

Pupil premium strategy statement – Upperwood Academy 2023 - 2026

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	301
Proportion (%) of pupil premium eligible pupils 2023 - 2024	96 pupils (29%) Service 2 LAC 2 Adopted from care 7
Proportion (%) of pupil premium eligible pupils 2024-2025	72 pupils (25%) Service 1 LAC 1 Adopted from care 3
Proportion (%) of pupil premium eligible pupils 2025-2026	96 pupils (32%) Service 1 LAC 1 Adopted from care 4
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2023 (Reviewed July 2024) (Reviewed July 2025)
Date on which it will be reviewed	July 2024 July 2025 July 2026
Statement authorised by	
Pupil premium lead	A. Brown
Governor / Trustee lead	L. Etchell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2025-2026	£149,850
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year 2025 2026	£149,850

Part A: Pupil premium strategy plan

Statement of intent

Upperwood Academy is a larger than average sized primary school, currently 301 pupils on roll. The school has a FS2 unit, 3 KS1 classes, 3 lower KS2 classes and 3 upper KS2 classes; there are three mixed year group classes; one in KS1 and two in KS2.

Our IDSR 2024 identifies the Pupil base deprivation at Upperwood as amongst the highest in the country at 80th – 100th centile This is reflected in the increasing amount of support being given to families and children through the school's pastoral offer and parental support/DSL officer. School consistently has a higher than the national average proportion of Pupil Premium; this year the % of pupils accessing Pupil Premium funding is 33%, above the national average.

We believe that the highest possible standards can only be achieved by having high expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium grant. We believe that the additional provision through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged / vulnerable.

At Upperwood, we have a clear, strategic, tiered approach for Pupil Premium funding provision. This follows the EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impacts positively on attainment, attendance and well-being.

Challenges

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

Challenge number	Detail of challenge
1	On entry to school baseline assessments indicate a large proportion of disadvantaged pupils have limited oral language skills leading to slower reading progress in subsequent years, limiting their access to a full curriculum.
2	Historically, disadvantaged pupils do not achieve as well as non-disadvantaged pupils. (2025 Y1 Phonics PP 80%/Non-PP 95%) (2025 KS1 Writing PP 47%/70% Non-PP)
3	An increasing number of our pupils have social and emotional mental health challenges. Our assessments and observations indicate that the education and wellbeing of these pupils requires significant additional support over and above that provided by the class teacher.
4	Disadvantaged children's attendance rates are lower than their non-disadvantaged peers. (July 2024: PP 93.4% / Non-PP 94.4%) (July 2025 PP 93.8% Non-PP 96.4%)
5	Lack of parental engagement with school in some hard to reach families.

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
Increase the attainment of PP pupils in EYFS. 2025 GLD: PP %/Non-PP %	An increased number of PP pupils will achieve GLD closing the gap between disadvantaged pupils and their peers.
Raise the attainment of PP pupils in phonics. 2025 Phonics: 80%/ Non-PP 94.7%	Disadvantaged pupils will attain in line with their peers in the Year 1 Phonics Screening Check.
Increase the attainment of PP pupils in reading, writing and maths in end of Key Stage Assessments. 2025 KS1 data: Combined: PP: 47%/ Non-PP 70% Reading: PP 60%/ Non-PP 73%	Gap between KS1 disadvantaged and non-disadvantaged pupils has narrowed. There will be an increase at KS1 in the percentage of disadvantage pupils attaining ARE in RWM.

<p>Writing: PP 47%/ Non-PP 73%</p> <p>Maths PP 60%/ Non-PP 80%</p> <p>2025 KS2 data:</p> <p>Combined: PP: 69%/ Non-PP 63%</p> <p>Reading: PP 69%/ Non-PP 68%</p> <p>Writing: PP 77%/ Non-PP 75%</p> <p>Maths PP 69%/ Non-PP 88%</p>	
<p>Raise the attainment of PP in the Multiplication Tables Check.</p> <p>2025</p> <p>Mean average score: PP 22.9/Non-PP 23.9</p> <p>% scoring 25/25: PP 46.2%/Non-PP 67.9%</p>	<p>Disadvantaged pupils will attain in line with their peers in the Year 4 Multiplication Times Table Check.</p>
<p>Continue to improve the emotional resilience and mental well-being of PP children.</p> <p>Increased SEMH provision in 2025.</p> <p>Pastoral offer.</p>	<ul style="list-style-type: none"> - SEMH support and intervention for PP pupils. - Effective use of Pastoral lead to support positive play on the playground and in lessons.
<p>Improve the attendance of PP pupils narrowing the gap between this group of pupils and their peers.</p> <p>2025 PP 93.8% Non-PP 96.4%</p>	<p>Gap between PP and Non-PP attendance % closing.</p>

