

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the for year 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. This is a three-year funding statement – however there are adjustments which reflect evaluation and amendments in funding in year 2022-2023.

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

The direction of funding for Pupil Premium Budget and Catch-Up Funding are completed separately, each by an Assistant Principal.

Figures are correct at the time of writing November 2021.

Figures for 2022 would be slightly different – can be provided when required.

Detail	Data
School name	Temple Moor High School
Number of pupils in school	1288 Students including Sixth Form
Proportion (%) of pupil premium eligible pupils	283 students in receipt of PP – Y7-11 – 24% 306 Students – including those who have FSM allocation in Sixth Form 24% of the student body
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Matthew West
Pupil premium lead	Kayleigh Cuddy
Governor / Trustee lead	Dave Lees

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,390 £272,340 (including CLA)
Recovery premium funding allocation this academic year	£47,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£0

## Part A: Pupil premium strategy plan

### Statement of intent

The ultimate objective for all students at Temple Moor is to remove their barriers to learning and provide them with the support they need to overcome barriers to their education, regardless of background or start point. Doing so to ensure that all students can build the confidence and strategies they need to make good progress, achieve high levels of attainment across the curriculum. In addition, we are devising opportunities for students that would raise the aspiration of students, inspiring them to be the version of themselves now that benefits their future self to secure the Post 16 and Post 18 pathways they choose. The strategy will work to support the learning of pupils in receipt of Pupil Premium to enhance their learning experience and allow them to develop the academic and social skills they need to achieve in line with their peers who are not disadvantaged and improve attendance, achievement and attainment.

Our strategy both now and historically has been rooted in diagnostic assessment of our setting and is designed to best suit the needs of our students. The strategies in place have been systemically planned and will have regular review points to assess the impact and validity of schemes. The approaches we have determined will work across the whole curriculum and ensure we are creating opportunities for all students to engage and thrive within their education. We have adopted a holistic and whole school approach with strategies that combine to target a range of challenges and support students throughout the totality of their experience within school. The strategy in place is integral to the whole school plans for educational recovery following the pandemic. There will be targeted support and interventions provided in the form of 1:1 or small group tutoring using Tutor Trust or academic mentors.

The current pupil premium strategy was developed using diagnostic assessment of the students within school and was built around improving the Progress 8 and Attainment 8 of students by investing in a threefold approach which aimed to reduce barriers to learning investing in the pastoral system to support students with their lives, self-regulation and raising aspirations. Secondly comprised of targeted support and intervention to support students both inside and outside the classroom to close gaps and maintain a sustained level of progress. Finally, the Covid recovery was a focus and catch funding was allocated to reducing the education gap caused by interruption in schooling since March 2019.

The key principles of the strategy are to support students in overcoming their barriers to education to enable them to succeed both in school and in the future. The strategies put in place are driven towards overcoming the barriers and challenges that the students in our setting face. High Quality first Teaching, Whole School Literacy and Numeracy strategies, Attendance and behaviour Policy have all been devised to best support the

