



Pupil Premium Strategy Statement 2024 - 2026

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery 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	104
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2026
Date this statement was published	September 2024
Date on which it will be reviewed	June 2025
Statement authorised by	James Powell, Headteacher
Pupil premium lead	James Powell
Governor	Anna Rennolds Cook

Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation this academic year	£38790
Recovery premium funding allocation this academic year	0
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	0
<p>Total budget for this academic year 2024-25</p> <p><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></p>	£38790

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

At Uplands Community Primary School, we target the use of Pupil Premium funding to ensure that our disadvantaged pupils receive the highest quality of education and to make the best academic progress possible. We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Our context

IDACI (Income Deprivation Affecting Children Index) Decile 0.139 indicates the school is broadly at the average level of deprivation in comparison to all other counties in the country.

23% of pupils are eligible for Pupil Premium Funding.

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Ensure that children are taught maths in single year groups (of 15 children) by a qualified teacher or a high skilled teaching assistant.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 support.
- Target funding to ensure that all pupils have access to trips, residential trips, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom that includes School Counsellor and ELSA (Emotional Literacy Support) trained staff access.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in reading, writing or maths for 19% of our Pupil Premium pupils who have not been identified as having additional academic needs.
2	Attendance- specific families with continued low attendance and poor punctuality.
3	Social and emotional issues for pupils due to challenging circumstances at home.
4	Access to additional educational activities such as swimming, trips, visitors to school.
5	Access to additional activities such as playing an instrument.

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 (by the end of 2025)
Children to achieve age related expectations at the end of the academic year in reading, writing and maths.	<p>Whole school - 81% of Reception children to achieve GLD. Whole school - 60% Y1 children to pass phonics screening Whole school -100% Y2 children to be expected in reading Whole school - 93% Y2 children to be expected in writing Whole school - 93% Y2 children to be expected in maths Whole school - 87% Y6 children to be expected in reading Whole school - 80% Y6 children to be expected in writing Whole school - 80% Y6 children to be expected in maths</p> <p>P/P children - 50% Y1 children to pass phonics screening P/P children -100% Y2 children to be expected in reading P/P children - 50% Y2 children to be expected in writing P/P children - 50% Y2 children to be expected in maths P/P children - 83% Y6 children to be expected in reading P/P children - 83% Y6 children to be expected in writing P/P children - 83% Y6 children to be expected in maths</p>
Pupil Premium children to have high attendance in school.	<p>Children with an average attendance below 90% will attend school more regularly and these families feel supported by the school to improve attendance levels.</p> <p>All pupils attend school on time.</p>

Activity in this academic year 2024-25

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: £19,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Year 5/6 teacher/s enable all children to be taught in Year Group classes for reading, writing and maths.	Pupils will make accelerated progress due to working in smaller groups and being taught single year group maths. Children will receive high levels of individual feedback. Misconceptions will be identified and addressed quickly.	1
Additional TA's will support Year group teaching of reading, writing and maths in KS2.	Pupils will make accelerated progress due to due to working in smaller groups and being taught single year group maths. Children will receive high levels of individual feedback. Misconceptions will be identified and addressed quickly.	1
Phonics Training and purchase of additional resources.	KS1/ Reception teachers teach phonics systematically, following a clear progression. Children quickly acquire reading skills and this is highlighted in the year 1 phonics screening outcomes and the key stage 2 reading results for expected and greater depth. Focused assessment enables 'gaps' to be identified quickly.	1
Use of NELI (Nuffield Early Language Intervention) programme in Reception. Links project to be utilized across the school.	Gaps in vocabulary and understanding of language quickly identified. Careful use of the programme enables pupils to make rapid progress.	1

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

Budgeted cost £8224

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close the Gap activities planned by class teacher.	Careful use of assessment pinpoints specific gaps which are then planned for. Pupils close gaps in learning and make accelerated progress.	1
Teaching assistants to carry out small group and one to one interventions.	Pupils close gaps in learning and make accelerated progress.	1

Teaching assistants and teachers pre-tutor identified pupils prior to lessons.	Pupils make progress in all curriculum areas.	1
Teaching assistants are able to support small groups and individual children during whole class teaching activities.	Pupils make progress in all curriculum areas.	1

