

Pupil premium strategy statement



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Temple Grafton C of E Primary School
Number of pupils in school	111
Proportion (%) of pupil premium eligible pupils	5.4% (6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years 2024-27
Date this statement was reviewed - published	December 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	Tara Yorke Headteacher
Pupil premium lead	Tara Yorke Headteacher
Governor / Trustee lead	Claire Drake Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,134
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 1,033
Total budget for this academic year	£ 16,167

Part A: Pupil premium strategy plan

Statement of intent

Our objectives:

The main purpose of Pupil Premium funding is to ensure that all pupils, irrespective of the challenges they may face socially, emotionally, or academically, are experiencing the best standard of universal provision through quality first teaching. We aim to ensure our disadvantaged children make good progress and attain across all subject areas by having access to all academic and cultural opportunities provided by our curriculum.

Where we identify children who do not fall into the category of disadvantaged, but we know to have vulnerabilities that impinge on their access to the curriculum and school offer, we will aim to support their needs through PP funding.

We aim to do this:

Quality First Teaching for all pupils.

Continuing Professional Development (CPD) for our staff.

Academic interventions which are carefully planned by teaching staff, to support eligible pupils as we close gaps in their learning; in particular through, small group and 1:1 interventions.

Diagnostic assessments to clarify areas of need and prioritise individuals or groups of children.

Social & emotional well-being support through Thrive and counselling services.

Pastoral support and enrichment activities such as: breakfast club, residential visits, nurture groups, counselling, mentoring, music tuition, swimming lessons and Forest School.

Challenges

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

Challenge number	Detail of challenge
1	A number of our PP children present with literacy and/or numeracy gaps, speech and language; and special educational needs and require targeted support and individualised learning plans to support access to the curriculum.
2	A number of our children who we deem to be vulnerable on account of them experiencing higher levels of stress, anxiety, or other mental health and wellbeing issues.
3	Assessments and observations identify that a number of our PP children feel isolated or excluded from their peer groups, affecting their social developments and confidence.
4	A number of our PP children face barriers to fully engage with the complete curriculum offer, including experience days, residential trips and wraparound care.

5	Assessments and observations have identified a need for a school-wide systematic approach that will cultivate habits and attitudes that allow young people to become stronger, more self-assured learners. By engaging children with the process of learning and the knowledge that learning itself is learnable, they can face challenges and uncertainty calmly, confidently and creatively.
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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
Vulnerable pupils to make at least expected progress in reading attainment.	The gap between vulnerable children and non-vulnerable children is narrowed.
Pupils to make at least expected progress in writing attainment.	The differential between attainment in reading and writing is narrowed.
Pupils to make at least expected progress attainment in mathematics.	The differential between attainment in mathematics and reading is narrowed.
Social, emotional and mental health outcomes are stabilised and improved leading to positive attitudes and relationships with peers.	Reduced instances of inappropriate verbal and physical interactions at playtime, leading to improved mindset for learning. This will be evidenced in a drop in the number of reported CPOMS for behaviour and monitoring Thrive profiles.
All children have the opportunity to fully engage with our complete curriculum offer, which includes experience days, residentials, wraparound care, swimming	Broaden the horizons and aspirations of all children by providing experiences that will build their confidence and encourage them to look beyond their lived experience, helping to develop motivation and curiosity for learning.

Activity in this academic year

This details how we intend to spend our pupil premium.
this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of ongoing English CPD to embed a consistent whole-school approach to writing through The Write Stuff and early writing strategies. This includes improving modelling, sentence construction, vocabulary instruction, and strengthening early phonics, handwriting, and transcriptional skills to secure strong foundations for later writing.</p> <p>Provide targeted CPD to further strengthen the teaching of phonics and early reading, ensuring early identification of need and consistent, evidence-informed practice that enables pupils to keep up, not catch up.</p>	<p>The EEF Developing Writing in Primary Schools report highlights the importance of explicit modelling, sentence-level instruction, and systematic approaches to transcription and composition. The EEF Effective Professional Development guidance states that well-structured, guided CPD is one of the most powerful ways to improve classroom practice, especially for disadvantaged pupils.</p> <p>The EEF Phonics strand (+5 months) highlights that systematic, consistent phonics teaching is particularly effective for disadvantaged pupils. Teacher expertise and fidelity to a high-quality programme are key to improving outcomes.</p>	<p>1, 2, 5</p>

