

Pupil Premium Strategy Statement – Templefield Lower 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 in the last academic year.

School Overview

<u>Detail</u>	<u>Data</u>
Number of pupils in school	281
Proportion (%) of pupil premium eligible pupils	10% (29)
Academic year / years that our current pupil premium strategy covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 (3-year plan 2024-2027)
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Debbie Trivett
Pupil Premium Lead	Liz Fitch
Governor Lead	Jo Johnson

Funding Overview

<u>Detail</u>	<u>Amount</u>
Pupil premium funding allocation this academic year	£37,875
Pupil premium funding carried forward from previous years	None
Total budget for this academic year	£37,875

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.

<u>Challenge Number</u>	<u>Detail of Challenge</u>
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 PP 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 the current strategy plan, and how we will measure whether they have been achieved.

<u>Intended Outcome</u>	<u>Success Criteria</u>
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 check 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 target of 97%. - Robust weekly tracking of attendance 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 absence, 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 offsite school trip opportunity per year, and all PP children 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. - Coffee mornings once a term to build relationships and offer a more informal opportunity to come into school – PP parents by invitation.

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 (including CPD, recruitment and retention)

Budgeted cost:

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge number(s) addressed</u>
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 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 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.	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

Attend external moderation meetings for reading, writing and maths with local cluster schools to ensure that schoolwide 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. Targeted invitations to parents of PP children offering a more informal opportunity to come in to find out about supporting their individual child 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. 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. 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	EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of +8 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

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.		
Quality first teaching – phonics. Purchase workbooks and licences to deliver daily high-quality phonics lessons using 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. 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 Toolkit 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.	2, 5

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

Budgeted cost:

<u>Activity</u>	<u>Evidence that supports this approach</u>	<u>Challenge numbers addressed</u>
High quality delivery of interventions and booster groups. ELS phonics interventions 1:1 precision teaching 1:1 reading 1:1 SALT interventions Blanks interventions Wellcomm speech and language Fine motor skills Mastering number interventions Vocabulary pre-teaching Nessy reading and spelling Ensure that PP children have access to this wide range of interventions to help them make accelerated progress.	EEF research – oral language interventions (+5 months) EEF research – Phonics interventions (+5 months) EEF research – 1:1 tuition (+5 months) EEF research – teaching assistant interventions (+4 months) RADY - Providing an equitable model for learning raises attainment.	1,2
High quality delivery of nurture groups (SEMH). Rainbow room nurture provision ELSA Drawing and Talking Talkabout / Time to talk Zones of Regulation Social stories Lego therapy Sensory circuits Hamish and Milo	EEF research findings – http://www.elsanetwork.org/elsa-network/evaluation-reports/ EEF research – social and emotional interventions (+4 months) EEF research – behaviour interventions (+4 months)	

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promote the importance of good attendance. Raise the focus on attendance through regular communication with parents e.g. newsletters, letters on areas of concern, such as national framework for penalty notices. Rigorous day to day processes for tracking and following up absence e.g. first day calling, evidence of appointments. Regularly inform parents about their child's attendance e.g. at parents evening, on annual reports. Recognise good and improved attendance. Regular monitoring and analysis of attendance data to identify pupils at risk of poor attendance. Offer support meetings to parents of pupils with poor attendance to discuss strategies to help improve attendance. Termly meetings with SAO to review individual cases and agree specific actions.	DFE https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risksmissing-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
Promote the importance of food and drink as part of being ready for learning. Set up a school breakfast club for Pupil Premium children (by invitation). Run breakfast club daily at set time to provide a healthy breakfast to the children who need it. Signpost families to the Flitwick Community Fridge. Make referrals to The Need Project food bank.		1, 3, 5

Signpost families to supermarket offers such as school holiday vouchers.		
Learning experiences and enrichment. Ensure all children in Y4 have the opportunity to play a musical instrument for one school term via whole class music lessons by Inspiring Music. Prioritise disadvantaged children for the opportunity to learn an additional musical instrument in extra-curricular after school clubs. Enrichment activities in school funded for PP children e.g. Lego workshop, Indian dance visit, seaside day. Priority places at extra-curricular clubs. Educational visits out of school for each year group with full funding to PP children. 50% reduction in cost of Y4 residential.	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	4
Home-school relationships. Teachers to regularly engage with parents of PP children to establish good relationships in order to discuss barriers to learning and share progress. School to provide a regular program of 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 (+4 months) A number of parents of PP children are not engaging in their child’s learning which reduces the progress these children could make.	5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Improve 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 54 pupils – 21 boys and 33 girls. 4 pupils are on the Pupil Premium register which is 7% and 10 pupils are on the SEND register which is 19%.

	Baseline September 2024		Exit Data July 2025		National data EYFS 2024
	All pupils (54)	PP pupils (4)	All pupils (54)	PP pupils (4)	All pupils
Literacy	50% (27)	50% (2)	89%	75% (3)	70%
Maths	76% (41)	50% (2)	91%	75% (3)	77%

There is still an attainment gap between Pupil Premium pupils and their peers. With such a small proportion of Pupil Premium children in the cohort it must remain a priority for Year 1 to continue to over-serve these children so that accelerated progress can be made to close the attainment gap even further.

The expected national percentage of children achieving age related expectations is predicted to be 67.1%. Data is not yet confirmed. 75% of Pupil Premium children achieved age related expectation in both Literacy and Maths. This is higher than the predicted national score but 2% lower than the national data from the previous academic year as seen in the table above.

