



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

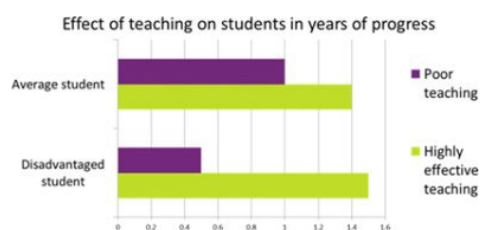
It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Uphill Village Academy
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 - 2026
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Sam Hodder - Principal
Pupil premium lead	Sam Hodder - Principal
Governor / Trustee lead	Stewart Castle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 78,308
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£ 78,308



Source: Sutton Trust (2011)

Part A: Pupil premium strategy plan

Statement of intent

At Uphill Village Academy our vision is to create ambitious, confident young people who are culturally aware and able to contribute to society and the lives of others as they become adults themselves.

Our Guiding Principles when supporting learners entitled to Pupil Premium are that:

- We know our learners and foster strong relationships with them
- We ensure a sense of belonging in the community
- We advocate and champion our learners
- We promote a love of reading
- We adapt our teaching to meet the needs of everyone
- We promote and enable good attendance
- We have a progressive and well sequenced curriculum which promotes lifelong learning
- We foster future leaders
- We attempt to remove financial barriers
- We work in partnership with families

When making decisions about the use of Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. This is viewed alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be less support at home; weak language and communication skills; lack of confidence; more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” solution. We will ensure that all teaching staff are involved in the analysis of data and the identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well as, or better, nationally in comparison to their non-PP peers. We do this through an established culture and practice that prioritises the needs of learners experiencing disadvantage even over other groups.

Our key priorities for our three-year strategy are:

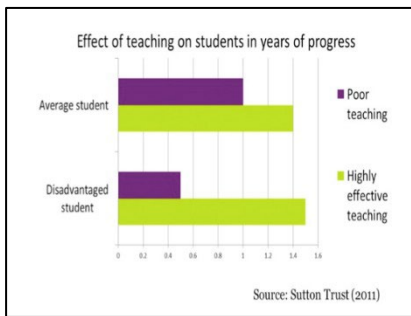
- Disadvantage even over
- Attendance first
- Quality teaching first
- Assessment and intervention

We know that we are living in a time where there is increased disconnection and increased social inequality and the numbers of children persistently experiencing disadvantage grows. Our strategy is therefore rooted in, and viewed through the lens of, **disadvantage even over**. Our core aim is to amplify advantage for those who are currently experiencing disadvantage. Our end-of-year data shows that we continue to have an attainment gap between those who are, and those who are not, experiencing disadvantage. It is therefore our aim to put this at the core of our strategy to bring equity to our education offer, enabling learners to flourish in their world.

With this in mind, a key priority for our strategy must be **attendance first**. A robust and successful attendance strategy is the prime raising attainment strategy we can adopt – if learners are not in school, then we have little or no influence on their progress and attainment. We will continue to work collaboratively and within Networks through the Trust.



We recognise that a range of strategies, within and in addition to **quality teaching first**, will support the progress and attainment of learners experiencing disadvantage. Research tells us how important high quality first teaching is on the outcomes of our most disadvantaged learners. Quality first teaching (Sutton Trust 2011) is described as the single biggest variable (30%) that explains in-school variation.



The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.

EEF – High Quality Teaching

To support this, we also develop highly effective teaching through a rigorous approach to staff professional development. Alongside high-quality teaching, we aim to provide systematic and needs driven **assessment and intervention**, that meets need, closes gaps and is aimed at accelerating progress. In addition to this, we remain focused on quality adaptive teaching, that meets the needs of *all learners*. We also recognise the vital importance of Oracy. We know that the ability to communicate through spoken language is one of the strongest predictors of future life chances when children are at school. Left unaddressed, this gap will grow.

