

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Uphill Village Academy
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 21
Date on which it will be reviewed	September 22
Statement authorised by	Sam Hodder – Principal
Pupil premium lead	Sam Hodder – Principal
Governor / Trustee lead	Lizy Kacou – Vice chair academy council

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,338
Recovery premium funding allocation this academic year	£ 6,728
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,875
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	£99,971

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use Pupil Premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school; closing the gap between disadvantaged and non-disadvantaged, so pupils are comparable both across the school and nationally.

During the period of this strategy plan we will focus on key challenges that are preventing our disadvantaged pupils from achieving well: oral language and vocabulary development; support at home; lack of confidence and attendance issues. Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Uphill is that all pupils, irrespective of background or the challenges they face, become strong readers. This will enable them to read to learn, broaden horizons and be interested and interesting citizens.

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 they are set
- Act early to intervene at the point a 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	There is a historical gap between PP and non-PP attainment in combined measure for RWM (20% difference in worst case)
2	We know that PP children are known to have lower levels of oracy and reading progress/attainment
3	Attainment of PP children is lower than non-PP in Writing and Maths subjects at KS2: Writing – PP:70%; Non:83% / Maths – PP:70%; Non:88%
4	We know that PP gap analysis shows that children have vocabulary deprivation
5	We know that PP gap analysis shows that children have family stress as a result of shortage of money (FSM) and have direct or indirect effects of material deprivation and this has an impact on their health and well-being
6	We know that PP gap analysis shows that children dysregulate frequently and have poor social and emotional skills and have a sense of futility
7	We know that PP gap analysis shows that children have parents who are less engaged in learning and 23% are exposed to low aspirations
8	We know that PP gap analysis shows that children have narrower experiences outside of school and have reduced educational experiences
9	We know that PP gap analysis shows that children have a higher chance of exposure to an adverse childhood experience (ACE)
10	There is a historical trend that disadvantaged attendance overall is below national (96%) and there is a gap to non-PP attendance in school

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 children across the school will have accelerated progress to raise attainment	Teacher assessment and standardised assessments will show that pupil attainment of disadvantaged children is more in line with non-disadvantaged children
Barriers identified through PP gap analysis are supported so that children are ready to learn and able to access school opportunities	Individual support programmes will be designed to ensure that disadvantaged children are able to access opportunities available to them
Disadvantaged attendance has increased by 1% to bring it in line with national	Attendance for disadvantaged pupils is in line with national each term. In 2019 academic year the attendance for PP children was 93% in 2020 it rose to 94.4% with a gap of 2.1% between PP and Non-PP.

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: £ 68,720

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
There is a trend that PP attainment is lower than non-PP attainment in combined measure across the school	<p>Collective Teacher Efficacy</p> <p>Teachers collaborate with their peers and plan purposefully to make learning happen</p> <p>Activities include: core team meetings, PPMs, coaching pairs, learning walks</p>	<p>Research-Based Best Practice - Dr. John Hattie</p> <p>Teachers shared belief that through collective action, they can positively influence student outcomes, including impacting those who are disengaged and/or disadvantaged.</p> <p>Collective Teacher Efficacy</p>	1,2,3,4,6,7,10
Attainment of PP children is lower than non-PP in Writing and Maths subjects at KS2	Additional staffing to enable maths to be taught in straight year groups (Y3-6) with smaller class sizes	<p>EEF + 3 months</p> <p>Evidence shows that smaller class sizes will impact on outcomes</p> <p>EEF + 5 months</p> <p>Teaching maths in specific year classes will ensure a mastery of year group curriculum as specific content for each year group is taught.</p>	1,3,7,10
Attainment of PP children is lower than non-PP in Writing and Maths subjects at KS2	Consistent feedback strategies are used throughout the school to ensure pupils are given the instruction needed to know where they are now, where they need to be and the steps need to get there.	<p>Research from Hattie</p> <p>Feedback and Reflection– effect size: d=0.75</p>	1,2,3,4,6,7,10 t
PP children have lower levels of oracy and reading progress attainment	<p>Improve oracy levels through embedding Voice-21 and UVA strategies to develop grammar and articulation</p> <ul style="list-style-type: none"> • Use Oracy Framework tool (key components of communication - linguistic, physical, cognitive and social & emotional) for analysing oracy during monitoring process 	<p>EEF + 6 months (oral language intervention)</p> <p>Work of Voice 21</p>	1,2,3,6,7,10
PP gap analysis shows that children have vocabulary deprivation	<p>Training to be delivered on vocab gap to all staff</p> <ul style="list-style-type: none"> • All year groups to implement appropriate strategies for improving the 	<p>Closing the Vocabulary Gap – Alex Quigley</p> <ul style="list-style-type: none"> • Low vocabulary levels are a consistent factor for disadvantaged children across the country 	1,2,3,4,6,7,10

