Providing time for School staff to work with children and families and establish resources to support children's emotional development.

Classrooms in key stage two were redesigned – and areas created for children to regulate themselves if they are anxious, stressed or upset. No Pupil Premium money was spent on this – instead funded by Stowe Valley Multi-Academy trust, however the approach was put in place to support children who receive service children funding.

Senior leaders and SENCo had 5 hours of meetings with Warwickshire Mental Health for Schools team, and set up links to provide additional support for parents, children and training for teachers. This included 1:1 sessions, working with whole classes and parent workshops.