



Pupil Premium Strategy Statement – Templars Academy

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	406
Proportion (%) of pupil premium eligible pupils	23.4%
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)	2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nick Hancock
Pupil premium lead	Nick Hancock
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,955
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£146,955

Part A: Pupil premium strategy plan

Statement of intent

Templars Academy, part of Inspires Multi-Academy Trust (MAT) comprising five schools across Essex, is dedicated to ensuring that all children, particularly those who are disadvantaged, have the opportunity to reach their full potential. Situated in Witham, Essex, our two-form entry school has seen a steady increase in pupil numbers over the last five years. According to the Index of Multiple Deprivation 2019, the area where the majority of our pupils reside falls within the 3rd decile of deprivation nationally, reflecting significant challenges related to employment, health, education, and crime.

Our vision is to significantly raise the ambitions of our children and close the attainment gap between disadvantaged pupils and their non-disadvantaged peers. Recognising the complexity of educational disadvantage, our approach is grounded in robust diagnostic assessment, enabling us to respond effectively to both common challenges and individual pupil needs, rather than relying on assumptions about the impact of disadvantage.

To support our pupils in excelling, we have adopted a set of complementary approaches. We will:

- Ensure disadvantaged pupils are consistently challenged through high-quality, appropriately demanding work.
- Equip disadvantaged pupils with metacognitive strategies proven to accelerate progress and foster effective independent learning.
- Act early by identifying needs promptly and intervening at the point of need.
- Adopt a whole-school approach where all staff share responsibility for the progress and outcomes of disadvantaged pupils, raising expectations of what they can achieve.

The intent of our approach to addressing educational disadvantage is summarised in three key pillars:

1. **Relationships:** Building strong, trusting relationships that support pupils' social and emotional wellbeing, enabling them to engage fully with learning.
2. **Ambition:** Raising aspirations for all pupils by setting high expectations and fostering a culture of achievement and resilience.
3. **Language-Rich and Oracy:** Developing pupils' language skills and oracy to ensure they have the communication tools necessary to access the full curriculum and succeed academically.

Relationships

- Forming positive and long-lasting relationships with children and their families is essential
- This builds trust, confidence and self-esteem and the impacts of this on learning can be enormous.
- Ensuring that our children are ready to REACH

Ambition

- We have a relentless focus on all children receiving a broad and balanced curriculum
- All children can achieve with the right support, scaffolding and following high expectations from all staff
- Exposing our disadvantaged learners to an enriched education - developing their wider life experiences

Language-rich/ oracy

- Creating a language-rich learning environment centered around oracy
- A vocabulary-rich curriculum
- Exposure to and enjoyment of high-quality literature
- The opportunity to perform in front of an audience and develop confidence whilst performing/ speaking in front of an audience

These priorities have been informed by evidence-based research from the Education Endowment Foundation (EEF) and professional development with Marc Rowland on 'Addressing Educational Disadvantage.' Through careful assessment, we have identified seven specific barriers faced by our disadvantaged learners, which shape the targeted support and interventions within our strategy.

Our commitment is to use the Pupil Premium grant effectively, following the statutory guidance and the DfE's 'menu of approaches,' focusing on high-quality teaching, targeted academic support, and addressing non-academic barriers such as attendance and wellbeing. We will also draw on resources such as the EEF's attendance toolkit, English and maths hubs, and evidence-based tutoring programmes to maximise impact.

Through this comprehensive, evidence-informed, and collaborative approach, Templars Academy aims to ensure that every disadvantaged child thrives academically, socially, and personally, embodying our vision to "Reach, Believe, Achieve" by being the best that we can be.

Reach, Believe, Achieve

Being the best that we can be



Respect




Equality



Ambition



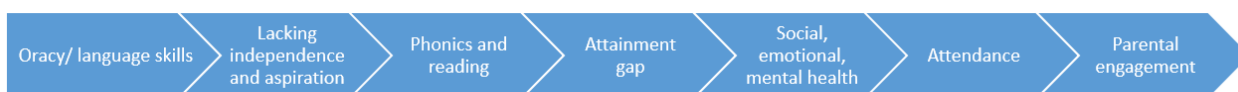
Compassion



Honesty

Challenges

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



Challenge number	Detail of challenge
1	<p><u>Oral Language skills and vocabulary</u></p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p><u>Disengaged learners lacking independence</u></p> <p>Observations of pupils and discussions regarding these highlight that disadvantaged pupils are more likely to be disengaged with their learning. Children lack the vocabulary understanding to always fully engage with the learning. Disadvantaged children are also often lacking independent skills within lessons frequently seeking adult input within lesson time. Pupils display poor learning skills.</p>
3	<p><u>Phonics and Reading</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Analysis of reading logs also highlighted that disadvantaged children are less likely to be supported with their reading at home.</p>
4	<p><u>Narrowing the attainment gap</u></p> <p>Our internal and external assessments highlight significant knowledge gaps and a significant gap in achievement between disadvantaged and non-disadvantaged children.</p> <p>This is more significant in maths (KS2 ASP 2024)</p>