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
	teaching of vocabulary – trial and review <ul style="list-style-type: none"> • Best practice within school identified and shared • Knowledge organisers to contain key vocabulary for each unit 	<ul style="list-style-type: none"> • Parents in professional families speak 32 million more words to their children than parents in welfare families • Children with restricted vocabularies at 5 years old are more likely to be poor readers as adults, experience higher unemployment rates and have more mental health issues • 95% of words in a text = comprehension • We need to understand the challenge of conversational, academic and public sphere vocabulary and know how to make this accessible for all 	
Attainment of PP children is lower than non-PP in Writing and Maths subjects at KS2	PIRA/PUMA assessment gap programme Used to target key marginals and monitor progress. This is implemented in all year groups throughout KS2	EEF +4 months (small group tuition) Targeted intervention to address specific gaps identified	1,2,3,4,6,7,10
Attainment of PP children is lower than non-PP in Writing and Maths subjects at KS2	Use of home learning programmes to reinforce learning which takes place within school: TT Rock Stars, Hegarty, Sumdog, Spelling Frame, NESSY,	EEF + 2 months (primary homework) Need to develop fluency and accuracy and number sense for pupils in KS2 Home learning support via Hegarty Maths Improvement in reading supported by recall of phonics and development of spelling strategies	1,2,3,4,6,7,10
We know that PP children are known to have lower levels of oracy and reading progress/attainment	Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodeable) matching to developing phonic knowledge. Targeted phonics interventions This will include professional development, instructional coaching and teacher release time working with external and trust experts	EEF + 5 months phonics Disadvantaged pupils receive a greater benefit from phonics interventions and approaches. This is due to explicit nature of instruction and the intensive support and resources provided.	1,2,3,4,6,7,10
PP gap analysis shows that PP children have narrow experiences outside of school and have reduced educational experiences	Specialist teacher employed to deliver MFL and music to children in years 3-6	EEF + 5 months (mastery learning) Children taught by experts develop the appropriate and enhanced skills to prepare them for secondary school EEF +2 months (Arts participation) Music teacher to support school in setting up an orchestra.	6,7,8,10
PP gap analysis shows that PP children dysregulate more	Embed metacognitive approach that gives children understanding of the skills	Education Endowment fund (EEF): Meta-cognition and self-regulation approaches have consistently high levels	1,2,3,4,6,7,10

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
frequently and have poorer social and emotional skills and can have a sense of futility	needed to be a successful learner Uphill Work and Learning habits alongside uphill child engaged assessment model All staff to be trained on these approaches and PD to be thread through insets and staff meetings throughout the year. To be covered in assemblies each week too. Learning walks, pupil voice to feedback on success of approaches	of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. The pupil premium gap analysis grid highlights the barriers that have resulted in our PP children being unable to discuss their emotions or manage their behaviour for learning.	
PP gap analysis shows that PP children dysregulate more frequently and have poorer social and emotional skills and can have a sense of futility	Provide social and emotional support for children in school through trained pastoral staff. Integrate SEL models through everyday teaching This will include professional development, instructional coaching and teacher release time working with external and trust experts	EEF + 4 Months (social and emotional learning) Improving SEL models to support teachers to improve pupils' decision-making skills, interaction with others and self-management of emotions. Evidence suggest that children from disadvantaged backgrounds have on average weaker SEL skills at all ages. Lower SEL skills are linked with poorer mental health and lower academic attainment	1,2,3,4,6,7,10

