

Pupil premium strategy statement – Templars Primary School

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	621
Proportion (%) of pupil premium eligible pupils	223 (36%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	Sept 2023-July 2026
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Helen Benarous-Headteacher
Pupil premium lead	Kerri Davies
Governor / Trustee lead	Martin Vickery

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£346,605
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£380,825

Part A: Pupil premium strategy plan

Statement of intent

Templars' motto, "**Every child, every day, every chance,**" underpins our commitment that all pupils, irrespective of their background or the barriers they face, achieve well academically and participate fully in school life.

Ultimate Objectives for Disadvantaged Pupils

Our ultimate objective is that disadvantaged pupils:

- achieve outcomes in line with, or better than, their peers nationally
- make strong and sustained progress across all subjects
- develop the knowledge, skills and cultural capital needed for the next stage of education
- attend school regularly and engage positively in learning
- feel safe, confident and supported to succeed

We are determined that disadvantage does not limit pupils' life chances or their access to a broad and ambitious curriculum. Attendance, particularly persistent absence, is a key priority due to its impact on disadvantaged pupils' access to learning.

How Our Strategy Achieves These Objectives

Our Pupil Premium strategy is built around a **joined-up approach**, recognising that disadvantaged pupils may face multiple and overlapping barriers, including language development, attendance, emotional regulation and access to wider experiences.

We achieve our objectives through:

- **High quality teaching as the primary driver**, supported by strong professional development and consistent classroom practice
- **Targeted academic support**, including timely interventions and structured programmes to address gaps in learning
- **Wider pastoral strategies**, including attendance support, behaviour and regulation systems, and wellbeing provision
- Ensuring disadvantaged pupils are able to **access the full curriculum and wider opportunities**, including trips, enrichment and extracurricular activities

Leaders monitor disadvantaged pupils closely through attainment, attendance and engagement data, enabling early identification of need and responsive support where required.

Key Principles of Our Strategy

Our approach is underpinned by the following key principles:

- **High quality teaching first** – ensuring all pupils access ambitious, well-taught lessons in every classroom
- **Early identification and intervention** – responding quickly where pupils are not making expected progress
- **Equity of opportunity** – removing financial and social barriers so all pupils can participate fully in school life
- **Whole-school responsibility** – all staff are accountable for the progress and wellbeing of disadvantaged pupils
- **Strong relationships and pastoral care** – supporting pupils’ emotional wellbeing so they are ready to learn
- **Evidence-informed practice** – using research, including guidance from the Education Endowment Foundation (EEF), to shape our approach
- **Ongoing evaluation** – regularly reviewing the impact of our provision and adapting where needed

We are honest and reflective in our approach. Leaders work collaboratively to identify challenges, adapt provision and ensure disadvantaged pupils are supported to make **consistent progress throughout their time at Templars**. Leaders ensure a clear link between identified barriers, targeted provision and measurable outcomes, enabling disadvantaged pupils to make sustained progress over time.

Through this approach, we ensure that disadvantaged pupils are not only supported to catch up, but are enabled to thrive, succeed and leave Templars fully prepared for their next stage of education.

Challenges

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

Challenge number	Detail of challenge
1	Language and vocabulary. Some disadvantaged pupils enter school with lower levels of vocabulary which impacts across the curriculum..
2	Attendance. A small number of disadvantaged pupils have lower attendance which impacts continuity of learning.
3	Emotional Regulation. Some disadvantaged pupils require additional pastoral support to regulate emotions and engage fully in learning.
4	Academic gaps. Some disadvantaged pupils require targeted support to close gaps in reading, writing and maths.
5	Access to wider opportunities. Financial barriers can limit participation in trips, clubs and enrichment opportunities.

