

Pupil premium strategy statement – Uphill Village Academy

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	311
Proportion (%) of pupil premium eligible pupils	15.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Sam Hodder
Pupil premium lead	Sam Hodder
Governor / Trustee lead	Carina Ridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,250
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£75,250

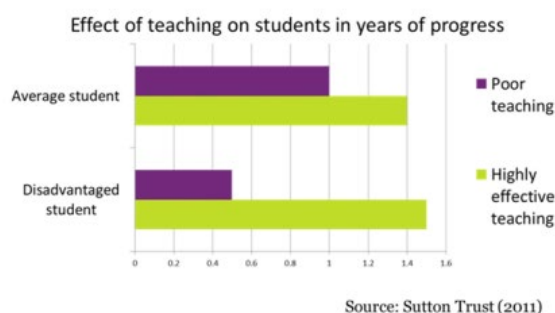
Part A: Pupil premium strategy plan

Statement of intent

At Uphill Village Academy, our ultimate objective is to support children in receipt of the Pupil Premium Grant to achieve as well nationally in comparison to their non-PP peers. We do this through an established culture of equity over equality that aims to understand the challenges that learners experiencing disadvantage face and that puts the right support in at the right time. In order for us to achieve our objectives, we have set and invested in a culture that supports learners experiencing disadvantage even over others.

Our culture is based around four key principles:

- **Collective Teacher Efficacy** (the collective belief of teachers in their ability to positively affect students) is described by John Hattie as the 'number one influence' with an effect size of 1.57 in relation to student achievement (10 Mindframes for Visible Learning, John Hattie 2018).
- **Quality first teaching** (Sutton Trust 2011): this is described as the single biggest variable (30%) that explains in-school variation. In order to develop highly effective teaching, that supports the progress and attainment of learners experiencing disadvantage, we use a systemised approach to staff professional development built upon evidence-based research.
- We apply a '**Find the gap; plug the gap**' mentality for specific areas of deficit, academic or otherwise. This PP gap analysis provides us with a holistic understanding of the children that helps us to identify the right support at the right time.
- We have designed, and we teach, a cumulatively sufficient, knowledge rich curriculum.



In making provision for qualifying disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM pupils) are disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We monitor provision funded through pupil premium and take steps to ensure that all pupils on our FSM (Ever 6) list benefit from this funding.

Challenges

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

Challenge number	Detail of challenge
1	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	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	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 disadvantaged learners' education has been disproportionally impacted by partial school closures.
4	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	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	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	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	Enrichment: We know that many of our PP learners have narrow experiences outside of school and have reduced educational experiences (cultural capital). we offer enrichment by providing positive experiences in order to develop Cultural Capital.
9	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.

Challenge number	Detail of challenge
10	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	Emotional and Social Skills: We know that our PP learners have poorer social and emotional skills than their peers and a sense of futility.

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 language and communication skills for pupils entitled to Pupil Premium.	Teaching and Learning reviews, including pupil voice, reflect positive improvements in the development of learners' oracy and language development; all pupils entitled to PP achieve age-related expectations.
Improved progress and higher rates of attainment for PP pupils especially in the EYFS.	Learners will achieve as well nationally in comparison to their non-PP peers, making as much progress as their non-PP peers. Progress will be visible in learning walks, lesson observations and in Learning Journeys.
Improved attainment in Reading, Writing and Maths combined at the end of Key Stage Two for pupils entitled to Pupil Premium.	Learners will achieve as well as their non-PP peers in Reading, Writing and Maths combined at the end of Key Stage Two.
Improved progress and higher rates of attainment for pupils entitled to Pupil Premium at Greater Depth.	PP pupils identified as Greater Depth in KS1 or Exceeding in EYFS will make as much progress as 'other' high attaining pupils. Evidence will be seen in planning and in learner's books; this will be moderated by SLT. More PP pupils will achieve the Higher Standards at the end of KS2.
Pupils eligible for Pupil Premium maintain positive attitudes to reading and develop pleasure in reading at home and at school.	All pupils entitled to PP will maintain positive attitudes to reading and develop pleasure in reading unless restricted by a SEN. PP learners will make expected progress in reading and will achieve in line with or above ARE.
Pupils eligible for Pupil Premium will know their basic times tables to 12 x 12 fluently by the end of Year 4.	When tested at the end of Year 4, all pupils eligible for Pupil Premium will know their basic times tables to 12 x 12 fluently. At the end of Year 1 all disadvantaged pupils will be able to count to and across 100, forwards and backwards, from any given number.

Intended outcome	Success criteria
Families where children have been exposed to an adverse childhood experience (s) are supported through a multi-agency approach.	Learners are ready to learn and able to access benevolent school experiences. Pupil voice reflects a high proportion of positive attitudes towards school and learning.
Pupils entitled to Pupil Premium experience enrichment, enjoying positive experiences in order to develop their Cultural Capital.	All PP pupils will experience at least 1 school visits each year including at least one residential visit in KS2. Over 75% of PP pupils will attend an extracurricular activity and at least 50% of PP children will engage with learning a musical instrument or be part of the school choir.
Use of PP funds will ensure that financial challenges at home do not limit children's opportunities and experiences at school.	Records are kept to ensure that: there is an increase in the percentage of parents of disadvantaged pupils attending Learning Conferences; all PP pupils complete and bring in home learning each week; all PP pupils read at home at least 5 times each week.

