

# Pupil Premium Strategy Statement 2025- 2026

## 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	314
Proportion (%) of pupil premium eligible pupils	FSM 21 Service 21
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 2024-2025 <b>2025-2026</b>
Date this statement was published	Dec 25
Date on which it will be reviewed	Feb 2026 and July 2026
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	£ 27,270 PP funding £6,300 PP service
Recovery premium funding allocation this academic year	£0
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>	£0
<b>Total budget for this academic year</b>	<b>£33,570</b>

# 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 thrive, achieve and be '*Ready, Respectful and Safe*. 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 21 disadvantaged pupils (Dec 25), 8 out of 21 have attendance below our expected minimum level of 95%. With many of these pupils attending 90-91% only during the autumn term 2025.
2	Meeting the Needs of all learners: a third of our disadvantaged pupils have a SEND need and need more personalised approach to their learning.
3	Working below age related expectations: over half of our disadvantaged pupils are not on track in at least one of the core areas.
4	Social Emotional Mental Health: many of our disadvantaged pupils have social and emotional needs that can impact their ability to succeed in the classroom.
5	Finance: for some families, there is a barrier to accessing clubs and residential 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	All pupils in this group to have attendance above 95%+ School can show that attendance has improved from pupils' starting points in September. School has supported and engaged with parents through workshops, open events, parents' meetings and communication.
Pupils with an educational need (including those with an SEND need) have learning that matches their abilities to support them making progress	All staff have had training on meeting the needs of pupils both through planning and when teaching. Planning shows evidence of personalised approach when needed for pupils. Observations show that these pupils are supported to succeed at their learning. Teachers are confident to adapt their planning and teaching to meet a range of needs.
Pupils to be working at age related expectations.	Internal data shows that more disadvantaged pupils are on track in reading, writing and maths. SEND pupils have met their targets if working below with many showing accelerated progress. Six pupils in year 4 will show accelerated progress has been made in multiplication recall with three pupils achieving >21 in the MTC.

	Two pupils in Y6 who are Pupil Premium will combine at end of KS2 in reading, writing and maths and 2 further pupils will show progress during the year (data).
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: £ 5258

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged Leader class-release and ability to collaborate with local authority partners and other schools	Making the space for these honest, curious, and structured conversations and hearing the perspectives of both pupils and their families helps us to understand better what drives pupil behaviour, and this is the starting point for finding an appropriate and effective response.  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053</a>	1, 2, 3, 4
Professional development on Maths planning approaches to respond to the needs of all learners	Whole school training can benefit all pupils. Evidence shows that 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. High quality teaching should reduce the need for extra support for all pupils.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	3

Advisor to mentor and coach teachers and SENCO	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a> Pupils with SEND have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. At the end of primary school, the attainment gap between pupils with identified SEND and their peers has been, on average, more than twice as wide as the gap between pupils eligible for FSM and their peers for several years. Many of our disadvantaged pupils have an SEND need meaning they are more vulnerable.	2
Attending the English core provision network including professional development to support approaches	Mentoring can also lead to a range of positive outcomes for mentees, including improved teaching practice, confidence and self-belief, enhanced teacher student interactions, and an improved classroom environment. Our English leads are experienced teachers who have the ability to coach colleagues given the correct training and advice. <a href="https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf">https://niot.s3.amazonaws.com/documents/NIOT_mentoring_and_coaching_-_Key_Takeaways.pdf</a>	2, 3

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

Budgeted cost: £ 20,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One, and small group tutoring, delivered by trained staff delivered in addition to, and linked with, normal lessons to support pupils to catch up and close gaps.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a> 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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> 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, 2, 3
Targeted interventions to pupils to enable pupils to practise key skills inc. literacy, numeracy and language development	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> Research shows that Teaching Assistants providing quality interventions can enable pupils to make up to 4 months additional progress.	1, 2, 3

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

Budgeted cost: £ 1,812

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on improving attendance of absentees and engaging with families at early intervention.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a> 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
1:1 support for children needing emotional, social and well-being support by trained ELSA	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> 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.	1, 4

**Total budgeted cost: £ 27,270**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcomes

We have analysed the performance of our schools disadvantaged pupils during the previous academic year (July 2025). This information has been drawn from primary national assessments, attendance data and our own formative assessments.

There were no disadvantaged pupils in Early Years during 24-25.

There were two disadvantaged pupils in Year 1, both pupils **passed** the Phonics Screening with one child scoring 39/40 and one child scoring full marks.

Our school's Disadvantaged cohort of 3 pupils have a MTC APS (average point score) of 24.3 out of 25. This is 6.2 higher than the local authority average and of 18.1. All three pupils **achieved outcomes in the highest band of marks** – scoring between 21-25 out of a possible 25 marks.

For the end of KS2 assessments there were 5 children in the school's Disadvantaged cohort. 4 pupils secured the expected standard or achieved higher in the assessments (reading, writing and maths). 80% of disadvantaged pupils secured combined outcomes in reading, writing and maths with 40% of disadvantaged pupils securing the combined Greater Depth standard.

- One child achieved the expected standard in Maths and Writing.
- One child achieved the higher standard in reading and maths (securing expected standard in writing)
- One child achieved the higher standard in reading (securing the expected standard in maths and writing)
- 2 out of 5 pupils **combined** at the **higher standard** for reading, writing and maths.

#### Attendance

Overall absence for disadvantaged pupils in 24-25 was 4.6%.

Two pupils were persistently absence in 24-25 (attendance less than 90%)

## 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: <b>How our service pupil premium allocation was spent last academic year</b></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>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<p>Attendance of this group of pupils is higher than other monitored groups in school.</p> <p>These pupils generally attain in-line with their peers.</p>

## Service Pupils Funding and spending 2024-2025

18 Service pupils at census x 350 = £6300