5	<p><u>Social and emotional issues and mental health</u></p> <p>Through observations and behaviour data, it is clear that pupils, especially those disadvantaged, face significant SEMH and self-regulation barriers. These pupils receive tailored support from the behaviour lead. For these pupils, strategies rooted in inclusion and accessibility to the curriculum are high priority.</p>
6	<p><u>Attendance</u></p> <p>Internal monitoring has identified that our disadvantaged pupils are more likely to have attendance and punctuality issues. Disadvantaged pupils are more likely to be PAs. This is contributing to the widening attainment gap and has a negative impact on the wellbeing of disadvantaged pupils.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2028)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • At least 80% of disadvantaged pupils demonstrate age-appropriate oral language skills and vocabulary development as measured by termly language assessments and teacher observations. • Disadvantaged pupils show measurable progress in oral language screening tools year on year.
Improved pupil learning engagement within lessons among disadvantaged pupils. This includes increased learner independence through metacognition	<ul style="list-style-type: none"> • 85% of disadvantaged pupils actively engage in lessons, as evidenced by learning walks and pupil voice surveys. • Disadvantaged pupils demonstrate increased use of metacognitive strategies, reflected in self-assessment records and teacher feedback. • Reduction in off-task behaviour incidents among disadvantaged pupils by at least 20%.

<p>Improved reading/ phonics attainment among disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Disadvantaged pupils meet or exceed the expected standard in phonics screening checks by the end of Year 1 and maintain progress in reading assessments throughout KS1 and KS2. • The percentage of disadvantaged pupils reaching Age-Related Expectations (ARE) in reading increases by at least 10% over the strategy period.
<p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> • The proportion of disadvantaged pupils achieving ARE or above in KS2 writing assessments increases by at least 10% within three years. • Writing moderation and internal assessments show consistent improvement in the quality and independence of disadvantaged pupils' writing.
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<ul style="list-style-type: none"> • The percentage of disadvantaged pupils achieving ARE or above in KS2 maths assessments increases by at least 10% over the strategy period. • Disadvantaged pupils demonstrate improved fluency and problem-solving skills in maths, as evidenced by formative assessments and maths hub feedback.
<p>To achieve and sustain improved wellbeing/ regulation for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Reduction in behavioural incidents related to emotional regulation among disadvantaged pupils by at least 20%. • Positive responses in wellbeing surveys increase by 15% among disadvantaged pupils. • Increased access and uptake of pastoral and mental health support services by disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Overall attendance for disadvantaged pupils improves to at least

	<p>96%, closing the gap with non-disadvantaged pupils.</p> <ul style="list-style-type: none"> • Persistent absence rates among disadvantaged pupils reduce by at least 15%. • Implementation of targeted attendance interventions leads to measurable improvement in attendance within identified cohorts.
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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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Introduction of Little Wandle Letters and Sounds Revised Phonics Scheme</p> <p>This academic year, Templars Academy has implemented the Little Wandle Letters and Sounds Revised phonics programme across Early Years and Key Stage 1. This comprehensive scheme includes:</p> <ul style="list-style-type: none"> • Full continuous professional development (CPD) for all teaching staff to ensure high-quality phonics instruction. • Provision of high-quality resources to support systematic synthetic phonics teaching. • Intensive support and monitoring from the Myland English Hub to ensure fidelity of implementation and provide expert guidance. <p>The programme is designed to provide a structured, systematic approach to phonics, enabling children, particularly disad-</p>	<p>The adoption of the Little Wandle Letters and Sounds Revised phonics scheme aligns closely with the Education Endowment Foundation's (EEF) guidance on improving literacy through systematic synthetic phonics (SSP). According to the EEF:</p> <ul style="list-style-type: none"> • Systematic phonics approaches have a strong evidence base, showing an average of +5 months' additional progress in early reading compared to non-phonics approaches. • High-quality phonics teaching is particularly beneficial for disadvantaged pupils, helping to close the attainment gap in reading. • The EEF's 'Improving Literacy in Key Stage 1' guidance highlights the importance of consistent, well-structured phonics programmes combined with ongoing teacher training and support. • Collaboration with English Hubs, such as the Myland Hub, is recommended by the Department for 	<p>1, 2, 3, 4</p>

