

Pupil Premium Strategy Statement 2024- 2025

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	310
Proportion (%) of pupil premium eligible pupils	FSM 19 Service 14
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	Dec 24
Date on which it will be reviewed	Feb 2025 and July 2025
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	£ 28,120 PP funding £4,760 PP service
Recovery premium funding allocation this academic year	£725
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>	£1,364
Total budget for this academic year	£34,969

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 class 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 many 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 19 disadvantaged pupils, four pupils have attendance below 90% and 7 out of 19 have attendance below our expected level of 95%
2	Executive Functioning Skills: Developing executive functioning early equips children with the tools they need to navigate life's complexities with confidence and resilience. A third of our pupils are showing low executive functioning skills.
3	Social Emotional Mental Health: one third of our 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	Finance: for some families, there is a barrier to accessing clubs and residentials and curriculum-rich 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>Aim for all pupils to have attendance above 95%+</p> <p>School can show that attendance has improved from pupils' starting points in September.</p> <p>School has supported and engaged with parents through workshops, open events, parents' meetings and parents.</p>
Pupils with low executive functioning skills are well supported in class and making progress.	<p>All staff have had training on executive functioning skills 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 are able to managing emotions, focus attention, organizing tasks and work independently.</p> <p>Pupils are 'ready to learn'.</p>
Pupils to be working at age related expectations.	<p>Internal data shows that pupils are on track in reading, writing and maths.</p> <p>SEND pupils have met their targets if working below.</p> <p>One Y1 pupil will have passed the phonics screening test.</p>

	Three pupils in year 4 will show accelerated progress has been made in multiplication recall. All pupils in Y6 who are Pupil Premium will combine at end of KS2 in reading, writing and maths and 2 of these will combine at the higher standard.
Pupils emotional needs will be met.	Children emotionally settled in their day and 'ready to learn'. Pupils who need ELSA support receive targeted intervention. Pastoral support ensures pupils feel safe and are supported. They can identify a trusted-adult and have built relationships.
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. Pupils working at the higher standard have curriculum-rich opportunities.

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: £ 975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attending Tackling Educational Disadvantage Network	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF	1, 3, 4
Whole staff training on self-regulation and executive functioning skills	https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function Whole school training can benefit all pupils. Evidence shows that teachers can implement approaches that benefit young children's self-regulation and executive function. Executive function can then help children resist their impulses and control how they direct their attention. Executive function also helps children to hold information in mind so they can apply it.	2
Training for two Senior Leaders undertaking the NPQSL	<i>"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap."</i> https://educationendowmentfoundation.org.uk/education-	2, 3, 4

	evidence/guidance-reports/effective-professional-development Professional development plays a pivotal role in improving pupils' outcomes.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 19,095

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One, and small group tutoring, delivered by Qualified Teacher delivered in addition to, and linked with, normal lessons to support pupils to catch up and close gaps.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Research shows that tuition targeting a specific need, gap, can support a pupil to make additional 5 months progress. Using a known adult, can ensure the teaching is precisely in addition to classroom study. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition research shows that targeting tuition in small groups can increase progress by an additional 4 months. This can be an effective method to close gaps and ensure pupils do not fall behind.	1, 4
Planned interventions to pupils to enable them to practise key skills	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Research shows that Teaching Assistants providing quality interventions can enable pupils to make up to 4 months additional progress.	1, 4

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

Budgeted cost: £ 8,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on improving attendance of absentees and engaging with families at early intervention.	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance Pupils who attend well make better progress and attain higher.	1
Provide enrichment opportunities and ensure financial cost is not a barrier to taking part in the full curriculum offer	All pupils are entitled to a broad and balanced curriculum. We believe self-esteem and confidence will be improved with these opportunities.	1, 5

<p>1:1 support for children needing emotional, social and well-being support by trained ELSA</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Effective social and emotional learning can show a learning gain of up to 4 months. Pupils who are settled in school and able to regulate their emotions will feel secure and achieve higher.</p>	<p>3</p>
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Total budgeted cost: £ 28,120

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our schools disadvantaged pupils during the previous academic year. This information has been drawn from primary national assessments, attendance data and our own formative assessments.

There were two disadvantaged pupils in Early Years. Both pupils (100%) achieved the Good Level of Development in 2024.

There were two disadvantaged pupils in Year 1, both pupils passed the Phonics Screening with one pupil showing accelerated progress during the year from his starting points.

This is 16.3% higher than the national non-disadvantaged cohort at which is at 83.7%.

Our school's Disadvantaged cohort of 3 pupils have a MTC APS (average point score) of 14.7. This is 6.6 lower than the national non-disadvantaged cohort at 21.3. This was unexpected and not in line with schools' internal assessments. This is being addressed for the whole cohort as a priority.

End of KS2 assessments show that 1 child (out of 4 children) of the school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths. Of the remaining 3 children, each child achieved the expected standard in one area (writing or maths). Two of these pupils were also listed on the SEND register. Internal data shows that these children progressed from 'working below' to 'meeting the standard' at the assessment.

KS2 combined at expected standard = 25%

Writing at expected standard = 75%

Maths expected standard = 50%

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

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>
<p>Service Pupils have been supported through weekly group time with our ELSA (child and family support worker). Our younger Service pupils form one group together and have a dedicated service club 'meet up' to play social games, craft and make relationship with the ELSA. All Service Pupils are supported to take on lead roles in school (pupil ambassadors) and represent the school such as at the Carol Service. They are supported through our extra-curricular program in school and take part in sporting events out of school.</p> <p>Some pupils have received a more targeted approach when it is required and the ELSA has also been able to support parents when needed.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Attendance of this group of pupils is higher than other monitored groups in school.</p> <p>These pupils attain in-line with their peers.</p>

Service Pupils Funding and spending 2024-2025

14 Service pupils x 340 = £4760