needs of disadvantaged students and support them in achieving alongside their peers, who are not disadvantaged.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Academic attainment 8-</b></p> <p>Historically disadvantaged students have achieved less well than non-disadvantaged students in relation to their Attainment 8 scores. Pre-pandemic data suggest that there was a need to focus on students' attainment levels across all subjects with a gap for PP students of –12.63 for leaving Y11 2019. Initial data capture post-pandemic suggests a similar trend with a gap in attainment 8 for PP students, and therefore we are going to have a commitment to supporting disadvantaged students to achieve across their whole curriculum.</p>
2	<p><b>Literacy and numeracy skills</b></p> <p>Due to historic trends and the impact on the pandemic on literacy and numeracy teaching a focus will be placed upon high quality teaching and learning of literacy across the curriculum. Allowing students to access the wider curriculum and best prepare them for the future by ensuring they have the basic skills to succeed. Data suggests that there is a gap in the reading ability in students who are PP versus their peers who are not. When leaving Y11, students have a gap in English on average between 0.8-1 grade versus the whole cohort.</p> <p>In addition, literacy and competency with literacy skills is essential for success academically and in later life. On average PP students have a gap of -0.5 in Maths GCSE scores on leaving Year 11 versus the whole cohort.</p>
3	<p><b>Attendance</b></p> <p>Disadvantaged student attendance is currently and historically lower than students who are not disadvantaged. Having returned from the pandemic we have attendance levels for disadvantaged students which replicate their previous attendance patterns, with a gap of 5%. While Attendance of disadvantaged students have not worsened as a result of the pandemic, we need to address them to ensure that disadvantaged student attendance is working towards being in line with non-disadvantaged.</p> <p>The number of Persistent Absentees will take a particular focus as this is significantly higher for disadvantaged students than non-disadvantaged. 45% of students who are PP are considered 'persistently absent' compared to 29% of the whole cohort. Our assessments and observations suggest that persistent absenteeism is negatively impacting the progress of PP students.</p>

4	<p><b>Behaviour</b></p> <p>Our data indicates that disadvantaged students spend more time out of lessons than non-disadvantaged students, through both phase 4's and on calls. With % phase 4 involving disadvantaged students being between 45-52% and the average % of on calls involving disadvantaged students being 44-71%. This is a trend which was present pre-pandemic and is still in existence post-pandemic. Internal exclusion data again suggests that disadvantaged students spend a higher amount of time outside of their usual classroom with the number of internal seclusions have a range of 47-63%.</p>
5	<p><b>Mental Health and Wellbeing</b></p> <p>On returning from our observations and the national picture suggests that there has been an increase in people who are struggling to manage their mental health in a successful manner. This is a situation we have seen replicated in school and have built in provision for this to support young people in building coping mechanisms for the future.</p> <p>We currently have a number of students who are accessing support services outside of school through numerous services. In addition to this we have students accessing services internally through our mental health practitioners.</p>
7	<p><b>Aspirational thinking</b></p> <p>On returning from the pandemic our observations suggest there is an apathy towards education and progression, particularly with disadvantaged boys. Students do not always successfully link their educational outcomes to a successful future.</p>
8	<p><b>Access to Cultural Capital</b></p> <p>The pandemic has significantly reduced the ability to access the wider community and experiences which were established pre-COVID. Our observations suggest that COVID has disproportionately affected disadvantaged students in terms of the experiences they would have and the experiences they have missed as the world continues to re-open.</p>

## 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
Narrow disadvantaged gap in Progress 8 - maintain national average	Maintain or narrow the progress 8 gap for students from 2019 data to continue to be alongside national average.

Intended outcome	Success criteria
Increase attainment 8 figure to NA	Narrow the Attainment 8 gap in school from last validated data in 2019 to be more in line with National data 2024/25.
Increase literacy competency Improved reading comprehension	Improved reading scores from literacy online testing, taken at 3 points throughout Y7. Smaller disparity between reading scores of disadvantaged and non-disadvantaged students. % Increase of students achieving a 4+ in English Literature or Language at GCSE.
Increase numeracy competency	Improved AMT testing scores from entry at Year 7 to assessment points throughout Year 7. Regular standardised testing for all Year to effectively track student journey through school and pick up regression and lack of progress early. % of students achieving a 4+ in Maths at GCSE Increase in number of students studying a Maths course at A Level.
Increase attendance – Reduce persistent absentees Move towards national average attendance expectation Attendance policy – positive angle	Increase % attendance of disadvantaged students and narrow the gap between disadvantaged and non-disadvantaged students to below 5%. Reduction in Persistence Absentee figures to be more in line with non-disadvantaged students at reducing PA. Work towards the NA target of 95% attendance, aiming to increase PP attendance by 0.5% by 2024.
Decrease FTE Reduce internal repeat seclusions	Maintain FTE's below current NA.  Reduce the number disadvantaged students with repeat internal seclusions.  Increase the engagement in meaningful work in seclusion to support students' reintegration into lessons, resulting in less removal though access to work.
Raising aspirations	Support disadvantaged students to secure ambitious Post 18 pathways including University and Higher-Level apprenticeships. Increase number of disadvantaged students studying Level 3 subjects at Temple Moor Sixth Form.