Challenges

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

Challenge number	Linked key priorities	Detail of challenge
1	Disadvantage even over	Language and Oracy development: Our assessments, discussions and observations show underdeveloped oral language and vocabulary gaps for some learners experiencing disadvantage, from EYFS and through school to KS2. In KS1 and KS2 learners experiencing disadvantage are less likely to use talk to connect ideas and explain what is happening coherently.
2	Quality Teaching First Assessment and Intervention	Low attainment on entry to the EYFS or on entry to the school in later year groups: Most learners experiencing disadvantage are working below age-related expectations on entry to Reception and despite making accelerated progress, do not meet the Early Learning Goals. A high percentage of pupils joining the school in later year groups are experiencing disadvantage or have English as an additional language (EAL); they are frequently working below age related expectations.
3	Quality Teaching First Assessment and Intervention	Attainment of key subject areas: There is a historical trend that PP attainment is lower than non-PP attainment in the combined measure of Reading, Writing and Maths across the school. This is also shown in KS2 outcomes. We know from our analysis that many of our younger disadvantaged learners' education has been disproportionately impacted by partial school closures.
4	Disadvantage even over Quality Teaching First Assessment and Intervention	Progress for pupils working at Greater Depth: Progress for disadvantaged pupils is lower than that of other pupils and fewer learners experiencing disadvantage make Greater Depth.
5	Disadvantage even over Quality Teaching First Assessment and Intervention	Reading: We know that our learners experiencing disadvantage have lower levels of reading progress / attainment. Reading at home is practised less; they do not gain pleasure in reading or maintain positive attitudes to reading. Not being a fluent reader can impact adversely on learners' access and understanding of the curriculum.
6	Disadvantage even over Quality Teaching First Assessment and Intervention	Basic Number Facts: Knowledge of times tables is lower for pupils eligible for Pupil Premium than for other pupils; this is especially evident in Years 3 and 4.
7	Disadvantage even over	Adverse Childhood Experiences: Our analysis shows that learners experiencing disadvantage have a higher chance of exposure to an adverse childhood experience (ACE). Developmental social and emotional well-being impacts adversely on readiness to learn.
8	Disadvantage even over	Enrichment: We know that many of our PP learners have narrow experiences outside of school and have reduced educational experiences (cultural capital). We aim for 100% of Pupil Premium children to take part in the Children's University; we offer enrichment by providing positive experiences in order to develop Cultural Capital.

9	Attendance First	Attendance and Punctuality: There is a historical trend that the overall attendance of our PP learners is below the national average (96%) and there is a gap between PP and non-PP attendance at school.
10	Disadvantage even over	Financial: We know that our 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. Financial challenges can limit opportunities and/or isolate children.
11	Disadvantage even over	Parental Engagement: We know that many of our PP learners have parents who are less engaged in learning and for a number of reasons do not support learning at home.

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
Disadvantage even over	Increase PP learner's self-agency	Opportunities offered to PP families are measured.
Attendance First	Increase PP YTD% to reduce PP gap to within 2 percentage points	2025/26 attendance data will show an increase in PP YTD% and a reduction in the PP gap, compared to 2023/24 and 2024/25.
Quality teaching first	Ensure all teachers demonstrate inclusive excellence; high expectations	Academy review observations twice termly show consistent quality first teaching across the school.
	Improved language and communication skills for pupils entitled to Pupil Premium.	PP learners make expected progress in reading.
	Pupils maintain positive attitudes to reading and develop pleasure in reading at home and at school.	
Assessment and Intervention	Increase combined attainment for PP learners to at least 65% and close the gap to within 10%	2025/26 DOOYA data (by cohort) compared to 2024/25 & 2023/24 DOOYA data
	PP learners will know their times tables to 12	Year 4 MTC test results increase year on year

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: £5,608

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching: All learners receive a high standard of quality first teaching to ensure they meet expected standards for their age in reading, writing and maths.</p>	<p>The Sutton Trust report ‘Improving the impact of teachers on pupil achievement in the UK’ identifies the importance of effective teachers, with a particular focus on teachers serving disadvantaged learners. https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p> <p>The EEF publication, ‘Using your Pupil Premium Effectively’ enables teachers to evaluate, ensuring misconceptions are addressed and personalised learning is available. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	1,2,3,4,5,6
<p>Staff CPD Key research is used to guide regular staff CPD with a focus on quality first teaching.</p> <p>Professional Development sessions INSET days Leadership Training</p>	<p>https://www.suttontrust.com/our-research/great-teaching/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,4,5,6
<p>Language and Oracy development: Voice 21 Embedding a culture of oracy.</p>	<p>Spoken language skills are one of the strongest predictors of a child’s future life chances, but too many children are not given the opportunity to develop these crucial skills. On entry to school, disadvantaged children’s spoken language development is significantly lower than their more advantaged peers. These gaps grow as children move through school, widening from just a few months aged six, to five years’ difference by the age of 14. On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties. (Voice 21) https://voice21.org/why-oracy-matters/</p> <p>The EEF document, ‘Preparing for Literacy’ recommends that high quality adult-led interactions are important as adults have a vital role in modelling effective language and communication which provides the foundation for thinking and learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	1,2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed and consolidate a whole school reading approach that includes:</p> <ul style="list-style-type: none"> • Systematic Synthetic Phonics – approved phonics scheme Unlocking Letters and Sounds. • Access to phonetically decodable texts • Phonics into reading • Reading Fluency • Reading to understand • Uphill Academy Reading Spine – core books that all children will read during their time with us <p>Teaching of reading is a daily focus: phonics, being a reader sessions and end of day stories.</p>	<p>Reading is the gateway to knowledge and yet one in four learners experiencing disadvantage leave primary school unable to read well, and one in eight don't own a book. Children who own books are fifteen times more likely to read above ARE.</p> <ul style="list-style-type: none"> • Unlocking Letters and Sounds – DfE validated scheme by Ransom • Mapped out scheme of phonics books aligned to Unlocking Letters and Sounds <p>https://www.ransom.co.uk/books/our-series/unlocking-letters-and-sounds-series.html</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <ul style="list-style-type: none"> • Matthew Effect – impact on fluency and progress <p>https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/</p>	1,2,3,5,11
<p>Curriculum enactment:</p> <p>Continue to teach a cumulatively sufficient, knowledge-rich curriculum that is broad and balanced. It uses the states of being within a framework built upon a cycle of knowledge acquisition and skills application and incorporates fluency throughout.</p>	<ul style="list-style-type: none"> • <i>Why knowledge Matters – rescuing our children from failed educational theories</i> (E.D. Hirsch, Jr – 2017) • <i>The Curriculum – Gallimaufry to coherence</i> (Mary Myatt – 2018) • <i>Why children don't like school</i> (Daniel T. Willingham) 	1,2,3,4,5,6,8
<p>Subject Leader Release to support in:</p> <ul style="list-style-type: none"> • Ensuring high expectations of disadvantaged learners within year groups • Consistency of school wide approaches • Monitoring, assessment & moderation 	<ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 	1,2,3,4,5,6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings <ul style="list-style-type: none"> Fortnightly PPMs for YR-6 Focus on PP learners and SEND Teachers assess trends and patterns Curriculum adaptations made based upon trends and discussions 	Embedded Formative Assessment, Dylan Williams 2018	1,2,3,4,5,6