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
Improve Early Reading and language development	<p>The percentage of disadvantaged pupils passing the Year 1 Phonics Screening Check increases and is in line with or above national averages.</p> <ul style="list-style-type: none"> - Gaps between disadvantaged pupils and others in phonics outcomes continue to narrow. - Assessments and observations show improved language development, vocabulary and early reading skills across EYFS and KS1. - Disadvantaged pupils are able to access reading across the curriculum with increasing confidence and fluency.
Improve attendance and engagement	<ul style="list-style-type: none"> - Attendance for disadvantaged pupils improves and the gap with other pupils reduces over time. - Persistent absence for disadvantaged pupils decreases significantly from current levels. - Targeted pupils show improved attendance following intervention. - Behaviour data shows improved engagement in learning, with fewer repeat incidents for identified pupils. - including targeted pastoral and family support to address persistent absence.
Ensure disadvantaged pupils access the full curriculum and wider opportunities	<p>The attainment gap between disadvantaged pupils and others in reading, writing and maths continues to narrow across KS1 and KS2.</p> <ul style="list-style-type: none"> - Disadvantaged pupils make at least expected progress from their starting points across all subjects. - Increased participation of disadvantaged pupils in trips, clubs and enrichment opportunities. - Disadvantaged pupils demonstrate improved confidence, engagement and readiness to learn across the curriculum.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £16,769.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD- Ruth Miskin training for Read Write Inc.</p>	<ul style="list-style-type: none"> • Phonics is a critical component of early reading and has a strong evidence base, with the Education Endowment Foundation identifying systematic phonics instruction as having a high impact on pupil outcomes (+5 months), particularly for disadvantaged pupils. • The Reading Framework (DfE, updated 2023) emphasises that high-quality, systematic synthetic phonics teaching is essential to ensure all pupils learn to read fluently and accurately. It highlights the importance of: <ul style="list-style-type: none"> • fidelity to a structured phonics programme • consistent teaching approaches across staff • ongoing training and coaching to secure strong implementation • Similarly, Strong Foundations in the First Years of School highlights that early language development and secure phonics knowledge are fundamental to later success in reading and across the curriculum. It stresses the importance of well-trained staff delivering consistent, high-quality interactions and instruction. • The Improving Literacy in Key Stage 1 also identifies that teaching assistants and teachers must be well-trained and supported to deliver effective phonics instruction, with greater impact seen where teaching is explicit, systematic and consistently applied. • In addition, the Writing Framework highlights the importance of secure transcription skills (including phonics and spelling) as a foundation for writing, reinforcing the need for strong phonics teaching beyond early reading. • As a result, Templars invests in Ruth Miskin Read Write Inc. training to ensure: <ul style="list-style-type: none"> • all staff deliver phonics with fidelity and consistency • teaching is systematic, explicit and responsive to pupil need • staff have strong subject knowledge and receive ongoing coaching • This ensures disadvantaged pupils are supported to secure early reading skills quickly, enabling them to access the full curriculum and reducing gaps over time. 	<p>1</p>

<p>CPD- Research informed teacher training</p>	<ul style="list-style-type: none"> • High quality teaching is the most important factor in improving outcomes for disadvantaged pupils. The Education Endowment Foundation identifies that improving teaching quality has the greatest impact on pupil outcomes, particularly for disadvantaged pupils. • The EEF Teaching and Learning Toolkit highlights that effective approaches such as: <ul style="list-style-type: none"> • explicit instruction • scaffolding • feedback • metacognition • can significantly improve pupil progress when implemented consistently and with fidelity. • The Reading Framework emphasises that teachers require strong subject knowledge and ongoing professional development to deliver high-quality, consistent teaching, particularly in early reading. It highlights that training and coaching are essential to ensure approaches are embedded effectively in classroom practice. • Similarly, Strong Foundations in the First Years of School reinforces that high-quality interactions and teaching are dependent on well-trained staff who understand how children learn and develop, particularly in relation to language and early learning. • The Writing Framework also identifies that effective teaching of writing relies on explicit modelling, structured support and secure teacher subject knowledge, all of which are strengthened through ongoing professional development. • As a result, Templars invests in research-informed teacher training to ensure: <ul style="list-style-type: none"> • teaching is consistently high quality across all classes and subjects • staff understand and apply evidence-based pedagogical approaches • classroom practice is continually refined through ongoing CPD and coaching • This ensures disadvantaged pupils benefit from high-quality, consistent teaching, enabling them to make strong progress across the curriculum. 	<p>1,4</p>
<p>Purchase of standardised diagnostic assessments and Wellcomm assessments</p>	<ul style="list-style-type: none"> • Accurate assessment is essential to ensure teaching and intervention are precisely matched to pupils' needs. The Education Endowment Foundation highlights that effective use of assessment enables teachers to identify gaps, adapt teaching and provide targeted support, leading to improved outcomes for pupils. 	<p>1</p>