Intended outcome	Success criteria
	<p>Maintain number of NEET students leaving both Y11 and Y13 being below NA this year's figure was Y11 1% Y13 1.5% (This is higher than usual but case was exceptional).</p> <p>Maintain or Increase the % of disadvantaged pupils taking EBacc subjects this year's figure was which is currently 43% which is above NA.</p>
Increase cultural capital	<p>Increasing access to trips and educational visits, through partially and fully funded pace schemes.</p> <p>Trips % to be in line with % of disadvantage in student body.</p> <p>Ensuring all disadvantaged students have the opportunity to access trips throughout their time at Temple Moor.</p> <p>Representation in all enrichment activities across the curriculum. Widening the curriculum offer for students from Y7, developing a holistic approach to enrichment that widens the whole curriculum offer.</p> <p>Curriculum planning and maps – built in opportunities to strengthen cultural learning.</p>

## 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: £119,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Disadvantaged students are provided high quality first teaching.</p> <ul style="list-style-type: none"> <li>• Leadership of the provision of disadvantaged students maintains a clear focus across all areas of school.</li> <li>• 'QA first' prioritising disadvantaged both within the classroom and in out of classroom and enrichment activities.</li> <li>• Curriculum regeneration – following COVID students have gaps in knowledge and skills in comparison with previous years. Curriculum regeneration will allow all to access the curriculum.</li> <li>• Curriculum regeneration continues 2022, responding to student needs, and building on 2021.</li> <li>• Teachers use evidence-based strategies from the EEF Pupil Premium Toolkit (Collaborative Learning Approaches, Feedback, Homework, Metacognition and self-regulation).</li> <li>• Interleaving and formative assessment are embedded consistently across all curriculum areas – supporting improved rates of knowledge retention.</li> <li>• CPD to focus on faculty specific needs and be coordinated by the Teaching and Learning Lead.</li> </ul>	<p>The best available evidence indicates that high quality teaching is the most important tool a school can use to improve student attainment.</p> <p>It is important for all staff to fully understand and explicitly teach: Cognitive strategies and memorisation techniques.</p> <p>Metacognitive strategies that we use to monitor and control our cognition.</p> <p><a href="#">Link</a></p>	<p>1, 2, 3, 4, 5,6, 7</p>



Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>Development of 'Golden Threads' across the curriculum to empower students to understand and apply a metacognitive way of working across their entire learning experience.</li> </ul>		
<p>Improvement in the attainment and progress of disadvantaged students in Maths</p> <ul style="list-style-type: none"> <li>Consistent staffing and strong curriculum leader in place with clear vision for Maths.</li> <li>Assessment practice refined – Assessment will provide staff with information about what students can and cannot do.</li> <li>Curriculum sequencing across all years allowing students to build a network of mathematical knowledge.</li> <li>A focus on teaching strategies to solve problems.</li> <li>High quality CPD for all Maths staff and KS2-3 CPD with Primary Maths interventionists. Using manipulative and representations when appropriate.</li> <li>Outsourced tutoring companies to provide mentoring support for specific cohorts (CUF)</li> <li>Period 6 for specific cohorts in Year 11</li> </ul>	<p>Focus on the improvement of literacy skills across the transition from KS2 to 3 to give students a strong foundation the rest of their academic career.</p> <p><a href="#">Link</a></p>	1,2,4,5,7
<p>Improvement in the attainment and progress of disadvantaged students in literacy</p> <ul style="list-style-type: none"> <li>Read to succeed – launched with Y7 and Y8. This is a structured programme students will engage</li> </ul>	<p>Developing a strong disciplinary literacy across the curriculum, emphasising the need for explicit teaching for vocabulary at a subject level.</p> <p><a href="#">Link</a></p>	1,2,4,5,6,7

