

Pupil premium strategy statement - Temple Learning Academy 2025-26

Our Pupil Premium strategy is inextricably intertwined with our School Improvement Plan – with the disadvantaged child at the heart of everything we do. If we improve for them, we improve for all.

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	950
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	3.11.2025
Date on which it will be reviewed	8.9.2026
Statement authorised by	Stuart Huddleston
Pupil premium lead	Lucy Flower
Governor / Trustee lead	Steph Burn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£639915
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>	£639915

Part A: Pupil premium strategy plan

Statement of intent

The government has determined that it is up to school leaders to decide how to spend the pupil premium. This is because school leaders are best placed to assess their pupils' needs and use funding to improve attainment.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers:

1. Teaching

Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.

2. Academic support

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

3. Wider approaches

This may include non-academic use of the pupil premium such as music lessons for disadvantaged pupils; help with the cost of educational trips or visits; removal of attendance barriers.

At Temple Learning Academy, a high proportion of our pupils who are identified as disadvantaged face significant barriers to their learning which are varied and complex. As such, there is no single solution to change this, requiring careful thought on a personalised basis. This is a global issue throughout the school, as the majority of our pupils are identified as disadvantaged, and many other pupils are in a socio-economic context which is "just below" the threshold for pupil premium funding. 88% of our students have at least one barrier to their learning. As a result of this, our Pupil Premium strategy is inextricably intertwined with our School Improvement Plan – with the disadvantaged child at the heart of everything we do.

A high proportion of pupils are from families in which there is built in social deprivation which can manifest itself in issues such as having low or sporadic attendance, social, emotional and behaviour difficulties and a general lack of engagement in learning and school life. Additionally, pupils may not have the self-confidence and belief to challenge themselves and strive for excellence. Poor attendance is, by far, the biggest barrier to success for our pupils who are identified as disadvantaged. As a result of this, our strategy is weighted towards funding 'Wider Approaches' for our students and community.

Challenges

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

At Temple Learning Academy, we have devised our entire vision, culture and strategy to relentless dismantle the barriers to belonging, thriving and achieving which can impact so negatively on disadvantaged students. We are resolute in designing practice with the need to combat barriers to learning in mind. Below, we have outlined the most acute challenges to achievement experienced by our students. However, it is critical to understand that TLA regards each child as unique, their barriers to achievement to be unique and consequently the strategies we use to combat these barriers are unique.

Challenge number	Detail of challenge
0	The impact of living in poverty TLA's typically qualify for the PPG due to the FSM and Ever 6 criteria. Consequently, a huge number of students currently live in poverty. For our students, in a community sited as in the top 3% of deprivation nationally, this has a raft of profound daily experiences. From housing insecurity, heat insecurity, food insecurity, dependence of temporary housing, lack of access to resources such as clothing, toiletries and basic needs. This is particularly exacerbated due to the ongoing cost of living crisis experienced nationwide. As a result, to students being able to be ready to learn and thrive academically. Our strategy is to heavily invest in pastoral support, welfare, mental health and wellbeing personal, resources and infrastructure in school.
1.	Multi-faceted disadvantage 91% of students at TLA have one or more levels of disadvantage. More than 60% have at least two 'facets' of education disadvantage which create barriers to learning and exacerbate challenge to achievement. Critically, 94% of PP students have at least one further factor educational disadvantage and 100% of SEND students have at least one further disadvantage on top of these already significant barriers to achievement. As a result, many students require long term, nuanced and bespoke support to dismantle their barriers to learning.

	Our strategy is to provide ensure a high quality, inclusivity first, provision for all students with special consideration to which barrier for achievement is most acute for the individual and needs attention first.
2.	Attendance Historically, school absence is a significant barrier for achievement for many of our disadvantaged students. Over time, our intensive strategy reduces their rates of absence however school mobility (and the historical impact of their poor attendance before joining us) has led a legacy of challenges linked to underachievement. The rising levels of EBSA (Emotionally Based School Avoidance) post-pandemic are particularly pronounced for our cohort and reflected in far higher proportions of students with recognised SEMH needs. As a result, current or historical absence creates gaps in learning and exacerbates the challenges to achievement. Our strategy is to relentlessly pursue improving attendance as our number 1 school priority, and invest heavily in the personnel, systems resources and training which combat barriers to attendance.
3.	Student Mobility At TLA, student mobility is far higher than typical – and mobile students typically have multiple disadvantages as well as this mobility. In 2024-2025, 12% of the school population was mobile. For Leavers 2025, 48% of students have been with us since Y7. For Leavers 2026 (students who began their school career at TLA) only 16% of the cohort have been with us since Reception. As a result, this ongoing mobility creates significant challenges to the achievement of students as we have less time to intervene and combat those barriers to achievement. Our strategy is to invest in both high-quality pastoral support for onboarding students and to deliberately design our curriculum and teaching strategy to maximise the opportunity to plug gaps and “catch up, then keep up”.
4.	Gaps in Prior Learning. Due to a range of issues linking to the above contextual factors (joining TLA from overseas, EAL needs, Lowe prior attainment mobility, education disruption, historical school absence, Covid, EBSA (Emotionally Based School Avoidance) etc) teachers are constantly combatting gaps in prior learning which create barriers to future achievement. As a result, students can often underachieve when compared to their national and non-disadvantaged peers when assessed on entry to TLA. Our strategy is to invest in the highest possible quality of classroom provision, to deliberately design our curriculum and teaching strategy to