	<ul style="list-style-type: none"> • Standardised diagnostic assessments provide a consistent and reliable framework across the school, allowing leaders and teachers to: <ul style="list-style-type: none"> • identify strengths and gaps in learning • track progress over time • ensure interventions are appropriately targeted and evaluated • The Reading Framework emphasises the importance of ongoing assessment in early reading to ensure pupils keep up rather than catch up, and that teaching is adapted quickly where gaps are identified. • Similarly, Strong Foundations in the First Years of School highlights the importance of early identification of language and communication needs, particularly for disadvantaged pupils. Tools such as Wellcomm support practitioners to assess and address speech, language and communication development, which is critical for early reading and later attainment. • The Writing Framework reinforces that effective teaching relies on teachers having a clear understanding of pupils’ strengths and next steps, particularly in transcription, composition and vocabulary development. • As a result, Templars uses standardised diagnostic assessments and Wellcomm screening to ensure: <ul style="list-style-type: none"> • early identification of gaps in learning and language development • targeted support is implemented promptly and effectively • teaching is adapted to meet the needs of disadvantaged pupils • the impact of interventions can be monitored and evaluated over time • This ensures disadvantaged pupils receive timely and precise support, enabling them to make strong progress from their starting points. 	
Purchase of MyHappyMind	<ul style="list-style-type: none"> • Supporting pupils’ social, emotional and mental well-being is essential to enable them to engage successfully in learning. The Education Endowment Foundation identifies that social and emotional learning (SEL) approaches can improve pupil outcomes by an average of +4 months, particularly for disadvantaged pupils. • SEL approaches support pupils to: <ul style="list-style-type: none"> • understand and regulate their emotions • develop positive relationships • improve focus and engagement in learning • The Strong Foundations in the First Years of School highlights that children’s ability to self-regulate and manage emotions is a key foundation for learning, 	3

	<p>particularly in the early years. It emphasises the importance of explicit teaching of emotional understanding and strong adult support.</p> <ul style="list-style-type: none"> • The RSHE statutory guidance also reinforces that schools should support pupils to develop emotional wellbeing, resilience and positive mental health, enabling them to manage challenges and build healthy relationships. • In addition, the Improving Behaviour in Schools identifies that teaching pupils strategies to self-regulate and manage behaviour can lead to improved engagement and reduced disruption. • As a result, Templars has implemented MyHappyMind as a whole-school approach to support pupils' emotional wellbeing and readiness to learn. This programme enables: <ul style="list-style-type: none"> • explicit teaching of emotional literacy and regulation strategies • consistent language and approaches across the school • improved pupil confidence, resilience and self-awareness • increased readiness to engage positively in learning • This is particularly important for disadvantaged pupils, some of whom may require additional support to regulate emotions, build relationships and sustain engagement in lessons. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £260,748.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention Teachers for Years 3, 4 and 5	<ul style="list-style-type: none"> • Targeted academic support is most effective when it is precisely matched to pupils' needs and delivered by skilled practitioners. The Education Endowment Foundation identifies that small group and one-to-one tuition can lead to up to +5–6 months additional progress, particularly when delivered by teachers and closely linked to classroom learning. • The EEF highlights that the impact of interventions is strongest when: <ul style="list-style-type: none"> • teaching is explicit and focused on identified gaps • sessions are closely aligned with the curriculum and classroom teaching 	1,4