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

Budgeted cost: £23,036

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our intervention approach allows gaps to be identified and therapies delivered to support in closing these gaps. This is implemented from Y1 – 6 across the school and focuses on key children and monitors progress. Interventions are delivered for key children by class teachers and teaching partners.	Our interventions aim to support the promotion of excellence for learners. We use data to sharpen the focus on the key gaps in students' learning and then implement specific personalised intervention for each learner to enhance standards. This is achieved through a cohesive formalised AfL approach. Our intervention approach is supported by Unlocking Letters and Sounds interventions, Mastering Number and times table booklets.	1,2,3,4,5,6
Speech & Language Therapy to support learners' speech and language skills to ensure they are corrected or well developed. <ul style="list-style-type: none"> Wellcomm speech and language toolkit EYFS focus on Speech, Language and Communication Speech and Language screening for selected learners in Reception Specialist Speech & Language screening for learners with higher need 	<ul style="list-style-type: none"> We use Wellcomm speech and language toolkits to provide speech and language screening and interventions. https://www.gla-assessment.co.uk/assessments/products/wellcomm/ Communication Trust research supporting benefits of speech and language. Limited speech and language skills, which impacts on learning. Oral language intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention 	1,2

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

Budgeted cost: £49,664

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Language and Oracy development: To continue to implement deliberate Oracy opportunities throughout the curriculum to support language acquisition.</p> <ul style="list-style-type: none"> • Improve oracy levels through embedding Voice 21 and strategies to develop grammar and articulation. • Use Oracy Framework tool (key components of communication– linguistic, physical, cognitive and social & emotional) for analysing oracy during monitoring processes. 	<p>Voice 21</p> <p>“Speaking is a huge priority. It’s one of the biggest indicators of success later in life. It’s important in terms of their employability as they get older. It’s important in terms of wellbeing. If children aren’t able to express themselves and communicate how they’re feeling, they’re not going to be able to be successful members of society.”</p> <p><i>Amy Gaunt, Voice 21</i> https://voice21.org/</p>	<p>1,2</p>
<p>Pastoral Leader: employed to provide support through signposting and connecting services for parents with mental health concerns:</p> <ul style="list-style-type: none"> • Providing support for families who may not be able to engage with education independently. • Sharing information and wider services with relevant families and supporting engagement where necessary e.g. parenting support. • Championing families and their children within the inclusion team. 	<p>Family Support Worker provides guidance and support to all families and shares updates with teaching team to support learners.</p> <p>“Parents of disadvantaged children are frequently let down by the education system that may have let them down during their own childhood.” (p.81) Narrowing the attainment gap: Daniel Sobel (2018)</p> <p>Evidence indicates that some PP learners at UVA have parents who present a higher proportion of the following compared to their peers:</p> <ul style="list-style-type: none"> ➤ Not free of parental mental health issues ➤ Not free of a culture of worklessness ➤ Not experiencing a healthy diet ➤ Not experiencing regular sleep 	<p>1-11</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA support – an educational psychology led intervention to support the emotional wellbeing and development of children</p>	<p>The ELSA (Emotional Literacy Support Assistant) intervention was originally developed within Southampton, then Hampshire, by Sheila Burton, Educational Psychologist. It was designed to build the capacity of schools to support the emotional needs of their pupils from within their own resources. This is achieved by training teaching assistants to develop and deliver individualised support programmes to meet the emotional needs of children and teenagers in their care. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</p>	2,4,5,6,9
