

Pupil Premium Strategy Statement 2023- 2024

Uplands Primary School

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	312
Proportion (%) of pupil premium eligible pupils	FSM 21 Service 14
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-24
Date this statement was published	July 2023
Date on which it will be reviewed	Jan 2024 and July 2024
Statement authorised by	C. Dalingwater
Pupil premium lead	C. Dalingwater
Governor lead	D.Fane

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 35,245
Recovery premium funding allocation this academic year	£3,045
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <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>	£2,112
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>	£40,402

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Uplands, we strive for all of our pupils, regardless of their background to be able to, '*Be the best they can be*'. This strategy is in addition to the support we give to all pupils as part of our curriculum offer and intent. As we move forward, we want to ensure that we continue to spend our Pupil Premium funding to ensure that all pupils can access our full curriculum offer and that money/background does not form a barrier to any pupils.

Academically, we aim for our Pupil Premium pupils to attain as well as their peers. We want to ensure that all pupils are supported to catch-up and stay on track. Consequently, we will continue to support all teaching staff to be well trained and support pupils through quality first teaching. Where needed, we will provide a more targeted approach and provide interventions delivered by staff who know pupils well. Over the past few years, this approach has enabled pupils to make good progress and for most pupils to achieve their expected benchmarks.

For pupils who are ready to go deeper, and be extended in their learning, we want to continue to provide quality enrichment activities and challenge.

We will continue to work with parents/carers to support where needed and provide good quality emotional/social support to ensure that all pupils can feel safe and supported in school by adults they trust. Our funding for service pupils' centres around support for well-being as this group of pupils attains well.

As a school that knows pupils well, we want to continue to match provision to need through careful tracking and evaluations of support/provision. The strategy outlined below has been developed following moderation/evaluation of pupil needs.

This strategy will be reviewed by SLT at least termly and adapted where appropriate in response to pupil's emerging needs. The Governing Body have approved this strategy and the Headteacher will report to the Finance Committee each term regarding the impact and progress of the school's spending

Challenges

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

Challenge number	Detail of challenge
1	Attendance: Out of the 21 disadvantaged pupils, four pupils have attendance below 90% and 13 out of 21 have attendance below are expected level of 95%
2	Working memory and processing: one third of disadvantaged pupils have poor working memory and find it difficult to process/follow instructions and differing task expectations.
3	Social Emotional Mental Health: one third of disadvantaged pupils have emotional needs.
4	Working below age related expectations: almost half of disadvantaged pupils are not on track in at least one of the core areas.
5	Financial: for some families, there is a barrier to accessing clubs and residential and enrichment opportunities.

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
Improved attendance for this group of pupils	<p>All pupils in this group to have a minimum attendance of 90% or more.</p> <p>The aim is for all pupils to have attendance above 95%</p> <p>School can show that, where attendance has been targeted for particular children, it has improved following intervention.</p> <p>School has supported parents through workshops, school open events. Parents of this group have engaged.</p>
Pupils with working memory and processing difficulties are well supported in class and making progress.	<p>All staff have had training on working memory and able to use strategies appropriate to child's barrier.</p> <p>Planning shows evidence of how cognitive load is considered for pupils.</p> <p>Observations show that these pupils have support with their working memory.</p> <p>Pupils able to demonstrate that they can recall previous learning.</p>

	LSAs are using some interventions to support pupils with memory recall. For example, precision teaching.
Pupils emotional needs met.	Children emotionally settled in their day to day learning. Pupils needing ELSA support receive targeted support and can then apply the strategies in their daily lives. Pastoral support ensures that pupils feel safe, are supported, behaviour is good and trusted-adult model in place.
Pupils to be working at age related expectations.	Internal data shows that pupils are on track in reading, writing and maths. SEND pupils have met their termly targets if working below. Two Y1 pupils will have passed the phonics screening test. 3 out of 4 Y6 pupils will combine in reading/writing/maths at end of KS2.
All pupils will be able to take part in the wider curriculum and finance will not be a barrier.	All pupils have been able to take part in the full curriculum offer. Analysis of wider opportunities (sporting, clubs, leadership roles) shows that this group are well represented. Children attend trips and residential.

