Knights Templar Community Church School and Nursery

Work at it with all your heart

Head Teacher: Mrs Laura Weaver, BA Hons QTS

Pupil Premium Strategy Statement

This statement details our school's use of Pupil 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 impact that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Knights Templar Community Church School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	23%
Academic year that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	August 2027
Statement authorised by	Laura Weaver- Head Teacher
Pupil premium lead	Laura Weaver – Head Teacher
Governor / Trustee lead	Linda Bulpin- Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total school budget for this academic year	£1,241,030

Part A: Pupil Premium Strategy Plan

Statement of intent

At Knights Templar Community Church School, we want every child to flourish, make strong progress and achieve their full potential, regardless of their background, starting point or individual circumstances. Guided by our Christian vision, **"Work at it with all your heart,"** and our values of love, hope and respect, we are committed to ensuring that all children feel valued, included and supported to succeed. Our Pupil Premium Strategy sets out how we will use funding effectively to remove barriers to learning and improve outcomes for disadvantaged pupils, including those who are already high attainers, so that every child has the opportunity to thrive.

High-quality teaching is at the heart of our approach. We recognise that excellent teaching, alongside appropriate adaptations and targeted support, has the greatest potential to improve outcomes for disadvantaged pupils and narrow the attainment gap. By identifying and addressing gaps in knowledge, understanding and skills, we aim to ensure that disadvantaged pupils make strong progress across the curriculum. These approaches are designed to benefit all learners, sustaining and improving the attainment of non-disadvantaged pupils alongside the progress of their disadvantaged peers.

At Knights Templar, we recognise that disadvantage does not look the same for every child. Our approach is therefore rooted in an understanding of each pupil's strengths, needs and circumstances, informed by careful assessment, ongoing monitoring and close working with families. We seek to identify and address barriers to learning early, ensuring that support is timely, appropriate and responsive to individual needs. We are committed to an inclusive approach in which every child is supported to develop confidence, independence and a love of learning, enabling them to participate fully in school life and achieve well.

Our strategy reflects our belief that **every child deserves the opportunity to flourish, whatever challenges they may face.** We use evidence-informed approaches that complement one another to strengthen teaching, provide targeted academic support and address wider barriers to learning and achievement. In doing so, we aim not only to improve academic outcomes but also to nurture the confidence, resilience and aspirations that enable our children to become courageous advocates and agents of change.

In planning our Pupil Premium Strategy, we draw on the Education Endowment Foundation's recommended tiered approach to pupil premium spending. This helps us to target funding effectively across three key areas: **high-quality teaching, targeted academic support and wider strategies**, ensuring that our decisions are informed by evidence and focused on securing the best possible outcomes for our pupils.

1. High-Quality Teaching

It is our intent to invest in improving teaching through: professional development, training and support for early career teachers and recruitment and retention. We ensure that an effective teacher is in front of every class, and that every teacher is supported to keep improving. Developing our team through carefully matched CPD is a school priority.

2. Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. It is our intent to consider how classroom

teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching.

3. Wider strategies

In considering the most significant non-academic barriers to success in school, it is our intent to ensure that every child's attendance, behaviour and social and emotional needs are supported and prioritised.

Challenges

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

Challenge number	Detail of challenge
1	**Social, emotional and mental health** Our assessments, observations and discussions with pupils and families indicate that some disadvantaged pupils experience social, emotional and mental health needs that affect their readiness to learn, emotional regulation and ability to develop positive relationships. These challenges may present as anxiety, difficulties managing emotions, low self-esteem or reduced resilience and can impact on pupils' engagement, behaviour and academic progress.
2	**Low ambition and aspiration** Our observations, discussions with pupils and families, and assessments of pupils' engagement with learning suggest that some disadvantaged pupils have lower confidence in their abilities and limited aspirations for what they can achieve. Some pupils require additional support to develop independence, resilience and a positive attitude towards challenge, particularly when learning becomes difficult.
3	**Attendance** Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Attendance data indicates that attendance among disadvantaged pupils has been between lower than for non-disadvantaged pupils.
4	**Low Attainment** Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading and writing than their peers. In addition, Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
5	**Poor mobility and transport links** Discussions with families and our understanding of the local context indicate that limited transport options and difficulties accessing local services may create barriers for some disadvantaged families. These challenges can affect access to appointments, community activities, enrichment opportunities and wider family support. Where these barriers are present, pupils may have fewer opportunities to participate in activities beyond school or access services that support their development and wellbeing. We aim to identify individual barriers sensitively and work with families to improve access to the opportunities and support available.