<p>vantaged pupils, to develop strong foundational skills in decoding and early reading.</p>	<p>Education to support schools in implementing phonics programmes effectively and sustainably.</p> <p>Additionally, the Little Wandle programme is recognised for its comprehensive approach, including assessment and intervention strategies, which are crucial for identifying pupils who need additional support and ensuring timely, targeted interventions.</p> <p>By investing in high-quality phonics teaching through this evidence-informed programme, Templars Academy aims to accelerate reading attainment for all pupils, with a particular focus on disadvantaged learners, thereby addressing one of the key barriers to educational success.</p>	
<p>This academic year, Templars Academy has introduced a new, progressive English curriculum designed to enhance writing skills and foster independence in our pupils. The curriculum has been carefully structured to ensure clear progression across year groups, with a focus on developing confident, independent writers who can apply their skills across a range of contexts.</p> <p>To support successful implementation, all relevant staff have received targeted training from Jonathan Bond, an experienced English consultant. This professional development has equipped teachers with strategies to:</p> <ul style="list-style-type: none"> • Deliver a coherent and progressive writing curriculum. • Use formative assessment to identify and address gaps in writing skills. • Promote metacognitive approaches to help pupils plan, monitor, and evaluate their writing independently. • Embed high expectations for writing standards across all year groups. <p>This curriculum overhaul is a key component of our strategy to raise attainment in writing, particularly for disadvantaged pupils, ensuring they have the skills and confidence to meet or exceed Age-Related Expectations by the end of Key Stage 2.</p>	<p>The introduction of a structured and progressive English curriculum that prioritises independent writing aligns with the Education Endowment Foundation (EEF) guidance on improving literacy outcomes through high-quality teaching and curriculum design. Key evidence includes:</p> <ul style="list-style-type: none"> • The EEF’s guidance on improving literacy in Key Stages 1 and 2 highlights the importance of a well-sequenced curriculum that builds writing skills progressively and provides opportunities for pupils to write independently across different genres. • Research shows that teaching metacognitive strategies in writing supports pupils to become more autonomous learners, leading to accelerated progress and improved writing outcomes (EEF, 2023). • Professional development, such as the training provided by Jonathan Bond, is critical to ensuring teachers have the knowledge and skills to implement curriculum changes effectively and maintain high expectations for all pupils, particularly those who are disadvantaged. • Developing a consistent approach to writing across year groups helps close attainment gaps by ensuring all pupils receive equitable access to high-quality writing instruction. 	<p>1, 2, 4</p>

	<p>By embedding these evidence-informed practises through expert-led training and a clear curriculum framework, Templars Academy aims to significantly improve writing attainment and independence, contributing to closing the gap for disadvantaged pupils.</p>	
<p>Introduction of the Penpals Handwriting Scheme to Ensure Consistency and Progression</p> <p>This academic year, Templars Academy has purchased and implemented the Penpals handwriting scheme across all year groups. The scheme has been selected to provide a consistent, progressive approach to handwriting development throughout the school, supporting pupils in developing legible, fluent, and confident handwriting skills.</p> <p>Key features of the implementation include:</p> <ul style="list-style-type: none"> • Whole-school adoption of the Penpals scheme to ensure continuity and progression from Early Years through to Year 6. • Staff training on the scheme's methodology and best practice for teaching handwriting effectively. • Regular monitoring and assessment of handwriting progress to identify pupils needing additional support. • Integration of handwriting practice into daily English lessons to reinforce skills in context. <p>This initiative aims to improve handwriting standards across the school, with particular focus on supporting disadvantaged pupils to develop the fine motor skills and fluency necessary for writing independence and academic success.</p>	<p>The decision to implement the Penpals handwriting scheme is supported by evidence and guidance from the Education Endowment Foundation (EEF) and Department for Education (DfE) standards on literacy development:</p> <ul style="list-style-type: none"> • The EEF highlights that high-quality teaching of handwriting can improve pupils' writing fluency and overall writing quality, which are critical for academic progress. • Consistency and progression in handwriting instruction, as provided by a structured scheme like Penpals, help pupils build skills systematically and reduce barriers to writing. • The DfE's English curriculum framework emphasises the importance of teaching handwriting explicitly to support pupils in developing legible and fluent writing, which is essential for effective communication and writing stamina. • Professional development and training for teachers, as undertaken by Templars staff, are key to ensuring effective delivery of handwriting instruction and maximising impact on pupil outcomes. <p>By embedding the Penpals scheme, Templars Academy aims to raise handwriting standards, contributing to improved writing attainment and greater learner confidence, particularly among disadvantaged pupils.</p>	<p>2, 4</p>
<p>Providing CPD to Develop Teacher Pedagogy and Pedagogical Knowledge</p> <p>This academic year, Templars Academy is delivering a comprehensive professional development programme aimed at enhancing teacher pedagogy and classroom practice – through the WalkThrus. The CPD focuses on:</p>	<p>The focus on developing teacher pedagogy through CPD is strongly supported by research and guidance from OFSTED and the Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • OFSTED's research highlights that effective teaching requires well-structured lessons where teachers manage cognitive load to prevent overwhelming pupils' 	<p>1, 2</p>