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>in for 2 30-minute sessions per week.</p> <ul style="list-style-type: none"> <li>• Reading in English – targeted reading sessions on a weekly basis.</li> <li>• Whole school literacy strategy – working with The Huntington School of Research to embed the use of explicitly teaching vocabulary in all curriculum areas.</li> <li>• Employment of a primary specialist teacher to support students who are working below expected age.</li> <li>• Staff model writing with explicit instruction on how to improve.</li> <li>• Use opportunities to blend reading and writing across the curriculum.</li> <li>• PiXL strategies – walking talking mocks, Bronte lectures to increase engagement.</li> <li>• Reciprocal reading strategy to be included in enrichment time.</li> </ul>	<p>PiXL uses the collaboration of schools to share best practice of around 1600 schools. Allowing us to benefit from some of the most up to date and effective research in English and Maths, Ebacc subjects – as PiXL are branching out into the ‘open’ bucket subjects too.</p> <p><a href="#">Link</a></p>	
<p>Investment in research based CPD for teaching staff. Teaching staff and TA’s are supported through specific CPD in the area of SEND and disadvantaged.</p> <ul style="list-style-type: none"> <li>• Investment in Leadership for SEND.</li> <li>• Courses for SENDCO, SLT Link for SEND and Learning Team SEND representative.</li> <li>• Maintaining a positive and supportive environment for all students, that builds positive relationships to support access to the best possible teaching.</li> <li>• NASEN membership for SENCO</li> <li>• Teaching Assistants to complete nationally accredited qualifications into Specific Learning Difficulties</li> </ul>	<p>A strong SEND culture ensures an equity of opportunity. Ensuring that all disadvantaged students have access to a high-quality teaching and the support needed to meet their needs.</p> <p><a href="#">Link</a></p>	<p>1,2,3,4,5, 6,7</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Engagement across the Red Kite Learning Trust CLG networks</li> <li>• Introduce provision map to support students and staff in ensuring needs are met.</li> <li>• Promoting an holistic understanding of students and their needs.</li> <li>• Strong ASSESS, PLAN, DO and REVIEW for interventions and reasonable adjustments.</li> <li>• Increase SEND staffing capacity.</li> <li>• Using small groups and one to one intervention to support high quality teaching.</li> <li>• Teaching assistants deployed inside and outside lessons to support, scaffold and model aspects of learning to meet needs of students. Ensuring students are closing gaps and working in line with peers.</li> </ul>		
<p>Cultural Capital opportunities and experiences to be explicitly identified and embedded across the curriculum</p> <ul style="list-style-type: none"> <li>• Enrichment curriculum for all students with an extensive range of clubs available to engage in.</li> <li>• Inclusion of P6 into the school day all students are participating in 2 reading clubs and 2 enrichment clubs per week. Clubs include STEM, Italian, Mandarin, Sports (range), Eco.</li> <li>• Middle leaders have to opportunity to design strategies that will positively impact upon disadvantaged students and apply for funding to support disadvantaged students in accessing activities. Allows students to access activities and areas of the world students may not have had to opportunity to access previously.</li> <li>• Funding can be requested via a concise proposal, e.g. DNA</li> </ul>	<p>There is evidence which suggest cultural capital is linked to economic and social capital, and that building on all areas through the wider curriculum and the opportunities that can present opens the doors for disadvantaged students and supports raising their aspirations for the future and success within school.</p> <p><a href="#">Link</a></p>	1, 3,4,6,7

Activity	Evidence that supports this approach	Challenge number(s) addressed
theatre production, music lessons (see other areas of spend for more detail).		

