

Pupil Premium Strategy Statement September 2026 – Templefield Lower School

This statement details our school's use of the 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 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	259
Proportion (%) of Pupil Premium eligible pupils	17 children = 7%
Academic year / years that our current pupil premium strategy covers.	2026 – 2027 (3 year plan 2024 – 2027)
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Debbie Trivett
Pupil Premium lead	Liz Fitch
Governor lead	Eva Favva / Basmah Malik

Funding Overview:

<u>Detail</u>	<u>Amount</u>
Pupil premium funding allocation this academic year*	£42,170
Pupil premium funding carried forward from previous years	None
Total budget for this academic year*	£42,170

** Templefield Lower school operates with Financial years rather than Academic years and as such the known funding (April 26 to March 27) has been used for this report. This assumes that all contributing factors will remain equal beyond March 27.*

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 have a desire to learn and do well regardless of their background. We aim to ensure that our pupils are confident individuals who are the best people they can possibly be. When they leave our school, we want all children to read fluently and widely; to express their views confidently; to solve mathematical problems fluently and to have a wider knowledge of the world around them through our carefully constructed curriculum and the real-life experiences we offer. We also strive to engage our families in the education of their children and support parents and carers in having high aspirations for their children. We want children from disadvantaged background to be given opportunities to develop their cultural capital through attending extra-curricular clubs, special theme days and school trips.

We want all our pupils to strive to meet our CORE values which are:

- 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 by focusing on equity not equality.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through 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.
2	Significant proportion of PP children on SEND register for SEMH difficulties (16 out of 30 – 53%) compared to proportion of SEMH difficulties across the whole school (36 out of 281 – 13%).
3	Attendance of Pupil Premium children is lower than both the national average and the attendance of non PP peers at our school.
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 how far 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 and maths.	• Ambitious target setting 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 time. • Targeted interventions to ensure all PP children are given the opportunity to make accelerated progress. • Clear tracking of data for writing and maths across all year groups, with PP children being a particular focus in PPMs.
PP children with SEMH difficulties to make measurable progress with their behaviour and their learning to reduce the attainment gap between PP children and their non-PP peers.	• Early identification using SEND monitoring and discussions between class teachers and PP lead. • Targeted interventions for addressing SEMH issues. • Teachers to plan for 'over-serving' of TA attention for PP pupils with SEMH needs. • Teachers to apply RADY principles of equity towards PP pupils with SEMH needs during twice daily Zones of Regulation within the classroom. • SSP targets to be SMART and reviewed at least termly to track progress and impact of interventions. • SENDCO / PP Lead to observe SEMH interventions termly and offer support with planning next steps for each child.
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 identified early. • Attendance letters sent out when initial concerns are identified. • In cases of persistent absence, meetings to be held with parents and attendance plans put in place to support the family. • 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 academic year, all PP pupils to attend – cost of trip for PP pupils covered by PP funding. • 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 placing given to PP children and places to be funded, where applicable, for PP children. • Proportional representation to be tracked and achieved in attendance at these extra-curricular opportunities. • Proportional representation to be given to PP children for pupil jobs and responsibilities across the school. PP Lead to track / monitor.
Parents of PP children engage with their children's learning and attend curricular events.	• Parents of PP children to have appointments for Parents Evenings booked by the school office and encouraged to attend through reminders (email and face to face). • Opportunities for all parents to come into school to see their child's work during open afternoons – parents of PP children to be sent individual email reminders. • Phonics, reading, writing and Maths workshops offered to parents to support parents in working with their child at home. • Attendance of PP parents to be monitored at all curricular events. • Termly coffee mornings hosted by PP Lead to build relationships and offer a more informal opportunity to come into school. • Personal invites to the termly school nurse clinic to be sent to parents of PP children – again to build trusting relationships between school and parents. • PP Lead to monitor attendance at coffee mornings and school nurse clinics. • PP Lead to contact any parents who do not engage in order to discern why.

Activity in this academic year (2026 – 2027)

This section details how we intend to spend our pupil premium funding to address the challenges listed above.

Activity	Evidence that supports this approach	Challenge Numbers Addressed
Quality First Teaching – 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. • Staff CPD on Quality First Teaching led by SENDCO / PP Lead • Develop the assessment and tracking of core subjects through the continued use of Insight (whole school tracking system). • Develop rigorous internal moderation processes to validate teacher assessment judgements and ensure consistency both within and across year groups. • Attend external moderation meetings for 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. • Targeted invitations to parents of PP children offering a more informal opportunity to come in	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 & 5

