

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Templenewsam Halton Primary School
Number of pupils in school	454
Proportion (%) of pupil premium eligible pupils	14.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	5.12.24
Date on which it will be reviewed	19/07/2025
Statement authorised by	Lisa Seton
Pupil premium lead	Laura Lightfoot
Governor / Trustee lead	Dominic Lebeter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 89,090
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	£ 89, 090

Part A: Pupil premium strategy plan

Statement of intent

Our Philosophy

At Templenewsam Halton Primary school our intention is that all pupils, regardless of their background or the challenges they face, make good progress and achieve highly across all subjects and areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils in developing the necessary skills and values required to succeed. Our pupils in receipt of Pupil Premium funding face specific barriers to reaching their full potential and at TNHPS we are determined to provide the support and guidance they need to help them overcome these barriers.

We believe in maximising the use of the Pupil Premium allocation by employing a long-term three-year strategy which is aligned to the key priorities of the School Improvement Plan. This enables us to implement a range of interventions and place pupil premium use within wider school improvements. We understand that needs and costs will differ depending on the barriers to learning being addressed. Therefore, we do not automatically allocate personal budgets per pupil in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed, and the interventions required and allocate a budget accordingly.

At Templenewsam Halton Primary School, we follow the EEF tiered model when allocating Pupil Premium Funding:

- Ensuring quality first teaching across school, to support all pupils
- Providing targeted academic support
- Specific support targeting pupil premium pupils

Our priorities

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring every learner receives a high quality of teaching and learning
- Diminish the difference between Pupil Premium and Non-Pupil Premium in outcomes and engagement in the curriculum
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as social, emotional behaviour and well-being

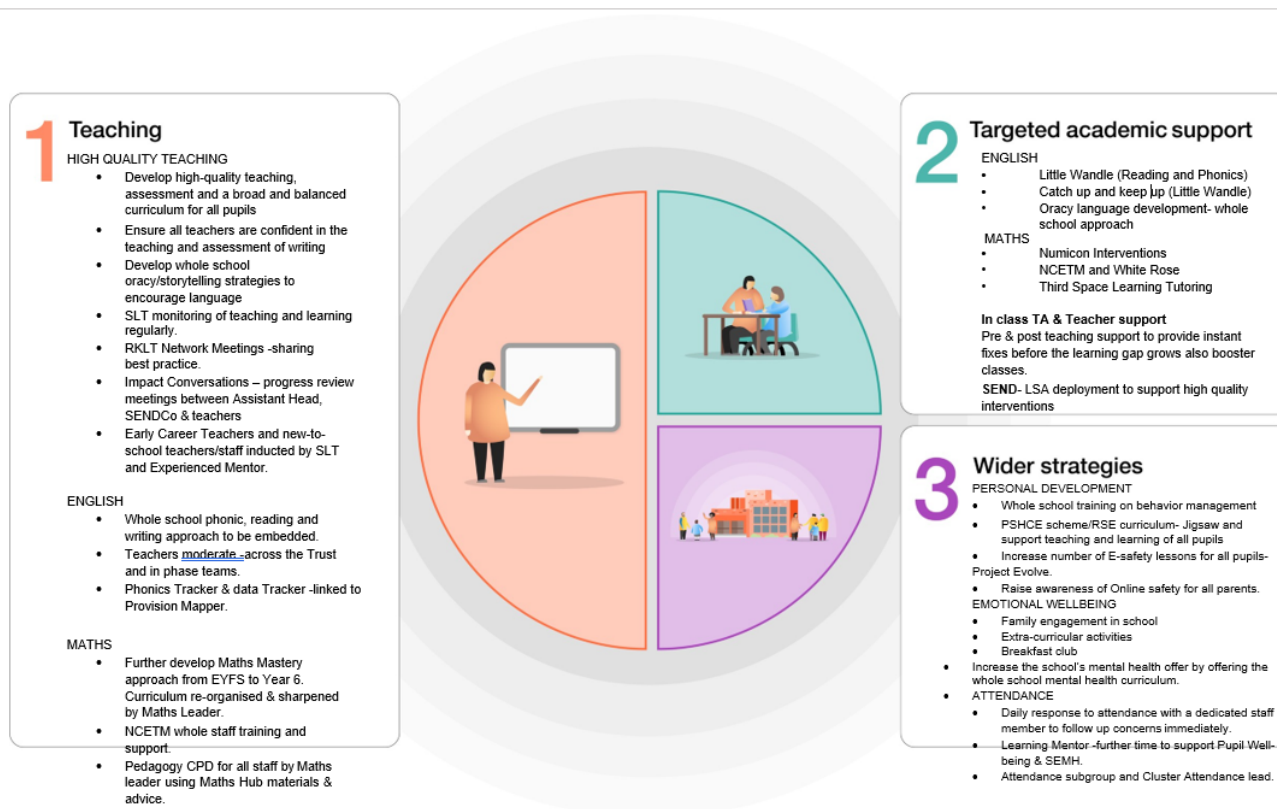
Disadvantaged pupil performance overview for last academic year (2024)