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

Budgeted cost: £39,632

Activity	Evidence that supports this approach	Challenge number(s) addressed
Universal Spelling and Reading age tests to be completed by Y7/Y8 to gather current data for Y7 and review Y8 data.	Developing a strong disciplinary literacy across the curriculum, emphasising the need for explicit teaching for vocabulary at a subject level.  <a href="#">Link</a>	1,2
Maths AMT testing for students in Y7 in order to provide a baseline and an end of year test to monitor impact.	Focus on the improvement of literacy skills across the transition from KS2 to 3 to give students a strong foundation the rest of their academic career.  <a href="#">Link</a>	1,2
Fresh start programme to run for students in Y7 who have a reading age much lower than expected 5-8 years which is 3-6 years behind actual age.  The use of phonics will be utilised to enhance the progress of students.	Providing significant challenge with specialist input and whole school leadership. <a href="#">Link</a>  A phonics programme has low cost and strong evidence of impact with +5 months benefit.  <a href="#">Link</a>	1,2,4,5,6,7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language assistants providing extra hours to support spoken language intervention hours on Spanish and French.	<p>Communication and Language approaches have been proven to have low cost and high impact. Applying this theory to language – especially in the absence of small group and 121 support during the pandemic will support students with their fluency of language.</p> <p><a href="#">Link</a></p>	1,5,6,7,
Year 11 Period 6 provision. This will be offered in all subjects (where there is a need identified) students will be invited to a subject area.	<p>Extending the school day is evidenced to improve progress by 3 months.</p> <p><a href="#">Link</a></p>	1, 2,5,6,7
Provision of Y11 revision classes during Easter and May half term holidays.	<p>The learning time would be spent in Maths, English and Ebacc subjects and additional support would be targeted at students for specific learning needs and gaps.</p> <p><a href="#">Link</a></p>	1,2,5,6,7
<p>School Led Tuition – Working with Tutor Trust in Maths and English initially. Science to begin later in the year. for 15 sessions across the year in a ratio of 1 : 3. Tutors will support students with areas within these core subjects they have notable gaps in; liaise with subject leaders to support their progress within these subjects.</p> <p>Working to withdraw from form time, after school or PE lessons (1 a fortnight) to support the tuition.</p> <p>KS4 – National Tutors tuition in small groups. Aimed at just those who are Disadvantaged and/or SEN, 75% funding will be provided retrospectively for use</p>	<p>Based on the evidence from EEF it is clear that small group tuition has a positive impact on student progress and engagement in their learning. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p><a href="#">Link</a></p>	1,2,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>of approved external tuition providers.</p> <p>Use of Tutors to run before and after school intervention sessions for those PP/SEND who are disengaged from disrupted learning and assessment shows that they are behind.</p> <p>The would run for one hour per group for English and Maths, initially 22 students from Y11 and 20 from Y10.</p>		
<p>Ensure students at Elect have a broad and balanced curriculum offer.</p> <p>Provide high quality teaching within a small group setting.</p> <p>Provide behaviour support workers to build relationships and work to provide a calm, positive and supportive environment.</p>	<p>Evidence suggests that all students should be provided with a wide curriculum, allowing them an equity of opportunity and ensuring they are not limited. Ensuring that staff are fully knowledgeable regarding the context of students is key for informing their practice and work to provide every student with a supportive relationship with a member of school staff.</p> <p><a href="#">Link</a></p> <p><a href="#">Link</a></p> <p><a href="#">Link</a></p>	1,2,3,4,5,6,7
<p>Academic mentors - Academic mentors within subject areas – 2 to be given to the school. Estimated salary costs of £10000 to cover on costs but rest is covered by Randstad as they cover 95% of their wage. Requested for Maths and English to start with us from January 2022.</p>	<p>Based on the evidence from EEF it is clear that small group tuition has a positive impact on student progress and engagement in their learning. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p><a href="#">Link</a></p>	1,2,3,4,5,7