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 books. • Monitor marking and feedback strategies and provide support where necessary to staff who need further support. • Model editing and improving writing – Talk for Writing (refresher training for existing staff and induction for new staff) • Lesson visits, book scrutinies and pupil voice to monitor the quality of marking and feedback. • Termly PPMs to analyse pupil progress. • Teachers and support staff to follow RADY principles and prioritise feedback for PP children in all lessons, with a particular focus on live marking and additional verbal feedback.	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 different forms, including written feedback in the form of marking, oral feedback and peer feedback.	1
SEMH Interventions to support the emotional development of PP children with SEMH needs. • SENDCO to put together a timetable of SEMH interventions led by trained staff. • Children with SEMH needs to attend appropriate SEMH interventions and have SMART targets linked to these interventions on their SSPs. • Termly review of progress towards SMART targets. • Intervention planning to use the SSP review notes to adapt and help the children to make progress with their behaviour and emotional development. • SSP reviews to measure the progress of PP children with SEMH needs. • SENDCO to monitor the quality of the SEMH interventions through observation of intervention sessions and through pupil voice.	EEF research findings: www.elsanetwork.org/elsa-network/evaluation-reports/ EEF research – social and emotional interventions (+4 months) EEF research – behaviour interventions (+4 months)	2

SENDSCO to measure impact of interventions through SSP reviews and through ABC chart analysis.		
High quality delivery of interventions and booster groups. - ELS phonics interventions 1:1 precision teaching 1:1 reading 1:1 SALT interventions - Wellcomm speech and language - Fine motor interventions - Vocabulary pre-teaching - Nessy reading and spelling Ensure that PP children have access to a 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
Promote the importance of good attendance and punctuality. - 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.'	3
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.	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	4

• 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.	education system values the knowledge and ways of thinking developed by acquiring cultural capital, both abstract and formal.' https://www.culturallearningalliance.org	
Home – school relationships • PP Lead to run termly coffee mornings to build good relationships with parents and carers of PP children. • Use termly coffee mornings to signpost families to other local groups and avenues of support e.g. The Need Project, the Children's Centre • PP Lead to write a termly newsletter offering ideas for supporting children's learning at home and signposting families to websites and local groups that their children can engage with or the family can get support from. • 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 English and Maths for PP children in the EYFS, measured through tracking and end of year attainment.

EYFS Data:

This is a cohort of 38 pupils – 16 boys and 22 girls. 4 pupils are on the Pupil Premium register which is 11% and 9 pupils are on the SEND register which is 24%.

	Baseline September 2025 – At EXPECTED		Exit Data July 2026 – AT EXPECTED		National data EYFS 2025
	Non PP Pupils (34)	PP pupils (4)	Non PP Pupils (34)	PP pupils (4)	All pupils
Reading	29% (12)	25% (1)	88% (30)	75% (3)	%
Writing	26% (10)	25% (1)	88% (30)	25% (1)	%
Maths	47% (18)	50% (2)	94% (32)	75% (3)	%

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

2026-2027 Only 3 children in this cohort now qualify for the Pupil Premium.

(National data not yet available)

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

EYFS Data

	Baseline September 2025		Exit Data July 2026		National Data EYFS July 2025 (2026 not available)
	Non PP Pupils (34)	PP Pupils (4)	Non PP Pupils (34)	PP Pupils (4)	All Pupils
Word Reading	76% (26)	50% (2)	88% (30)	75% (3)	

PP pupils in Reception did not make as much progress in word reading compared to the year group as a whole. However, this data reflects just one PP child not reading at the EXPECTED level compared to 4 non-PP pupils not reading at the EXPECTED level. Therefore, PP pupils in Reception can be said to have achieved well in Word Reading in the EYFS 2025 – 2026 in comparison with their peers.

Year One Phonics Data

	All non-PP Pupils (50)	Pupil Premium Pupils (3)	National Data
Y1 Phonics Screener June 2026	94% (47)	67% (2)	

In Year 1 last year, there were 4 children by the summer term who received the Pupil Premium. Two of these children joined part way through the year – one in the Spring Term and one in the Summer Term.

The child who joined us in the summer term had not been taught phonics before coming to our school. They have shown good progress in phonics since joining our school.

Year Two Phonics Data

	All non-PP pupils:	Pupil Premium Pupils	National Data
Y2 Phonics Rescreen June 2026	94% (51)	67% (4)	

There were 8 pupils last year in Year Two who received Pupil Premium.

One pupil who is Pupil Premium was disapplied due to EHCP and SEND needs. 4 out of 7 had passed the phonics screener by the end of Y2.

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 2025 - 2026

	AUTUMN EXP+		SPRING EXP+		SUMMER EXP+	
	PP (1)	Non PP (50)	PP (2)	Non PP (50)	PP (3)	Non PP (50)
Reading	0	56%(28)	33% (1)	60% (30)	33%(1)	76%(38)
Writing	0	60%(30)	33% (1)	60% (30)	33%(1)	68%(34)
Maths	0	66%(33)	33% (1)	70%(35)	33%(1)	68%(34)

There was only one child who was Pupil Premium in Year One in the Autumn term. In the Spring term there were two Pupil Premium children and in the Summer term there were three Pupil Premium children.

