

Pupil premium strategy statement- Templefield Lower School

This statement details our school's use of pupil premium (and recovery 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	306
Proportion (%) of pupil premium eligible pupils	9
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)	2024-2025 (3 year plan 2024-2027)
Date this statement was published	
Date on which it will be reviewed	September 2025
Statement authorised by	Debbie Trivett
Pupil premium lead	Jenny Galston
Governor / Trustee lead	Jo Johnson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,230
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£43,230

Part A: Pupil premium strategy plan

Statement of intent

At Templefield Lower School, our aim is that all pupils, regardless of background, reach their full potential, attaining well and achieving good outcomes. We want them to value their education and drive their desire to learn and do well regardless of their background. We aim to ensure that our pupils are confident individuals who are the best person they can possibly be. When they leave our school, we want all children to read fluently and widely, express their views confidently, solve mathematical problems fluently, and gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. We also strive to engage families in education and support them in having high aspirations for their children. We want children from disadvantaged backgrounds to be given opportunities to develop their cultural capital through attending extra-curricular clubs, having special theme days and attending school trips.

We want all our pupils to strive to meet our CORE Values of:

- Respect
- Honesty
- Friendship
- Kindness
- Perseverance
- Tolerance
- Thoughtfulness
- Courage
- Patience
- Co-operation

Using the **RADY (raising the attainment of disadvantaged youngsters)** approach, it is our intent to:

- **raise expectations;**
- **raise awareness;**
- **raise aspirations;**

in order to close gaps between our disadvantaged pupils and their peers both in terms of attainment and holistic opportunities and experiences through focusing on **equity not equality**.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. We will hold pupil progress reviews each term where the barriers to learning will be discussed in detail for all disadvantaged pupils and targeted, evidence-based interventions will be planned for, to ensure that all of these pupils have the opportunity to make more progress than their peers. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. We will follow the principles of RADY to ensure we provide equity and proportionate representation for pupil premium pupils.

Challenges

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

Challenge number	Detail of challenge
1	Significant gap between PP children and non-PP children in writing and maths across the whole school, and a smaller gap in reading.
2	Significant gap in results of Year 1 phonics screening test of PP children and non-PP peers.
3	Attendance of Pupil premium children is lower than both the national average and attendance of non PP peers.
4	Children from disadvantaged backgrounds have limited life-experiences compared to their peers.
5	Parents of disadvantaged children can be reluctant to engage with their children's learning and/or attend curricular events.

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
Gap in attainment between PP children and their non-PP peers to diminish and PP children to achieve in-line with non-PP peers in writing, reading and maths	-Ambitious targeting to ensure progress rates are maximised through RADY uplift for all PP children -Teachers to apply RADY principles of equity and 'over-serve' PP children with quality-first teaching -Targeted interventions to ensure all PP children are given the opportunity to make accelerated progress -Clear tracking of data for reading, writing and maths across all year groups, with PP children being a particular focus in PPMs
Phonics screening test results of PP pupils will be in-line with non-PP peers	-Ambitious phonics targeting in EYFS and Year 1 to ensure progress rates are maximised through RADY uplift for all PP children -Teachers to apply RADY principles of equity and 'over-serve' PP children with quality-first teaching of phonics -Targeted phonics interventions to ensure all PP children are given the opportunity to make accelerated progress

	-Clear tracking of phonics data from baseline in EYFS and every 6 weeks until the phonics screening tests in Year 1 -Year 1 phonics screening results (and Year 2 rescreening results) will show PP children achieving at least as well as their peers.
Attendance of PP pupils to improve so that it is above national average and in-line with non-PP peers	-Ambitious school-wide attendance targeting of 97% - Robust weekly tracking of attendance so that, so that all attendance issues can be picked up early -Attendance letters to be sent out early when initial concerns about attendance are identified -In cases of persistent absences, meetings to be held with parents and attendance plans put in place -Rigorous attendance policy in place and followed, working together with the local authority's attendance officer
All children experience a broad range of learning experiences and enrichment activities to enhance their ability to engage with the curriculum.	-All year groups to provide at least one off-site school trip opportunity per year, and all PP pupils to attend -A range of curriculum enrichment activities to be provided in school, including theme days and visitors to the school -A wide range of extra-curricular clubs to be provided, with priority given to PP children -Proportional representation to be tracked and achieved in all areas of school life, with priority given to PP children in jobs/ responsibilities across the school
Parents of PP children engage with their children's learning and attend curricular events.	-PP parents to be booked spaces for parents evenings and encouraged to attend -Opportunities for all parents to come and see their children's work during open afternoons -Phonics, Reading and Maths workshops to be held, giving parents confidence in supporting their child at home. -Attendance of PP parents to be monitored at all curricular events

