Pupil premium strategy statement
TEMPLE MILL PRIMARY SCHOOL 2025-2026

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	231
Proportion (%) of pupil premium eligible pupils	17% (40 pupils)
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)**	
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicola Willson, Principal
Pupil premium lead	Nicola Caselton
Governor / Trustee lead	Sue Lamb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,055
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£56,055

Part A: Pupil premium strategy plan

Statement of intent

Our core objective is to ensure that disadvantaged pupils achieve highly and experience the same opportunities for success as their non-disadvantaged peers. Central to this aim is our commitment to narrowing the gaps in attendance and persistent absence, as well as closing the attainment gaps in early outcomes (GLD) and at the end of Key Stage 2. We recognise that consistent attendance, strong foundations in the early years and secure outcomes in Reading, Writing and Maths by Year 6 are critical to long-term academic success.

Our current Pupil Premium strategy is designed to address these priorities through a combination of targeted academic support, high-quality teaching, and broader pastoral and family engagement approaches. By focusing on early intervention, evidence-based practice and sustained support over time, we aim to remove barriers that limit the progress and participation of disadvantaged pupils.

The key principles that underpin our strategy are:
• **High-quality teaching for all**, ensuring that disadvantaged pupils benefit from the most effective classroom practice.
• **Targeted intervention**, driven by ongoing assessment and tailored to the specific needs of pupils who require additional support.
• **Addressing wider barriers**, including attendance, wellbeing and family engagement, recognising that these factors have a significant impact on learning.
• **Sustained, long-term improvement**, rather than short-term fixes, ensuring that actions lead to meaningful and lasting change in outcomes.

Through these principles, we aim to create an equitable learning environment in which all disadvantaged pupils can thrive and achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Our PPG attendance stands at 90.6%, which is 5.3 percentage points below the non-PPG attendance rate of 95.9%, indicating a significant attendance gap that requires targeted intervention.
2	Persistent absence among PPG pupils is 27.8%, compared with 7.2% for non-PPG pupils. This substantial gap highlights a significant challenge that requires focused support to improve attendance and reduce barriers to regular school engagement.
3	Behaviour incidents involving Pupil Premium pupils account for 19%, compared with 8% for non-PPG pupils. This disparity highlights a

	significant behaviour challenge and the need for targeted support to promote positive conduct and engagement
4	Significant curriculum gaps exist for Pupil Premium pupils across key stages. GLD outcomes for PPG pupils are 28.6%, compared with 82.6% for non-PPG pupils, indicating early foundational gaps. By Year 6, only 36.4% of PPG pupils achieve the expected standard in Reading, Writing and Maths, compared with 81% of their non-PPG peers. These disparities highlight substantial curriculum challenges and the need for targeted, sustained support to close attainment gaps.
5	Participation in extracurricular clubs is significantly lower for Pupil Premium pupils, with only 12.2% taking part compared with 22.4% of non-PPG pupils. This reduced engagement limits opportunities to develop wider skills, interests and confidence, highlighting a key challenge in ensuring equitable access to enrichment activities

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
To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.	To focus on closing the gap between whole school attendance and pupils in receipt of pupil premium funding to 2% by 2026 Reduce the proportion of pupils in receipt of pupil premium classed as persistent absentees and bring persistent absence data to below 15%
Reduce behaviour incidents among Pupil Premium pupils to narrow the gap with their non-PPG peers, promoting a positive learning environment and supporting improved engagement and achievement	Reduce the proportion of pupils in receipt of pupil premium having reported behaviour incidents to below 10%.
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions.	Increase Good Level of Development for EYFS for children in receipt of pupil premium to 60%; Increase percentage of children in receipt of pupil premium who achieve a combined Year 6 RWM to 65%.
Increase Pupil Premium pupils' participation in enrichment activities to ensure equitable access to opportunities that develop wider skills, confidence, and engagement beyond the classroom.	Raise PPG club participation to 25% across all year groups and club offer.

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: £ 6,499.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff engagement in 'in house' CPD to support 'High Quality first Teaching', RWI Phonics and Curriculum development	Evidence from Education Endowment Foundation – Maximising Learning. 1. High-quality teaching 1. High-quality teaching | EEF *"great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them"*	1,2,3,4
Allocation of funds for reading, writing, phonics and maths initiatives, subscriptions and high quality texts for KS2.	We believe that high quality resources will support our high quality teaching. Evidence from Education Endowment Foundation – Maximising Learning. 1. High-quality teaching 1. High-quality teaching | EEF	1,2,3,4
Further embed maths mastery approach using White Rose Resources, ensuring that all teachers receive appropriate professional development and that are released to watch experienced teachers, supported by Mastering Number at Years 4 and 5	There is extensive evidence that a mastery approach leads to good progress in mathematics and a solid understanding of key concepts. Improving Mathematics in Key Stages 2 and 3	1,2,3,4
Enhancement of our writing teaching and curriculum planning, with additional emphasis on modelled writing, planning and editing skills. Training for all teaching staff use of	Following the EEF guidance on 'Improving Literacy in KS2', the school's approach to writing focuses on composition strategies through modelling and supported practice. Improving Literacy in Key Stage 2 | EEF	4