	<ul style="list-style-type: none"> • pupils receive immediate feedback and opportunities to practise • The Reading Framework reinforces that pupils who fall behind must “keep up, not catch up”, requiring rapid, targeted support to address gaps in reading and comprehension. • Similarly, the Writing Framework highlights that pupils benefit from explicit teaching, modelling and guided practice, particularly where gaps in transcription, vocabulary and composition exist. • The Improving Literacy in Key Stage 2 also emphasises that structured, targeted support is essential to help pupils develop fluency, comprehension and writing skills, particularly for disadvantaged pupils. • As a result, Templars invests in intervention teachers in Years 3, 4 and 5 to: <ul style="list-style-type: none"> • provide targeted, high-quality support for pupils who are not making expected progress • address gaps quickly following transition from KS1 to KS2 • ensure teaching is closely aligned with classroom learning • provide precise feedback and opportunities for over-learning • These year groups have been prioritised to prevent the widening of gaps between Key Stage 1 and Key Stage 2 outcomes, ensuring disadvantaged pupils are supported to make strong progress before the end of Key Stage 2. 	
Speech and Language Therapy	<ul style="list-style-type: none"> • Oral language development is a critical foundation for success in reading, writing and across the wider curriculum. The Education Endowment Foundation identifies that oral language interventions can improve pupil progress by up to +6 months, with even greater impact in the early years. • Evidence shows that pupils from disadvantaged backgrounds are more likely to experience delays in speech, language and communication, which can impact: <ul style="list-style-type: none"> • early reading and phonics development • comprehension and vocabulary • writing and sentence construction • confidence in speaking and participating in learning • The Strong Foundations in the First Years of School highlights that early language development is one of the strongest predictors of later attainment, and that gaps in language must be identified and addressed early through targeted support. 	1,4

	<ul style="list-style-type: none"> • The Reading Framework reinforces that spoken language underpins reading comprehension, and that pupils need secure vocabulary and language skills to access increasingly complex texts. • Similarly, the Writing Framework emphasises that pupils’ ability to write effectively is dependent on their oral language, vocabulary and ability to structure sentences, further highlighting the importance of early language development. • As a result, Templars provides access to Speech and Language Therapy to: <ul style="list-style-type: none"> • identify and address speech, language and communication needs early • support pupils to develop vocabulary, sentence structure and communication skills • enable pupils to access phonics, reading and writing more effectively • ensure disadvantaged pupils are able to participate fully in learning • This targeted support helps disadvantaged pupils to close language gaps early, improving their ability to access the curriculum and make sustained progress over time. 	
Additional Teaching Assistants	<ul style="list-style-type: none"> • Additional adult support can be highly effective when it is well-targeted, carefully deployed and linked directly to classroom learning. The Education Endowment Foundation identifies that small group and one-to-one support can lead to up to +4–6 months additional progress, particularly when staff are well-trained and interventions are structured and focused. • The EEF also highlights that the impact of Teaching Assistants is greatest when they: <ul style="list-style-type: none"> • deliver targeted support linked to specific learning gaps • are well-trained and supported • work in alignment with the class teacher and curriculum • provide structured feedback and opportunities for practice • The Making Best Use of Teaching Assistants emphasises that Teaching Assistants should supplement, not replace, high-quality teaching, and should be deployed to provide structured interventions and targeted in-class support. • The Reading Framework reinforces that additional adults should be used to ensure pupils who fall behind receive timely, precise support, particularly in early reading and phonics. 	1,3,4

	<ul style="list-style-type: none"> • Similarly, the Writing Framework highlights the importance of guided practice, scaffolding and feedback, which can be effectively supported by trained Teaching Assistants working alongside teachers. • As a result, Templars deploys additional Teaching Assistants to: <ul style="list-style-type: none"> • provide targeted small group and one-to-one support for disadvantaged pupils • support pupils to access learning within lessons through scaffolding and guided practice • reinforce key skills in reading, writing and maths • ensure pupils receive immediate feedback and opportunities to practise • This ensures disadvantaged pupils receive timely and focused support, enabling them to secure key skills and make strong progress across the curriculum. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £126,788.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer monitoring attendance	<ul style="list-style-type: none"> • Regular school attendance is essential for pupils to access learning and make sustained progress. The Department for Education identifies a clear link between attendance and attainment, with pupils who have lower attendance significantly less likely to achieve expected outcomes at the end of Key Stage 2 and beyond. • The Improving School Attendance emphasises that improving attendance requires a whole-school, systematic approach, including: <ul style="list-style-type: none"> • robust monitoring and tracking of attendance data • early identification of pupils at risk of persistent absence • timely and targeted intervention with families • strong relationships and clear communication • The guidance also highlights the importance of working proactively with families and external agencies to address barriers to attendance, particularly for disadvantaged pupils. • The Education Endowment Foundation further recognises that addressing attendance and engagement is critical, as pupils need to be present in school to benefit from high-quality teaching and targeted support. 	2

