



Upshire Primary School

Pupil Premium Strategy Statement

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--|
| Number of pupils in school | 199 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers | 2025/2026, 2026/2027, 2027/2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | <i>Ross Jones,</i> Headteacher |
| Pupil premium lead | <i>Nicole Ward</i> Senco |
| Governor / Trustee lead | <i>Claire Godden</i> (Chair of Governors) |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £86,228 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £86,228 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|--|--|
| 1. Language Skills | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2. Reading | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. |
| 3. Maths Attainment | Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. |
| 4. Metacognition and self-regulation | Our assessments, observations in class, and knowledge of our children have identified social, emotional and behavioural issues for many pupils, notably due to a lack of confidence, focus and resilience. Children are often lacking independence and have developed 'learned helplessness', which we must overcome. These are being addressed (primarily through our TPP training program), but these challenges particularly affect disadvantaged pupils, including their attainment in the long run. |
| 5. Social and emotional well-being | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils. Teacher referrals for support remain relatively high. 15 pupils are currently on the SEN register with SEMH as their primary need. . |
| 6. Attendance | Our attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. This academic year 31.8% of disadvantaged pupils have been 'persistently absent'. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. |

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 oral language skills and vocabulary among disadvantaged pupils. | Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Develop oracy framework for pupils and opportunity to practise oracy skills. |
| Improved reading attainment among disadvantaged pupils. | All pupils eligible for PP funding make rapid progress and achieve ARE at the end of the year unless they have significant and exceptional additional needs. |
| Improved maths attainment for disadvantaged pupils at the end of KS2. | All pupils eligible for PP funding make rapid progress and achieve ARE at the end of the year unless they have significant and exceptional additional needs. |
| Fewer conflicts occur involving children eligible for PP funding allowing them to focus on their learning rather than on friendship/social concerns and that this extends beyond school. | Children become more self-regulated and able to resolve their own conflicts rather than relying on adults to mediate between them. Playtimes and lunchtimes are well organised and structured (OPAL) so that children are engaged in purposeful activities supported by trained staff. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | The attendance of PP children is at least as good as their more advantaged peers and at least as good as national averages for all children. |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (CPD, recruitment and retention)

Budgeted cost: **£60,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>LSAs will confidently support children to reduce the gap from their peers.</p> <p>SENCo non-class based to provide directed support, including training for LSA's to support and assist children fully to ensure they reach Age Related Expectations. LSAs are trained by SENCo and outside agencies in order to support the children effectively. Key LSAs provide structured interventions. which are monitored to measure impact.</p> <p>Pastoral Lead to provide SEMH intervention 1:1 and in small groups</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>And in small groups:</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> | 1, 2, 3, 4 ,5 |
| <p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> | 2, 4 |

| | | |
|---|---|---|
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> | 3 |
| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> | 5 |

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

Budgeted cost: **£20,000**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> | 2 |
| <p>Use of LSAs to provide 1:1 interventions and support programmes.</p> <p>Tailored support and training for pupils to have equal access to enriching experiences which raise engagement and aspirations. Key LSAs provide</p> | <p>Approaches that focus on speaking and listening show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>Tuition targeted at specific needs can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> | 1, 2,3,4,5, |

| | | |
|--|---|--|
| structured interventions to KS1 and KS2. Pastoral Lead to provide SEMH intervention 1:1 and in small groups | One to one tuition Teaching and Learning Toolkit EEF And in small groups: Small group tuition Teaching and Learning Toolkit EEF | |
|--|---|--|

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: **£6,228**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Whole staff training on Trauma Perceptive Practice (TPP) with the aim of developing our school ethos and improving emotional well-being | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF | 5 |
| Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance . This will involve training and release time for staff to develop and implement new procedures | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 6 |
| Supporting disadvantaged children to attend extra-curricular clubs, including Breakfast club and After-School Club, and school trips | Improving well-being, engagement, and attendance leads to improved outcomes at school and later in life. | 5,6 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

Total budgeted cost: £86,228

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Analysis Summary

1. Overall Attainment:

- The school's combined Reading, Writing, and Mathematics (RWM) attainment is broadly in line with the national benchmark but below the Essex local authority (LA) average.
- Reading is broadly in line with the national benchmark but below LA average.
- Writing and Mathematics are below both the national and LA averages.

2. Disadvantaged Pupils Performance:

- Disadvantaged pupils perform significantly below their non-disadvantaged peers across all subjects.
- The gap is particularly notable in Writing and Mathematics, with disadvantaged pupils achieving roughly 20-30 percentage points lower at age-related expectations (ARE) compared to non-disadvantaged pupils.
- Year 5 and Year 6 show the lowest attainment for disadvantaged pupils, especially in Writing and Mathematics.

3. Pupil Premium Pupils:

- Pupil premium pupils mirror the disadvantaged group trends, with attainment below non-pupil premium peers across Reading, Writing, and Mathematics.
- The gap remains consistent across year groups, indicating a persistent challenge.

4. Other Vulnerable Groups:

- SEN pupils show the lowest attainment across all subjects, highlighting the need for targeted support.
- EAL pupils' attainment is mixed but generally below non-EAL peers, especially in Writing.

5. Strengths:

- Year 4 shows higher attainment for disadvantaged pupils in Reading and combined RWM compared to other year groups.
- There is a strong performance in Reading compared to Writing and Mathematics, suggesting Reading strategies may be more effective or embedded.

At Upshire Primary Foundation School, our commitment is to narrow the attainment gap between disadvantaged pupils and their peers, ensuring all pupils achieve their full potential in line with our vision to INSPIRE, EXCITE, and ACHIEVE.

Over the past academic year, targeted use of pupil premium funding has enabled us to implement a range of strategies aligned with evidence-based approaches from the Education Endowment Foundation (EEF). These include:

- Enhanced high-quality teaching through focused professional development in Writing and Mathematics, addressing identified areas of relative weakness.

- Targeted academic support for disadvantaged pupils, particularly in Years 5 and 6, through small group interventions and one-to-one tuition.
- Wider strategies to support pupil well-being and engagement, ensuring pupils attend regularly and feel included and motivated to learn.

Our internal data and the Juniper Benchmark analysis indicate progress in closing the attainment gap, particularly in Reading, where disadvantaged pupils have improved outcomes closer to their peers. However, we recognise that further work is required in Writing and Mathematics, especially in upper key stages.

We are committed to refining our pupil premium strategy annually, using robust data analysis to identify needs and evaluate impact. Our aim is to ensure that pupil premium funding continues to drive improvements in teaching quality, targeted support, and holistic pupil development, thereby breaking the link between disadvantage and educational outcomes.