<ul style="list-style-type: none"> • Exploring effective lesson structures that maximise pupil engagement and learning outcomes. • Implementing strategies to secure and sustain pupil attention throughout lessons. • Applying cognitive load theory to design lessons that reduce unnecessary mental effort, enabling pupils to focus on key learning. • Creating high-quality learning environments that support diverse learners, including disadvantaged pupils and those with SEND. • Developing teachers' skills in scaffolding, modelling, and formative assessment to promote independent learning and mastery. • Encouraging reflective practice and collaborative learning among staff to embed best teaching practises consistently across the school. <p>This CPD is delivered through workshops, coaching sessions, peer observations, and collaborative planning, ensuring that teachers are equipped with practical, evidence-informed strategies to improve teaching quality and pupil outcomes.</p>	<p>working memory, thereby enhancing learning and retention.</p> <ul style="list-style-type: none"> • Securing pupil attention is fundamental to learning; strategies such as clear lesson objectives, varied activities, and active participation help maintain focus and engagement. • The EEF's guidance on cognitive load theory recommends breaking down complex tasks, using scaffolding, and providing clear modelling to support pupils' understanding and independence. • High-quality professional development that focuses on pedagogy and classroom practice has a significant impact on pupil attainment, particularly for disadvantaged learners who benefit from explicit teaching and structured support. • Collaborative CPD approaches, including coaching and peer observation, promote sustained improvements in teaching quality and help embed effective practises school-wide. • OFSTED's emphasis on creating inclusive, supportive learning environments aligns with the aim of this CPD to meet the needs of all pupils and reduce barriers to learning. <p>By prioritising this CPD, Templars Academy aims to strengthen teaching effectiveness, improve pupil engagement and outcomes, and ensure consistency of high-quality instruction across all classrooms.</p>	
<p>Introducing and Purchasing TestBase Standardised Assessments in English and Maths</p> <p>This academic year, Templars Academy has invested in TestBase standardised assessments to enhance the accuracy and consistency of pupil assessment in English and maths. TestBase provides reliable, norm-referenced assessments that allow us to:</p> <ul style="list-style-type: none"> • Benchmark pupil attainment and progress against national standards. • Identify specific strengths and areas for development in key domains such as reading fluency, 	<p>The adoption of standardised assessments such as TestBase is supported by OFSTED's guidance on effective curriculum and assessment practice:</p> <ul style="list-style-type: none"> • OFSTED emphasises the importance of using accurate, reliable assessment data to understand pupils' current capabilities and to plan teaching that meets their needs, particularly for disadvantaged pupils and those with SEND. • Standardised assessments provide norm-referenced data that help schools identify pupils who are falling behind and require additional support, enabling early 	<p>3, 4</p>