	<ul style="list-style-type: none"> • As a result, Templars employs an Attendance Officer to: <ul style="list-style-type: none"> • monitor attendance closely and identify patterns or concerns early • provide targeted support and challenge for families where attendance is a concern • work with pastoral teams and external agencies to remove barriers to attendance • ensure consistent implementation of whole-school attendance procedures • This targeted approach ensures that disadvantaged pupils, who are more at risk of persistent absence, are supported to attend regularly, engage in learning and access the full curriculum. 	
Counsellor	<ul style="list-style-type: none"> • Supporting pupils' mental health and emotional well-being is essential to enable them to engage successfully in learning. The Education Endowment Foundation highlights that social and emotional learning approaches can improve pupil outcomes by an average of +4 months, particularly for disadvantaged pupils. • Disadvantaged pupils are more likely to experience challenges outside school, which can impact their: <ul style="list-style-type: none"> • emotional wellbeing • behaviour and relationships • ability to concentrate and engage in learning • The Improving Behaviour in Schools identifies that providing targeted support for pupils with social, emotional and mental health needs can lead to improved engagement and reduced disruption, enabling pupils to access learning more effectively. • The Mental Health and Behaviour in Schools also emphasises that schools should provide appropriate support to help pupils manage emotions, build resilience and engage positively with school, particularly where external factors impact wellbeing. • As a result, Templars provides access to a school counsellor to: <ul style="list-style-type: none"> • offer a safe and supportive space for pupils to discuss difficulties • support pupils to develop strategies to manage emotions and challenges • improve pupils' confidence, resilience and readiness to learn • reduce barriers to engagement caused by difficulties outside school • This targeted support ensures disadvantaged pupils are better able to regulate, engage in learning and 	3

	<p>make progress, particularly where emotional wellbeing may otherwise impact attainment.</p>	
Trip subsidy	<ul style="list-style-type: none"> • Access to a broad and enriching curriculum is essential to ensure all pupils develop the knowledge, skills and cultural capital needed for future success. The Department for Education highlights that schools should provide opportunities that build pupils' cultural capital, enabling them to engage with the wider world and succeed in education and beyond. • Educational visits and enrichment experiences: <ul style="list-style-type: none"> • deepen pupils' understanding of the curriculum • provide real-life context to learning • support vocabulary development and oracy • increase motivation and engagement • The Education Endowment Foundation also recognises that enrichment and wider experiences can improve pupils' engagement, confidence and readiness to learn, particularly for disadvantaged pupils. • However, financial barriers can limit participation for some pupils. Disadvantaged pupils are less likely to access enrichment opportunities outside school, which can impact their experience, knowledge and confidence. • As a result, Templars uses Pupil Premium funding to subsidise the cost of trips, visits and enrichment activities, ensuring: <ul style="list-style-type: none"> • all pupils can access curriculum-linked experiences regardless of financial background • disadvantaged pupils participate fully alongside their peers • pupils develop broader knowledge, vocabulary and understanding • barriers to participation are removed • This ensures disadvantaged pupils are able to access the full curriculum and wider opportunities, supporting both academic development and personal growth. 	5
OOSC Provision	<ul style="list-style-type: none"> • Access to safe, structured wraparound provision supports pupils' attendance, wellbeing and readiness to learn. The Department for Education highlights the importance of schools providing inclusive, high-quality provision beyond the school day, enabling pupils to access education fully and supporting working families. • For some disadvantaged pupils, barriers outside school can impact: <ul style="list-style-type: none"> • punctuality and attendance • readiness to learn at the start of the school day 	5

