



Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantage 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 had on the outcomes for disadvantaged pupils in our school.

Our funding allocation will focus on three core areas:

- Teaching.
- Targeted academic support.
- Wider strategies.

Our approaches will be monitored and reviewed to analyse the impact on outcomes for our disadvantaged pupils.

School overview

Detail	Data
School name	Abbas and Templecombe Church School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	32% (36 pupils out of 112)
Proportion of disadvantaged pupils who have SEND	39% (7 pupils out of 18)
Academic years our pupil premium strategy plan covers	2024-27
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Executive Head Teacher – James Webb
Pupil premium lead	James Webb
Governor lead	Victoria Heales

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,550
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£43,550

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:

- Ensuring and supporting great teaching
- Providing targeted academic interventions
- Using a wider range of strategies to overcome barriers to learning

Ensuring and supporting great teaching

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well planned and differentiated lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions.

This will include:

- gap analysis used to further inform teaching
- 1:1 and small group support within the class (TAs)
- CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits

Providing targeted academic interventions

For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

This will include:

- 1:1 (ILI) / small groups in English and maths
- additional tutoring activities – precision teaching
- speech and language support
- SEND / EAL support groups

Using a wider range of strategies to overcome barriers to learning

In addition to the strategies above, a range of other strategies can contribute to children's success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Children need to be emotionally and physically ready to learn if they are to achieve their best, our funding will assist in creating an atmosphere where this is possible.

This will include:

- a focus on improving attendance
- providing curriculum enrichment opportunities
- support for wellbeing and mental health
- interventions to increase parental engagement
- mindful approach by SLT to ensure there is equity for pupils

Challenges

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

Challenge number	Detail of challenge
1	Lack of parental engagement, understanding of support systems and aspirations
2	Mental health issues for the parents/carers and the child
3	Lack of cultural capital and experiences
4	Communication and social skills - Speech and language difficulties
5	Inducting ECT – ensure quality of teaching does not decrease
6	Financial issues and good start to the day
7	Low attainment on entry

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
EYFS Good Level of Development to be 60% for pupil premium children.	<ul style="list-style-type: none"> • Regular assessment weeks, data points and data tracking. • Monitoring through observations, learning reviews, book looks, pupil voice and pupil progress meetings. • National data releases and Trust assessment analyses reports. • Attendance and punctuality monitoring weekly with the Head of School. • Meetings with parents / carers focused on attendance. • Attendance a focus at SEND meetings.
To be broadly in line with expected standards at Year 1 phonics, KS1 cumulative phonics, KS1 and KS2 reading, writing and Maths for pupil premium children.	
Decrease in the gap between groups for the higher standard at end of KS2.	
Attendance to be above non pupil premium children.	

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 outlined above.

Ensuring and supporting great teaching

Budgeted cost: £32,800

Activity	Resource / Cost implications	Challenge number(s) addressed
Support for ECT – monitoring and support – collaborative work – gap analysis – lesson study and best practice	Head of School and teaching mentor time £2,000	5
Pupil Premium focus sessions - extensive gap analysis used to further inform teaching and meetings with SLT focused on gap closing, plus exploring barriers	Teacher release time (x4 classes) and SLT time £1,200	All
1:1 and small group TA support within the class	TA support £29,000	1
CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits	Head of School time to plan for CPD package £600	1 and 4
Evidence that supports this approach	<ul style="list-style-type: none"> •EFF Report – Targeted deployment Teaching assistants delivering targeted interventions •EFF Report – Making Best Use of Teaching assistants •EFF Guide to Supporting School Planning 	

Providing targeted academic interventions

Budgeted cost: £2,750

Activity	Resource / Cost implications	Challenge number(s) addressed
Speech and language support	S&L TA time (1 afternoon a week) £250	4
SEND support groups (ILI)	ILI TA time (2 afternoons a week) £500	7
Class TA support groups	TA time (4 classes x 2 groups a week) £2,000	7
Evidence that supports this approach	<ul style="list-style-type: none"> •EFF Report – Targeted deployment Teaching assistants delivering targeted interventions •EFF Report – Making Best Use of Teaching assistants 	