<p>comprehension, writing skills, and mathematical reasoning.</p> <ul style="list-style-type: none"> • Diagnose learning gaps promptly to inform targeted teaching and intervention strategies. • Track the progress of disadvantaged pupils and those with SEND to ensure timely and appropriate support. • Support teacher assessment judgements with robust data to improve curriculum planning and personalised learning. <p>The use of TestBase assessments will be embedded within our assessment cycle, complementing ongoing formative assessments, to provide a comprehensive picture of pupil achievement and support evidence-based decision-making.</p>	<p>and targeted intervention, a key factor in closing attainment gaps.</p> <ul style="list-style-type: none"> • OFSTED’s English deep dive guidance highlights the need for precise assessment of transcription skills (handwriting and spelling) and composition abilities to inform teaching and prevent persistent errors. • In maths, standardised assessments support diagnosis of conceptual and procedural understanding, helping teachers to tailor instruction effectively. • The Education Endowment Foundation (EEF) recommends using high-quality assessment information to target teaching and support, ensuring that effort is focused on pupils’ best next steps rather than rehearsing known skills. • TestBase assessments align well with the national curriculum and provide actionable insights that support curriculum sequencing and progression. <p>By integrating TestBase assessments into our practice, Templars Academy is committed to strengthening assessment accuracy, improving teaching responsiveness, and accelerating progress for all pupils, with particular attention to disadvantaged learners.</p>	
<p>Implementing a New Wider Curriculum for Consistency and Quality</p> <p>Templars Academy is committed to delivering a broad and balanced curriculum that provides consistency in approach, high-quality delivery, and clear progression across all subjects. To achieve this, we are implementing a new wider curriculum designed to:</p> <ul style="list-style-type: none"> • Ensure coherence and consistency in curriculum intent, implementation, and impact across all year groups and subjects. • Provide clear progression pathways and well-sequenced learning objectives that build knowledge and skills systematically. • Embed high expectations for all pupils, including disadvantaged learners and those with SEND, 	<p>To support the effective implementation and ongoing development of the wider curriculum, Templars Academy is introducing new subject leaders. These leaders will:</p> <ul style="list-style-type: none"> • Take responsibility for the vision, intent, and implementation of their subject areas, ensuring alignment with the school’s overall curriculum strategy. • Lead subject-specific professional development and support for staff to enhance subject knowledge and pedagogical expertise. • Monitor teaching and learning within their subjects through lesson visits, work scrutiny, and pupil voice to ensure consistency and quality. • Analyse assessment data to identify strengths and areas for improvement, informing targeted actions to raise standards. 	<p>2, 4</p>

<p>ensuring access to a rich and challenging curriculum.</p> <ul style="list-style-type: none"> • Promote cross-curricular links and opportunities for deepening understanding and application of knowledge. • Incorporate regular assessment and review to monitor curriculum coverage, teaching quality, and pupil outcomes. 	<ul style="list-style-type: none"> • Foster a collaborative culture of curriculum innovation, sharing best practice and resources across the school and MAT. • Engage with external networks and training opportunities to keep abreast of curriculum developments and best practice. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementing 'Keep-up, Catch-up' Phonics Interventions</p> <p>At Templars Academy, we recognise that some pupils, particularly disadvantaged learners, require additional, timely support to keep pace with their peers in phonics and early reading skills. To address this, we have established a robust 'Keep-up, Catch-up' phonics intervention programme that operates alongside our high-quality daily phonics teaching.</p> <p>Key features of this targeted support include:</p> <ul style="list-style-type: none"> • Rapid Identification: Regular formative assessment and phonics screening checks identify pupils who are falling behind or at risk of doing so, enabling prompt intervention. • Structured Interventions: Interventions are closely aligned with the Little Wandle Letters and Sounds Revised phonics programme to ensure consistency and progression. Pupils receive daily, small-group or one-to-one sessions focused on consolidating phoneme-grapheme correspondences, blending, and segmenting skills. • Qualified and Trained Staff: Interventions are deliv- 	<p>This approach aligns with key recommendations from the Department for Education's Reading Framework (July 2023) and the Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Systematic synthetic phonics is foundational for early reading success, and targeted catch-up interventions are essential for pupils who struggle to keep up. • Early and urgent support prevents widening gaps and promotes fluent, confident reading. • Interventions closely linked to the core phonics programme, delivered by trained staff in small groups or one-to-one, are effective in accelerating progress. • Teaching metacognitive strategies supports pupils in becoming independent learners of phonics. • Engaging parents enhances the effectiveness of interventions. • The Initial Teacher Training and Early Career Framework emphasises the importance of evidence-informed, well-structured interventions and ongoing assessment to tailor support to pupil needs. <p>By embedding these targeted phonics interventions, Templars Academy is committed to closing the attainment gap in early reading and ensuring all pupils develop strong foundational literacy skills.</p>	<p>1, 2, 3, 4</p>

