# Pupil premium strategy statement – Temple Learning Academy 2024-25

This statement details our school’s use of pupil 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 | 972 |
| Proportion (%) of pupil premium eligible pupils | 54% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-2027 |
| Date this statement was published | 18.12.2024 |
| Date on which it will be reviewed | 8.9.2025 |
| Statement authorised by | Stuart Huddleston |
| Pupil premium lead | Lucy Flower |
| Governor / Trustee lead | Steph Burns |

## Funding overview

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £638,205 |
| **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* | £638,205 |

# Part A: Pupil premium strategy plan

## Statement of intent

The government has determined that it is up to school leaders to decide how to spend the pupil premium. This is because school leaders are best-placed to assess their pupils’ needs and use funding to improve 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. As a result of this, our Pupil Premium strategy is inextricably intertwined with our School Improvement Plan – with the disadvantaged child at the heart of everything we do.

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. As a result of this, our strategy is weighted towards funding ‘Wider Approaches’ for our students and community.

# Challenges

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

|  |  |
| --- | --- |
| Challenge number | Detail of challenge |
| 1. | **Attendance and punctuality continue to improve**, **excellence** in practice and attendance continues to be embedded. |
| 2. | **Quality of Education is securely Good, or better, in both phases and all Key Stages.** |
| 3. | **A courageous Early Years curriculum** that centres on outstanding interactions and relationships, staff development and a relentless approach to basic skills across the curriculum. |
| 4. | **A relentless focus on powerful communication** for all - as readers, as writers, as speakers no matter their background or starting point. |
| 5. | **Attitudes to learning continue to rise**, with all students building **respect**, in all areas of school, able to learn in settled environments free from distraction and socialise in safe and stimulating environments. |
| 6. | **Personal Development focuses on aspiration and opportunity for contribution to school that engenders a thirst for personal excellence, future success and personal aspiration for all students no matter their background.** |

## Activity in this academic year

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

### Teaching

Budgeted cost: £211,523

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Enhancement of core subject delivery through the deployment of Red Kite Learning Trust subject directors, working with middle leaders on curriculum development and pedagogy. | Evidence suggests the importance of collaboration amongst colleagues [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 2, 3 |
| Investment into the CPD of colleagues through employment of a staff development coach who sits on SLT  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 | Effective staff development is key to ensuring the best possible outcomes for students: [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 2, 4 |
| 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)](https://www.gov.uk/guidance/education-staff-wellbeing-charter) | 2, 4, 5, 6 |
| Continual development of use of technology to support high quality teaching and learning | Research shows the importance of use of technology in supporting high quality teaching and learning  [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development) | 2, 3, 4 |

**Targeted academic support**

Budgeted cost: £76,682

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Teaching assistant deployment and interventions with key groups of students. Investment in supply teachers to support with double-staffing classes with high levels of deprivation to support with smaller group teaching. | 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) | 2, 3, 4, 5 |
| 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](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) | 2, 3, 4 |
| Prioritisation of reading by retention of a Reading Champion for each stage throughout the school  Continuation of resources into phonics and speech programmes including Read Write Inc and Fresh Start, including retention of a Fresh Start leader at middle leadership level | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:  [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:  [word-gap.pdf (oup.com.cn)](https://www.oup.com.cn/test/word-gap.pdf) | 2, 3, 4 |

**Wider strategies**

Budgeted cost: £ 350,000

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding principles of good practice set out in DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) 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.  [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities)  [Using pupil premium | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) | 1, 2, 6 |
| 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)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | 1, 6 |
| 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)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) | 2, 5, 6 |
| 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)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) | 1, 5, 6 |
| Investment in holiday ‘schools’ to support students through long breaks by providing cultural enrichment, opportunities for sports, socialisation, and healthy meals | Recent research clearly states the gap between students of disadvantaged families and non-disadvantaged families has broadened as a result of the pandemic.  [Using pupil premium | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium) | 1, 6 |

**Total budgeted cost: £638,205**