

Pupil premium strategy statement

School overview

Metric	Data
School name	Uplands Community Primary School
Pupils in school	108
Proportion of disadvantaged pupils	23% (25 pupils)
Pupil premium allocation this academic year	£31,860 + £1959 carried forward £33,819
	Carrying forward to 2022 £6297
Academic year or years covered by statement	2020-2022
Publish date	March 2021
Review date	Summer 2021
Statement authorised by	Wendy Collins
Pupil premium lead	Wendy Collins
Governor lead	Andrea Cleaver

Disadvantaged pupil progress scores for last academic year (The 2019-20 results were null and void due to national lockdown 1)

Measure	Score
Reading	-1.83
Writing	-1.35
Maths	-1.12

Disadvantaged pupil performance overview for last academic year- n/a due to lockdown

Measure	Score
Meeting expected standard at KS2	0%
Achieving high standard at KS2	0%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	To ensure that children make at least good progress throughout school and that gaps identified are quickly identified and closed. 100% to make expected progress	Summer 2021

Progress in Writing	To ensure that children make at least good progress throughout school and that gaps identified are quickly identified and closed. 100% to make expected progress	Summer 2021
Progress in Mathematics	To ensure that children make at least good progress throughout school and that gaps identified are quickly identified and closed. 92% to make expected progress	Sumer 2021
Phonics	That all children (unless identified with specific SEND) should pass the Phonics Screening Check in Year 1. 100% to achieve expected level	Summer 2021
Other	To ensure that pupils with additional social and emotional needs receive expert support to enable them to learn and develop successfully.	Summer 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Teaching priorities for current academic year

Measure	Activity
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 2	Ensure that children develop vocabulary and improve reading comprehension.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Weaknesses in vocabulary and language skills disadvantaged some of our PP pupils, especially in UKS2 with children with complex SEND. Some pupils lack support from home. Academic achievement and progress affected by national lockdown 1.
Projected spending	£1000

Targeted academic support for current academic year

Measure	Activity
Priority 1	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.
Priority 2	Additional teacher to enable small classes in Upper KS2 where there are a high number of PP pupils with additional needs.
Barriers to learning these priorities address	<ul style="list-style-type: none"> Academic and SEND leading to complex needs of some PP pupils, particularly in upper KS2 individual pupils across the school.
Projected spending	£4800 + £12,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Disadvantaged pupils to have equal access to wider learning opportunities including swimming lessons, educational trips, music lessons and residential trips.7537
Priority 2	Disadvantaged pupils to have access to a full range of behaviour and emotional support serves
Barriers to learning these priorities address	<ul style="list-style-type: none"> Emotional issues and concerns of some pupils raised through feedback from parents and teachers/ staff in school. Our families have told us that they are concerned about their children having access to the wider curriculum in terms of trips and music lessons.
Projected spending	£7535 + £2273

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Staff continue to embed new initiatives and CTG, as well as rapidly improving their practice.	Use of SLT mentoring and support TISP programme.
Targeted support	Ensuring that time is allocated across the week and that support is focused on particular children.	SLT and SENCo to monitor CTG and ensure PP receive additional support.
Wider strategies	Enough time with counsellor for all children who need support.	Working with families and using small group and 1:1 nurture groups.

Review: last year’s aims and outcomes. These outcomes are from this year but only Teacher Assessment up until Termlet 4, due to National Lockdown.

Aim	Outcome
Improve reading, writing and mathematics outcomes in KS2	Termlet 4 progress Reading 50%, writing 67% and maths 87%
Improve outcomes for PP across the school, especially non SEND/PP pupils	92% of all pupils without SEND made expected or above progress. 30% of Pupil Premium children have multiple vulnerabilities but made progress against targets.
Phonics outcomes remain high for Y1	All Pupil Premium children without SEND passed the phonics re-check, one Pupil Premium child with SEND did not pass the check-in for phonics for PP in 2020.
Financial support	No child excluded from any trip as a result of additional funding, including residential.
Emotional support	No children have been excluded since 2009. Behaviour plans are in place for specific pupils. Five pupil premium children have accessed additional counselling services this year up to date.