



## Temple Learning Academy

### Pupil Premium Strategy 2019-2022

#### Introduction

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils.

Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

The funding allocated is as follows:

- Schools get £1,345 for every primary age pupil, or £955 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.
- Schools get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.
- Schools get £310 for every pupil with a parent who:
  - is serving in HM Forces
  - has retired on a pension from the Ministry of Defence

From 2021 to 2022 onwards, the government will be basing pupil premium funding on the October census. Pupil premium funding for the financial year starting on 1 April 2021 will therefore be based on the October 2020 census instead of the January census as would have previously been the case. This change brings the pupil premium in line with how the rest of the core schools' budget is calculated and will provide both schools and DfE with greater certainty around future funding levels earlier in the year.

**As of September 2020, approximately 57% of our school cohort were eligible for the pupil premium grant.**

**In 2019/20, the allocation for Temple Learning Academy is approximately £365,000.**

**In 2020/21, the allocation for Temple Learning Academy is approximately £470,000.**

**In 2021/22, the allocation for Temple Learning Academy is approximately £585,000.**

## **How we use the pupil premium**

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

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils

**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.**

**Prior Key Performance Indicators for Pupils Identified as Disadvantaged, 2016/17 and 2017/18 and 2018/19**

**EYFS Outcomes**

*The one-year downturn in 2018/19 outcomes means a three year trend of a widening of the gap.*

	2016/17			2017/18			2018/19		
	TLA FSM	National not FSM	Gap	TLA FSM	National not FSM	Gap	TLA FSM	National not FSM	Gap
Good Level of Development	71%	73%	2%	71%	74%	3%	61%	74%	13%

**Year 1 Phonics Outcomes**

*There is a three year trend of narrowing the gap.*

	2016/7			2017/18			2018/19		
	TLA PP	National not PP	Gap	TLA PP	National not PP	Gap	TLA PP	National not PP	Gap
Expected Standard	57%	84%	27%	73%	85%	12%	66%	84%	18%

**Key Stage 1 Outcomes**

*There is a two year indication of (a) narrowing the gap in reading and writing and (b) a widening of the gap in mathematics.*

	2016/7			2017/18			2018/19		
	TLA PP	National not PP	Gap	TLA PP	National not PP	Gap	TLA PP	National not PP	Gap
Expected standard: reading	n/a	n/a	n/a	55%	79%	24%	65%	78%	13%
Expected standard: writing	n/a	n/a	n/a	38%	74%	36%	54%	73%	19%
Expected standard: maths	n/a	n/a	n/a	69%	80%	11%	59%	79%	20%

**Whole Academy Absence & Exclusions**

*There is a three year trend of worsening attendance, which is driven by secondary cohorts and Fair Access and Local Authority directed admissions.*

	2016/7			2017/18			2018/19		
	TLA PP	National not PP	Gap	TLA PP	National not PP	Gap	TLA PP	National not PP	Gap
Absence	5.8%	7.8%	-2%	8.5%	8.1%	0.4%	12.8%	7.8%	5.0%
Persistent Absence	9.7%	24.0%	-14.3%	31.0%	24.6%	6.4%	43.5%	22.8%	20.7%
Fixed Term Exclusions	0.0%	23.0%	-23.0%	3.62%	24.93%	-21.31%	No data	No data	No data

## Pupil premium strategy statement 2019-2022

### School overview

Metric	Data
School name	Temple Learning Academy
Pupils in school	2019/20: approx. 600 2020/21: approx. 750 2021/22: approx. 920
Proportion of disadvantaged pupils	Approx. 57%
Pupil premium allocation per academic year	2019/20: approx. £365,000 2020/21: approx. £470,000 2021/22: approx. £585,000
Academic year or years covered by statement	2019-2022
Publish date	October 2019
Review date 1	March 2021
Review date 2	October 2021
Statement authorised by	Richard Hadfield
Pupil premium leads	Amy Thompson & Andrea Smith
Governor lead	Nneka Ikeogu

### Disadvantaged pupil performance overview for last academic year

*As a growing all-through school, Temple Learning Academy does not yet have any final Key Stage 2 or Key Stage 4 outcomes.*

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
1. Attendance	Improve whole-school attendance to 91% by July 2021 and 93% by July 2022.	July 2021 & July 2022
2. EYFS GLD	Increase the % of pupils identified as Disadvantaged attaining GLD and close the gap on national others	Sept 2022

3. Phonics	Increase the % of pupils identified as Disadvantaged attaining the expected standard in phonics and close the gap on national others	Sept 2022
4. KS1 Reading	Increase the % of pupils identified as Disadvantaged attaining the expected standard in reading and close the gap on national others	Sept 2022
5. KS1 Writing	Increase the % of pupils identified as Disadvantaged attaining the expected standard in writing and close the gap on national others	Sept 2022
6. KS1 Maths	Increase the % of pupils identified as Disadvantaged attaining the expected standard in mathematics and close the gap on national others	Sept 2022
7. Ebacc entry	Establish Key Stage 4 Curriculum provision that enables at least 70% of pupils to study the full range of EBacc subjects by September 2023	Sept 2022