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

Budgeted cost: £ 6,750

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
We know that PP children are known to have lower levels of oracy and reading progress/attainment	Talk Boost (speech and language therapy intervention)	EEF + 5 months (Early years intervention) Speech and language standardised framework	1,2,3,4,6,7,10
We know that PP children are known to have lower levels of oracy and reading progress/attainment	Reading interventions to support children to develop fluency Benchmarking Beat Dyslexia	EEF + 5 months (one to one tuition) Targeted intervention to improve fluency across KS2	1,2,3,4,6,7,10
Attainment of PP children is lower than non-PP in Writing and Maths subjects at KS2	First Class @ number and Number Stack interventions	EEF + 2 months 1 st class @Number research	1,3,6,7,10

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP gap analysis shows that PP children dysregulate more frequently and have poorer social and emotional skills and can have a sense of futility</p>	<p>SEL interventions</p> <ul style="list-style-type: none"> - Pastoral team deliver agreed programmes to specific children for set timescales these include: - ELSA - Social Stories 	<p>EEF + 4 months (social and emotional learning)</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment</p>	<p>1,2,3,4,6,7,10</p>
<p>There is a historical trend that disadvantaged attendance overall is below national (96%) and there is a gap to non-PP attendance in school</p>	<p>Attendance team support with the following:</p> <ul style="list-style-type: none"> - Target 'broken weeks' absentees and discuss impact with families. - Monitor lateness - Support families with children who have persistent absence. - Target 'turbulent' families (irregular school moves). - Weekly reports to be shared with Principal Team. - Attendance regularly communicated with parents via newsletters. - Information about attendance and lateness to be displayed prominently around the school. - Analyse data groups within attendance figures e.g. 90-92%, 92-94% and target accordingly. - Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club. 	<p>Every Child Matters – “attendance is the single most influential factor on achievement”</p> <p>Attendance data shows that disadvantaged group were lower than last year</p>	<p>1,2,3,5,6,7,10</p>

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £ 24,500

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
PP gap analysis shows that PP children have family stress as a result of shortage of money (FSM) and that they have direct or indirect effects of material deprivation and this has an impact on their health and well-being	Bursary to cover 30% of music tuition fees for disadvantaged children.	EEF + 2months (arts participation) Widening participation from consultation with parents of disadvantaged children	5,6,7,10
	Bursary for uniform for all disadvantaged pupils	Ensure value of “everybody” is embedded to avoid barrier to inclusion	5,6,7,10
	Bursaries to breakfast club and after school club	EEF + 5 months (extending school hours) Support for access to work for low income families (Heckaman equation)	5,6,7,10
	Milk provided free to all Disadvantaged children	Ensure our value of “everybody” is embedded to avoid any barrier to inclusion	5,6,7,10
	Support families with transport to school	Ensure environmental factors do not represent a barrier to accessing school	5,6,7,10
PP gap analysis shows that PP children dysregulate more frequently and have poorer social and emotional skills and can have a sense of futility	Continue provision for unstructured spaces (playground at break and lunch) through: <ul style="list-style-type: none"> - Positive play initiative for prefects - The purchasing of resources to support positive play - Provide a nurture room for identified children who struggle to be outside independently during unstructured times 	Beacon - Behaviour Support for Schools: Many children simply don't know how to interact appropriately with each other on the playground. It is reported that a decline in co-operative play and an increase in squabbles and falling out frequently spill over into precious learning time in the afternoons. One solution is a whole school approach to actively plan for and teach playground games to all of the children. This approach also includes teaching those games/activities to staff who will be supervising. Games and activities will keep children more actively occupied during lunchtime and reduce the number of negative incidents. Not only will this lead to an improvement in their lunchtime experience, but their social interaction skills will benefit too.	1,3,6,7,10