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
Children will be able to express their feelings, concerns and thoughts and that their emotional well-being is managed and developed as a life skill	• Children are able to talk with confidence when they need to talk, recognising their own feelings • Reduced incidents of escalated behaviour • Reduction in fixed term suspensions for disadvantaged pupils
Children recognise their full potential and have a positive approach to their learning	• Confident learners with a "can do" attitude • Increased resilience and independence • Can self - assess and talk about their learning • Learners over time remember more and can generalise their learning
Improved attendance for all pupils, particularly our disadvantaged pupils.	• Sustained high attendance by 2027/28 demonstrated by: - The overall unauthorised absence rate for all pupils being no more than 1.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by at least 2 percentage points from the 2025/26 baseline. - The percentage of all pupils who are persistently absent being below 10%, with the gap in persistent absence between disadvantaged pupils and their non-disadvantaged peers being reduced from the 2025/26 baseline.
All children will make at least expected progress in reading, writing and maths	• Greater proportion of children making at least expected progress in reading, writing and maths when compared to EOY results from 2025-2026 • Greater proportion of children with reading age equivalent to/greater than chronological age • Greater proportion of children successfully achieving the standard expected in the Y1 Phonics Screening Check when compared to 2025-2026 outcomes and national data • Sustained improvements in the APS from with MTC in Y4 compared to 2025-2026 outcomes and national data
Children will access an enriching curriculum during and after school	• Children are accessing sports, musical, drama opportunities after school and as part of the school provision • All children can participate in trips, swimming, sporting activities, visiting performers, engagement with their locality, including residential experiences • Children can access full wrap around care and holiday club opportunities

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

Budgeted cost: £15,887

Activity	Evidence that supports this approach	Challenge Addressed
• Training to support teachers to deliver quality first teaching consistently across the curriculum including embedding Whole Class Guided Reading for Y2-Y4 and Mastering Number for EYFS, KS1 and KS2 and a renewed focus on spelling to improve writing outcomes • Training to support all staff to understand the importance of oracy as a key vehicle for all areas of learning using Voice 21 materials • RWI Training for staff delivering the programme to ensure continued success and positive outcomes through coaching and modelling • Subject leads to be released from class to review subject areas, identify progression across the year groups and ensure breadth of study. • Training to support teachers to deliver quality first teaching consistently in writing through the use of	• Quality First Teaching is the key to successful learning. • Using Voice 21 strategies in a first school improves pupils' speaking, listening, and confidence by embedding structured oracy teaching across the curriculum—research shows this supports vocabulary development, engagement, and lays strong foundations for literacy and learning. • RWI is a research-based programme which has successfully improved outcomes for children in phonological skills. We know that teaching children to become effective readers supports pupils to be expert readers by developing the key skills of clarifying, questioning, explaining, retrieval, summarising and predicting. • Curriculum intents set by subject leads and reviews for all subjects ensures a broad and balanced curriculum that engages our learners and clearly identifies the steps of progression across each year group and includes enriching activities through visits, visiting speakers, themed days to inspire learners • Drawing Club and Curious Quests to provide engaging, language-rich learning experiences that develop disadvantaged pupils' vocabulary, oral language, creativity and early writing skills. Through high-quality stories, explicit vocabulary teaching, adult modelling and structured opportunities to communicate ideas, children are supported to develop the foundations needed to become confident readers and writers • The Education Endowment Foundation's evaluations found that children receiving NELI made additional progress in oral language compared with similar children who did not receive the intervention. This makes it particularly valuable for children who start Reception with gaps in vocabulary, listening or storytelling skills.	2, 4, 5

Drawing Club and Curious Quests • Training of EYFS staff in NELI as an intervention in EYFS to develop the oral language skills the children need to communicate, build relationships and access learning successfully.		

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

Budgeted cost: £31,775

Activity	Evidence that supports this approach	Challenge Addressed
• One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. • Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI Advisor. • Supervision for staff delivering interventions such as ELSA and working 1:1 with vulnerable children to ensure the wellbeing of both learners and staff. • Additional maths sessions targeted at disadvantaged pupils who require further support focusing on the acquisition of key number facts.	• Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF • 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 up to 12 weeks: Phonics | Teaching and Learning Toolkit | EEF • Interventions are research based and outcomes are evaluated to ensure positive progress. We know that when interventions are used effectively, they support our vulnerable learners to reach their full potential. • Early intervention can help children and young people to develop the skills they need to live happy, healthy and successful lives. It can improve the quality of children's home lives and family relationships, increase educational attainment and support good mental health. • Supervision of staff is key to ensuring staff wellbeing, reducing absence from work and providing consistency for learners.	1, 2, 4,

