

Pupil Premium Strategy Statement

Upton Heath C of E Primary School 2023- 2026



This statement details our school's use of pupil premium and recovery premium for the 2025 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	20.3%
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	CLAIRE GRAHAM
Governor lead	HAYLEY WIPER

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,890
Recovery premium funding allocation this academic year	£0
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	£65,890

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.

It is our intent at Upton Heath C of E Primary to close the gap between disadvantaged pupils and their non-disadvantaged peers. Our pupil base deprivation indicator is in quintile 2 (less deprived) of all schools. In order to support our pupils, we spend the money in a variety of ways aligned with the DfE's 'menu of approaches' based on the following three tiers:

- *Supporting the quality of teaching (by providing professional development for all staff)*
- *Providing targeted academic support (including interventions, peer mentors etc)*
- *Tackling non-academic barriers to academic success (including attendance, behaviour and social and emotional support)*

At Upton Heath C of E Primary School, we strive to enrich lives by providing a supportive and nurturing learning environment where every child is encouraged to reach their full potential and to "be the change they wish to see in the world."

Overcoming identified barriers to learning is central to our Pupil Premium use. We identify barriers that need to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly. We provide quality first teaching, targeted academic support for pupils who are not making the expected progress, as well as addressing nonacademic barriers to attainment such as attendance, behaviour, well-being and cultural capital. Through our reporting, we demonstrate how and why this funding has been spent, using research by the EEF to guide our decisions. We ensure monitoring and evaluation takes place to account for the use of the Pupil Premium by the school and governing board throughout the year.

At Upton Heath C of E Primary School, we recognise the vital role that parents, and carers play in the lives of their children. Working with parents of disadvantaged children is essential to our pupil's progress, and so we ensure that they understand that they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement makes a difference.

In addition, we use the funding to enable our disadvantaged children to broaden their life

Challenges

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

Challenge number	Detail of challenge
1	A number of our pupil premium children have lower attainment than their peers and demonstrate slower progress. Some children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Some of our children lack resilience and have low self-esteem.
3	Some pupils require additional pastoral support to support their mental health & wellbeing.
4	Some children enter our school very dysregulated and lack the basic needs to access learning.
5	There is lower attendance of some children in receipt of pupil premium, including persistent lateness.

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
Disadvantaged pupils will make good progress across all areas of the curriculum.	The progress of disadvantaged pupils will match or exceed national averages for non-disadvantaged pupils.
Pupils will demonstrate resilience when learning new things.	Pupils will show resilience within lessons and around the school. Pupils will be keen to learn new things.
Pupils will be able to play and learn with confidence & their wellbeing needs will be met.	Pupils will be ready to learn and use zones of regulation to recognise their feelings and use strategies to help them regulate.
Children will enter school each morning ready to learn having had their basic needs met.	Children will enter school ready to learn. ELSA Support Worker to support children to ensure basic needs are met.
Improved attendance and punctuality	Monitoring of attendance by our school Attendance Officer. Attendance Officer supported by Principal & Deputy Head Teacher alongside the Family Support Worker and ELSA Support Worker. All staff working together will show an increase PP pupils' attendance and a decrease in persistent lateness.

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

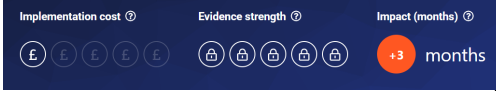
Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Zones of Regulation CPD which started in Sept 2024. School staff to be continue training in Trauma Informed Approaches. - To provide staff with various strategies to support children who have experienced trauma. - For staff to understand trauma and the impact this has on children and adults alike. - For the staff to understand 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.	Evidence from Education Endowment Foundation Teaching & Learning Toolkit: Metacognition & Self-Regulation (+ 8 months) 	1, 2, 3, 4
All staff engagement in CPD to support Quality first teaching. <u>Reading & Writing</u> All 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 from the Writing Lead. - Writing Lead to attend CDAT writing CPD sessions and feedback to all staff - To continue implementing Animaphonics & Spelling Shed+ - To continue implementing animaphonics - To review and update the curriculum delivery model to ensure children write independently and at length in other subjects - To continue to implement accelerated Reader to a monitor and assess reading practice and comprehension	Evidence from Education Endowment Foundation Teaching & Learning Toolkit: Phonics (+ 5 months)  Evidence from Education Endowment Foundation Teaching & Learning Toolkit: Reading Comprehension Strategies (+ 7 months) 	1