<p>Pastoral Lead employed to support with SEND and SEMH needs across the academy to support identified children in the following ways:</p> <ul style="list-style-type: none"> - To achieve stability with behaviour and attitudes to learning in identified cohort. - To significantly reduce the impact of key learners’ behaviour on others within the school and beyond (family life) - To address children’s lack of progress academically, emotionally and socially - To increase children’s confidence, self-esteem, attainment, and love for learning and school. 	<p>This provision will allow us to assess learning and social and emotional needs and give help that is needed to remove the barriers to learning.</p> <p>This provision gives much opportunity for social learning, helping children to attend to the needs of others, with time to listen and be listened to. As children learn academically and socially, they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving.</p>	
<p>Financial Support</p> <p>- Wrap around care: Provide wrap around care on a case-by-case basis so that children can attend breakfast club and after-school club</p>	<p>According to research by The Children’s Society on the impact of money worries on children’s mental well-being and health, 2.4 million children live in families with problem debt in England & Wales and these children are five times more likely to be at risk of having low well-being than those not facing difficulties with debt. Children living in low-income households are at greater risk of having poor mental health.</p>	8, 9, 10
<p>Financial Support</p> <p>- Music Lessons: Support parents of children who qualify for FSM through supplementing Bristol Beacon’s discount to provide a 50% discount for music lessons and free instrument hire.</p>	<p>Money pressure also left children and parents feeling isolated and excluded, ‘Debt meant not being able to go on outings, take part in activities like sports or school trips, missing out on things like birthdays, extended family gatherings or family holidays.’</p> <p>The working class: Poverty, Education and Alternative Voices – Ian Gilbert</p> <p>The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health</p>	8,10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Financial Support</p> <p>- Uniform: Supply PP learners with a free book bag and provide free uniform on a case-by-case basis.</p>	<p>problems, poor diet and unsatisfactory housing.</p> <p>Education Endowment Fund: Enrichment</p> <p>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 4 months.</p>	9,10
<p>Financial Support</p> <p>- Extracurricular / wider opportunities: Provide opportunities for children to attend paid for after school sports provision on a case-by-case basis.</p> <p>- Ensuring PP children are given priority for selection at extracurricular clubs</p>		8,10
<p>Financial Support</p> <p>- Trips and visits: Accessible to all children through subsidised class visits and visitors to enrich the curriculum, including Y6 residential discount.</p>		8,10
<p>Whole School ELSA Approach</p> <p>Learners’ social and emotional well-being development supports readiness to learn.</p> <p>1:1 and small group work led by Thrive practitioner.</p>	<p>“The ELSA Approach teaches you how to be, and what to do, with children’s differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning.”</p>	7,8
<p>Attendance</p> <p>To ensure that there is no gap between attendance and punctuality figures for PP pupils and other pupils in the school.</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	9

Total budgeted cost: £78,308

Part B: Review of outcomes in previous academic years

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the period 2024 to 2025.

Year 1 Phonics Screening Check 2024-2025

	All	PP	Gap
% Passed PSC	82% (Nat 82%)	60% (Nat 64%)	-22% (Nat -18%)

- Percentage of PP children passing the PSC is 4 % points lower than National
- PP gap has decreased by 4 % points compared to 2022/23

Year 4 Multiplication Check 2024-2025

	All	PP	Gap
Av. Mark	22.1 (Nat 20.6)	20.5 (Nat 18.9)	-1.6 (-1.7)

- Average mark for PP children dropped by 1.2 marks compared to 2023/24, but remains 0.6 marks higher than 2022/23
- Average mark for PP children is 1.6 marks higher than National average
- PP gap increased by 0.1 marks compared to 2023/24 and 1.4 marks compared to 2022/23

EYFS Profile 2024-2025

	All	PP	Gap
% GLD	81% (Nat 68%)	75% (Nat 52%)	-6% (Nat -16%)

- Percentage of PP children achieving GLD is 23 % points higher than National
- PP gap has decreased by 14 % points compared to 2022/23

End of KS2 Outcomes 2024-2025

	All	PP	Gap
Reading	80% (Nat 74%)	75% (62%)	-5% (-12%)
Writing	80% (Nat 72%)	75% (58%)	-5% (-14%)
Maths	80% (Nat 73%)	75% (59%)	-5% (-14%)
Combined	78% (Nat 61%)	75% (46%)	-3% (-15%)

- Percentage of PP children achieving combined ARE is 20 % points higher than 2022/23
- PP gap has decreased by 12 % points compared to 2022/23
- Within top 25% of schools nationally for PP outcomes (DfE notification)