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:

2023-2024: £37,950.40

2024- 2025: £43,645

25-26 - £40,168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Bespoke CPD to be delivered to meet individual need with a focus on ECTs and new teachers to school.</p> <p>ECT CPD support and mentoring to be rigorously implemented and monitored to ensure consistently good teaching ensuring excellent outcomes for all pupils.</p> <p>£10000</p> <p>Maintain for 2024-2025.</p> <p>£10,000</p>	<p>EEF research identifies three recommendations for designing and selecting effective professional development.</p> <p>https://educationendowmentfoundation.org.uk/</p>	2
<p>To purchase high quality reading and phonics materials in line with the Read Write Inc phonics scheme.</p>	<p>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils.</p> <p>Using a systematic synthetic phonics approach to the teaching of reading has been shown to</p>	1 2

<p>Bespoke CPD for new members of staff and the monitoring of this to be implemented 2024-2025.</p> <p>Invest in KS1 shared book area to promote personal choice of text and reading for enjoyment.</p> <p>£3000</p> <p>£2,741</p>	<p>demonstrate 5 months + progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p>	
<p>Quality first teaching of phonics in homogenous groups delivered daily to identified pupils to ensure rapid and sustained progress.</p> <p>£29,659</p> <p>£25,445</p> <p>Maintain for 2024-2025.</p> <p>£26,283</p>	<p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.</p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learningtoolkit/teaching-assistants</p> <p>The EFF guide to The Pupil Premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	<p>1 2</p>
<p>2024-2025 Implement whole school system - Provision Map – to ensure all SEND pupils are closely monitored and support is implemented through graduated approach. £2500</p> <p>Whole staff CPD on SMART targets on SSPs.</p> <p>Whole staff CPD on subject specific adaptations for lessons.</p> <p>SEND lead involved in all data collection points and in target setting process.</p>	<p>Pupils with SEND may face significantly greater challenges in learning than their peers. A systematic approach to SEND is required so that all pupils have opportunity to progress in their learning regardless of their starting point or SEND.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/EEF_SEND_Evidence_Review.pdf?v=1722196191</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</p>	<p>2</p>

Implement BSquared assessment tool to track, evidence and improve pupil progress for pupils with SEND.		
£1,144 (Cost of Squared subscription)		

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

Budgeted cost:

2023-2024: £41,521.20

2024-2025: £29,630

25-26 £64,143

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using pupil progress data analysis and cohort action plans establish small group reading interventions for pupils working below age related expectations.</p> <p>Diagnostic assessments of Reading carried out by trained TAs. (Phonics/YARC)</p> <p>£29,484.</p> <p>2024 2025 £12,387</p> <p>£25,239</p>	<p>EFF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. Small group tuition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding</p>	2

	<p>particular vocabulary, which may be subject-specific.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>1:1 phonics intervention delivered daily to identified pupils to ensure they quickly catch up and keep up.</p> <p>2024 2025 £4955</p> <p>£6,310.50</p>	<p>EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, 6 particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Multiplication tables check intervention for identified children by trained TAs.</p> <p>£2872.80</p> <p>2024 2025 £3716</p> <p>£6,310.50</p>	<p>The EFF guide to The Pupil Premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	2
<p>Year 6 intervention groups to target EXS in Reading and Mathematics.</p> <p>£6048</p> <p>2024 2025 £12,387</p> <p>£26,283</p>	<p>The EFF guide to The Pupil Premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p>	2

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

Budgeted cost:

2023-2024: £61,171

2024-2025: £56,965

2025-26: £45,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop and refine systems to support families to best improve the attendance of PP pupils.</p> <p>Termly planning meetings between EWO and Attendance Lead to combat poor attendance from most vulnerable families.</p> <p>Reinforce school approach to incentives and a rewards system for attendance and PA.</p> <p>Monthly meetings to be held to monitor attendance and decide on actions to reduce persistent absence and intervention prior to falling into persistent absence.</p> <p>Providing free Breakfast club to PP children to engage them in school and support families.</p> <p>Provide free book bags and ties on entry to school to PP pupils to enable them to be part of school with reduced financial pressure on families.</p> <p>2024 2025</p>	<p>There's a clear link between poor attendance and lower academic achievement DfE research (2015)</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4</p>	4

Attendance officer role £12500 £18,352 Attendance rewards £320 £1,500 (budget 25/26) Breakfast club £200 £450 Book bags/ties £270 £400		
PSA to work families building stronger home / school links, incorporating EHAs. PSA to work alongside team of PSAs in trust to develop networking and best practice. DSL/Parental support Lead and Pastoral lead to support and identify EHA for families. To support vulnerable pupils, particularly those requiring intervention to support social development. £29200 £6600 £18,352	Evidence to suggest that personalised support to remove barriers to learning through pastoral support can have a positive impact on outcomes for disadvantaged pupils, parents and families. https://educationendowmentfoundation.org.uk/resources/teachinglearning-toolkit/behaviourinterventions/ There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.	3
2024 2025 Development of a personal development strategic enrichment offer that provides PP pupils with access to a wide range of experiences to grow their cultural capital through subsidised costs to ensure greater equal opportunities. £2000 £2,000	There is a need for a subsidy for PP pupils in accessing school visits and residential. https://www.nuffieldfoundation.org/wp-content/uploads/2019/11/resbr3-final.pdf	3 4

<p>2024 2025 Ensuring parental engagement supports learning at home and communication with school is encouraged.</p> <p>Subscription to Seesaw to provide a platform for electronic/home learning. £1975</p> <p>£1,975</p> <p>Parent workshops, academic and coffee mornings. £500</p> <p>£910</p>	<p>Research suggests that the impact of raising parents aspirations are important in supporting disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
<p>2024 2025 Revise behaviour policy and associated reward systems in line with revised school values in order to create a calm, consistent learning environment for all pupils.</p> <p>Behaviour CPD and rewards £1600</p> <p>£1,600</p>	<p>https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools</p>	3

Total budgeted cost:

2024- 2025: £130,240

2025-2026: £149,850

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023-2024

	Pupil Premium GLD	Non-Pupil Premium GLD
	% (/ pupils)	%

Phonics 2025:
This PP data evidences impact of PP spend on PP pupils in Phonics attainment.

	Pupil Premium passing the Phonics screening check	Non-Pupil Premium passing the Phonics screening check
Year 1 2025:	80% (8/10 pupils) <i>3 pupils who did not pass all have additional SEND barriers and both made significant progress over the year.</i>	94.7% (18/19 pupils)
Year 2 2025:	3/15 Pupil Premium pupils did not pass Phonics screening in 2024. 93.3% (14/15 PP pupils) passed the Y2 phonics screening. <i>The 1 PP pupil who did not pass has made progress over the year.</i>	93% (25/27 pupils)

Multiplicati on tables check 2025:	Mean average score Pupil Premium	Mean average score Non-Pupil Premium	% of Pupil Premium pupils achieving 25/25	% of Non-Pupil Premium pupils achieving 25/25
	22.9	23.9	46.2% (6/13 pupils)	67.9% (19/28 pupils)

2025 KS1 data:

	% Pupil Premium at EXS	Non-Pupil Premium at EXS
Combined	47%	70%
Reading	60%	73%
Writing	47%	73%
Maths	60%	80%

2025 KS2 data:
Attainment of PP pupils at KS2 is a strength of PP at the school. Other than in Maths/SPaG, PP pupils outperformed all pupils.

	% Pupil Premium at EXS	Non-Pupil Premium at EXS
Combined	69%	63%
Reading	69%	68%
Writing	77%	75%
Maths	69%	88%
SPaG	69%	81%

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
Spelling Shed	TT Rockstars
White Rose	Read Write Inc
Numbots	Ruth Miskin - Oxford