teacher modelling as well as pupil's use of planning and editing within their writing supported by a clear progression of skills map. Consistent whole school approach to transcription skills ensures pupils have developed a level of accuracy and automaticity in upper KS2 to allow them to focus on the higher-level processes of composition	Cycles of planning, drafting, revising and editing can improve writing but need to be taught alongside stimulating subject matter to improve the transcription of struggling writers. 3, 4, 11 8 Ofsted Research Review: English (2022	
Implement RWI spelling for Years 2 to 6.	Following the EEF guidance on 'Improving Literacy in KS2', the school's approach to writing focuses on developing pupils' transcription and sentence construction skills through extensive practice. Improving Literacy in Key Stage 2 | EEF *"Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them."*	

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

Budgeted cost: £36,306.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Assistants to provide targeted, structured interventions to children across the whole school using	Evidence from Education Endowment Foundation- Small Group Tuition Small group tuition | EEF	4

Pupil premium funding (to include-RWI Phonics,Pre- teaching and IDL interventions)	Evidence from Education Endowment Foundation- one-to one Tuition One to one tuition | EEF	
Educational Assessments to ensure we have a full understanding of a child's profile and therefore we can support them fully.	Educational assessments where required, maximising the effectiveness of school provision	1,2,3, 4

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

Budgeted cost: £13,248.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils with low self esteem, mental health and wellbeing difficulties will access our Nurture support, ELSA or Counsellor to support their emotional literacy, resilience and self confidence. All Vulnerable Pupil Premium children are supported/mentored by Pupil Premium Lead and their Class teacher to help alleviate barriers to learning	Pupils with Social, Emotional and Mental Health difficulties have support to address difficulties with a trained specialist and will be given strategies that will lead to improved emotional well-being. Evidence from Education Endowment Foundation- Social and Emotional Learning Social and emotional learning | EEF In a 2020 evaluation report by Derbyshire County Council, Headteachers reported that ELSA programmes were: '…effective in reintegrating children and young people into the mainstream classroom and reducing barriers to learning	1,2,3,4
Eligible pupils are encouraged to attend extra-curricular activities including educational and residential activities. All of these activities are either fully or partly	Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending The EEF Guide to the Pupil Premium | EEF	4,5

funded to ensure that all children can benefit from a wide range of experiences both inside and outside of the classroom. *We will fund 4 places in externally provided clubs. Two places for irock and two places in Piano club.*	Pupils benefitting from extra-curricular and co-curricular activities sometimes extend limited personal expectations and horizons removing a potential barrier to learning and ambition. Exposure to different opportunities and environments increases children's cultural capital and understanding of how different people live and learn. This widens children's lived experience and widens their horizons.	
Attendance is monitored regularly with some children monitored weekly. Staff build relationships with families to enable them to understand and support reasons for lower attendance. Attendance is an identified spotlight on the School Development Plan.	Education Endowment Fund recognises attendance can have a negative impact on academic outcomes. Greater knowledge and understanding of the specific barriers to attendance with our children will help to identify potentially effective approaches that are targeted to the needs of our pupils. Attendance will increase with regular communication from school.	1,2,4

Total budgeted cost: £56,055

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance and Behaviour 2024–2025

In 2024–2025, the rate of persistent absence was 23.8%, which is below the national average of 24.4%. This improvement reflects the impact of targeted parental engagement, early identification of attendance concerns, and timely intervention strategies implemented across the school.

Behaviour incidents involving disadvantaged pupils decreased by 17% compared to the previous year. This reduction is attributed to the effective implementation of SEMH interventions, the Zones of Regulation, and the development of the school's hub provision and nurture strategies, which have had a significant positive impact on identified pupils.

In 2023–2024, pupils eligible for Pupil Premium received a total of 8.5 days of fixed-term exclusions. Through the introduction of individualised behaviour support plans, targeted interventions, and strengthened collaboration with parents and external specialist services, this figure reduced to 5.5 days in 2024–2025. There have been no permanent exclusions, demonstrating the effectiveness of proactive and inclusive behaviour management approaches.

Outcomes Data 2024–2025

By the end of 2024–2025, 100% of pupils met the phonics standard, maintaining strong progress and attainment from previous years. This success is the result of early identification of need, targeted phonics interventions, and robust staff training and CPD, ensuring consistency in delivery and rapid closing of identified gaps.

Outcomes in mathematics at the end of Key Stage 2 show that disadvantaged pupils continue to achieve in line with national averages for all pupils and above national averages for disadvantaged pupils. This strong performance reflects the effectiveness of targeted teaching approaches, the consistent use of the White Rose scheme of work, and small-group teaching focused on developing fluency and automaticity.

Achievement in the Multiplication Tables Check for disadvantaged pupils increased by 33% compared to the previous year. This improvement is attributable to regular, structured interventions, daily targeted support, and enhanced parental engagement, all of which contributed to narrowing the attainment gap.

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well. If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service pupil premium funding (optional)

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**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.