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: £10,820

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching – Reading, Writing and Maths – Ensure high quality teaching of writing across the school through the continued implementation and CPD for staff on Talk for Writing as a whole school approach – Ensure high quality teaching of reading throughout the school and develop whole-class reading approach – Develop the teaching of grammar across the school and provide CPD to teachers and support staff on developing their own grammar knowledge so that this can improve outcomes across the curriculum, including for disadvantaged pupils – Develop the assessment and tracking of core subjects through the continued use of Insight (whole school tracking system) – Provide CPD to teaching staff on developing storytelling	Research by NFER has identified that high quality teaching for all with an emphasis on quality first teaching is a key building block in raising disadvantaged pupils' attainment. EEF Guidance- 'Evidence indicates that success in literacy relies on the secure development of language, and these skills are amongst the best predictors of educational success.' Feedback (+6 months) EEF EEF guidance reports : using digital technology to improve learning (+4months) , Improving behaviour in school, Closing the Attainment Gap (EEF)- What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development EEF- Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year	1, 2, 5

across the school and purchase new storytelling resources to support storytelling lessons in all year groups - Develop rigorous internal moderation processes to validate teacher assessment judgements and ensure consistency both within and across all year groups - Attend external moderation meetings for reading, writing and maths with local cluster schools to ensure that school-wide judgements are accurate - Ensure gaps between disadvantaged pupils and their peers are closing by supporting teachers to identify barriers to learning for PP children and set appropriate learning targets during termly pupil progress meetings for reading, writing and maths - Parent workshops delivered to all phases in reading, writing and maths to explain the learning and how children can be supported at home		
Class teachers to provide specific feedback to help children achieve well. - Ensure marking and feedback leads to improvements in pupils' learning through monitoring to check disadvantaged children are acting upon feedback and making good progress	EEF research Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year. Feedback can take a range of different forms, including written feedback in the form of marking, oral feedback and peer feedback, while a teacher may also choose	1.

- Develop use of 'RADY pairs' and use this for regular monitoring of disadvantaged children's books - Monitor marking and feedback strategies and provide support where necessary to staff who need further support - Follow-up Talk for Writing training on marking and feedback - Set clear expectations for marking, feedback and response in Talk for Writing i.e. cold and hot writes, innovation stage, marking codes etc. - Model editing and improving writing i.e. discuss what works, what doesn't, how we can improve and make accurate. - Monitor the quality of marking and feedback through lesson visits, book scrutiny and pupil voice. - Monitor marking and feedback strategies and provide support where necessary to staff who need further support. - Teachers and support staff to follow RADY principles and prioritise feedback for PP children in all lesson, with a particular focus on live marking and additional verbal feedback.	to vary the frequency, timing, focus and tone	
Quality first teaching - Phonics		2, 5

- Purchase workbooks and licences to deliver daily high quality phonics lessons using an accredited scheme Essential letters and sounds (ELS) - Refresher ELS training for teachers and support staff. - Ongoing CPD through development days and staff meetings. - Regular coaching for teachers that require it. - Continued monitoring and follow up support for teachers and support staff to ensure high quality teaching of phonics and fidelity to the scheme - Refresher ELS training on Decodable Books. - Set up reading on Day 5 of ELS and in Review lessons. - Ensure pupils' reading books are fully aligned with the phonics programme. - Parent workshops delivered to explain the phonics scheme and how children can be supported at home	EEF- https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £27,333.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality delivery of interventions and booster groups	EEF research – oral language interventions (+5months) EEF research Phonics interventions (+5months)	1, 2

- ELS Phonics interventions - Lift Off to Language - 1:1 precision teaching - 1:1 reading - 1:1 SALT interventions - Language for Thinking/BLANKS interventions - Wellcomm speech and language - Fine motor skills – e.g. dough disco, write from the start - Mastering number – (keep up groups rekenreks) - Vocabulary pre-teaching - Number Stacks - Nessy Reading and spelling Raise the thresholds for PP children to ensure they have access to a wide range of intervention and make accelerated progress	EEF research – 1:1 tutoring (+5months) EEF research – mastery learning (+5months) EEF research- teaching assistant interventions (+4 months) Providing an equitable model for learning raises attainment – RADY	
High quality delivery of nurture groups (SEMH / SEND) - ELSA - Zones of regulation - Talkabout for children - Time to Talk - Drawing and talking therapy - Lego therapy - SULP - Sensory circuits	ELSA research findings- https://www.elsanetwork.org/elsa-network/evaluation-reports/ EEF research – social and emotional interventions (+4months) EEF research- behaviour interventions (+4 months)	1,2

