



Abbas and Templecombe Church School Pupil premium strategy statement 2025-26

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 and is based on the tiered approach outlined in the EEF Guide to the Pupil Premium:

- 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
Total number of pupils in school	110
Proportion of disadvantaged pupils	32% (35)
Proportion of disadvantaged pupils who have SEND	26% (9)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027
Publish date	10/25
Review date	10/26
Statement authorised by	J. Webb
Pupil Premium lead	J. Webb
Governor lead	V. Heales

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,430.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£47,430.00

Part A: Pupil Premium Strategy Plan

1. Statement of Intent – Over 3 Years

Our aim is to create an inclusive, positive, and predictable school environment where every pupil, including those with SEND and SEMH needs, has equitable access to high-quality teaching and tailored support. By establishing clear routines and positive behaviour systems, we will foster emotional regulation, resilience, and motivation. We will build strong relationships with pupils and families to understand individual needs through regular assessment and collaboration. Teaching will be complemented by targeted interventions and effective use of teaching assistants. Embedding social and emotional learning will empower pupils to develop self-regulation and positive relationships, reducing behavioural challenges. This approach will maximise learning time, narrow attainment gaps, and support all pupils to achieve their full potential.

2. Challenges

This details the key challenges to achievement that you have identified among your disadvantaged pupils.

Challenge	Detail of challenge
1	Inconsistent access to high-quality teaching and learning leads to lower outcomes.
2	SEMH needs leading to challenges with emotional regulation and mental wellbeing.
3	Limited access to enrichment opportunities outside of school.

3. Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan**, and how you will measure whether they have been achieved.

Intended outcome	Success criteria
All Pupil Premium pupils receive consistently high-quality teaching and targeted support to make accelerated progress.	<ul style="list-style-type: none">• Increase in positive monitoring following learning walks and book scrutinies.• Improvement in disadvantaged pupils' progress scores and attainment data in internal and external assessments.
A safe, supportive, and inclusive environment for Pupil Premium pupils with SEMH needs.	<ul style="list-style-type: none">• 90% of Pupil Premium pupils with identified SEMH needs report feeling safe and supported through pupil voice surveys and wellbeing assessments.• Reduced behavioural incidents involving disadvantaged pupils with SEMH needs.
All Pupil Premium pupils can access a wide range of enrichment activities.	<ul style="list-style-type: none">• Track participation rates, aiming for at least 90% of disadvantaged pupils engaging in enrichment activities each term.• Monitor pupil feedback and engagement levels through surveys, aiming for 85% positive responses regarding access and enjoyment of enrichment activities.

Planned Activity in the academic year 2025-2026

This details how you intend to spend the pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted Cost: £28,930

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed evidence-informed teaching strategies such as explicit instruction, scaffolding, and retrieval practice.	High Quality Teaching – EEF	1
Attend whole Trust 'Bringing Teaching Alive CPD' and plan school time to embed and monitor approaches using Trust lesson 'drop-in' monitoring spreadsheet.	Education Policy Institute (EPI) – Evidence Review on High-Quality CPD 2020	1
Use data intelligently and routinely to inform planning ensuring PP pupils are consistently challenged and supported.	Supporting the attainment of disadvantaged pupils: Briefing for school leaders – DfE & NFER, 2015	1
Promote a culture of high expectations and inclusive practice across all classrooms.	Implementing Inclusive Education – DfE 2018	1
Design and embed instructional and behavioural routines across the school.	DfE – Improving behaviour in schools 2024	2
Use consistent routines, positive behaviour strategies, and emotionally literate language in all classrooms.	Education Endowment Foundation (EEF) – Improving Behaviour in Schools 2021	2
Integrate enrichment experiences (e.g. visits, speakers, projects) into curriculum planning to deepen learning and reduce cost.	Duke of Edinburgh's Award & UK Youth – Education & Enrichment Report 2024 EEF – Teaching and Learning Toolkit 2025	3
Use high-quality texts, artefacts, and media to expose pupils to diverse cultures, ideas, and experiences.	Centre for Literacy in Primary Education (CLPE) – Choosing and Using High-Quality Texts 2024	3
Encourage pupil voice in shaping enrichment opportunities linked to their interests and aspirations. E.g. Ensure PP children are represented in pupil voice type activities.	Education & Enrichment Report 2024 – DfE, UK Youth, CfEY	3

Targeted Academic Support

Budgeted Cost: £4,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use diagnostic assessments to identify gaps and tailor support accordingly.	EEF Teaching and Learning Toolkit 2025	1
Encourage teachers to communicate regularly with parents about progress, strengths, and next steps.	EEF – Supporting School Attendance 2024	2