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

EYFS Data

	Baseline September 2024		Exit data July 2024		National Data EYFS 2024 (2025 data not available)
	All Pupils (54)	PP Pupils (4)	All Pupils (54)	PP Pupils (4)	All Pupils
Word Reading	50%	50%	89%	75%	76.2%

Pupil Premium pupils in Reception did not make as much progress as the year group as a whole. However, this data reflects just one Pupil Premium child not reaching EXP compared to 5 non-Pupil Premium pupils not reaching EXP. Therefore, Pupil Premium pupils can be said to have achieved well in Reading in the EYFS 2024 – 2025 in comparison with their peers. Additionally, Pupil Premium pupils have achieved only just below the national picture with a difference of 1.2%.

Year One Exit Phonics Data:

	All non-PP Pupils: (54)	Pupil Premium Pupils: (5)	National data (2024)
Y1 Phonics Screener June 2025	81%	60%	81.5%

The data shows that the gap between Pupil Premium pupils and their non-pupil premium peers is 21% in phonics achievement. Therefore, the Pupil Premium children need to receive targeted intervention during Year 2 in preparation for the rescreening check.

Year Two Phonics Rescreening Data:

	All non-PP rescreened pupils:	Pupil Premium Pupils	National Data (2024)
Y2 Phonics Rescreen June 2025	100%	78%	89%

The data shows that the gap between Pupil Premium pupils and their non-pupil premium peers is 22% in phonics achievement. Therefore, during the academic year 2025-2026 these pupil premium pupils will need to be over-served in intervention and precision teaching to help them catch up with their peers.

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

Year 1 (current Y2)

	Autumn Term (EXP +)			Spring Term (EXP +)			Summer Term (EXP +)		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Reading	20%	69%	-49%	20%	70%	-50%	80%	71%	+9%
Writing	0%	56%	-56%	0%	56%	-56%	0%	63%	-63%
Maths	20%	68%	-48%	20%	71%	-51%	20%	70%	-50%

The data shows significant gaps between Pupil Premium pupils and their peers in writing and maths. Therefore, the current Y2 team should focus on intervention and precision

teaching for the Pupil Premium pupils in these curriculum areas plus ensuring they are over-served with Quality First Teaching.

Year 2 (current Y3)

	Autumn Term (EXP +)			Spring Term (EXP +)			Summer Term (EXP +)		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Reading	44%	86%	-42%	44%	86%	-42%	55%	86%	-31%
Writing	11%	71%	-60%	11%	74%	-63%	33%	76%	-43%
Maths	33%	71%	-28%	56%	78%	-22%	56%	84%	-28%

The data shows that the Pupil Premium pupils are behind their peers, especially in writing so the current Y3 team need to target interventions accordingly as well as ensuring their Pupil Premium pupils are over-served with Quality First Teaching.

Year 3 (current Y4)

	Autumn Term (EXP +)			Spring Term (EXP +)			Summer Term (EXP +)		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Reading	63%	69%	-6%	63%	69%	-6%	63%	86%	-23%
Writing	63%	64%	-1%	38%	59%	-21%	50%	67%	-17%
Maths	75%	69%	+6%	75%	64%	+11%	76%	81%	-5%

The data shows that the Pupil Premium pupils in our current Y4 are achieving really well compared to their peers in maths. They are behind their peers in reading and writing but the gaps are smaller than in other year groups – perhaps suggesting that the over-serving of quality first teaching and interventions from cumulative years is paying off in terms of closing the attainment gap.

Year 4 (current Y5)

	Autumn Term (EXP +)			Spring Term (EXP +)			Summer Term (EXP +)		
	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Reading	55%	80%	-25%	44%	89%	-45%	67%	91%	-24%
Writing	55%	67%	-12%	58%	63%	-5%	56%	72%	-16%
Maths	33%	81%	-48%	44%	83%	-39%	56%	81%	-25%

Our pupils from last year's Y4 have now moved to middle school. Their result show a smaller gap with their non pupil premium peers than in the lower year groups, suggesting that strategies from cumulative years have helped to close the attainment gap.

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

Table to show pupil attendance

	Overall attendance (%)		Authorised absence (%)		Unauthorised absence (%)		Persistently absent pupils	
	24-25	23-24	24-25	23-24	24-25	23-24	Number	%
National	94.8%	94.8%	-	-	-	-	-	12.6%
Pupil Premium	88.9%	93.8%	9.3%	5.1%	1.8%	1.0%	5	21.7%
Non Pupil Premium	96.9%	96.4%	2.4%	2.6%	0.8%	1.0%	3	1.3%

Pupil Premium Attendance Figures

Attendance traffic light	Number of pupils 2024-2025	Number of pupils 2023-2024
Green – attendance at or above 95%	9	14
Amber – attendance between 90% and 95%	9	10
Red – attendance below 90%	5	4

5. Increased parental engagement and raised aspirations, measured through pupil engagement in home learning and parental 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. 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 Warwick Castle in Year 2. Robotics workshop and visit to Holdenby House for Year 3. A visit to the Verulamium and the residential trip to Grafham Water in Year 4 plus a leavers trip to the Warner Bros. Studio Tour. Financial support has been provided which has enabled 100% of PP children to participate in these enrichment opportunities.

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.