Measure	Score
Phonics Y1	64%
Phonics Y2	82%

Meeting Expected Standard at Key Stage 1	
Reading	67%
Writing	57%
Maths	58%
Meeting High Standard at Key Stage 1	
Reading	20%
Writing	10%
Maths	18%
Meeting Expected Standard at Key Stage 2	
Reading	54%
Writing	56%
Maths	52%
R/W/M Combined	31%
Meeting High Standard at Key Stage 2	
Reading	23%
Writing	10%
Maths	8%
R/W/M Combined	5%

Disadvantaged pupil progress scores for last academic year (2024 data)

Measure	Score
Reading	36%
Writing	36%
Maths	29%



Challenges

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

Challenge number	Detail of challenge Academic
1	Poor communication and language skills
2	Low attainment in reading, writing and maths
3	Limited Vocabulary
4	Learning is affected due to a range of different behaviours
5	Lack of fluency in enjoyment of reading
6	Low attaining SEND and PP combined

Challenge number	Detail of challenge (Non-academic)
A	Poverty
B	Poor attendance
C	Lack of parental engagement and support
D	Limited experiences beyond home life and immediate community

E	Low aspirations
F	Poor mental health and wellbeing
G	Social and cultural

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 improve attendance and punctuality across school.	<p>School has a clear and consistent set of systems and procedures to monitor attendance and identify vulnerable pupils and families.</p> <p>The school's attendance procedures are effective in raising the attendance of disadvantaged pupils.</p> <p>The gap between the attendance of disadvantaged pupils and non-disadvantaged pupils continues to narrow.</p>
To improve the life chances of disadvantaged pupils, nurturing a love of learning and instilling the ambition and resilience to succeed.	<p>Disadvantaged children are making at least expected levels of progress from their respective starting points.</p> <p>Teacher and pupil voice show increased levels of motivation and resilience.</p>
To improve academic outcomes for all disadvantaged pupils	<p>All pupils have access to a challenging curriculum.</p> <p>Disadvantaged children are making at least expected levels of progress from their respective starting points.</p> <p>The gap between the attainment of disadvantaged and non-disadvantaged pupils will be narrowed in Reading, Writing and Mathematics.</p>
Breadth of experiences for pupils to enable them to contextualise their learning	<p>All pupils will experience an exciting, varied and literature rich curriculum. Outdoor learning, extra-curricular activities and visits available for all children.</p> <p>Exposure to social, cultural, enrichment and sporting experiences within and outside of the school day.</p>
Improved oral language skills and vocabulary amongst disadvantaged pupils	<p>Disadvantaged pupils who enter school with low spoken language skills are given the support to enable them to catch up.</p> <p>Speech and language interventions are improving the vocabulary and listening skills of the disadvantaged pupils involved.</p>