Using a wider range of strategies to overcome barriers to learning

Budgeted cost: £8,000

Activity	Resource / Cost implications	Challenge number(s) addressed
Focus on improving attendance	Head of School time £1,000	1
Providing curriculum enrichment opportunities and targeted financial support	Residential, swimming and visit subsidies £3,500	3
Making a good start to the day – EBSA / breakfast	Access to Breakfast Club – wages / food £750	6
SEMH interventions for children who are not accessing the curriculum to their full potential (Social Skills)	TA time to deliver / resources £250	2
Support for wellbeing and mental health (ELSA/L2M)	TA time to deliver / resources £500	2
Interventions to increase parental engagement and to ensure there is equity for pupils (PFSA)	Assistant Head time – coffee morning / coordinating PFSA £500 Ongoing access to IT equipment £1500	All
Weekly pastoral care meetings	Staff meeting time	1
Evidence that supports this approach	<ul style="list-style-type: none"> •EFF Report – Targeted deployment Teaching assistants delivering targeted interventions •EFF Report – Making Best Use of Teaching assistants •EFF Report – Working with Parents to Support Children’s Learning 	

Total budgeted cost: £43,550

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 2023 to 2024 academic year.

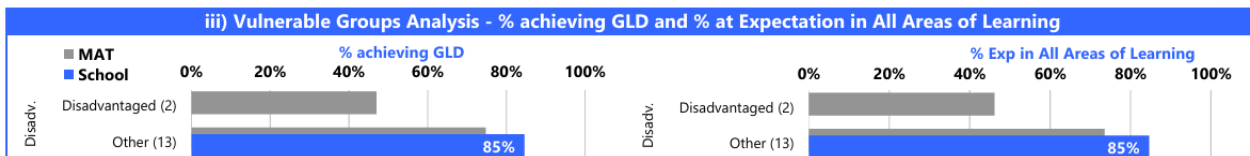
The previous three year plan placed a great emphasise on pupils being ready to learn (wellbeing) and tackling impacts from the pandemic on disadvantaged pupils. Last year we began to move away from this plan as it became clear that pupils were mostly settled and began a greater focus on academic success which is beginning to 'bare fruit' with our PP children but further focus and emphasise is required in this upcoming cycle.

Vulnerable Groups Summary (2024) Abbas and Templecombe Church School 1j

		EYFSP GLD	YR1 32+	KS1 (Expected +)			MTC 20+	KS2 (Expected +)		
England average (All pupils):		Eng: 68%	Eng: 80%	Reading	Writing	Maths	2023 Eng: 63%	Reading	Writing	Maths
Disadv.	Disadvantaged		40% (5)	60% (5)	60% (5)	60% (5)		100% (6)	100% (6)	83% (6)
	Other	85% (13)	60% (5)	77% (13)	54% (13)	77% (13)	53% (15)	86% (7)	71% (7)	86% (7)

- In isolated places across the school PP children are outperforming their peers, for example, Year 6 expected outcomes in Reading and Writing, Year 1 Phonics points scored and Year 2 Writing.

Early Years Foundation Stage Profile (2024) Abbas and Templecombe Church School 1b



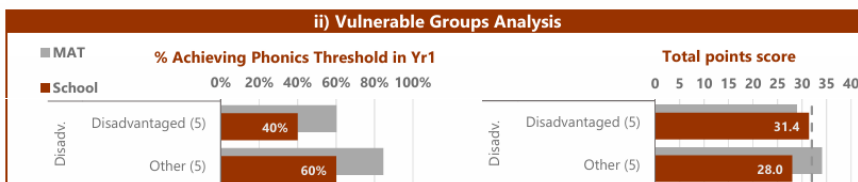
iv) Vulnerable Groups Analysis - % Achieving Expected Level in Each Aspect of Learning (1)

Key to shading:
 >3* above All pupils
 >1* above All pupils
 >1* below All pupils
 >3* below All pupils

Pupils	No.	CL		PSED			PD		Literacy			Maths		UTW			EAD	
		LAU	Sp.	SR	MS	BR	GMS	FMS	Comp	Read	Wri.	Num.	NP	PC	PCC	NW	CWM	BIE
Disadvantaged	2	50%	50%	100%	100%	100%	100%	0%	50%	50%	0%	0%	0%	50%	50%	50%	50%	100%
Other	13	100%	100%	92%	92%	92%	100%	92%	92%	92%	92%	92%	92%	100%	100%	100%	100%	100%
Gap (Disad. - Other)																		

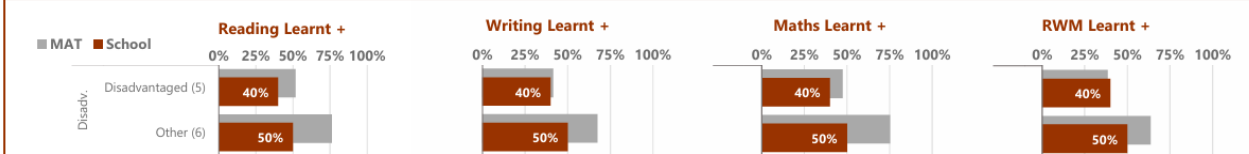
- Although disadvantaged pupils make up a small percentage of this cohort it is historically clear that it takes time for our PP strategy to impact significantly on pupil outcomes. Hence no PP pupils achieving GLD.