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

Budgeted cost: £6,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Promote the importance of good attendance. - Raise the focus on attendance through regular communication with parents e.g. newsletters, letters on areas of concern (i.e. holidays during term time, new national framework for penalty notices) - Rigorous day-to-day processes for tracking and following up absence e.g. first day calling, chasing of unexplained absence, evidencing appointments. - Regularly inform parents about their child's attendance e.g. parents evening, annual reports. - Recognise good and improved attendance. - Regular monitoring and analysis of attendance data to identify pupils at risk of poor attendance. - Regular individual level analysis to identify those pupils who need targeted support. - Work with families to understand any barriers and devise strategies	DFE- https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/ 'Our research found that pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well. The data also shows that in 2019, primary school children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard.'	1, 2, 3, 5
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to address poor attendance. - Termly school/LA targeting support meetings to review individual cases and agree specific actions.		
Learning experiences and enrichment - Ensure all children in Year 4 have the opportunity to play a musical instrument for one school term via whole class music lessons via Inspiring Music - Prioritise disadvantaged children for opportunity to learn an additional musical instrument in additional extra-curricular after-school club - Enrichment activities in school – e.g. Lego workshop, computing workshop, Indian dance visit, seaside off the page - Educational out of school visits for each year group with full funding to PP children eg. Warwick Castle, Verulamium Museum, Sealife Centre - Opportunity for Year 4 children to attend residential trip with partial funding offered for all PP children - Extra-curricular after school clubs (e.g. art club, book club, mindfulness club) with	These activities provide children with a range of learning experiences. Involvement in such activities also enhances social skills and improves confidence and self-esteem. They also help to increase their cultural capital and provide additional life experiences that they may not otherwise have. ‘Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal.’ https://www.culturallearningalliance.org.uk/what-is-cultural-capital/#:~:text=The%20benefits%20of%20cultural%20capital%2C%20both%20abstract%20and%20formal.	4

spaces prioritised for all PP children		
- Teachers to regularly engage with parents of PP children to establish good relationships, discuss barriers to learning and share progress - School to provide a regular program of curriculum events for parents and monitor who attends - Teachers to circulate the 'take-home PE bag' and prioritise the PP children in their class before all others - Provision of home learning stationery and resources to aid with homework. - Provide financial support to purchase school uniform and PE kit	EEF Toolkit Research – Parental engagement (+4months) A number of parents of PP pupils are not engaging in their child's learning which reduces the progress these children could make.	5

Total budgeted cost: £44,413.22

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Improved attainment in literacy and maths for PP children in the EYFS, measured through tracking and end of year attainment.

EYFS Data

This is a cohort of 56 pupils (32 boys, 24 girls). 3 pupils are on pupil premium register (5%). 9 pupils are on SEN register (16%).

	Baseline September 2023		Exit data July 2024		National data- EYFS 2023
	All pupils (56)	PP pupils (3)	All pupils (56)	PP pupils (3)	All pupils
Literacy	18%	0%	82% (+64%)	67% (+67%)	69.7%
Maths	46%	0%	84% (+38%)	67% (+67%)	77.1%

Although there is still an attainment gap between PP pupils and their peers, the proportion of PP children reaching the expected level in combined literacy and maths increased more than the cohort.

67% of PP children achieved age related expectations for combined literacy. This is slightly lower than the national picture for all children in 2023 of 69.7%.

67% of PP children achieved age related expectations for combined maths. This is lower than the national picture for all children in 2023 of 77.1%.

With such a small proportion of PP children within the cohort, it must remain a priority in Year 1 to continue to over-serve these children so that accelerated progress can be made and the attainment gap closes.

2. Improved phonics attainment for PP children in the EYFS and KS1, measured through phonics tracking.

EYFS Data

	Baseline September 2023		Exit data July 2024		National data- EYFS 2023
	All pupils (56)	PP pupils (3)	All pupils (56)	PP pupils (3)	All pupils
Word Reading	9%	0%	82% (+73%)	67% (+67%)	76.2%

PP pupils in Reception did not make as much progress as the year group and the proportion of PP children who reached the expected level for word reading was lower than all children nationally in 2023.

Year 1 exit phonics data

	All pupils (51)	PP pupils (7)	National data- Y1 phonics 2023
Year 1 Phonics screener June 2024	86%	71%	79%

Year 2 phonics rescreening data

	All rescreened pupils (14)	PP pupils (7)	National data- Y2 phonics rescreening 2023
Year 2 Phonics rescreening June 2024	93%	100%	89%

PP pupils in Year 1 performed below their cohort and below national figures for all children in 2023. Year 2 PP pupils who were rescreened outperformed their cohort and performed better than the national figure for all children in 2023. Phonics 1:1 / groups to continue as interventions next year in year 2 for children who did not pass in Year 1 this year.

3. Diminished difference in the attainment of PP and non-PP children in the current Year 1, 2, 3 and 4 cohorts, measured through end of year data.