	maximise the opportunity to plug gaps and utilise research led intervention tools to “catch up, then keep up”.
5.	Reading Age In Secondary, many disadvantage students join our school with significant barriers to learning due to low reading age. For many, their reading ages have been stabilised in feeder Primary schools by skilful intervention which needs to be sustained to ensure we prevent reading regression. Due to home factors, many disadvantaged students depend on school entirely to support and sustain reading fluency. A significant proportion (76%) are tested on entry as having below “Functional” and/or below chronological reading age. This creates a raft of barriers to achievement across the curriculum. As a result, this creates a raft of barriers to achievement across the curriculum and can contribute to feelings of frustration and heighten the pull towards school avoidance or apathy. Our strategy is to ensure reading (as a foundational skill) is maintained as a whole school key priority, invest in the highest possible quality of classroom provision, to deliberately design our curriculum and teaching strategy to maximise the opportunity develop and invest in reading, to research led intervention tools allowing us to close this reading gap.
6.	Challenges accessing community and external agency support and resources Beyond their school life, many of our disadvantaged students and their families struggle to access additional community and welfare support when the need arises. This includes medical, dental, optician, mental health, high quality nursery provision, recreational facilities and social support. This is due to the rising demand – and reduced budget and resources – on these services nationwide. For our students, and in this community, this paucity of resources is particularly acute. For example - As a result, when students are struggling to access these additional forms of support outside of school their readiness to learn is severely impacted. Our strategy is to heavily invest in pastoral support, welfare, mental health and wellbeing personal, resources and infrastructure in school.
7	Education Capital – Academic Self Image For many of our disadvantaged students, we have identified a need to invest in their academic self-image, their desire for education capital and their commitment to the transformative power of a strong education and strong qualifications for their Post-16 success.

	As a result, when they join us many disadvantages students demonstrate passive or apathetic learning behaviours such as a lack of willingness to struggle and strive, fear of academic failure or deploy secondary behaviours (such as low-level disruption) to evade more challenging learning opportunities. Also, for a small minority of students they experience a lack of ambition for post-16 progression and struggle to plan for beyond school life. This can result in students being increasingly at risk of NEET. Our strategy is to relentlessly invest in their personal development and their character curriculum throughout their school career with the goal of helping develop their skills as learns and to ignite and then hone their ambition and desire to take opportunities. We relentless combat Risk Of NEET indicators with our students, carefully monitoring those most at risk of neet throughout their school career. Our ambitious, inclusive, rich and interconnected Personal Development offer is a recognised strength of the school
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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

Budgeted cost: £225000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching and learning strategy anchored in research focussing on narrowing the gap, including strategic deployment of: • Senior Leaders with responsibility for Quality of Education in each Phase • Leaders with specific responsibility for curriculum, teaching and learning, and staff development	Evidence concludes the importance of high-quality teaching and learning as a key lever to combat the barriers from disadvantage 1. High-quality teaching EEF Evidence suggests the importance of collaboration amongst colleagues Effective Professional Development EEF (educationendowmentfoundation.org.uk)	0, 1, 4, 7

Strong and skilled middle leaders with additional leadership time to collaborate with colleagues to ensure teaching and learning is strong with pedagogy based heavily in research		
Investment into the CPD of colleagues through employment of a staff development coach who sits on SLT, and through the appointment of staff development coaches Responsive and targeted CPD programme to reflect most current needs of the staff following each cycle of learning walks and book looks, including middle leader specific development	Effective staff development is key to ensuring the best possible outcomes for students: Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 4, 7
Significant investment into recruitment and retention of teaching and non-teaching colleagues through additional capacity in the HR team to ensure wellbeing	Recent research shows the importance of staff wellbeing in securing student outcomes: Education staff wellbeing charter - GOV.UK (www.gov.uk)	1, 2, 7

Targeted academic support

Budgeted cost: £64,915

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secondary: Adopting a targeted reading programme (Lexia) based in research as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps –	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:	0, 1, 3, 4, 5, 7

this supported 155 pupils 2024-25.	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	
Primary: Continuation of resources into phonics and speech programmes including Read Write Inc and Fresh Start, including retention of a Fresh Start leader at middle leadership level	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	0, 1, 3, 4, 5, 7
Teaching assistant deployment and interventions with key groups of students.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 4, 5, 7

Wider strategies

Budgeted cost: £ 350,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Attendance:</u> Embedding principles of good practice, as set out in DfE's Improving School Attendance advice. Attendance Improvement officers appointed to improve attendance, and targeted interventions and incentives schemes for disadvantaged	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving School Attendance Using pupil premium EEF (educationendowmentfoundation.org.uk)	0, 1, 2

students and families utilising highly skilled experts		
<u>Personal Development:</u> Enriching PP students' experience of education through trips and visits, in addition to universally offered and targeted extra-curricular clubs	EEF guidance around PP students strongly encourages the increase of cultural capital Using pupil premium EEF educationendowmentfoundation.org.uk	0, 1, 2, 7
<u>Pastoral Support:</u> Significant investment into an expert pastoral team to provide wrap around support for students and families Supporting families with economic and social wellbeing through developing a community hub at TLA and employing a full time Mental Health Practitioner	EEF evidence around disadvantaged students suggests positive impact of pastoral support to provide the link between home and school 3. Wider strategies EEF DFE guidance and the EEF evidence around disadvantaged students strongly encourages the support of parents as detailed in the Parent Engagement review (Parental engagement EEF educationendowmentfoundation.org.uk)	0, 1, 2, 3, 6, 7
<u>Enhanced Study Support:</u> Research based home learning programme for Secondary students taking into account the digital disadvantage many of our families experience Providing exam age students with access to revision guides and materials including GCSE Pods to support gap filling.	EEF information on the benefits of home learning for disadvantaged pupils Homework EEF	0, 1, 4, 6, 7

Total budgeted cost: £639915

For 2024-25 impact of strategy, please see Part B.