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

Budgeted cost: £160,008

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of a new attendance improvement strategy to reduce absence rates, specifically persistent absence amongst disadvantaged children.</p> <p>SLT Attendance strategic lead and new attendance policy to be developed and published.</p> <p>Ensuring strong attendance practices to monitor absence and identify any patterns where students are frequently missing school.</p> <p>Training to support staff in ensuring we can use the local authority systems.</p> <p>Attendance Manager - will work with families, students and external agencies to reduce barriers to attending school and implement strategies to support attendance in school.</p> <p>Attendance administrator to provide key cohorts, analysis of absence patterns. Discuss attendance issues with parents, complete safeguarding calls to monitor attendance.</p> <p>Buying into the cluster – AOI support – Gemma Sargeant legal case work</p>	<p>Attendance is a significant non-academic barrier identified by the EEF.</p> <p>A strong leadership of attendance that conveys clear messages is important for developing a supportive attendance strategy to support all students to attend.</p> <p><a href="#">Link</a></p>	<p>3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour reintegration support workers -</p> <p>Will work within students to reengage them with learning.</p> <p>Support students inside and outside lessons to build independence and self-regulation.</p>	<p>Ensuring that staff are aware of the students who have student context and needs, will allow us to best support students throughout their whole curriculum.</p> <p>Behaviour support workers will engage with students inside and outside the classroom to help teach them learning behaviours and self-regulation. Some individuals where behaviour might be considered more challenging are likely to require a bespoke support based upon building relationships as suggested by the EEF.</p> <p><a href="#">Link</a></p>	4
<p>Redesigning the re-engagement process into school to support students who have been absent from school for a significant period of time or are considered persistent absentees.</p>	<p>Ensuring a clear vision for attendance and reengagement of students so they students can see a progression plan and work with staff and students to build relationships and work towards increasing attendance.</p> <p><a href="#">Link</a></p>	
<p>Aspiration initiatives increase academic progression rates at Post 16 and Post 18 disadvantaged students.</p> <ul style="list-style-type: none"> <li>• Red Kite Links to access programmes such as Oxbridge interview sessions at Harrogate Grammar.</li> <li>• Higher Education visits to Universities and Higher/Degree Level apprenticeship providers.</li> <li>• Careers through the curriculum</li> </ul>	<p>Helping students build an idea and raise their aspirations on what they can achieve for themselves. The schemes themselves are diverse –exposing children to a range of opportunities so students can develop their self-esteem, motivation and self-efficacy.</p> <p><a href="#">Link</a></p>	1, 2, 3, 4, 5, 6, 7
<p>Revised reward system which rewards students regularly. Focus on keeping momentum and opportunity to win to be available to all to encourage disadvantaged</p>	<p>Student's voice has guided the reward system so we could listen to the students' opinions and offer the system that would most motivate them. There is some evidence to say that rewards do offer some</p>	1, 3, 4