The summer term data shows an attainment gap in all three subjects between Pupil Premium and non-Pupil Premium children. The Pupil Premium children are all receiving individual support in the Autumn term of 2026 – 2027.

Year 2 2025 – 2026

	AUTUMN EXP+		SPRING EXP+		SUMMER EXP+	
	PP (5)	Non PP (53)	PP (5)	Non PP (53)	PP (5)	Non PP (54)
Reading	17% (1)	76% (41)	50% (3)	74% (40)	50%(3)	78% (42)
Writing	0%	63% (34)	0%	63% (34)	0%	65% (35)
Maths	17% (1)	69% (37)	17% (1)	66% (36)	33%(2)	66% (36)

The data shows an attainment gap between Pupil Premium pupils and their non-Pupil Premium peers in all three curriculum areas. The gap is largest in Writing. 4 out of the 5 PP pupils from this cohort are also on the SEND register and receiving individual support. 2 of these children have EHCPs.

The attainment gap in reading has increased. The attainment gap in writing remains consistent with the previous year. This cohort have slightly reduced the attainment gap in Maths compared to the previous academic year.

This cohort has a significant number of SEND needs including two EHCPs. 4 of the 5 Pupil Premium pupils are on the SEND register. This cohort has had the largest amount of external specialist support across the school.

Year 3 2025 – 2026

	AUTUMN EXP+		SPRING EXP+		SUMMER EXP+	
	PP (7)	Non PP (42)	PP (7)	Non PP (42)	PP (8)	Non PP (44)
Reading	57% (4)	83% (35)	57% (4)	81% (34)	63% (5)	87% (38)
Writing	43% (3)	74% (31)	26%	74%	26% (2)	77% (34)
Maths	43% (3)	77% (32)	38% (3)	76% (32)	51% (4)	80% (35)

Three children joined this cohort part way through the year, one of whom was Pupil Premium.

There is an attainment gap in all three curriculum areas between Pupil Premium children and their non-Pupil Premium peers. The gap is largest in writing.

The attainment gap in reading has narrowed for this cohort in comparison to the previous academic year from -31% to -23%. This is down to the 'over-serving' principle followed by the school and a whole school focus on improving standards in Reading.

The attainment gap in writing has increased in comparison to the previous academic year from -43% to -51%. This is partly due to the new children who joined the cohort.

The attainment gap in maths has remained the same to the previous academic year.

Year 4 2025 – 2026

	AUTUMN EXP+		SPRING EXP+		SUMMER EXP+	
	PP (7)	Non PP (43)	PP (7)	Non PP (43)	PP (9)	Non PP (44)
Reading	72% (5)	84% (36)	86% (6)	84% (36)	78% (7)	86% (38)
Writing	43% (3)	68% (29)	43% (3)	68% (29)	78% (7)	69% (30)
Maths	71% (5)	61% (26)	71% (5)	70% (30)	55% (5)	75% (33)

Three children joined this cohort part way through the year, two of whom were Pupil Premium children. The attainment gap in reading remained broadly the same throughout the year.

However, the gap in writing closed significantly by the summer term with Pupil Premium children outperforming their non-pupil premium peers.

The attainment gap in Maths worsened during the summer term when the number of Pupil Premium children in the cohort rose. There were 5 Pupil Premium pupils working at EXP+ in Maths consistently across the year.

The attainment gap in Reading has narrowed from the previous academic year from -23% to -8%. This is down to the 'over-serving' principle followed by the school and a whole school focus on improving standards in Reading.

The attainment gap in Writing closed from -17% to +9%. This shows continued steady progress from following the RADY principles and 'over-serving' Pupil Premium pupils.

The attainment gap in Maths increased from -5% to -20%. However, in the Spring term the attainment gap was closed with 71% of PP achieving EXP+ and 70% of non-PP achieving EXP+. The summer term's gap is caused by the addition of the new pupils to the cohort.

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	
	25-26	24-25	25-26	24-25	25-26	24-25	Number	%
National	94.7%	94.8%	-	-	-	-	-	12.6%

Pupil Premium	90.3%	88.9%	6.6%	9.3%	3.1%	1.8%	8 + 1 pupil SA	32.2%
Non Pupil Premium	96.4%	96.4%	2.7%	2.4%	0.9%	0.8%	11	4.6%

Pupil Premium Attendance Figures

Attendance traffic light	Number of pupils 2025 – 2026	Number of pupils 2024 - 2025
Green – attendance at or above 95%	12	9
Amber – attendance between 90% and 95%	10	9
Red – attendance below 90%	9	5

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).

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 Stotfold Mill 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. Visits to Celtic Harmony and 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.