Year 1 Phonics (2024) Abbas and Templecombe Church School 1c



- There is not a significant gap in phonics outcomes in this cohort – support is in place for all pupils that missed the phonics standard.

i) Vulnerable Groups Analysis (Learnt +)



- There is not a significant gap in attainment outcomes in this cohort -this is a small cohort with significant SEND needs.

vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

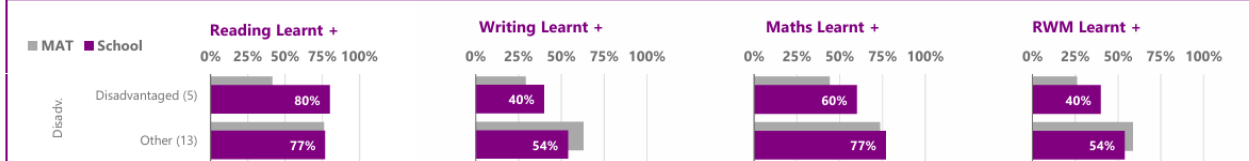
Key to shading (on Exp + only):
■ >3* above All pupils
■ >1* above All pupils
■ >3* below All pupils
■ >1* below All pupils

*Number of pupils (see page 4 for explanation)

Disadv.	Pupils	Reading		Writing		Maths		RWM	
		No.	Exp+	Greater Depth	Exp+	Greater Depth	Exp+	Greater Depth	Exp+
Disadvantaged	5	60%	40%	60%	40%	60%	20%	60%	20%
Other	13	77%	8%	54%	8%	77%	23%	54%	8%
Gap (Disadvantaged - Other)		-17%	+32%	+6%	+32%	-17%	-3%	+6%	+12%

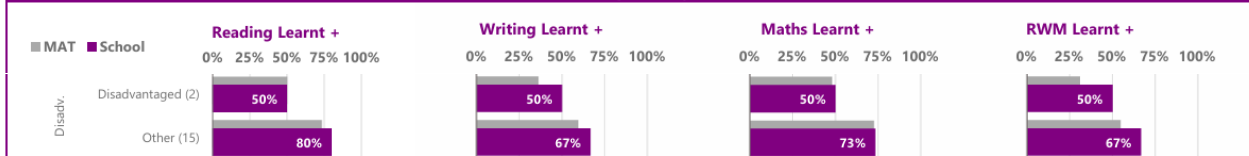
- Although combined outcomes are higher, gaps at expected in Reading and Maths are significant.
- Greater depth is a particular strength in this year group.

i) Vulnerable Groups Analysis (Learnt +)



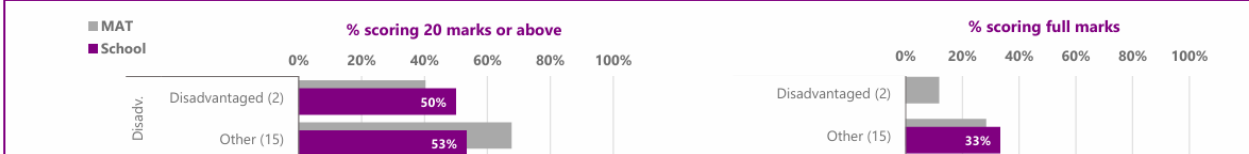
- Reading is strong but Writing is a particular weakness in this cohort.

i) Vulnerable Groups Analysis (Learnt +)