Activity	Evidence that supports this approach	Challenge number(s) addressed
students to be able to win and want to engage with the system.	<p>form of motivation for students, this was particularly found in low prior attainers.</p> <p><a href="#">Link</a></p> <p><a href="#">Link</a></p>	
<p>Behaviour and mental health interventions on a specific needs' basis. When required students are provided with a bespoke curriculum.</p> <p>Fixed Term Exclusion and NEET are lower than National Average 2019 comparisons.</p> <ul style="list-style-type: none"> <li>• Students and staff build relationships to best support disadvantaged students.</li> <li>• Behaviour support worker working with students with EHCP's and behaviour concerns. To support the teaching of learning behaviours alongside managing misbehaviour.</li> <li>• Mentoring support provided on a referral basis through pastoral officers.</li> <li>• ELECT staffing cost contribution</li> <li>• Bespoke careers and transition support to post 16 and post 18 pathways.</li> </ul>	<p>We have a consistent and coherent whole school approach to behaviour which supports staff and students with behaviour management. The pandemic has presented new challenged for behaviour, these are dealt with, with a clear routine.</p> <p><a href="#">Link</a></p>	1, 3, 3,4,6,7
Provision of trained mental health worker.	Having the right level of support and positively impact students, their mental health and wellbeing, and academic performance. After the pandemic, the pressure on external services has	3,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 Full time ELSA – Emotional Literacy Support workers.	increased, and support is required for students in school to support their long-term wellbeing.  <a href="#">Link</a>	
Trained Autism Practitioner working with increase in students' numbers of those diagnosed with Autism.  Training for a second Level 3 Autism trained practitioner.	We have seen an increase of students who have a diagnosis of autism and therefore ensure the correct provision is in place to support the high-quality teaching for students with SEND throughout the mainstream curriculum and with small groups or 121 tuitions.  <a href="#">Link</a>	1, 3, 4
Increase student leadership opportunities through student ambassadors. <ul style="list-style-type: none"><li>• Sixth Form leaders working with students throughout school and into primaries.</li><li>• Increase in enrichment opportunities.</li></ul>	Our student ambassadors are based upon the key theory that student councils have been, providing students with the opportunity to provide their views and opinions of the school and help to improve school life.  <a href="#">Link</a>	1, 4
Promote attendance and positive behaviour of disadvantaged students and encouragement to claim the breakfast uplift. <ul style="list-style-type: none"><li>• Breakfast served from 8.00am</li></ul>	Using the EEF guidance on selecting interventions we will utilise elements of the TARGET approach, and ensuring that interventions are targeted planned and reviewed for impact.  <a href="#">Link</a>  The EEF suggest that the simple routines can be used to support behaviour and positive choices.  <a href="#">Link</a>	1, 3
PiXL Staff utilising membership and attending a range of conferences to gain latest research and strategies.	PiXL have adapted their response and advise to ensure it is the latest and most accurate as a result of the pandemic. There are a number of strategies that can be utilised within school to support the whole	1,2,3,4,5,6,7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Invest in research in both academic and pastoral areas to create a holistic curriculum for students.	child, and enable them to access their curriculum and support them in aspects of their wider life.  <a href="#">Link</a>	
<p>Disadvantaged students are prepared effectively for knowledge retention and understand how to revise</p> <ul style="list-style-type: none"> <li>• School wide use of e-learning software (GCSE Pod, Arbor, Teams, Hegarty Maths)</li> <li>• Laptop provision (internal and external)</li> <li>• All disadvantaged students in Yr11 provided with free revision guides and flash cards across all subjects</li> <li>• Year 11 Supporting Success Evening vouchers and revision resources</li> <li>• Revision guides provided for all subjects.</li> </ul>	<p>The EEF suggest that alongside high-quality teaching and the explicit teaching of metacognitive strategies students should be supported to organise and effectively manage learning independently. These tools can be used to help target students and ensure learning is at the appropriate level of challenge and provide a structure to independent practice.</p> <p><a href="#">Link</a></p>	1
<p>Transition programme.</p> <ul style="list-style-type: none"> <li>• Building on positive relationships with primaries and creating working groups and opportunities at the earliest point in the year to support the smooth transition of students.</li> <li>• CLG leaders in subjects to work alongside primary leads to support the</li> </ul>	<p>Working with feeder primary schools to create curriculum continuity can support students and help to avoid a regression in literacy and numeracy skills which can be caused by change in systems, routine and curriculum.</p> <p><a href="#">Link</a></p>	1,2,3,4,5,6,7

