

Pupil premium strategy statement 2023- 2026

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2026 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	Upton Heath C of E Primary School
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers 2023 - 2026	2023-2026
Date this statement was published	01/12/2025
Date on which it will be reviewed	30/09/2026
Statement authorised by	STUART ROBERTS
Pupil premium lead	STUART ROBERTS
Governor lead	HAYLEY WIPER

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,745
Recovery premium funding allocation this academic year	£5,940
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£62,685

Part A: Pupil premium strategy plan

Statement of intent

We intend to ensure that all children at Upton Heath CE Primary School, irrespective of their socioeconomic background, special educational need or other vulnerability, experience a high-quality education via a suitably ambitious, innovative and challenging curriculum which supports them to make progress

Use of Pupil Premium funding is based on the individual needs of our pupils, within our school context. Additionally, it is based on research by the EEF. We are focused on providing high-quality teaching and targeted academic support to close the gap between disadvantaged children and their peers. The school location and pupil base deprivation indicator is in quintile 2 (less deprived) of all schools.

In addition, we use the funding to enable our disadvantaged children to broaden their life experiences by removing financial barriers to allow access to the wider curriculum through visits and visitors and enrichment activities beyond the school day. The spending also enables us to provide pastoral support through the use of a learning mentor for those disadvantaged children who require support with their wellbeing. This could include their mental health, friendship support or other areas that can prove barriers to them enjoying life and accessing the curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills
2	The mental health and well-being of our vulnerable children impacts negatively on their social emotional development.
3	Lack of resilience and low self esteem
4	Attendance and punctuality

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
Support children, families and adults with their mental health and well-being, enabling children to thrive and progress with their learning. Especially those children who have moved to our school and community this term.	School staff to be continue training in Trauma Informed Approaches. The next step is to introduce and over the next two years implement Zones of Regulation. • To provide staff with various strategies to support children who have experienced trauma. • For staff to have an understanding of trauma and the impact this has on children and adults alike. • For the staff to have an understanding of how trauma can be seen in the behaviours of others. • Embed a PRRR model of support and culture across our school and community. Protect, Relate, Regulate and Reflect. • To provide strategies for the children to: - Recognise their feelings - Understand them - Label them Express them - Regulate them • To improve the indoor and outdoor learning environments.
To improve the educational outcomes of our children by reducing the gaps in achievement between reading and writing.	Children to be able to apply spelling and grammar strategies in independent writing. • Staff to receive ongoing support, monitoring and CPD to improve teaching of writing across the school. • To continue implementing Spelling Shed+ • To review and update the curriculum delivery model to ensure children write independently and at length in other subjects that English – Quest Curriculum
To improve the educational achievements for Mathematics across the school.	To improve standards in mathematics at the end of each Key Stage to be in line with national averages or above. To reduce the gap in achievement between disadvantaged and non-disadvantaged children in Mathematics. • To carefully monitor and support the delivery of Maths Mastery approach through the use of White Rose Power Maths • To reintroduce Mastering Number in KS1 • To implement Magma Maths (assessment tool) to track pupil's mathematical learning, identify gaps and inform interventions.
Broaden the curriculum to ensure that residential visits and broader aspects of the curriculum that have been missed, are open to all.	To give all of children the opportunity to attend residential visits and after school activities. No children will miss out on an educational/ sporting experience due to the inability to pay.

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor support for emotional regulation, self-esteem, resilience and trauma. ELSA Support Zones of Regulation CPD starting in Sept 2024	EEF Toolkit highlights Social and Emotional Learning and support as a positive way to improve outcomes for disadvantaged children. Better informed staff and well supported children ensures that they are emotionally literate and ready for learning. Broaden the adults' strategies to support our children.	2,3,4
Implement and monitor fortnightly attendance meetings.	Regular attendance at school is directly related to improved outcomes. EEF Toolkit	4
CPD to support our Maths Mastery and Literacy teaching.	Improving teachers' knowledge, confidence and skills has a direct positive impact on children's outcomes. EEF Toolkit	1

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA targeted support for identified children: Focus on Maths and Phonics	EEF Toolkit: Phonics + 5 months Social and Emotional Learning + 4 months Feedback: + 6 months	1, 2, 3
School led Tuition Programme: (Funded separately) (£6,804)		
ELSA interventions		

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Team to review impact of interventions, identify patterns of absence and identify children who require additional support.	You need to be in school to achieve and get the best education that we can provide. School attendance is vitally important to ensure a high quality, rounded education and also to establish life skills and develop emotionally, socially as well as academically.	4
School dog: to support the emotional well-being of some of our children.	Linked to trauma Informed Approaches to support children with emotional difficulties. Use to calm and regulate children and also as an incentive. Protect, Relate, Regulate and Reflect	2,3,4
Uniforms / residential and trip visit financial support	Residential visits in Year 2, 4 and 6 Increased number of uniforms to support our new service children families.	2,3

Total budgeted cost: £35,745

£12,000

£9,000

Total: £56,745

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 2021 to 2022 academic year.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Attainment of disadvantaged pupils