<p>ered by staff trained in systematic synthetic phonics and intervention strategies, ensuring fidelity to the programme and effective teaching.</p> <ul style="list-style-type: none"> • Explicit Teaching and Practice: Sessions include explicit teaching, modelling, guided practice, and opportunities for pupils to apply phonics skills in reading and writing. • Metacognitive Strategies: Pupils are supported to develop metacognitive awareness of their learning, helping them to monitor and regulate their phonics skills independently over time. • Parental Engagement: Where appropriate, parents are engaged and supported to reinforce phonics learning at home, enhancing the intervention's impact. • Ongoing Monitoring: Progress is closely tracked to evaluate the effectiveness of interventions and inform further teaching or referral to specialist support if needed. 		
<p>Implementing a 'Reading Squad' to Enhance Early Reading Development</p> <p>Templars Academy is launching a 'Reading Squad' initiative whereby all Learning Support Assistants (LSAs) across the school are deployed to Reception and Key Stage 1 to deliver focused group reading sessions. This approach aims to provide additional, high-quality reading practice and targeted support for early readers, particularly disadvantaged pupils and those requiring catch-up interventions.</p> <p>Key features include:</p> <ul style="list-style-type: none"> • Deployment of Trained LSAs: All LSAs receive training and ongoing coaching aligned with the Little Wandle Letters and Sounds Revised phonics programme to ensure consistent, effective delivery of reading sessions. • Small Group Reading Sessions: LSAs run daily group reading sessions focused on developing decoding, fluency, and 	<p>This initiative aligns with key recommendations from the Department for Education's Reading Framework (July 2023) and the Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • Early and frequent reading practice is crucial for developing fluent decoding and comprehension skills, particularly for disadvantaged pupils. • Deploying trained LSAs to deliver structured group reading sessions increases the amount of quality reading practice pupils receive without overburdening teachers. • The Reading Framework emphasises that all staff involved in teaching reading, including LSAs, should be trained and supported to deliver phonics and reading interventions effectively. • Small-group reading interventions that reinforce phonics teaching and incorporate oral language development are shown to accelerate progress in early reading. • Regular assessment and responsive grouping ensure that interventions meet pupils' evolving needs, maximising impact. 	<p>1, 2, 3, 4</p>

<p>comprehension skills using decodable texts matched to pupils' phonics knowledge.</p> <ul style="list-style-type: none"> • Focused Support for Disadvantaged Pupils: The Reading Squad prioritises pupils who need extra practice to keep up, ensuring timely intervention to prevent widening gaps. • Integration with Phonics Teaching: Reading sessions complement daily phonics lessons, reinforcing phoneme-grapheme correspondences and blending skills. • Use of Evidence-Based Strategies: Sessions incorporate modelling, guided reading, paired talk, and comprehension questioning to develop pupils' reading capabilities and oral language skills. • Ongoing Monitoring: Pupils' progress is regularly assessed to inform groupings and tailor support, with close communication between LSAs and class teachers. • Parental Engagement: Where appropriate, parents are supported to reinforce reading skills at home through guidance and resources. 	<ul style="list-style-type: none"> • Collaborative talk and comprehension questioning within reading sessions support pupils' language development and understanding of texts. <p>By implementing the Reading Squad, Templars Academy aims to boost early reading attainment and close the gap for disadvantaged pupils, ensuring all children develop the foundational skills necessary for lifelong learning.</p>	
<p>Targeted LSA Support Aligned with One Plans and Pupil Progress Reviews</p> <p>At Templars Academy, targeted Learning Support Assistant (LSA) support is a key strategy to accelerate progress for disadvantaged pupils and those with additional needs. This support is closely aligned with pupils' One Plans and informed by regular Pupil Progress reviews to ensure personalised and effective intervention.</p> <p>Key features include:</p> <ul style="list-style-type: none"> • Personalised Support: LSAs deliver tailored support based on the specific learning targets and barriers identified in pupils' One Plans. • Data-Informed Deployment: LSA time is allocated following termly Pupil Progress 	<p>This approach is supported by research and guidance from OFSTED and the Education Endowment Foundation (EEF):</p> <ul style="list-style-type: none"> • OFSTED research highlights that targeted teaching breaking down curriculum goals is more effective for pupils with SEND and disadvantaged learners than generic differentiation. • The EEF identifies targeted one-to-one and small group support by trained LSAs as highly effective in accelerating progress for disadvantaged pupils. • Effective collaboration between teachers and LSAs ensures support is well-coordinated and responsive to pupil needs. • Regular monitoring and review enable timely intervention adjustments, maximising impact. • Professional development for LSAs improves the quality of support and contributes to sustained improvements in teaching and learning. 	2, 4