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

Budgeted cost: **£11,086**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils have the opportunity to learn to play an instrument.	Pupils have access to wider opportunities in line with their peers.	5
Counselling services offered to identified children.	Pupils are able to process emotional issues and develop strategies for coping. Pupils are able to concentrate more effectively in class.	3
Access to trips and wider curriculum opportunities.	Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	4
Access to swimming lessons and additional sporting activities paid for.	Pupils have access to additional learning that enables them to be safe and healthy.	4
Headteacher and named office staff member to monitor weekly the attendance/punctuality levels of pupils. Parents of pupils with low attendance or are persistently late are invited to a meeting and supported with increasing their child's attendance and punctuality levels.	Children with high levels of attendance are able to make good progress due to thorough curriculum access. Pupils with high attendance are able to access additional support and bespoke intervention where needed.	2

Total budgeted cost: £38790

OUTCOMES FOR DISADVANTAGED PUPILS

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

TEACHING AND LEARNING OUTCOMES:

READING

Whole school-Reading - Reception: 60% of the Reception children achieved GLD compared to the 54% aspirational target. The school's performance was below the national average but the cohort on entry was low.

P/P children - 40% of the P/P children in Reception achieved GLD.in reading.

Whole school-KS1 - 78% of the Year 2 children achieved at least expected in reading.

P/P children - 100% of the P/P children in Year 2 achieved expected in writing.

Whole school-KS2-75% of the Year 6 children achieved at least expected in reading compared to the national average of 74%. The school's performance was broadly in line with the national average.

WRITING

Whole school-Writing-60% of the Reception children achieved GLD. The school's performance was below national average but the cohort on entry was low.

P/P children-40% of the P/P children in Reception achieved GLD in reading.

Whole school-KS1-86% of the Year 2 children achieved at least expected in writing.

P/P children-100% of the P/P children in Year 2 achieved expected in writing.

Whole school-KS2-88% of the Year 6 children achieved at least expected in writing compared to the national average of 72%. The school's performance was above the national average.

MATHS

Whole school-Maths-60% of the Reception children achieved GLD The school's performance was below national average but the cohort on entry was low.

P/P children-100% of the P/P children in Year 2 achieved expected reading.

Whole school-KS2-81% of the Year 6 children achieved at least expected in maths compared to the national average of 73%. The school's performance was above the national average.

P/P children in KS2-67% of the Year 6 achieved at least expected in maths.

PHONICS

Whole school-Year 1 phonics-100% of the Year 1 children passed the year 1 phonics screening. The school's performance was well above the national average.

P/P children-100% of the Year 1's P/P children passed the year 1 phonics screening.

OTHER PRIORITIES REVIEWED

- **Priority 1** Ensure that all staff (including staff new to KS1 and EYFS) have received the relevant phonics training to teach phonics effectively and that early language interventions assist in closing the gap. Ensure that phonics assessment is accurate and regular, supported by Phonics Tracker programme. Priority achieved & all teachers and TA’s have received up to date phonics training.
- **Priority 2** Ensure that children develop vocabulary and improve reading comprehension. Priority fully achieved and developing children’s vocabulary understanding remains a priority. Granular Knowledge documents created containing vocabulary progressions.
- **Priority 3** Close the Gap (CTG) provision runs each week. It is reviewed every six weeks. Bespoke support is in place to improve academic outcomes for all PP pupils. This priority has been fully achieved and CTG’s have been delivered and the impact reviewed. This objective has been fully achieved: P/P outcomes-Reading 87% expected and 17% GDS, writing 87% expected and 23% GDS and maths 87% expected and 17% GDS.
- **Priority 4** Additional teacher to enable small classes in Upper KS2 where there are a high number of PP pupils with additional needs. P/P outcomes-66% of upper KS2 P/P pupils achieved at least expected in R/W/M. Priority was achieved and the impact of the additional teacher was significant especially with the KS2 SAT outcomes.
- **Priority 5** Disadvantaged pupils to have equal access to wider learning opportunities including swimming lessons, educational trips, music lessons and residential trips. This priority was achieved and the Pupil Premium children had increased opportunities to learn to swim, attend educational trips and learn an instrument. 7 P/P children accessed regular counselling sessions and there will be ELSA sessions next year.
- **Priority 6** Disadvantaged pupils to have access to a full range of behaviour and emotional support services. This priority was achieved because Pupil Premium children gained support from the school counsellor and will have ELSA (Emotional Literacy Support) next year.

Externally provided programmes *Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Not applicable	Not applicable

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Not applicable
The impact of that spending on service pupil premium eligible pupils
Not applicable