## Teaching priorities for 2019-2022

Measure	Activity	Projected spend
Priority 1	Investment in Senior Leadership of quality first teaching, curriculum implementation and rates of progress. (50% of three Achievement Directors from January 2021)	20/21: £66,000 21/22: £105,000
Priority 2	Investment in 10% enhanced non-contact training time for all ECF teachers (NQT & RQT)	19/20: £42,000 20/21: £54,000 21/22: zero
Priority 3	Investment in additional teaching capacity in Early Years and Key Stage 1	19/20: £35,000 20/21: £27,000 21/22: £30,000
Priority 4	Investment in expert training and professional development from an in-house Phonics & Fresh Start Manager (from January 2021)	20/21: £25,000 21/22: £39,000
Total Projected Spend		19/20: £77,000 20/21: £172,000 21/22: £174,000
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Vulnerability of new and expanding provision</li> <li>• Vulnerability of new and inexperienced staff</li> <li>• High levels of need on entry into Reception</li> <li>• Potential disruption to professional development caused by Covid-19 pandemic</li> </ul>	

## Targeted academic support for 2019-2022

Measure	Activity	Projected spend
Priority 1	Investment in bespoke additional academic interventions by Higher Level Teaching Assistants (or teachers) in addition to our core offer. (2 x FTE HLTA by September 2020)	19/20: £45,000 20/21: £62,000 21/22: £66,000
Priority 2	Investment in additional teaching assistant capacity in Early Years. (1.2 x Teaching Assistant)	19/20: £23,000 20/21: £24,000 21/22: £25,000
Total Projected Spend		19/20: £68,000 20/21: £86,000 21/22: £91,000
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Capacity demands due to high levels of personalised academic intervention needed throughout the school</li> <li>• High levels of need on entry into Reception</li> </ul>	

## Wider strategies for 2019-2022

Measure	Activity	Projected spend
Priority 1	Investment in new pastoral team structure that will radically transform the capacity to support pupil attendance, behaviour and social and emotional support. (Pastoral Advocates team from January 2021)	19/20: none 20/21: £166,000 21/22: £266,000
Priority 2	Investment in a second, additional, attendance officer to support the administration workload that will transform pupil attendance (from January 2021)	19/20: none 20/21: £19,000 21/22: £30,000
Priority 3	Investment in an additional Learning Mentor to support the transition from one iteration of the growing school to another, focused on attendance, behaviour and social and emotional support. (2019-2020 only)	19/20: £30,000 20/21: none 21/22: none
Priority 4	Investment in 0.2 FTE of a Designated Teacher to support the academic and pastoral needs of the growing CLA cohort.	19/20: £7,000 20/21: £8,000 21/22: £9,000
Priority 5	Contribution for the wraparound care services provided by the Red Kite Learning Trust East Leeds Extended Services Cluster Team.	19/20: £30,000 20/21: £45,000 21/22: £50,000
Priority 6	Investment in “emergency” alternative provision during the 2019-2020 academic year, supporting pupils’ high tariff behaviour needs in a context of lagged funding (core and Local Authority funding for inclusion)	19/20: £180,000 20/21: none 21/22: none
Total Projected Spend		19/20: £247,000 20/21: £238,000 21/22: £355,000
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Endemic poor attendance and chronic persistent absence, especially in identified significant minorities, and particularly in older cohorts</li> <li>• Vulnerability of new and expanding provision</li> <li>• Vulnerability of climate for learning due to high levels of need and potentially high tariff behaviours and risks of fixed term and permanent exclusions, especially amongst vulnerable pupils and those with identified or unidentified SEND</li> <li>• High levels of need and vulnerability for children looked after, especially due to an exponential increase of pupils, significantly above national averages</li> </ul>	

## Monitoring and implementation

Area	Challenge	Mitigating actions
Teaching	Ensuring enough time is given and protected to allow for staff professional development.	Strategic approach by Deputy Principal (QoE) and Assistant Principal (T&L); Judicious approach to cover management.
Targeted support	Ensuring HLTA interventions are high quality and provide VFM	Senior Leaders line manage and evaluate interventions, reporting impact to Deputy Principals
Wider strategies	<ol style="list-style-type: none"> <li>1. Engaging the children and families facing most challenges</li> <li>2. Recruiting and inducting a new team of staff and embedding new systems and procedures</li> <li>3. Sourcing appropriate Alternative Provision and making difficult decisions in order to secure successful provision for all.</li> </ol>	Strategic approach by Deputy Principal (Pupil Success) and Assistant Principal (Behaviour) and Inclusion Leader; Careful and skilful approach to change management with regular reviews involving all stakeholders.

## Review: aims and outcomes for 2018-2019

Aim	Outcome
Increase the % of pupils identified as Disadvantaged attaining the expected standard in reading and close the gap on national others	Achieved: gap narrowed from 24% to 13%
Increase the % of pupils identified as Disadvantaged attaining the expected standard in writing and close the gap on national others	Achieved: gap narrowed from 36% to 19%
Increase the % of pupils identified as Disadvantaged attaining the expected standard in phonics and close the gap on national others	Not achieved: gap increased from 12% to 18%
Reduce Fixed Term exclusion rate for pupils identified as Disadvantaged	N/A (data not published nationally)