Year 1

	Autumn Term (EXS+)			Spring Term (EXS+)			Summer Term (EXS+)		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Reading	14%	71%	57%	14%	72%	58% (+1%)	43%	86%	43% (- 15%)
Writing	14%	68%	54%	14%	69%	55% (+1%)	14%	74%	60% (+5%)
Maths	14%	73%	59%	14%	74%	60% (+1%)	14%	75%	61% (+1%)

Year 1 data shows significant gaps in attainment between PP pupils and non PP pupils in all areas. The gap in reading has narrowed across the year but the gap in writing and maths has widened.

Year 2

	Autumn Term (EXS+)			Spring Term (EXS+)			Summer Term (EXS+)		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Reading	83%	62%	-21%	83%	74%	-9%	83%	81%	-2%
Writing	67%	64%	-3%	67%	65%	-2%	67%	63%	-4%
Maths	50%	80%	30%	50%	86%	36% (+6%)	83%	93%	10% (-26%)

Children on the PP register in Year 2 outperform their non PP peers in reading and writing. The gap has narrowed in maths.

Year 3

	Autumn Term (EXS+)			Spring Term (EXS+)			Summer Term (EXS+)		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Reading	71%	79%	8%	71%	83%	12% (+4%)	71%	89%	18% (+6%)
Writing	43%	63%	20%	43%	67%	24% (+4%)	57%	72%	15% (-9%)
Maths	57%	70%	13%	57%	76%	19% (+6%)	57%	81%	24% (+5%)

The attainment gap has widened for Year 3 PP pupils in reading and maths. The attainment gap has narrowed in writing.

Year 4

	Autumn Term (EXS+)			Spring Term (EXS+)			Summer Term (EXS+)		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap

Reading	60%	92%	32%	80%	92%	12% (-20%)	80%	92%	12% (=)
Writing	20%	78%	58%	20%	78%	58% (=)	20%	86%	66% (+8%)
Maths	60%	92%	32%	60%	93%	33% (+1%)	40%	97%	57% (+24%)

The attainment gap in reading has narrowed. The attainment gap in writing and maths has widened.

4. Improved attendance for all pupils, including PP children, measured through attendance data.

Table to show pupil attendance up to May half-term

Demographic Latest data for the 2023/24 academic year	Overall attendance (%)		Authorised absence (%)		Unauthorised absence (%)		Persistently absent pupils	
	2023/4	2022/3	2023/4	2022/3	2023/4	2022/3	Number	%
National data*	94.7	-	3.9	-	1.4	-	-	14.9
Pupil Premium	93.8	90.2	5.5	8.9	0.7	1.0	4	14.3
Non Pupil Premium	96.3	94.8	3.0	4.3	0.7	1.0	16	6.5

NB: Latest DfE data for the 2023/24 academic year up to 17 May 2024

Pupil Premium Attendance Figures

Attendance traffic light	Number of pupils 2023/24	Number of pupils 2022/23
Green – attendance at or above 95%	14	5
Amber – attendance below 95% but above 90%	10	3
Red – attendance below 90%	4	14

As the data above shows, there has been a significant increase in the number of PP children with good attendance since the previous academic year. Overall attendance of Pupil premium children is lower than both the national average and the overall attendance of non PP peers, but the gap has slightly decreased.

5. Increased parental engagement and raised aspirations, measured through pupil engagement in home learning and parent attendance at curriculum activities

There is good proportional representation for parents with Pupil Premium children attending parents evenings and engaging with their child's class teacher. Parent engagement with home learning activities is lower than non-PP peers (41% of PP parents support their child with homework across the school, compared with 75% of non-PP peers.) In EYFS, all PP parents attended all curriculum events (Winter craft afternoon, mindfulness session and reading breakfast). Encouragement for PP parents to attend curriculum activities, along with workshops on how to support your child with homework to be held next year and attendance of PP parents monitored.

6. All children experience a broad range of learning experiences and enrichment activities to enhance their ability to engage with the curriculum.

A wide range of learning opportunities and enrichment has been available to help develop cultural capital, including school visits to the woods, living eggs and a school trip to the Birmingham Sealife Centre in EYFS, a walk around the local area and visit to Woburn safari park in Year 1, Great Fire of London day and visit to Woburn Castle in Year 2, Robotics workshop and visit to Holdenby House for Year 3 and 4. Financial support has been provided which has enabled 100% of PP children to participate in these enrichment opportunities. In addition to this, the Year 4 residential visit was partially funded and an uptake of 100% of PP pupils took part in the activities.

Through changes to the way extra-curricular club spaces are allocated, proportionality has been achieved across all year groups and all clubs. Invitations to clubs and to events for parents are now being managed differently. Sending early invitations to PP families proved ineffective so now the school waits for all applications to come in and makes sure Pupil Premium children are prioritised. This method will need to continue going forward. Additionally, Pupil Premium children have had the opportunity to represent the school at sports festivals with proportionality being achieved at all events.