



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 2025 to 2026 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	174
Proportion (%) of pupil premium eligible pupils	24%
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
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	£67,690
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total school budget for this academic year	£1,186,703

Part A: Pupil Premium Strategy Plan

Statement of intent

Our school follows the recommendations from The Education Endowment Fund to operate the tiered approach model for using the pupil premium for maximum impact:

1. 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
2	Low ambition and aspiration
3	Low levels of speech and language skills upon entry to nursery
4	Isolation and deprivation
5	Poor mobility and transport links
6	Family factors – diet, employment, health care, general welfare

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
All children will make at least expected progress in reading, writing and maths	<ul style="list-style-type: none"> • Closing attainment gap • High expectations from teachers – quality first teaching • Confident learners – applying skills in a variety of contexts • Greater proportion of children making at least expected progress in reading, writing and maths
Children's reading age will be in line with chronological age	<ul style="list-style-type: none"> • Effective home reading and support from home • Support measures in place for non-home readers to enable regular access to reading opportunities • Greater proportion of children with reading age equivalent to/greater than chronological age • Children successfully achieving the standard expected in the Y1 Phonics Screening Check • Effective use of volunteer readers managed by English Lead
Children recognise their full potential and have a positive approach to their learning	<ul style="list-style-type: none"> • Confident learners with a “can do” attitude • Increased resilience • Increased independence • Can self - assess and talk about their learning • Learners over time remember more and can generalise their learning
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	<ul style="list-style-type: none"> • Children are making the right choices with their behaviour • Sustained friendships and peer respect • Children are able to talk with confidence when they need to talk, recognising their own feelings • Reduced incidents of escalated behaviour • No permanent exclusions • Minimal suspensions
Children will access an enriching curriculum during and after school	<ul style="list-style-type: none"> • 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
Support for parents from PFSA/SENCo/Police	<ul style="list-style-type: none"> • Parents emotional and well-being needs are supported and recognised as crucial to the success of their children's needs • Parents supported to access early help at the earliest point

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: £17599.40 = 26% of funding

Activity	Evidence that supports this approach
<ul style="list-style-type: none"> • Training to support teachers to deliver quality first teaching consistently across the curriculum including the introduction of 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 • Ongoing CPD to embed Trauma Informed Schools practice to upskill all staff to understand behaviour as a form of communication and develop trauma informed practice • RWI Training and refresher training for staff delivering the programme to ensure continued success and positive outcomes through engagement with the PEIA Reading Project • Subject leads to be released from class to review subject areas, identify progression across the year groups and ensure breadth of study. Monitoring includes pupil voice. • CPD to be planned to provide on-going opportunities for staff to develop practice, up-skill staff team and implement new initiatives. 	<ul style="list-style-type: none"> • Quality First Teaching is the key to successful learning. • TIS Practice and TISUK is an evidence-based approach to supporting children who have experienced adverse childhood experiences to ensure that these experiences do not result in lower outcomes and attendance. • 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. • CPD is integral to maintaining quality first teaching within the school.

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

Budgeted cost: £46,029 = 68% of funding

Activity	Evidence that supports this approach
<ul style="list-style-type: none"> Support staff salaries are funded from the PPG to plan and deliver targeted interventions for children in 1:1 contexts, small groups and in class interventions Universal: small groups within class School support: small groups High Needs: individual programmes to target specific areas of concern Effective monitoring ensures that learners achieve maximum progress in our interventions. Supervision for staff delivering interventions such as ELSA and working 1:1 with vulnerable children to ensure the wellbeing of both learners and staff. 	<ul style="list-style-type: none"> 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. Class teachers are given leadership over the impact of interventions working closely with our SENCo to ensure impact. 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.

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

Budgeted cost: £4,061 = 6% of funding

Activity	Evidence that supports this approach
<ul style="list-style-type: none"> Bespoke support for individual pupils to enable them to achieve and progress which may include attendance at alternative provisions. School provides support for families and parents – social, emotional and well-being-linking with appropriate agencies where appropriate and from the earliest point to ensure effective early help support 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 	<ul style="list-style-type: none"> 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. Early help support for our parents, ensures that communication is open from the “get go.” Trust and honesty is established and partnership working provides the best conditions for our learners to learn. The school has been commended for their multi-professional working. 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

<p>Therapist, Minehead Eye Youth Workers and ELSAs</p>	<p>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.</p>
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Total budgeted cost: £67,790

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 2024 to 2025 academic year:

Impact

Each area funded or subsidised through Pupil Premium and Service Premium has been assessed against one or more of these elements: attendance, exclusion rates and statutory results.

	Knights Templar (2023-24)	National Data (taken from 2023-24)	Knights Templar (2024-25)	National Data (taken from 2024-25)
Whole School Attendance	93.35%	94.5%	93.97%	NA
Pupil Premium Attendance	91.15%	89%	90.90%	NA
Exclusions				
Number of Fixed Term Suspensions	10	104,803	28	NA
Fixed Term Suspension Rate (% of school population)	5.29%	11.31%	15.7%	NA
Number of Permanent Exclusions	0	1,500	0	NA
Permanent Exclusions Rate (%)	0	0.03%	0	NA
Statutory Results				
Good Level of Development (GLD)	69%	67.7%	61%	NA
Good Level of Development - Pupil Premium	82%	NA	40%	NA
Phonics Screening (Year 1)	42%	80%	52%	NA
Phonics Screening- Pupil Premium	67%	NA	78%	NA
Y2 Outcomes				
Reading (ARE+)	69%	No longer published due to the removal of statutory SATS	53%	No longer published due to the removal of statutory SATS
Writing (ARE+)	58%		47%	
Maths (ARE+)	61%		56%	
PP Reading (ARE+)	55%		67%	
PP Writing (ARE+)	27%		67%	
PP Maths (ARE+)	45%		50%	