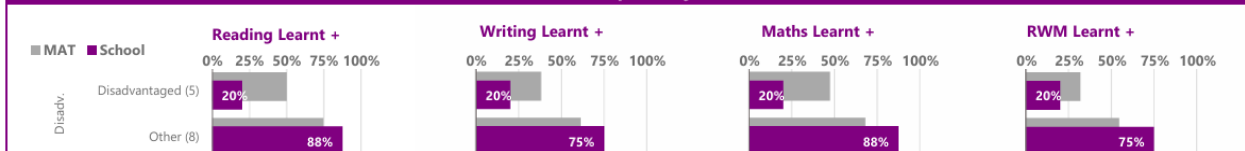
- Although PP pupils appear to be achieving below the level of their peers this data relates to one pupil and there is SEND involvement.

i) Vulnerable Groups Analysis



- Achieved inline with peers at the expected standard of 20 marks and above, but were not able to achieve the higher standard of full marks.

i) Vulnerable Groups Analysis (Learnt +)



- Clear attainment and progress issue in the Year5 cohort, although there is a significant cross over with SEND.

Key Stage 2 Groups (2024)

vi) Vulnerable Groups Analysis - Additional Detail & Gaps (1)

Key to shading (on Exp + only):
 >3* above All pupils
 >1* above All pupils
 >3* below All pupils
 >1* below All pupils

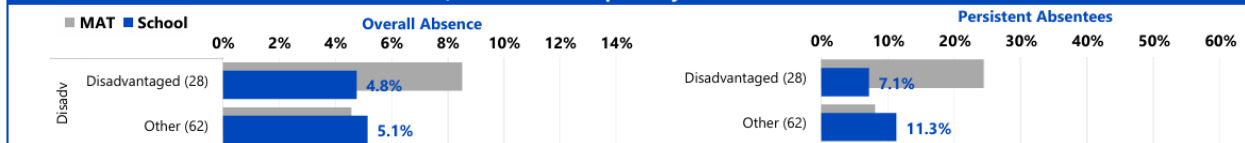
*Number of pupils (see page 4 for explanation)

Disadv.	Pupils No.	Reading		Writing (TA)		Maths		RWM		GPS	
		Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS	Exp+	HS
Disadvantaged	6	100%	50%	100%	0%	83%	0%	83%	0%	83%	17%
Other	7	86%	43%	71%	14%	86%	29%	71%	14%	71%	57%
Gap (Disadvantaged - Other)		+14%	+7%	+29%	-14%	-3%	-29%	+12%	-14%	+12%	-40%

- Strong attainment outcomes at the expected standards, but PP pupils were not able to achieve inline with peers at the higher standard.

Pupil Absence (Three terms)

iii) Vulnerable Groups Analysis - Three terms



- PP pupils' attendance is better than non PP and significantly better than our Trust as a whole.

Review of expenditure 2023/24 - Summary

Ensuring and supporting great teaching		
Outcomes and Impact	Lessons learned	Cost
Very experienced and well-trained teaching team ensuring that the needs of pupils are met wherever possible. Middle leadership has been supported and grown as judged by curriculum reviews (external). Pupils are motivated to achieve well and feel supported in their learning.	New pupils to the school often require significant input when first joining the school. This stretches capacity and existing interventions.	£27,553.00
Providing targeted academic interventions		
Outcomes and Impact	Lessons learned	Cost
Support staff run appropriate interventions that are assessed and managed by the Assistant Head Teacher. These have a good impact on pupils, with identified pupils making greater than age expected progress whilst on and after accessing these interventions.	Significant AHT time is given to maintaining these interventions – assessment and organisation.	£1,761.25

Using a wider range of strategies to overcome barriers to learning		
Outcomes and Impact	Lessons learned	Cost
Tracked and supported pupils' attendance has improved considerably. SEMH interventions have improved pupils' wellbeing and attitudes to school. Greater engagement from parents at drop off and collection times.	EBSA amongst many pupils is a concern – School Improvement Plan priority for 2024/25 academic year. Although we see greater engagement from parents generally, this now needs to be replicated into engagement with academic matters.	£2,500.00
Total expenditure		£31,814.25

Externally provided programmes

Programme	Provider
Manga High – online maths activities	Manga High
TT Rockstars – online timetables activities	TT Rockstars
Accelerated Reader – online reading intervention / tracking	Renaissance
Spellzone – online structured spelling intervention / tracking	Spellzone

Service Pupil Premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<ul style="list-style-type: none"> • Providing 1to1 nurture support for pupils whilst parents are on deployment.
What was the impact of that spending on service pupil premium eligible pupils?	<ul style="list-style-type: none"> • Pupils were supported and had 'talk time' to enable worries and upsets to be shared. • TA liaised with class staff and senior leaders to ensure holistic support approach for identified pupils.