<p>meetings, prioritising disadvantaged pupils requiring additional assistance.</p> <ul style="list-style-type: none"> • Collaborative Working: LSAs work closely with class teachers to ensure consistency of approach, share assessment information, and adapt support responsively. • Focused Teaching: Support includes targeted teaching of foundational skills, scaffolding, guided practice, and reinforcement of curriculum content. • Regular Monitoring: The impact of LSA support is reviewed termly through progress data, One Plan updates, and pupil feedback, enabling timely adjustments. • Professional Development: LSAs receive ongoing training to enhance their skills in delivering evidence-based interventions and supporting pupils with SEND and language needs. • Parental Engagement: LSAs contribute to communication with parents to support learning continuity at home. 	<p>By aligning LSA support with One Plans and Pupil Progress reviews, Templars Academy ensures disadvantaged pupils receive personalised, high-impact support to close attainment gaps and achieve their potential.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Liaison Worker and Safeguarding Lead</p> <p>Templars Academy recognises that addressing barriers to learning extends beyond the classroom. To support our disadvantaged pupils and their families effectively, we have established dedicated roles for a Family Liaison Worker and a Safeguarding Lead. These roles are integral to our wider strategy to promote pupils' wellbeing, attendance, and engagement with learning.</p> <p>Key responsibilities and impact include:</p>	<p>Research and guidance from OFSTED and the Department for Education highlight the importance of wider strategies in closing attainment gaps:</p> <ul style="list-style-type: none"> • OFSTED emphasises that effective family engagement and safeguarding arrangements are essential for improving attendance, behaviour, and personal development, particularly for disadvantaged pupils. • The Education Endowment Foundation (EEF) identifies parental engagement as a high-impact approach to improving pupil outcomes. 	<p>2, 5, 6</p>

<p>Family Liaison Worker:</p> <ul style="list-style-type: none"> • Acts as a vital link between school and families, building trusting relationships to support pupils' attendance, behaviour, and emotional wellbeing. • Provides targeted support and guidance to families facing challenges such as housing instability, financial hardship, or health issues. • Facilitates access to external services and community resources, ensuring families receive holistic support. • Organises workshops and parent engagement activities to empower families in supporting their children's learning and development. • Works proactively to identify and address barriers to attendance, collaborating with the school attendance team and external agencies. <p>Safeguarding Lead:</p> <ul style="list-style-type: none"> • Oversees all aspects of child protection and safeguarding, ensuring a safe and secure learning environment for all pupils. • Leads on safeguarding training and awareness for all staff, maintaining up-to-date knowledge of statutory guidance and best practice. • Coordinates multi-agency working to support vulnerable pupils and families, ensuring timely intervention and support. • Monitors and reviews safeguarding policies and procedures to maintain rigorous standards. • Provides direct support and advocacy for pupils at risk, promoting their welfare and wellbeing. 	<ul style="list-style-type: none"> • A Family Liaison Worker can help build trust and remove barriers to learning by supporting families holistically. • Strong safeguarding leadership ensures a safe learning environment, enabling pupils to focus on learning and thrive. • Integrating pastoral support with academic interventions creates a whole-school approach that addresses the broader needs of disadvantaged pupils. <p>By investing in these roles, Templars Academy aims to provide comprehensive support that addresses both academic and non-academic barriers, promoting equity and success for all pupils.</p>	
<p>Introducing a Pastoral Worker to Support Pupils' Wellbeing and Engagement</p> <p>Templars Academy is introducing a dedicated Pastoral Worker role to provide targeted, direct support to pupils, with a focus on disadvantaged children and those facing social, emotional, or behavioural challenges. This role is central to</p>	<p>Research and guidance from OFSTED and the Department for Education emphasise the importance of pastoral support in improving outcomes for disadvantaged pupils:</p> <ul style="list-style-type: none"> • OFSTED highlights that effective pastoral care and targeted support for social and emotional wellbeing contribute significantly to improved 	<p>5, 6</p>

<p>our commitment to fostering a safe, nurturing environment that promotes pupils' wellbeing, resilience, and readiness to learn.</p> <p>Key responsibilities and impact include:</p> <ul style="list-style-type: none"> • One-to-One and Small Group Support: The Pastoral Worker provides personalised support sessions addressing emotional regulation, social skills, self-esteem, and coping strategies. • Early Identification and Intervention: Working closely with teachers and the safeguarding team, the Pastoral Worker identifies pupils at risk of disengagement or emotional difficulties and offers timely support. • Liaison with Families and External Agencies: The role includes building positive relationships with families and coordinating with external services to ensure holistic support for pupils. • Promoting Positive Behaviour and Attendance: The Pastoral Worker supports behaviour management strategies and works to improve attendance by addressing underlying causes. • Supporting Transitions: Assists pupils in managing key transitions within school, reducing anxiety and promoting confidence. • Contribution to Whole-School Wellbeing Initiatives: Works alongside staff to embed a culture of wellbeing and inclusion across the academy. 	<p>attendance, behaviour, and academic engagement.</p> <ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) identifies social and emotional learning interventions as having a positive impact on pupils' academic performance and personal development. • Dedicated pastoral roles enable early identification of needs and provide timely, personalised support that can prevent escalation of issues. • Collaboration with families and external agencies ensures a coordinated approach to overcoming barriers to learning. • Embedding wellbeing within the school culture fosters resilience and a positive learning environment for all pupils. <p>By introducing a Pastoral Worker, Templars Academy strengthens its holistic approach to supporting disadvantaged pupils, ensuring they receive the emotional and social support necessary to succeed academically and personally.</p>	
<p>Dedicated Attendance Officer to Monitor, Track, and Respond to Attendance</p> <p>Templars Academy recognises the critical importance of high attendance in supporting pupil achievement, wellbeing, and access to the full curriculum. To strengthen our attendance management, we have designated a member of the office team as a dedicated Attendance Officer. This role is central to our strategy to improve attendance, reduce persistent absence, and address barriers faced by disadvantaged pupils.</p>	<p>Research and guidance from the Department for Education and OFSTED emphasise the effectiveness of dedicated attendance roles:</p> <ul style="list-style-type: none"> • The DfE's Working Together to Improve Attendance guidance highlights the importance of schools having a designated attendance lead to ensure rigorous tracking and timely intervention. • OFSTED recognises that schools with clear attendance accountability and proactive family engagement are more successful in improving attendance and reducing persistent absence. 	6