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
PP gap analysis shows that PP children dysregulate more frequently and have poorer social and emotional skills and can have a sense of futility	SEMH interventions Pastoral team support pupils on 1:1 or small group basis during break and lunch	EEF + 3 months (behaviour) Targeted and universal approaches to reduce disruption and provide tailored support focusing on self-management, role play and rehearsal.	1,2,3,4,6,7,10
PP gap analysis shows that PP children have narrow experiences outside of school and have reduced educational experiences	Weekly lunchtime outdoor nurture project sessions for selected pupils (a different year group per term) • Children will be selected each term based upon self-esteem, experiences outside of school, levels of Oracy and vocabulary as well as supporting children with SEMH and behaviour needs.	Nurture Session (SEN pupils) We work with a small group of children with additional behaviour and learning needs in a green space setting during the school day to provide outdoor learning sessions to compliment the school topics and help support the development of the group	1,2,3,4,6,7,8,10
PP gap analysis shows that PP children have narrow experiences outside of school and have reduced educational experiences	Level of participation in wider sports opportunities are increased for disadvantaged children (30-75%)	EEF + 2 months (sports participation) Active participation in inter school sports competitions, after school clubs and lunch clubs	8,10
PP gap analysis shows that PP children have narrow experiences outside of school and have reduced educational experiences	Provide opportunities for children across years 3 and 4 to access Forest School - children to receive sessions across years 3 and 4 with a trained forest school leader	EEF + 4 months (outdoor learning) Expeditionary learning opportunities and forest school for LKS2 and beach school for UKS2	8,10
PP gap analysis shows that PP children have narrow experiences outside of school and are exposed to low aspirations	Provide additional opportunities for identified children by: - Ensuring PP children are supported financially and given priority for selection at extra-curricular clubs - supported to attend school trips and go on residential - Go on additional trips to visit local businesses/universities to raise awareness of future choices	Education Endowment Fund: Enrichment There is evidence on a diverse range of approaches that seek to enrich children's school experience. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means or pursue wider goals because these are held to be important. Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. It is argued that enrichment approaches can directly improve pupils' attainment by up to 4months.	5,6,8,10

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
We know that PP gap analysis shows that children have parents who are less engaged in learning and 31.4% are exposed to low aspirations	Targeted support for parents to engage and collaborate in learning so they can help children at home	EEF + 3 months (parental engagement) All parents to access learning workshops and celebration events. Low levels of parental engagement to events with learning focus e.g. phonics, maths	5,6,7,8,10

Total budgeted cost: £ 99,970

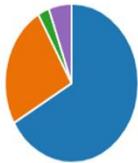
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Desired Outcomes 2020/21	How successfully were these met and what was the impact on pupils?																				
Combined outcomes for PP will improve in every year group and be at least in line with national outcomes.	<p>Outcomes in Combined Reading, Writing & Maths for PP children have improved:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">2019/20</th> <th colspan="2" style="text-align: center;">2020/21</th> </tr> </thead> <tbody> <tr> <td rowspan="4" style="text-align: center; vertical-align: middle;">KS2</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">43%</td> <td style="text-align: center;">Year 6</td> <td style="text-align: center;">70%</td> </tr> <tr> <td style="text-align: center;">Year 5</td> <td style="text-align: center;">73%</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">50%</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">67%</td> </tr> <tr> <td rowspan="2" style="text-align: center; vertical-align: middle;">KS1</td> <td rowspan="2" style="text-align: center; vertical-align: middle;">57%</td> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">100%</td> </tr> <tr> <td style="text-align: center;">Year 1</td> <td style="text-align: center;">64%</td> </tr> </tbody> </table>	2019/20		2020/21		KS2	43%	Year 6	70%	Year 5	73%	Year 4	50%	Year 3	67%	KS1	57%	Year 2	100%	Year 1	64%
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Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of PP children, which will result in accelerated progress.	Strategies have been introduced to accelerate progress including explicit teaching of vocabulary, focus on reading fluency, feedback strategies and oracy protocols. All of which have had an impact on performance.																				
<p>High quality texts will be used where appropriate to allow children to access a rich range of vocabulary.</p> <p>Improved speech and language skills in EYFS/Y1, measured through “Talk boost” and phonics assessments.</p> <p>Oracy strategies will be adopted to improve and aid understanding in core subjects.</p>	<p>High quality texts are used in all year groups during English lessons, reading sessions and class read sessions.</p> <p>Talk Boost was successfully delivered to over 16 children and phonics interventions were swift and rigorous.</p>																				