<u>Maths</u> All children to access mastery maths sessions and make progress within lessons. • Staff to receive ongoing support, monitoring and CPD to improve teaching of mastery maths across the school from the Maths Lead • NCETM Maths Hub training for Maths Subject lead, EYFS and KS1 teachers. • CDAT Maths training for 1 x year group teacher focusing on supporting our lower attainers • To carefully monitor and support the delivery of Maths Mastery approach through the use of White Rose Power Maths and White Rose Maths. • To reintroduce Mastering Number in KS1 • To implement Magma Maths (assessment tool) in Year 5 & 6 to track pupil's mathematical learning, identify gaps and inform <u>All other subjects</u> • Core Professional Development dedicated to Teaching and Learning (weekly) led by subject leads • Subject monitoring for all subject leaders and non-contact time <u>Online Training</u> • National College Hub tailored training for all staff	Evidence from Education Endowment Foundation Teaching & Learning Toolkit: Mastery Learning (+ 5 months) 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

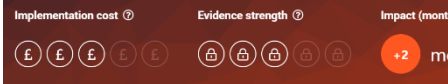
Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appropriately deploy staff to support disadvantaged pupil's pastoral and academic needs. ELSA sessions for targeted individuals for at least an hour a week Regular pupil progress meetings: Leaders to support with individual targets with class teachers. Pupil Premium Lead to attend meetings and provide support for identified pupils.	Evidence from Education Endowment Foundation – Metacognition and Self Regulation (+8months) 	3, 4
Additional support for children requiring intervention (1:1 and small group support). • SENCo support for teachers when planning	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)	1

interventions for targeted children • Same day interventions in place for all children who are identified during teaching sessions to ensure that they are ready to move on and follow the main teaching sequence. • Maths & reading interventions led by teaching assistants and teachers (in addition to same day interventions) • Working memory interventions for small groups/individuals led by teaching assistants • Peer Tutoring Year 6 children to support Year 3 focus children with reading (weekly) • Homework club (Reading, spelling & TTRS/Numbots)	 Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Peer tutoring (+ 6 months)  Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Peer tutoring (+ 5 months) 	
Speech and Language interventions for targeted pupils. • SALT support for staff through SENCo	Evidence from NELI and Education Endowment Foundation – NELI (+3 months) 	1
Provide a range of opportunities to support pupils through ELSA interventions sessions and less formal programmes such as mindfulness. • ELSA Support Worker or Teaching Assistant to lead sessions based around personal and social skills (SEL)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Assistant Interventions (+4 months)  Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Social & Emotional Learning (SEL) (+3 months) 	2, 3

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

Budgeted cost: £9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support for emotional regulation, self-esteem, resilience and trauma. - 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. - Work with specific outside agencies to support families - Pastoral Lead support for families liaising with Family Support Workers, community agencies or accessing wider Trust support as and when required. - Wellbeing/confidence boosting sessions (identified children) Support Worker CB - Enrichment Club/Passion for learning - Peer buddies (wellbeing)	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)  Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mentoring (+2months) 	2, 3, 4
Attendance Officer to review impact of interventions, identify patterns of absence and identify children who require additional support. - Attendance procedures where needed which have been chosen alongside the pupils. - Head teacher meetings with Attendance Officer - Weekly analysis of data and feedback		4, 5
Residential, trip visit and school event financial support - Trips and visits – organise trips linked to curriculum and school celebrations & support financially if necessary - Financial support for residential visits in Year 2, 4 and 6 - School book fair – support children with receiving a book		2, 3

Lunchtime club • Lunchtime club for children who require a quieter place to eat their lunch. • SEND lead and ELSA Support worker to run lunchtime club and be available to support children with wellbeing/friendships	Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Social & Emotional Learning (SEL) (+3 months)  The graphic shows three metrics: Implementation cost (5 pounds), Evidence strength (5 padlocks), and Impact (months) (+3 months).	2, 3
Establish school support for children who require breakfast or snacks. • Breakfast and snack items available for those children who require it.	Evidence from Education Endowment Foundation Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	4, 5

Total budgeted cost: £65,890

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

