

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should 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 for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Uplands Community Primary School
Number of pupils in school	108
Proportion (%) of pupil premium eligible pupils	23% (25 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2022
Date this statement was published	December 21
Date on which it will be reviewed	June 22
Statement authorised by	Wendy Collins
Pupil premium lead	Wendy Collins
Governor / Trustee lead	Anna Rennolds-Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,935
Recovery premium funding allocation this academic year	£1,668
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,310
Total budget for this academic year	£47,913

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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 Decile 0.126 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 in comparison to 20.8% nationally.

Achieving our objectives:

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

Ensure that children are taught core subjects in single year groups (of 15 children) by a qualified teacher

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, 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.

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 and maths for 24% of our Pupil Premium pupils who have not been identified as having additional academic needs.
2	Attendance- specific families with continued low attendance.
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
Children to achieve age related expectations at the end of the academic year in reading, writing and maths.	All Reception children to achieve GLD. All Y1 children to pass phonics screening All Y2 children to pass KS1 SATs All KS2 pupils to achieve ARE (except SEND)
Pupil Premium children to have high attendance in school.	Children with an average attendance below 90% will attend school more regularly.

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: £ 24,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Year 1 and Year 5 teachers enable all children to be taught in Year Group classes for reading, writing and maths.	Pupils will make accelerated progress. Children will receive high levels of individual feedback. Misconceptions will be identified and addressed quickly.	1
Additional TA will support Year group teaching of reading, writing and maths in KS2.	Pupils will make accelerated progress. Children will receive high levels of individual feedback. Misconceptions will be identified and addressed quickly.	1
Numicon Training	Teachers and TAs will be able to use numicon successfully to support understanding of number and calculation. R/KS1 pupils and SEND pupils across the school will make accelerated progress in maths.	1
Phonics Training and purchase of additional resources	KS1/ Reception teachers teach phonics systematically, following a clear progression. Children quickly acquire reading skills. Focussed assessment enables 'gaps' to be identified quickly.	1
Use of NELI programme in Reception	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: £12, 426

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: £11,223

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

Additional Resources such as uniform, books and school equipment purchased by school.	Pupils are able to fully engage in all aspects of school life.	5
Head teacher to monitor attendance levels of pupils. Parents of pupils with low attendance are invited to a meeting.	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: £ 47,913

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

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?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme	Fleet Tutors

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.