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 listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 19, 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all pupils have access to a challenging curriculum	Mastery learning (+5 months) Mastery learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	2, 4
Coaching of teaching staff to ensure that teaching is of the highest standard (£10,025)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327944/coaching-for-teaching-and-learning.pdf	1,2,3,4,5,6
Little Wandle training, coaching and mentoring for all staff in EYFS and KS1	Phonics (+5 months) Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3, 5
NCETM Mastering Number programme to develop early number fluency	https://drive.google.com/file/d/1nJ0xDpbRIMM9Z_KUIORPH1OCWq2fCoTJ/view?usp=sharing https://drive.google.com/file/d/1jyU1NJcY6ACBVo823_dTnH_MboRVhuZ6/view?usp=sharing https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/	2, 6

	https://www.ncetm.org.uk/maths-hubs-projects/mastering-number/ https://www.youtube.com/watch?v=WFySD7xq06Q	
Further develop maths mastery teaching from EYFS to Year 6	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/	2, 6
Improve children's outcomes in EYFS and KS1 by: <ul style="list-style-type: none"> • Improving the quality of teaching of reading • Developing children's language development through reading • Improving children's ability to apply phonics for reading independently. 	Little Wandle programme Fluency and Comprehension https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/	1,6, E
Speech and language coaching and CPD for the staff team (including interventions)	Communication and language approaches (+7 months) https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches Oral language interventions (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3

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

Budgeted cost: £ 26, 880

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of support staff for targeted intervention, in place for children who have fallen behind.	Small group tuition (+4 months) Small group tuition	2,4, 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching assistant interventions (+4 months) Teaching assistant interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 of up to 12 weeks. Phonics EEF (educationendowmentfoundation.org.uk) One to one tuition (+5 months) One to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, C
Speech and language provision (Interactions)	Oral language interventions (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Social and emotional learning (+4 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 4, G
Little Wandle interventions in use to support children in Reception class with low starting points in English and communication	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/early-years-intervention/	1,2,3, G
Reading intervention and Phonics support for KS2 children that have fallen behind (Rapid Catch up) 1:1 Reading	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/	1,2,3,4,5,6

Phonics Interventions and support	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 42, 910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor with responsibility for attendance. Daily response to lateness and absence. Rigorous tracking and monitoring	<p>Parental involvement (+4 months) Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Social and emotional learning (+4 months) Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Individualised instruction (+4 months) Individualised instruction EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	C, D, E, G
All children in school are given opportunities to participate in activities that will enhance and broaden their learning experiences.	<p>Provision of a range of initiatives to extend children's experiences.</p> <p>Re-designed curriculum enables pupils to experience a wide range of learning experiences both inside and outside of school.</p> <p>The pupil premium: how schools are spending the funding successfully - GOV.UK (www.gov.uk)</p>	D, E, G
Targeted and ad-hoc pastoral support via the Inclusion team for pupils who are experiencing trauma, loss or turbulence	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	F

Embedding principles of good practice set out in DfE's Improving School Attendance advice	<p>Higher overall absence leads to lower attainment at KS2 and KS4</p> <p>The Department for Education (DfE) published re-search in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons <p>There's a clear link between poor attendance and lower academic achievement</p> <p>DfE research (2012) on improving attendance at school found that:</p> <ul style="list-style-type: none"> • Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English • 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C <p>Pupils with persistent absence are less likely to stay in education</p> <p>Advice from the National Strategies (hosted on the National Archives) says that:</p> <ul style="list-style-type: none"> • The links between attendance and achievement are strong <p>Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years</p>	B,C,E
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Total budgeted cost: £ 89, 090

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 2022 to 2023 academic year.