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

Budgeted cost: £15,887

Activity	Evidence that supports this approach	Challenge Addressed
• Bespoke support for individual pupils to enable them to achieve and progress which may include attendance at alternative provisions. • School to ensure trauma informed approaches are used across all classes to ensure our most vulnerable pupils have an emotionally available adult to support them and reduce the impact of early childhood adversity through provision of a Mindfulness Therapist, Minehead Eye Youth Workers and ELSAs • Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. • Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. • Contingency fund for acute issues. .	• Access to the wider curriculum both in and out of school supports and encourages all children. We know that working with partnership placements such as Project 1, children struggling emotionally can continue to access mainstream schooling because of the dual placement. This maintains high levels of inclusion. • A research and evidence-based approach to supporting children who have experienced adverse childhood experiences. This a national approach to supporting children with emotional need. A trauma-informed school promotes learning about and understanding the whole student, which can increase positive academic outcomes. It also provides a positive learning environment where students can—and are—willing to engage and educators can—and do—provide support for students personal experiences. • Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | Teaching and Learning Toolkit | EEF • This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. • Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5

Total budgeted cost: £67,790

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that within the Early Years, **67% of Pupil Premium children achieved a Good Level of Development (GLD), compared with 76% of non-Pupil Premium children**, representing an attainment gap of 9 percentage points. This indicates that, although the majority of disadvantaged children achieved a good level of development, further work is needed to ensure that children eligible for Pupil Premium funding achieve the best possible outcomes from their starting points. We will continue to prioritise communication and language, early literacy and mathematics, alongside personal, social and emotional development, through high-quality teaching, targeted adult interactions and early intervention.

To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that **60% of Pupil Premium pupils achieved the expected standard in the Year 1 Phonics Screening Check (PSC), matching the 60% achieved by non-Pupil Premium pupils**. This demonstrates that the attainment gap between disadvantaged and non-disadvantaged pupils was closed for this measure. We will continue to prioritise the development of early reading through high-quality phonics teaching, regular assessment, timely identification of gaps and targeted support for pupils who require additional practice. Our focus remains on ensuring that all children develop secure decoding skills and the confidence to become fluent, independent readers.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrates that **Pupil Premium pupils' attendance was 90.4%, compared with 94.6% for non-Pupil Premium pupils**, representing a gap of 4.2 percentage points. This is a significant priority for improvement, as absence reduces pupils' access to high-quality teaching, targeted interventions and wider school experiences. We will continue to work in partnership with families to understand and address individual barriers to attendance, using early intervention, regular monitoring and appropriate support to improve attendance and

reduce persistent absence. Our nurturing, trauma-informed approach will remain central to promoting pupils' wellbeing, belonging and readiness to learn.

Based on all the information above, the performance of our disadvantaged pupils **demonstrated a mixed picture**. Disadvantaged pupils matched their non-disadvantaged peers in the Year 1 Phonics Screening Check, while an attainment gap remained in EYFS GLD. The attendance gap also highlights an important barrier to learning that requires sustained action. We will use our wider assessment and progress information to ensure that our evaluation reflects pupils' achievements from their individual starting points as well as their attainment against age-related expectations.

Our evaluation of the approaches delivered last academic year indicates that high-quality teaching, early identification of learning needs and targeted support remain essential to improving outcomes for disadvantaged pupils. Approaches that develop communication and language, promote engagement with high-quality texts and provide explicit modelling and supported practice are particularly important in the Early Years and Key Stage 1. Drawing Club and Curious Quests provide opportunities to develop vocabulary, creativity, comprehension and writing, while targeted phonics support helps pupils secure the foundations for reading. Our nurturing, trauma-informed approach and work with families are also important in addressing barriers to engagement, attendance and learning. We will continue to evaluate these approaches through assessment information, intervention outcomes, attendance data and staff observations, adapting provision where the intended impact is not evident.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. Our priorities remain focused on high-quality teaching, targeted academic support and wider strategies to address barriers to learning. Funding will support early language and literacy development, reading, writing and mathematics, targeted interventions, attendance improvement, family engagement and pupils' social, emotional and mental health needs. We will monitor the impact of these approaches throughout the year to ensure that funding is directed towards identified needs and contributes to improved attainment, attendance, wellbeing and outcomes for disadvantaged pupils.