Use pupil voice to identify how home support influences learning and adapt teaching accordingly.	Chartered College of Teaching – Pupil Voice and Agency Toolkit	2
Celebrate reading achievements in assemblies and displays to raise the profile of reading.	DfE – The Reading Framework: Teaching the Foundations of Literacy 2021	3
Empower pupils to choose their own reading materials, including comics, magazines, and audiobooks. Purchase a range regularly to keep updated.	DfE – The Reading Framework: Teaching the Foundations of Literacy 2021	3
Highlight staff and pupil reading role models to normalise and value reading.	EEF – The Guide to the Pupil Premium 2024	3

Wider Strategies

Budgeted Cost: £14,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve attendance and punctuality through early intervention and family support. Ensure fidelity to Trust Attendance Strategy.	DfE Working Together to Improve School Attendance 2024	1
Celebrate emotional growth and positive behaviour through recognition systems and pupil leadership roles. Tracking PP pupil participation and engagement to ensure equity.	DfE – Further guidance and resources for supporting behaviour in schools 2024	2
Implement a behaviour curriculum, driven by routines, consistency and predictability that focuses on relational language and praise.	DfE – Improving behaviour in schools 2024	2
Depending on the nature of the activity subsidise or fully fund trips, clubs, music lessons, and residential for Pupil Premium pupils.	EEF – The Guide to the Pupil Premium 2024	3
Provide equipment, kits, and transport to ensure full access to extracurricular activities.	DfE – Pupil Premium and Recovery Premium Evaluation 2025	3
Promote inclusive participation through targeted communication and family engagement.	Education Endowment Foundation (EEF) – Parental Engagement Toolkit 2025	3
Celebrate enrichment achievements through assemblies, displays, and newsletters to build aspiration and pride.	Education Endowment Foundation (EEF) – Aspiration Interventions 2021	3

Total budgeted cost: £47,430.00

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

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

Assessment 2024/25	Disadvantaged pupils (School) %	Non-Disadvantaged pupils (School) %	Disadvantaged Pupils (National) %	Non-Disadvantaged Pupils (National) %
EYFS Profile GLD	100 (3)	73 (11)	52*	72*
Year 1 PSC	25 (4)	100 (12)	68*	83*
MTC (% 25/25)	0 (8)	9 (11)	21*	33*
KS2 RWM EXS+	20 (5)	100 (8)	47	69
KS2 R EXS+	60 (5)	100 (8)	63	81
KS2 W EXS+	60 (5)	100 (8)	50	78
KS2 M EXS+	20 (5)	100 (8)	61	80
KS2 RWM GDS	0 (5)	13 (8)	4	11
KS2 R GDS	0 (5)	63 (8)	31	39
KS2 W GDS	0 (5)	13 (8)	7	16
KS2 M GDS	0 (5)	63 (8)	15	32
Attendance	94 (32)	94 (61)	92	96
Persistent Absence	9 (32)	13 (61)	27	10
Suspensions (total number of sessions for 24/25)	0 (34)	1 (77)		

*23/24 data (24/25 not yet released by DfE)

Commentary/Analysis

- Pupil Premium children are not making the progress in the core subjects we want to see in all year groups.
- Based on monitoring and pupil outcomes this strategy is an updated version mid-cycle with a greater focus on teaching and learning structures.
- Although attendance is above national and is at least in line with non-Pupil Premium EBSA still has an impact on pupil engagement in learning and requires further support.
- Current investment in a wide range of initiatives needs to be drawn back to a more targeted approach focusing primarily on quality first teaching.

Review of expenditure 2024/25

1. Teaching

Outcomes and Impact	Lessons learned	Cost
Despite the implementation of a range of targeted initiatives, including structured support and monitoring for Early Career Teachers (ECTs); focused Pupil Premium sessions informed by gap analysis; deployment of teaching assistance to support within classrooms; and ongoing CPD pupil outcomes generally remain below the national and non-disadvantaged data apart from EYFS GLD and KS2 writing at expected.	This indicates that while these strategies are well-founded and aligned with evidence-based practice, further refinement is required to enhance their effectiveness and impact.	£37,000

2. Targeted Academic Support

Outcomes and Impact	Lessons learned	Cost
Despite the implementation of targeted initiatives pupil outcomes remain below average. This suggests that while these interventions align with evidence-based recommendations—such as providing structured, targeted support and effective TA deployment the current level of impact is limited.	The intensity and fidelity of intervention implementation requires review to better meet individual pupil needs, as does a review into quality first teaching.	£4,000

3. Wider Strategies

Outcomes and Impact	Lessons learned	Cost
Implementation of a comprehensive range of initiatives including a focused approach to improving attendance, provision of curriculum enrichment opportunities alongside targeted financial support, strategies to ensure a positive start to the day such as EBSA and breakfast provision, SEMH interventions targeting pupils not fully accessing the curriculum through social skills development, wellbeing and mental health support via ELSA have seen an improvement in this area but staff remain concerned about pupil wellbeing and engagement.	We will look to strengthen the integration between academic, social, and emotional support.	£7,236

Part C: Externally provided programmes

Programme	Provider
TT Rockstars – online timetables activities	TT Rockstars

Part D: 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.