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>continuum of the curriculum.</p> <ul style="list-style-type: none"> <li>• Event running through the school year to enhance learning opportunities.</li> <li>• 2-week transition which would include opportunities for building social cohesion.</li> </ul>		
<p>Disadvantaged Capitation</p> <ul style="list-style-type: none"> <li>• Funded peripatetic instrumental lessons for disadvantaged children who play an instrument</li> <li>• Uniform and equipment hardship fund</li> <li>• Subsidy allowance for all Free School Meal students. Additional payment of 45p per day to enable free breakfast</li> <li>• College taster visits for students supporting those on a vocational pathway</li> <li>• Subsidised educational and sporting visits and cultural experiences.</li> </ul>	<p>Evidence within the local area of Leeds demonstrates that children who do not eat breakfast often achieve less well than their peers who do eat breakfast.</p> <p><a href="#">Link</a></p> <p>Including aspects into the curriculum that support students having experiences that developing their abilities, as well as ensuring that students have the ability to access enrichment activities.</p> <p><a href="#">Link</a></p>	7
<p>Aspire Careers Interviews –</p> <p>Year 9-11 receive career-based interviews from people in industry to help prepare students for life beyond TMHS.</p>	<p>Research from Gatsby Benchmarks suggests that career guidance is important to social mobility. If young people and their families know more about the rich range of careers open to people with the right qualifications, they will have a clearer idea of the routes to better jobs. They also state as part of the benchmarks every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace</p> <p><a href="#">Link</a></p>	7

**Total budgeted cost: £ 319,465**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

The academic year 2020-2021 marked the end of the pupil premium plan. Based on the circumstances surrounding Covid-19 and school building closure, the forensic evaluation of the Pupil Premium Strategy for 2020-21 isn't obtainable. The Pupil Premium strategy plan for 2020-21 had the intended outcomes:

- 1. Improve progress and outcomes for disadvantaged students so that they are in line with national average.*
- 2. Improve attendance of disadvantaged pupils to national average.*
- 3. Improve the behaviour of disadvantaged students.*
- 4. Develop the totality of experience for disadvantaged learners*

Progress and outcomes: In light of TAG and the absence of external examinations, rigorous assessment took place at the end of Key Stage 4 in 2021 and this data was used to arrive at the Teacher Assessed Grades for Year 11. Based on the outcomes (Teacher Assessed Grades) for Year 11 in 2021, Temple Moor calculated that DS learners would have achieved a P8 score of -0.16 and an attainment 8 of 36.65. This would have compared favourably to results gained in the previous academic year and NA for DS in 2019 which was 0.45.

DS students have been supported to progress to post-16 education, employment and training. 82% attending a Sixth Form or college, 4% employed with an apprenticeship and 1% employed with training.

Attendance: The engagement of pupils with online learning was comparatively similar for disadvantaged pupils throughout the lock down periods of the pandemic. Engagement with online learning was well over 85% across the whole school. All pupils were in contact with teaching staff every day of the pandemic online and through telephone contact,

ranging from daily to once per week, with bespoke and individual support where needed. A number of pupils attended school during the pandemic who were identified as vulnerable or the children of critical workers. Attendance figures during the academic year 2020-21 when the school was not in lockdown, are so heavily distorted due to covid illness and periods of self-isolation / bubble closure, that comparisons of groups of pupils have very limited meaning. Behaviour: In summary, there has been a reduction in overall exclusions for disadvantaged pupils (fixed and internal) in 2020-2021 compared with the previous year. On reopening, some DS children found the transition back to school a significant challenge. In such instances, modifications were made to school systems and additional therapeutic and behaviour support worker intervention was introduced. The deployment of pupil premium funding has been utterly crucial in supporting our students throughout the pandemic, ranging from school pastoral systems, uplifting food and laptop schemes and the purchasing of specific e-learning programmes and software for children.

## Externally provided programmes

*Due to the pandemic, we did not utilise as many external providers as usual. The ones we utilised throughout the year were largely virtual as they had the most accessibility.*

Programme
GCSE pod
Hegarty Maths
Tassomai
Seneca Learning
Pixl
Unifrog
Fresh Start