Desired Outcomes 2020/21	How successfully were these met and what was the impact on pupils?																				
	As a result, ALL disadvantaged children achieved the expected standard for communication and language.																				
Children's emotional wellbeing will improve allowing them to access learning within the classroom. (Measured through outcomes)	<p>Outcomes in Combined Reading, Writing & Maths for PP children have improved:</p> <table border="1" data-bbox="724 517 1386 965"> <thead> <tr> <th colspan="2" data-bbox="724 517 1026 600">2019/20</th> <th colspan="2" data-bbox="1026 517 1386 600">2020/21</th> </tr> </thead> <tbody> <tr> <td data-bbox="724 600 874 846" rowspan="4">KS2</td> <td data-bbox="874 600 1026 846" rowspan="4">43%</td> <td data-bbox="1026 600 1198 663">Year 6</td> <td data-bbox="1198 600 1386 663">70%</td> </tr> <tr> <td data-bbox="1026 663 1198 725">Year 5</td> <td data-bbox="1198 663 1386 725">73%</td> </tr> <tr> <td data-bbox="1026 725 1198 788">Year 4</td> <td data-bbox="1198 725 1386 788">50%</td> </tr> <tr> <td data-bbox="1026 788 1198 851">Year 3</td> <td data-bbox="1198 788 1386 851">67%</td> </tr> <tr> <td data-bbox="724 851 874 965" rowspan="2">KS1</td> <td data-bbox="874 851 1026 965" rowspan="2">57%</td> <td data-bbox="1026 851 1198 913">Year 2</td> <td data-bbox="1198 851 1386 913">100%</td> </tr> <tr> <td data-bbox="1026 913 1198 965">Year 1</td> <td data-bbox="1198 913 1386 965">64%</td> </tr> </tbody> </table>	2019/20		2020/21		KS2	43%	Year 6	70%	Year 5	73%	Year 4	50%	Year 3	67%	KS1	57%	Year 2	100%	Year 1	64%
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Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations.	<p>Extract from Parent Survey following Covid-19 school closures 2020/21:</p> <p>2. What is your child's level of engagement in home remote learning? More Details Insights</p> <table data-bbox="746 1144 997 1272"> <tr> <td>Every lesson</td> <td>72</td> </tr> <tr> <td>Approximately half of the less...</td> <td>24</td> </tr> <tr> <td>Only daily briefings</td> <td>10</td> </tr> <tr> <td>No engagement</td> <td>2</td> </tr> </table>  <p>7. How easy has it been for your child to get support from the school with their learning? More Details Insights</p> <table data-bbox="746 1384 962 1547"> <tr> <td>Very easy</td> <td>72</td> </tr> <tr> <td>Quite easy</td> <td>27</td> </tr> <tr> <td>Quite difficult</td> <td>3</td> </tr> <tr> <td>Very difficult</td> <td>0</td> </tr> <tr> <td>Not applicable</td> <td>6</td> </tr> </table> 	Every lesson	72	Approximately half of the less...	24	Only daily briefings	10	No engagement	2	Very easy	72	Quite easy	27	Quite difficult	3	Very difficult	0	Not applicable	6		
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Attendance is above national and persistent attendance is reduced.	Due to Covid-19 there is insufficient data to accurately report attendance figures for the academic years 2019/20 and 2020/21.																				
All children to attend a variety of trips and additional experiences across the school which will build self-esteem and enhance writing outcomes.	Where possible children attended trips in the Summer Term these included: Year 6 residential, Y5 activity day, local walks and forest schools as well as visitors into school for every year group.																				

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talk Boost	I Can
Beat Dyslexia	Addacus Ltd
ELSA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Learning Mentor support
What was the impact of that spending on service pupil premium eligible pupils?	Children achieved expected standard in respective year groups