Intended outcome	Success criteria
Breadth of experiences for pupils to enable them to contextualise their learning	<p>All pupils will experience an exciting, varied and literature rich curriculum. Outdoor learning, extra-curricular activities and visits available for all children.</p> <p>Exposure to social, cultural, enrichment and sporting experiences within and outside of the school day.</p>

	<p>Review 23-24:</p> <p>PP Children have a wide range of experiences including school residentials, after school clubs and receiving additional hours in Nursery which are funded or partially funded using PP Funding. Trips and residentials are partially funded (60%-40% split) and cover transport and educational learning. Pre-loved school uniform stalls have been set up and harvest food parcels have been provided to families of PP children in need. Spare uniform has been donated to families in need also. We have recently appointed a new Outdoor learning lead and this a focus on 'outdoor learning' using our Forest school areas and enhancing our outdoor spaces. Our curriculum highlights key experiences throughout the year and how each experience links to subject knowledge and skills.</p>
Improved oral language skills and vocabulary amongst disadvantaged pupils	<p>Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Review 23-24:</p> <p>This outcome continues to be a priority for this academic year. We have appointed a Speech and Language therapist, and we are currently reviewing support plans for our SEND and PP children who receive targeted speech and language support. Training around developing oral language skills has taken place with our Early Years Team and is a primary focus in Early Years. The role of the adult, key interactions and educating parents remain a focus. Trigger talk has also been implemented this year. Research and audits from the Communication Trust have taken place. Early identification of language and children who require language support happens quickly in Early Years. A new language screener has been purchased and our SENDCo has been supporting staff in assessing and using this screener. Additional training for EYFS staff is also in place.</p>
Improved outcomes at EYFS	<p>Non-SEND pupils in EYFS to consistently achieve national average for GLD</p> <p>GLD: 73%</p> <p>Children in EYFS receive a baseline assessment and are continually assessed each term across all 7 areas of learning. Pupil Review Meetings take place with a member of SLT termly, key trends and pat-</p>

	<p>terms in data are discussed, interventions analysed, and next steps address key areas of development.</p>
Improved phonics knowledge at KS1	<p>Non-SEND pupils to consistently achieve national average in Y1/Y2 phonics check</p> <p>64% children passed the phonics screener</p> <p>Little Wandle is an accredited synthetic phonics programme which has been in place since February 2022. Daily keep up and catch-up sessions have been introduced and intensive teaching in phonics (2 sessions) has begun. Phonics and Reading workshops have been delivered to support parents and carers when reading with their child at home. Our Early Reading web page also supports home learning.</p>
Disadvantage plays no part in achievement and attainment in Reading	<p>54% attained Reading at the end of Key Stage 2.</p> <p>Reading attainment has dipped. RKLTL focus school for this year. Boosters took place for reading over the Spring term and this impacted on the positive outcomes for the end of year 6. PP were targeted to take part in the boosters to improve confidence as well as academic outcomes.</p> <p>Data at the end of KS2 was below National. Reading- 54% National 74% Writing- 56% National 72% Maths- 52% National 73%</p> <p>Book talk EMM- This is part of the soft start in the morning and the children are focused and learning as soon as they come into school. The book talk was externally reviewed throughout the reading deep dive/Ofsted 2023 and was found to be effective practice which progressed the reading skills including vocabulary as well as widening their knowledge of authors and books.</p> <p>The Learning support assistants have priority readers and are fully involved in working with the targeted children to improve reading skills.</p>
Disadvantage plays no part in progress in Writing	<p>Year 2 8 PP children 38% achieved expected standard in writing Year 6 14 PP Children KS2 data: 36% achieved expected standard in writing</p>

Disadvantage plays no part in progress in Maths	Year 2 8 PP children 50% achieved expected standard in Maths Year 6 14 PP Children KS2 data: 29% achieved expected standard
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Externally provided programmes- We currently have no non-DFE programmes purchased.

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
Little Wandle SSP Programme	Little Wandle Letters and Sounds

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?	Academic target support Catch up tuition for Maths Maths tuition guides and support Pastoral support for emotional well-being
What was the impact of that spending on service pupil premium eligible pupils?	Children receive nurture, care and regular support from teaching staff and pastoral team. Regular meetings and contact with parents and carers to support their family.

Further information (optional)

Intended Outcomes for 2024-25-

Writing and Maths attainment continues to be a whole school priority

Whole school improvement on teaching and learning in Maths and Writing

Raising phonics attainment through Little Wandle and KS1 children achieving national or above in 2024 screening

Developing oral language and communication using high-quality texts and interactions