	<ul style="list-style-type: none"> • access to a consistent, safe environment • The Improving School Attendance emphasises that removing practical barriers for families is a key part of improving attendance and engagement, particularly for disadvantaged pupils. • The Education Endowment Foundation also recognises that wider strategies which support pupils' well-being and engagement can improve their ability to access and benefit from high-quality teaching. • As a result, Templars provides subsidised Out of Hours School Club provision to: <ul style="list-style-type: none"> • support families and reduce barriers to attendance and punctuality • provide a safe, consistent and supportive environment for pupils • improve pupils' readiness to learn at the start of the school day • enable disadvantaged pupils to access extended opportunities within school • This ensures disadvantaged pupils are well-supported, prepared for learning and able to attend school consistently, contributing to improved engagement and outcomes. 	
Uniform, shoes and equipment subsidy	<ul style="list-style-type: none"> • Ensuring all pupils feel a strong sense of belonging and inclusion is essential for engagement and success in school. Research highlights that a sense of belonging is closely linked to positive behaviour, attendance and attitudes to learning, particularly for disadvantaged pupils. • The Education Endowment Foundation identifies that approaches which support pupils' social and emotional development can improve engagement and readiness to learn, particularly for those facing additional barriers. • The Improving Behaviour in Schools emphasises that creating a positive, inclusive school culture supports pupils to feel part of the school community, which in turn improves behaviour and engagement. • The Department for Education also highlights the importance of removing financial barriers to ensure all pupils can participate fully in school life, including having appropriate uniform and equipment. • At Templars, having the correct uniform and equipment supports pupils to: <ul style="list-style-type: none"> • feel a sense of belonging and inclusion within the school community • engage positively in learning alongside their peers • maintain high expectations for behaviour and presentation 	2, 5

	<ul style="list-style-type: none"> • As a result, the school provides subsidies for uniform, shoes and essential equipment to ensure: • disadvantaged pupils are not disadvantaged by financial barriers • all pupils can attend school appropriately equipped and ready to learn • barriers to participation, confidence and engagement are removed • This supports disadvantaged pupils to feel included, confident and ready to learn, contributing to improved behaviour, attendance and engagement. 	
Opal Play training	<ul style="list-style-type: none"> • High-quality play and physical activity are important in supporting pupils' wellbeing, behaviour and readiness to learn. The Education Endowment Foundation identifies that physical activity has a positive impact on pupils' health, wellbeing and engagement (+1 month), which supports their ability to access learning. • Well-structured play opportunities also support pupils to: <ul style="list-style-type: none"> • develop social skills and positive relationships • regulate emotions and behaviour • build resilience, confidence and independence • The Improving Behaviour in Schools highlights that creating a positive environment and teaching pupils how to manage behaviour and interact successfully with others can reduce incidents and improve engagement in learning. • The Strong Foundations in the First Years of School also emphasises that play is central to children's development, supporting language, social interaction and self-regulation, which are critical foundations for learning. • The OPAL programme provides a structured, whole-school approach to improving play, ensuring that play-times are: <ul style="list-style-type: none"> • well-planned and inclusive • rich in opportunities for social interaction and problem-solving • supported by trained staff who understand how to facilitate positive play • As a result, Templars has invested in OPAL Play Training to: <ul style="list-style-type: none"> • improve the quality and consistency of play across the school 	1,3, 5

	<ul style="list-style-type: none">• support pupils, particularly disadvantaged pupils, to develop social and emotional skills• reduce behaviour incidents during unstructured times• improve pupils' readiness to return to learning following playtimes <ul style="list-style-type: none">• This ensures disadvantaged pupils are supported to develop positive behaviours, regulate emotions and engage successfully in learning throughout the school day.	
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Total budgeted cost: £404,305

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2024–2025, disadvantaged pupils made **improving progress across several key areas**, particularly in **early reading and phonics**, where focused investment in staff training and consistent implementation of the Read Write Inc. programme has strengthened outcomes.

Leaders have maintained a strong focus on **high quality teaching, targeted academic support and wider pastoral strategies**, recognising the significant overlap between disadvantage, SEND and attendance within the school.

Quality of Education (Academic Outcomes)

Early Reading and Phonics

Outcomes in early reading have **continued to improve**, with phonics remaining a key strength. Previous improvements in phonics outcomes have been sustained through:

- consistent delivery of the RWI programme
- regular staff training and coaching
- targeted support for pupils who are not on track

Disadvantaged pupils are increasingly able to **access early reading successfully**, and gaps in phonics outcomes continue to narrow.

Reading, Writing and Maths

Disadvantaged pupils are making **improving progress across core subjects**, supported by:

- targeted intervention teaching in Key Stage 2
- additional adult support
- structured curriculum approaches (e.g. White Rose Maths, writing frameworks)

However, leaders recognise that:

- the **attainment gap remains in writing**, particularly at KS2
- continued focus is needed on **vocabulary development and sentence construction**

Reading remains stronger than writing, reflecting the impact of the school's **systematic approach to phonics and reading development**.

Attendance

Attendance for disadvantaged pupils has **improved over time but remains below that of other pupils**.