<p>Key responsibilities include:</p> <ul style="list-style-type: none"> • Systematic Monitoring: Regularly track and analyse attendance data for all pupils, with a focus on disadvantaged and vulnerable groups. • Early Identification: Quickly identify emerging attendance issues and patterns of persistent absence or lateness. • Responsive Communication: Liaise promptly with families to understand and address barriers to attendance, providing support or referrals as needed. • Collaboration with Staff and External Agencies: Work closely with pastoral staff, safeguarding leads, and local authority attendance teams to coordinate support and interventions. • Attendance Reporting: Provide timely attendance reports to school leadership and governing bodies to inform strategic planning. • Promoting Attendance Culture: Support whole-school initiatives to encourage positive attendance habits among pupils and families. • Compliance and Record-Keeping: Ensure attendance records meet statutory requirements and support safeguarding protocols. 	<ul style="list-style-type: none"> • Early identification and responsive communication with families help remove barriers to attendance before they escalate. • Collaboration with local authorities and multi-agency teams enhances support for pupils facing complex challenges impacting attendance. • A strong attendance culture promoted by dedicated staff contributes to improved pupil engagement and achievement. <p>By appointing a dedicated Attendance Officer, Templars Academy strengthens its capacity to monitor attendance effectively, intervene promptly, and support disadvantaged pupils to attend school regularly and thrive.</p>	
<p>Templars Academy is committed to enhancing pupils' learning experiences and wellbeing by implementing a Forest School and Outdoor Learning programme. This approach provides regular, structured opportunities for children to engage with the natural environment, developing a wide range of skills beyond the classroom.</p> <p>Key features include:</p> <ul style="list-style-type: none"> • Regular Sessions: Scheduled Forest School sessions for all year groups, delivered by trained practitioners, ensuring consistent access to outdoor learning. • Holistic Development: Activities designed to promote physical development, social skills, 	<p>Research and guidance support the benefits of Forest School and Outdoor Learning:</p> <ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) identifies outdoor learning as a promising approach that can improve engagement, motivation, and social and emotional skills, particularly for disadvantaged pupils. • OFSTED reports highlight how Forest School approaches contribute to pupils' personal development, behaviour, and attitudes to learning. • Outdoor learning supports experiential and active learning, reinforcing curriculum content in memorable and meaningful ways. • Engagement with nature has well-documented positive effects on mental health and wellbeing, supporting pupils' readiness to learn. 	1, 2, 4, 5, 6

<p>communication, problem-solving, resilience, and self-confidence.</p> <ul style="list-style-type: none"> • Curriculum Integration: Outdoor learning opportunities are linked to the wider curriculum, supporting subjects such as science, geography, and personal development. • Inclusive Approach: Forest School is accessible to all pupils, including those with SEND and disadvantaged pupils, offering alternative ways to engage and succeed. • Wellbeing Focus: Emphasis on mental health benefits, including stress reduction, mindfulness, and fostering a connection with nature. • Parental and Community Engagement: Opportunities for families and community groups to participate in outdoor learning events, strengthening school-community links. • Sustainability and Environmental Awareness: Encouraging stewardship of the environment and understanding of sustainability issues. 	<ul style="list-style-type: none"> • Forest School's inclusive and child-centred ethos helps build confidence and independence, especially for pupils who may struggle in traditional classroom settings. <p>By embedding Forest School and Outdoor Learning, Templars Academy aims to enrich the curriculum, support holistic development, and promote equity in learning opportunities.</p>	
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Total budgeted cost: £146,955

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
TTRS	Maths Circle Ltd
Bug Club	Collins
White Rose Maths	White Rose