<p>Continue with Teaching for Mastery in Maths (Embedding Phase) and Mastering Number (EYFS & KS1) to secure deep conceptual understanding, number fluency, and strengthened reasoning skills for disadvantaged pupils.</p> <p>Provide CPD to embed metacognitive and self-regulation strategies across the curriculum, supporting pupils to plan, monitor and evaluate their learning and building resilience and independence.</p> <p>Deliver CPD to strengthen adaptive teaching for pupils with SEND and those experiencing disadvantage, equipping teachers to use scaffolds, responsive feedback, and formative assessment to close gaps.</p> <p>Targeted CPD to embed positive learning behaviours, consistent expectations and routines across school, supporting pupils' engagement and readiness to learn within a nurturing, inclusive Christian ethos.</p>	<p>The NCETM Mastery approach aligns with EEF evidence on improving mathematics teaching: representation and structure, small steps, and precise practice maximise retention and long-term learning—addressing gaps for disadvantaged learners and those with SEND.</p> <p>EEF Metacognition and Self-regulation shows high impact (+7 months) when pupils are taught explicit strategies for thinking about their own learning. The EEF Guide to CPD highlights that sustained CPD builds consistent, effective teaching practices that particularly benefit disadvantaged children.</p> <p>EEF Special Educational Needs in Mainstream Schools identifies high-quality teaching and adaptive practice as the most effective tools to improve outcomes for pupils with SEND.</p> <p>EEF Improving Behaviour in Schools emphasises the importance of consistent routines, clear expectations, and proactive teaching of behaviours for learning. High-quality teaching has the greatest impact on improving behaviour and outcomes.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted interventions to support specific gaps in learning identified through diagnostic assessment of writing, fine motor skills and maths fluency	EEF Small group interventions: Small group support is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group, usually in a separate working area. Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support	1
Provide additional phonics sessions for vulnerable and disadvantaged children	EEF phonics: Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.	1, 2, 5
Communication & Language TA to support delivery of NELI programme	EEF – communication & language Language and communication provide the foundation for thinking and learning and must be prioritised. Professional development of ECT to support best practice in development of early language and communication skills. EEF – Teaching Assistant impact: Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.	1, 5

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

Budgeted cost: £7,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Lead – to attend network meetings to enhance the skillset of our school’s Mental Health Lead leading to a sustainable and effective whole school approach to support the mental health and well-being of children and staff at Temple Grafton.	EEF Well-being & Mental Health: Social and emotional skills are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.	1, 4, 5
Thrive practitioners to work alongside children in 1:1 sessions to support children who have been assessed and diagnosed with interruptions to emotional development.	EEF social and emotional interventions: Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1, 4, 5
Provide opportunities to build children’s cultural capital and enhance their whole school learning by funding experience days and residential trips.	The Social Mobility Commission: ‘An Unequal Playing Field’, uncovered evidence that extracurricular activities are important predictors for participation in beyond compulsory education, help to boost confidence in social situations and help develop social networks.	1, 2, 3, 4, 5
School Counsellor to provide support for children experiencing dysregulation and mental health challenges	EEF Well-being & Mental Health: Social and emotional skills are essential for children’s development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person’s perspective, and communicate in appropriate ways.	1, 4

Total budgeted cost: £16,167

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Academic Progress:

Across key stages, pupil premium pupils have made at least expected progress in writing and mathematics, which reflects positively on the literacy programs and initiatives in place. While progress in writing meets expectations, it remains an area of focus for further development, we are aiming to further enhance skills and outcomes for all pupils. We will continue to implement targeted strategies and resources to boost writing skills among pupil premium pupils. In addition, we will continue to regularly assess progress and adapt teaching methods to meet evolving needs and challenges.

The integration of social and emotional support strategies has been instrumental in enhancing the educational experience and outcomes for pupil premium and vulnerable pupils. Through targeted and timely individual support, coupled with regular monitoring, there has been observable positive impacts:

Improved Emotional Wellbeing:

- Targeted Support: By providing individualised emotional support, pupil premium pupils have shown significant improvements in emotional wellbeing. This includes better stress management and increased resilience, which contribute to a more positive school experience.
- Timely Interventions: Addressing emotional needs promptly helps prevent issues from escalating, allowing pupils to maintain focus and engagement in their learning activities.

Enhanced Academic Engagement:

- Increased focus: With emotional barriers minimised, pupil premium pupils are better able to concentrate in class, leading to improved participation and engagement.
- Regular monitoring: Continuous monitoring ensures that any signs of disengagement are addressed quickly, keeping pupils on track with their academic goals.

Behavioural Changes:

- Behavioural Improvements: The strategies have contributed to a decrease in dysregulation among pupil premium pupils. By supporting emotional regulation and social skills, pupils are better equipped to interact positively with peers and staff.