- Disadvantaged attendance: **90.6%**
- Others: **95.3%**
- Persistent absence: **32.1% (disadvantaged) vs 11% (others)**

The introduction and continued work of the **Attendance Officer**, alongside targeted pastoral support, has:

- improved attendance for a number of pupils
- strengthened monitoring and early intervention

Despite this, **persistent absence remains a key priority**, particularly for a small group of pupils with complex needs.

Behaviour, Wellbeing and Engagement

Behaviour data indicates that disadvantaged pupils are **more frequently represented in behaviour incidents**, reflecting the overlap between disadvantage, SEND and emotional regulation needs.

Leaders have strengthened:

- consistent behaviour systems
- pastoral and regulation support
- reintegration processes following incidents

The use of **learning mentors and structured behaviour support** has supported pupils to:

- regulate emotions more effectively
- re-engage with learning
- sustain participation in lessons

Leaders recognise that behaviour is often linked to wider barriers and continue to focus on **supporting pupils to succeed rather than simply responding to incidents**.

Wider Strategies and Personal Development

Disadvantaged pupils have been supported to access a **broad range of wider opportunities**, including:

- trips and enrichment activities
- OPAL play provision
- out-of-school provision

Financial support has ensured that pupils are able to **participate fully in school life**, supporting:

- confidence
- social development
- sense of belonging

Pastoral support, including counselling and mentoring, has had a positive impact on **wellbeing and readiness to learn**, particularly for vulnerable pupils.

Key Strengths

- Strong and sustained improvement in **early reading and phonics**
- Clear focus on **high quality teaching as the primary driver of improvement**
- Effective use of **pastoral and wider strategies** to support vulnerable pupils

- Clear understanding of the **overlap between disadvantage, SEND and attendance**

Areas for Further Development

- **Reduce the attainment gap in writing**, particularly at KS2
- **Improve attendance and reduce persistent absence** among disadvantaged pupils
- Continue to strengthen **consistency of classroom practice** to ensure disadvantaged pupils are fully supported in all lessons

Summary

Leaders have taken a **coordinated and evidence-informed approach** to supporting disadvantaged pupils. While strong progress has been made in areas such as phonics and early reading, leaders remain focused on addressing **attendance and writing outcomes** to ensure disadvantaged pupils achieve well across the curriculum and participate fully in school life.

Externally provided programmes

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

Programme	Provider
N/A	

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Our Pupil Premium strategy is supplemented by additional activity that is not funded directly through Pupil Premium or Recovery Premium. These approaches further strengthen provision and ensure disadvantaged pupils are fully supported to succeed.

This includes:

- **Embedding effective feedback practices** across the school. The Education Endowment Foundation identifies feedback as having a **high impact on pupil progress**, particularly for disadvantaged pupils, when it is timely, specific and focused on next steps.
- **Training Mental Health First Aiders** to support pupils identified by the SEND team as requiring additional support with emotional wellbeing. This strengthens the school's capacity to respond early to emerging needs and ensures pupils are supported to be ready to learn.
- **Providing a wide range of high-quality extracurricular activities**, including sport, enrichment and wider opportunities. These activities are designed to build **confidence, resilience and social skills**, while supporting pupils' wellbeing, attendance and aspiration. Disadvantaged pupils are actively encouraged and supported to participate to ensure equitable access.

Planning and Implementation

In planning this strategy, leaders have drawn extensively on evidence from the Education Endowment Foundation, including the Teaching and Learning Toolkit and implementation guidance, to ensure that all approaches are **evidence-informed and focused on impact**.

The strategy has also been shaped by a detailed understanding of the school's context and the specific needs of its pupils. Leaders recognise that some disadvantaged pupils have experienced disruption to their **social, emotional and language development**, and have adapted provision accordingly.

As a result:

- there is a strong emphasis on **high quality teaching as the primary driver of improvement**
- targeted academic and pastoral support is used to address identified gaps
- wider strategies ensure pupils are able to **engage fully in school life and learning**

Implementation is supported through:

- regular monitoring of attainment, attendance and engagement
- ongoing professional development and coaching for staff
- a coordinated, whole-school approach involving all staff

Leaders review the impact of the strategy regularly and adapt provision where needed to ensure disadvantaged pupils are supported to **make sustained progress over time**.