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: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school training on SEND learning journeys resourced with stimulating	Training can benefit all pupils. In addition, this training can support targeted group work. EEF recommend for SEND in mainstream	2, 4

concrete resources to allow children to over learn key concepts.	schools that whole class teaching is complimented with carefully selected small group support.	
Whole school training on working memory and reducing cognitive load (with EP)	Training can benefit all pupils. Pupils who are supported with their processing skills can make further academic progress.	2, 4
Hampshire Year 2 and Year 6 maths intervention training programme	Research shows that targeted support can support pupils to make additional 4 months progress. This training will benefit a range of pupils.	2, 4

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

Budgeted cost: £ 30,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted support, delivered by trained teacher, in key skills of English and maths to support pupils to catch up and achieve in line with peers.	Research shows that targeted support can support pupils to make additional 4 months progress Planned intervention by known adult can ensure key concepts are over-learned and embedded.	4
Provide structured intervention to pupils to enable them to practise key skills	Quality planned and structured interventions by Learning Support can enable pupils to make up to 4 months additional progress.	4

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

Budgeted cost: £3600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on improving attendance of persistent absentees.	Research shows that pupils with higher attendance in school make better progress and achieve higher.	1

Time to implement strategies.		
Provide enrichment opportunities and ensure cost is not a barrier to taking part in the full curriculum offer	Pupils are entitled to a broad and balanced curriculum and self-esteem will be improved with these opportunities.	5
Further Training for new ELSA on Cognitive Behavioural Approaches.	Effective social and emotional learning can have a learning gain of 4 months. Pupils who are settled in school and able to regulate their emotions will feel secure and achieve higher.	1, 3
1:1 support for children needing emotional, social and wellbeing support by ELSA	Effective social and emotional learning can have a learning gain of 4 months. Pupils who are settled in school and able to regulate their emotions will feel secure and achieve higher.	1, 3

Total budgeted cost: £ £35,712

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This year we used expertise of Hampshire Advisory teachers in English and maths to train staff to plan and adapt tasks to meet the needs of all learners. As a result, our children are receiving tasks that are rich, engaging and appropriate to their starting points. The impact has been that outcomes continue to improve and pupil premium children receive adapted tasks appropriate to their needs.

We invested in further training for our new ELSA in Tala (Therapeutic active listening assistant), as a result of this our pupil premium children have had a safe and supportive space to explore feelings and experiences. The impact has been that four of our pupil premium children have had access to this intervention.

All children were able to access the full curriculum where cost was not a barrier. We have supported families through subsidising trips, residential and with cost of living support. 6 pupils received support for residential, 9 pupils received trips support and 5 pupils were supported to receive music lessons.

Resourcing was purchased for use in ELSA sessions including an Emotional Wellbeing handbook.

Phonics results show that pupil premium children all passed, one pupil scoring 35/40 and one pupil scoring 36 out of 40.

Multiplication scores for pupil premium children were high with both children achieving highest scores, one child 24/25 and one child 25/25.

End of KS2 Teacher assessment results show that out of the five pupil premium children, three have achieved age-related expectations, and one has achieved greater depth in all core areas.

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
NA	

Service pupil premium funding (optional)

*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***

Service pupils have been supported through weekly group time with our ELSA. Year R service pupils, new to school, have had a dedicated service club to meet, play games and craft. All service pupils have been supported through our extra-curricular program in school and ran this year's Poppy Appeal to raise money for charity.

The impact of that spending on service pupil premium eligible pupils

Attendance for this group is higher than other monitored groups in school.

Pupils have been supported by the ELSA as required for a more targeted approach.

Parents have been supported by the ELSA as required.

Service pupil funding and spending 2023-2024

14 service pupils x £335 = 4690

ELSA support for service pupils including ongoing training for new ELSA. Resources for workshops, coffee mornings and Service Club. Support for visits and extra-curricular as needed for families.