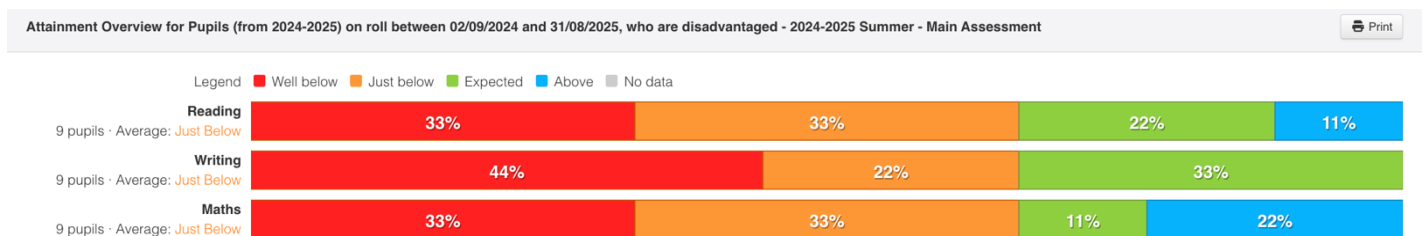
- **Fostering a Supportive Environment:** The focus on social and emotional wellbeing has helped create a nurturing environment that encourages positive behaviour and mutual respect.

Strengthened Relationships:

- **Building Trust:** Regular, individualised support helps build trust between pupils and staff, creating a foundation for open communication and effective support.
- **Peer Connections:** Through social skills development, pupil premium pupils are better able to form and maintain positive peer relationships, enhancing their sense of belonging.

Moving forward, we plan to continue refining these strategies, ensuring they are aligned with best practices and the unique needs of our pupils. This ongoing commitment will help sustain and enhance the positive outcomes already achieved.

Pupil Premium 24-25 The following internal data demonstrates the impact of PP spend on our disadvantaged children.



Reading Progress Matrix for 9 Pupils (from 2024-2025) on roll between 02/09/2024 and 31/08/2025, who are disadvantaged,

2024-2025 Sum Main Assessment

		Below	Just Below	On-track	Gtr. Depth
2024-2025 Aut Main Assessment	Below	3 pupils (33%)			
	Just Below		2 pupils (22%)		
	On-track		1 pupil (11%)	2 pupils (22%)	1 pupil (11%)

Reading:

- All children, bar one, have made at least or better than expected progress over the year.
- 1 child made better than expected progress.
- 1 child just below had in previous academic years been below for reading; 1 child just below was new to setting.
- 3 children who were below are on SEND support, two of whom have EHCPs.

Writing Progress Matrix for 9 Pupils (from 2024-2025) on roll between 02/09/2024 and 31/08/2025, who are disadvantaged,

2024-2025 Sum Main Assessment

		Below	Just Below	On-track
2024-2025 Aut Main Assessment	Below	4 pupils (44%)		
	Just Below		2 pupils (22%)	
	On-track			3 pupils (33%)

Writing:

- All children have made at least expected progress over the year.
- 1 child just below was new to setting.
- 4 children who were below were on SEND support, two of whom have EHCPs.

Maths Progress Matrix for 9 Pupils (from 2024-2025) on roll between 02/09/2024 and 31/08/2025, who are disadvantaged,

2024-2025 Sum Main Assessment

		Below	Just Below	On-track	Gtr. Depth
2024-2025 Aut Main Assessment	Below	3 pupils (33%)			
	Just Below		3 pupils (33%)		
	On-track			1 pupil (11%)	
	Gtr. Depth				2 pupils (22%)

Maths:

- All children have made at least expected progress over the year.
- 1 child just below was new to setting; 1 child just below had progressed from previous years from below, is SEND and has an EHCP.
- 3 children who were below were on SEND support, one whom has an EHCP.

PP attendance for 202425 was 93.6%; PCLA 96.8% as compared to whole school attendance which was 96.7% so were within 3.1%.

We continued to use STS services to skill teaching staff and TAs with strategies to support children appropriately. We employed a counsellor who was able to work in school with a number of our children; this impacted positively on their readiness for learning and supported their social and emotional wellbeing. Counselling services were successfully accessed by PP and vulnerable children.

Having three Thrive practitioners within our small setting allowed us to work with more children across the school, both those on our PP register and those who we deem vulnerable. All staff are also trained in the Thrive Approach and Team Teach, plus have ongoing CPD and support from Beacon360. This had a positive impact on behaviour patterns across the school.

The academic and emotional/mental health interventions that have taken place have resulted in improved attitudes to learning and increased confidence and a more positive attitude established.

We used our teaching assistants to provide small group interventions for targeted pupil premium and vulnerable children. Small steps in academic progress were evident.

We continue to use our funding to support cultural and curriculum-based experiences for our children. This includes trip to Heart of England Forest, Class 3 Campout and the Year 6 Residential.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NESSY	Engaging Eyes – info@DyslexiaGold.co.uk
Beacon School Support	https://beaconschoolsupport.co.uk/
EPATT	EP Literacy Approach – Staffordshire CC
Phonics Play	https://www.phonicsplay.co.uk/
Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/
Little Wandle – decodable texts	https://www.littlewandlelettersandsounds.org.uk/
Language Angels	https://www.languageangels.com/schools/index.php/home
White Rose Maths	https://whiterosemaths.com/

Literacy Shed +	https://www.literacyshed.com/
TTRockstars	https://trockstars.com/

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A