



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Uplands Primary School and Nursery
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	4.8% (including Service Premium)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Ruth Deacon
Pupil premium lead	Liz Lord
Governor / Trustee lead	Libby May

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£18870
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 20870



Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim is for all pupils to achieve their full potential during their time at Uplands, and that disadvantage does not become a barrier to achieving this. We take a holistic approach to helping every pupil, regardless of their disadvantage, by focusing on attainment, progress, communication, life experience (including cultural capital) and emotional wellbeing. All staff share responsibility for the welfare of our disadvantaged pupils.

Potential challenges are identified, and evidence-based approaches and interventions are put in place to address these challenges. Each pupil has a personalised package of support, depending on their individual needs, and progress towards individual targets is analysed termly. An annual review is conducted outlining the impact that approaches and interventions have had.

We ensure that we focus on Quality First Teaching in all lessons, with additional support/challenge and 'tilt' towards disadvantaged pupils. AIM sessions ('catch-up' sessions) are taught in class and after school, which help pupils to catch up on missed learning to consolidate prior learning and to challenge potential high-attaining pupils. Communication with families is key, and we ensure that we build strong and meaningful relationships with disadvantaged children and their families during their time at Uplands.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional resilience of pupils and their families affects learning, relationships and wellbeing.
2	Age related expectations in core subjects not being met by all pupil premium pupils, who have additional needs.
3	Attendance of pupil premium pupils is below our 97% target, including periods of illness and unauthorised absence.
4	Some pupils have fewer opportunities to engage in extra-curricular activities (e.g. clubs and trips).



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
1. Pupils eligible for PPG will develop emotional resilience and social skills. This will be measured through attendance, attainment and achievement in class and attitude to learning.	We will achieve this by providing: <ul style="list-style-type: none">• Targeted assemblies and PSHE/RHE lessons with a focus on mental health and wellbeing• Access to emotional support via ELSA-trained staff• Access to Nurture groups through FSA• Access to drop in sessions with FSA• Access to support for parents/carers in developing their child's emotional wellbeing, via FSA
2. Lower-attaining non-SEND PPG children will reach age-related expectations in core subjects. This will be measured through book scans, attainment and progress data and information from pupil progress meetings.	We will achieve this by providing: <ul style="list-style-type: none">• AIM club (group sessions to support lower-attaining learners)• Focused TA/teacher support during lessons to reteach/consolidate prior learning• High-quality feedback for PPG pupils as a priority• Assessment of needs and targeted interventions (AIM sessions in school)• Access to PPG funding for staff to purchase learning and other resources
3. Attendance will be in line with, or above, our 97% target. This will be measured through attendance registers.	We will achieve this by providing: <ul style="list-style-type: none">• Regular contact with the family of children whose attendance is lower than the school's target
4. Pupils will have the opportunity to engage in extra-curricular activities, strengthening social skills/interaction and physical activity. PPG pupils will gain in confidence, engagement and attendance.	We will achieve this by providing: <ul style="list-style-type: none">• Access to after-school clubs free of charge (one club per term)• Subsidies for school trips and educational visits for FSM and CLA/PCLA



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

Budgeted cost: £8,700.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work for reteaching/consolidation Focused in-class support from teachers/TAs	EEF 'Small group tuition' – in-class sessions EEF 'Making best use of teaching assistants' EEF 'Teaching assistant interventions'	1, 2
High-quality feedback for PPG pupils as a priority	EEF 'Feedback' – priority feedback for PPG pupils	1, 2

Targeted academic support

Budgeted cost: £10,278.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer Tutoring/Collaborative Learning	EEF 'Peer tutoring' – pupils work in pairs or small groups EEF 'Collaborative learning' – pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates	1, 2
Assessment of needs and targeted interventions	An audit of vulnerable learners will identify where support is most needed. SEND Code of Practice Targeted interventions to support reading and spelling: <ul style="list-style-type: none">• Tracks (spelling)	1, 2



	<ul style="list-style-type: none"> Phonics interventions (see EEF 'Phonics' - an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds, and 'Reading Comprehension Strategies' - pupils learn a range of techniques which enable them to comprehend the meaning of what they read.) Reading for pleasure/being read to daily 1:1 daily reading support for students who are not currently reaching ARE 	
Small group sessions after school (AIM club)	EEF 'Extending school time' for will gives lower-attaining pupils the opportunity to catch up with missed work and consolidate prior learning.	1, 2

