

Pupil premium strategy statement

This statement details our 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, 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 Learning Academy |
| Number of pupils in school | 899 |
| Proportion (%) of pupil premium eligible pupils | 63.5% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Stuart Huddleston |
| Pupil premium lead | Lucy Flower |
| Governor / Trustee lead | David Lees |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £585000 |
| Recovery premium funding allocation this academic year | £68005 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £653005 |

Part A: Pupil premium strategy plan

Statement of intent

The proportion of students who are in receipt of the Pupil Premium Grant at Temple Learning Academy are in the vast majority of all pupils. As a school we put the disadvantaged child at the heart of our decision making. Therefore, our Pupil Premium Strategy is treated as an annexe of our School Improvement Plan, and the challenges listed on both are the same.

The utilisation of EEF research to support our strategy is reflected in the percentages strategically allocated to each tier: Teaching has been allocated 45.9% of the budget, Academic support 25.7% of the budget, and Wider Opportunities 28.3% of the budget, further outlined below. This ensures that the main focus of the PPG is spent where we have the most impact for our large cohort of PP students – on ensuring every classroom has a good or better teacher, with additional focussed spend on targeted interventions for particular students and a large proportion spent on items such as the improvement of attendance which has a negative impact on our disadvantaged students' attainment.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers:

1. Teaching

Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.

2. Academic support

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

3. Wider approaches

This may include non-academic use of the pupil premium such as: school breakfast clubs; music lessons for disadvantaged pupils; help with the cost of educational trips or visits; speech and language therapy.

At Temple Learning Academy, a high proportion of our pupils who are identified as disadvantaged face significant barriers to their learning which are varied and complex. As such, there is no single solution to change this, requiring careful thought on a personalised basis. This is a global issue throughout the school, as the majority of our pupils are identified as disadvantaged, and many other pupils are in a socio-economic context which is "just below" the threshold for pupil premium funding.

A high proportion of pupils are from families in which there is built in social deprivation which can manifest itself in issues such as having low or sporadic attendance, social, emotional and behaviour difficulties and a general lack of engagement in learning and school life. Additionally, pupils may not have the self-confidence and belief to challenge themselves and strive for excellence. Poor attendance is, by far, the biggest barrier to success for our pupils who are identified as disadvantaged.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1. | Ensuring our quality of education offer through the curriculum is at least 'good' by August 2024 |
| 2. | <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 4-7% lower than for non-disadvantaged pupils.</p> <p>34-42% of disadvantaged pupils have been 'persistently absent' compared to 21-26% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> |
| 3. | <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> |
| 4. | <p>Disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 1 and year 7, our disadvantaged pupils arrive below age-related expectations compared to their peers.</p> |
| 5. | Embedding the new EYFS Curriculum and supporting this with high quality provision |

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 |
|--|--|
| 1. Quality of education through the curriculum is at least 'good' | All subjects to have an effective linear curriculum map by January 2022 |
| 2. Attendance of all students to improve, with particular focus on disadvantaged students | Whole school attendance to be no lower than 93% and Pupil Premium students' attendance to be no lower than 90% by July 2024 |
| 3. To improve Personal Development provision for all students to have greater appreciation for the value of education and academic progression | By January 2022 all students to receive high quality PD provision through their form tutors. No child to be NEET by July 2024 |
| 4. All students to have a greater awareness of Reading for Pleasure and Purpose | Incorporation of Tier 2 and 3 vocabularies into curriculum areas, percentage improvement of students reading at ARE (data tbc%) by July 2024 |
| 5. All EY pupils will be exposed to the new EYFS curriculum, including high quality outdoor provision | No child will leave being unable to read to their potential, all children will be taught a rigorous and synthetic phonics scheme |

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

Budgeted cost: £300,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Enhancement of core subject delivery through the deployment of Red Kite Learning Trust subject directors, working with middle leaders on curriculum development and pedagogy.</p> <p>Additional capacity of subject expertise utilised through specialist teachers from our Trust schools</p> | <p>Evidence suggests the importance of collaboration amongst colleagues</p> | 1, 5 |
| <p>Investment into the CPD of colleagues through employment of a staff development coach who sits on SLT</p> <p>Reactive CPD programme to reflect most current needs of the staff following each cycle of learning walks and book looks, including middle leader specific development</p> | <p>Effective staff development is key to ensuring the best possible outcomes for students: Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> | 1, 5 |
| <p>Purchase of CATs testing package for access to diagnostic testing for years 7 and 8 to aid curriculum planning and sequencing of learning to address any COVID-related gaps</p> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> | 1 |

| | | |
|--|---|------|
| Significant investment into recruitment and retention of teaching and non-teaching colleagues through additional capacity in the HR team to ensure wellbeing | Recent research shows the importance of staff wellbeing in securing student outcomes: Education staff wellbeing charter - GOV.UK (www.gov.uk) | 1, 5 |
|--|---|------|

Targeted academic support

Budgeted cost: £168,005 (includes Recovery Premium of £68005)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Engaging with the National Tutoring Programme utilising Catch Up funding to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. Holiday activities have also been targeted at selected students to boost their academic support. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk) | 1, 4 |
| Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. | Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF | 1, 4, 5 |
| Prioritisation of reading by appointing a Reading Champion for each stage throughout the school Continuation of resources into phonics and speech programmes including Read | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools | 1, 4, 5 |

| | | |
|---|---|--|
| Write Inc and Fresh Start, including retention of a Fresh Start leader at middle leadership level | Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) | |
|---|---|--|

Wider strategies

Budgeted cost: £ 185,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Embedding principles of good practice set out in DfE's Improving School Attendance advice. Attendance/support officers appointed to improve attendance, and rewards schemes for students and families begun. | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 2, 3 |
| Supporting families with economic and social wellbeing through developing a community hub at TLA and employing a full time Mental Health Practitioner | DfE guidance and the EEF evidence around PP students strongly encourages the support of parents as detailed in the Parent Engagement review (Parental engagement EEF (educationendowmentfoundation.org.uk)) | 2, 3 |
| Enriching PP students experience of education through trips and visits, as well as universally offered and targeted extra-curricular clubs | EEF guidance around PP students strongly encourages the increase of cultural capital Using pupil premium EEF (educationendowmentfoundation.org.uk) | 3, 4 |
| Breakfast club offered to both primary and secondary students to support with health and wellbeing | Recent research clearly states the gap between students of disadvantaged families and non-disadvantaged families has broadened as a result of the pandemic. Providing students with a healthy start to their day is beneficial in all aspects of their education: Using pupil premium EEF (educationendowmentfoundation.org.uk) | 2, 3 |

Total budgeted cost: £653,005

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 2020 to 2021 academic year.

Since the publication of the previous Pupil Premium strategy, the Senior Leadership Team of Temple Learning Academy has changed almost completely. As a result of this, the PP strategy has been relaunched, reflecting the strategic acknowledgement of key prioritisations needed in the strategy, aligning with the School Improvement Plan. It would therefore not be appropriate to reflect on the impact made on the challenges outlined in the previous plan.

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 |
|-------------------|
| PSHEE Association |
| School Wellbeing |
| GCSE Pod |
| Read Write Inc |
| Fresh Start |