

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the 2026 to 2027 academic year to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Temple Sowerby CE Primary
Number of pupils in school	43 + 9 pre-school
Proportion (%) of pupil premium eligible pupils	4.7% (2 children) excluding pre-school 3.8% (2 children) including pre-school
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026/27 to 2027/28
Date this statement was published	Sept 26
Date on which it will be reviewed	Sept 27
Statement authorised by	Zoey Slack
Pupil premium lead	Zoey Slack
Governor / Trustee lead	Hannah Cleasby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£3100

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also reflects wider school plans for education recovery, providing targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, based on ongoing assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

Note: Due to the size of our school and the small number of disadvantaged pupils, there is no clear trend in terms of the challenges to achievement that these pupils face. However, typical issues include:

Challenge number	Detail of challenge
1	Cognition and Learning – assessments have identified gaps in core curriculum subjects.
2	Lack of cultural enrichment – due to the mono-cultural nature of rural Cumbria, it is particularly important that our pupils have access to opportunities for cultural enrichment, especially those that are disadvantaged.
3	Social and emotional issues – to address the wellbeing of children to support resilience and self-esteem.

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
Improved writing progress among disadvantaged pupils at the end of KS2.	KS2 writing progress in each year show accelerated progress of disadvantaged pupils.
Improved maths progress for disadvantaged pupils at the end of KS2.	KS2 maths progress in each year show accelerated progress of disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • pupil and parent surveys and teacher observations • entry and exits points for assessments • a high level of engagement in enrichment activities (including clubs and trips) among disadvantaged pupils
To maintain high levels of attendance for all pupils, particularly our disadvantaged pupils, at sports competitions, enrichment events, extra-curricular clubs and wider school leadership roles.	The attendance rate of disadvantaged pupils at extra-curricular clubs and enrichment events matches or exceeds that of their non-disadvantaged peers. At least 50% of disadvantaged pupils who sign up for a term-long extra-curricular club maintain regular attendance (e.g., 85%+) throughout the term. Surveys and focus groups show that disadvantaged pupils feel included, motivated, and supported to attend events and take on leadership roles.

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: £1,000 (includes CPD and associated resources and supply costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To improve the quality of maths teaching through adaptive teaching and assessment for learning.</i>	The Education Endowment Foundation (EEF) defines adaptive teaching as adjusting classroom instruction in the moment to meet pupil needs, moving away from rigid, pre-planned differentiation. For pupil premium and disadvantaged children, the EEF recommends prioritizing high-quality teaching as a core tiered approach https://educationendowmentfoundation.org.uk/education-evidence/inclusive-teaching Evidence from EEF suggest the Mastery learning approach has a high impact on learning: Mastery learning EEF (educationendowmentfoundation.org.uk) The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	2, 3
<i>To develop our writing program to enhance quality teaching across the school.</i> <i>To develop a whole school writing intervention program for spelling and handwriting to reduce the cognitive load.</i>	https://www.gov.uk/government/publications/the-writing-framework - The Writing Framework DfE guidance produced clear focus and mastery around the fundamentals of writing Evidence and reports from EEF state that focusing on spelling and handwriting support pupils fluency in writing https://educationendowmentfoundation.org.uk/news/how-sentence-dictation-improves-reading DFE research report (Sept 25) identified that focused identification and assessment strategies suitable for use by mainstream education professionals were significant in identifying the needs of children and young people with cognition and learning difficulties – <u>Identifying and Supporting young people with cognition and learning needs: a rapid evidence review</u>	1, 3

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

Budgeted cost: £1,000 (staff costs - 1 full day per week of TA support (£2,000) plus additional booster group work)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Small group and 1 to 1 intervention programmes to meet the specific targeted needs of PP pupils (as identified through assessment)</i>	Evidence from EEF suggests that 1 to 1 and Small Group Tuition approaches have a positive impact on learning. “small group tuition has an average impact of four months’ additional progress over the course of a year...it is most likely to be effective if it is targeted at pupils’ specific needs using diagnostic assessment” https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Individualised, personalised instruction/intervention according to the EEF can have +4months progress Same day intervention, led by teachers - Same Day Intervention (SDI) is a teaching approach evaluated by the Education Endowment Foundation that provides immediate, targeted support to pupils who struggle with concepts during daily primary school maths lessons	1, 2, 3

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing access to curricular enrichment activities to promote engagement and wellbeing, including: - PE enrichment – climbing, horse riding, fell walking	EEF evidence on life skills and enrichment states that “all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education”. It also states that evidence suggests that, they “have an identifiable and valuable impact on	3, 4

- broader range of after school activities – art, gardening, theatre skills, sports clubs - trips and residentials - nurture groups, activities and assemblies to promote wellbeing and school values - Junior Dukes and Forest Schools programmes to promote independence, responsibility and life skills	attitudes to learning and social relationships in school” and acknowledges that enrichment approaches can also directly improve pupils’ attainment. Arts Participation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit Outdoor Activities https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
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Total budgeted cost: £3,100

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 2025 to 2026 academic year.

Aim 1: Improved reading attainment among disadvantaged pupils.

Outcome -

Aim 2: Improved maths attainment for disadvantaged pupils at the end of KS2

Aim 3: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Aim 4: To maintain high levels of attendance for all pupils, particularly our disadvantaged pupils