Wider strategies

Budgeted cost: £5,726.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to coaching or emotional support through sessions with ELSA-trained staff</p> <p>Access to Nurture Group sessions through FSA</p> <p>Access to support for parents/carers in developing their child's emotional wellbeing, via the FSA</p>	<p>ELSA-trained staff:</p> <ul style="list-style-type: none"> Training for 2 additional members of staff designated time to support children, with the aim of improving wellbeing and reducing barriers to learning and relationships <p>FSA:</p> <ul style="list-style-type: none"> provides key support for PPG pupils and other vulnerable groups, working with them through Nurture Group sessions to develop confidence, social interaction and wellbeing With this support, attainment and progress are also expected to improve Access to parenting sessions/courses, where it is felt that this would have a positive impact on the child <p>EEF 'Parental Involvement' – engaging with all parents to avoid widening attainment gaps</p>	1, 2, 3



<p>Invitations to extra-curricular activities, sporting tournaments, competitions and enrichment opportunities e.g. Sandhurst / Eagle House / BFC sporting festivals and events</p> <p>Access to 'invite only' clubs</p> <p>Invitation to attend music lessons</p> <p>Access to after-school clubs</p>	<p>EEF 'Extending school time' – opportunity to consolidate prior learning and to make more progress.</p> <p>EEF 'Arts participation'</p> <p>EEF 'Physical activity'</p>	<p>1, 2, 3, 4</p>
<p>Class teachers/SENDCo, FSA and ELSA-trained staff will have access to PPG funds to purchase suitable resources</p>	<p>A sum of money is reserved for the purchase of resources that will support and enhance individuals learning and that support their emotional needs.</p>	<p>1, 2</p>
<p>Regular contact with the family of children whose attendance is lower than the school's target</p>	<p>DfE 'Working together to improve attendance'</p>	<p>3</p>
<p>Subsidised trip costs for PPG/CLA/PCLA children</p> <p>Subsidised Duke of Edinburgh subscription</p> <p>Access to Duke of Edinburgh clubs in school time</p>	<p>Ofsted Framework 'Cultural Capital' – essential knowledge that children need to prepare them for their future success</p>	<p>1, 2, 4</p>

Total budgeted cost: £22304



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.

July 2023	Attainment	
	% at or above ARE (2021-2022 data in brackets)	% above ARE (2021-2022 data in brackets)
Reading	73 (71)	40 (38)
Writing	79 (67)	(14)
Maths	87 (81)	20 (24)

Our assessment data shows that our disadvantaged pupils largely attained well in the academic year 2022-2023 in Reading, Writing and Maths. There was a slight decrease in children reaching age-related expectations in Reading and Writing; however, there was an increase in the percentage of children reaching age-related expectations in Maths. There was a significant increase in the percentage of children achieving the higher standard in Reading, Writing and Maths. We were able to offer our AIM Curriculum (our 'catch up' curriculum) for the majority of the academic year, and disadvantaged pupils were offered a free place at our after-school AIM Clubs.

Attendance for disadvantaged pupils for 2022-2023 was 95.95% compared to 94.01% the previous year (attendance for non-disadvantaged pupils was 95.72%).

All disadvantaged pupils were able to attend at least one school trip, three of which were residential trips, and which were subsidised for the most financially disadvantaged. These trips provided different and enjoyable experiences and gave the children a sense of wellbeing. Clubs were offered to all disadvantaged pupils, with a mixed uptake; where it was felt that communication was a potential barrier to a pupil attending a club, parents/carers were contacted.

Our Family Support Adviser supported the families of disadvantaged children, some of whom had challenging family circumstances, and offered ongoing in-school support to pupils in the form of drop-in sessions and nurture groups. 1:1 and small group ELSA work was provided to 3 disadvantaged pupils in 2022-2023. The FSA was also involved in well-being check-in with 3 other pupils and all disadvantaged pupils have the opportunity to attend lunch time nurture group twice weekly. There is a continued focus on mental health and wellbeing in all year groups, the subject being prioritised in PSHE/RHE lessons.

Bug Club Phonics was a success for all disadvantaged children; despite not all children achieving age-related expectations, parental and child engagement for the scheme and associated home



Uplands Primary School and Nursery

Inspired to Achieve

learning has tailed off and we are reviewing how to improve this. Daily reading took place for those not at age-related expectations and all disadvantaged pupils are read with at least once a week. There continues to be a focus on engaging and using AFL targeted at disadvantaged pupils during lessons (TILT)

Internal