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: £ 6,500

Activity	Evidence that supports this approach	Challenge number
<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’ https://www.suttontrust.com/wpcontent/uploads/2019/12/2teachers-impact-report-final-1.pdf identifies the importance of effective teachers, with a particular focus on teachers serving disadvantaged learners.</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>	<p>1,2,3,4,5,6</p>
<p>Staff CPD through coaching and instructional coaching, utilising principles from a range of sources including ‘Walkthrus.’ Key research is used to guide regular staff CPD with a focus on quality first teaching. Professional Development sessions INSET days Leadership Training</p>	<p>Instructional coaching has a better evidence base than any other form of CPD in terms of impact on student outcomes. https://www.ambition.org.uk/blog/what-instructionalcoaching/ https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-reaching https://www.suttontrust.com/our-research/great-teaching/</p>	<p>1,2</p>
<p>Language and Oracy development: Voice 21 A whole school reading approach to provide deliberate Oracy opportunities throughout the curriculum to support language acquisition</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.</p> <p>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</p>	<p>1,2</p>

Activity	Evidence that supports this approach	Challenge number
	<p>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>	
<p>Establish and consolidate a whole school reading approach that includes:</p> <ul style="list-style-type: none"> • Systematic Synthetic Phonics • Access to phonetically decodable texts • Phonics into reading • Reading Fluency • Reading to understand • Reading Spine – core books that all children will read during their time with us <p>Teaching of reading is a daily focus in classes: 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"> • Systematic synthetic phonics <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-effectcomes-reading-instruction/</p>	1,2,3,5,11
<p>Curriculum enactment: 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"> • Why knowledge Matters – rescuing our children from failed educational theories (E.D. Hirsch, Jr – 2017) • The Curriculum – Gallimaufry to coherence (Mary Myatt – 2018) • Why children don't like school (Daniel T. Willingham) 	1,2,3,4,5,6
<p>Curriculum Leadership release time to support in:</p> <ul style="list-style-type: none"> • Ensuring high expectations of disadvantaged learners within year groups • Consistency of school wide approaches 	<p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,2,3,4,5,6

Activity	Evidence that supports this approach	Challenge number
<ul style="list-style-type: none"> • Monitoring, assessment & moderation 		
<p>Pupil Progress Meetings</p> <ul style="list-style-type: none"> • Fortnightly PPMs for Y1-6 • Focus on PP learners and SEND • Teachers assess trends and patterns • Curriculum adaptations made based upon trends and discussions 	<p>Embedded Formative Assessment, Dylan Williams 2018</p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: £ 29,285

Activity	Evidence that supports this approach	Challenge number
<p>Speech & Language Therapy to support learners’ speech and language skills to ensure they are corrected or well developed.</p> <ul style="list-style-type: none"> • EYFS focus on Speech, Language and Communication <p>Interventions for learners who require additional support.</p> <ul style="list-style-type: none"> • Specialist Speech & Language screening for learners with higher need 	<p>Communication Trust research supporting benefits of speech and language. Limited speech and language skills, which impacts on learning.</p> <ul style="list-style-type: none"> • Oral language intervention <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</p> <p>https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/nuffield-early-language-intervention</p>	1,2
<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 UVA 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>Amy Gaunt, Voice 21 https://voice21.org/</p>	1,2
<p>Pre – teaching and Over Learning Continue to implement Pre-teaching and over learning to support and ensure access to wave 1 provision.</p>	Daniel Sobel – Narrowing the Attainment Gap 2018	1,2,3,4
<p>Group intervention Deployment of TA/HLTA to provide 1:1 group intervention and facilitate quality first teaching</p>	<p>Education Endowment Fund</p> <p>Small group tuition is defined as an educator working with two to five pupils. This arrangement enables the educator to focus exclusively on a small number of learners.</p> <p>Intensive tuition in small groups is used to support learners who are falling behind but can also be used to teach challenging topics or skills</p>	1,3

Activity	Evidence that supports this approach	Challenge number
<p>Maths teacher Employ a maths teacher to enable pupils in KS2 to be taught in year group specific classes</p>	Tutoring Programme guidance	1,3

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

Budgeted cost: £ 39,465

Activity	Evidence that supports this approach	Challenge number
Wrap around care: Provide wrap around care on a case-by case basis so that children can attend breakfast club and after school club	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. 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.’ The working class: Poverty, Education and Alternative Voices – Ian Gilbert. The indirect effects of material deprivation are social exclusion, leading to low self-esteem. The direct effects are health problems, poor diet and unsatisfactory housing. 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 4 months.	8,9,10
Music Lessons: Support parents of children who qualify for FSM through discounting music lessons and free instrument hire.		8,10
Uniform: Supply PP learners with a free book bag and provide free uniform on a case by-case basis.		9,10
Extracurricular / wider opportunities: Provide opportunities for children to attend paid for after school sports provision on a case-by case basis. Ensuring PP children are given priority for selection at extracurricular clubs		8,10
Trips and visits: Accessible to all children through subsidised class visits and visitors to enrich the curriculum, including Y4 and Y6 residential discount.	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%. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authority	8,10
Attendance To ensure that there is no gap between attendance and punctuality figures for PP pupils and other pupils in the school.	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%. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authority	9
Pastoral Lead employed to support with SEND and SEMH needs across the academy to support identified	“If the child is unable to adjust to the needs of the school, then the school must adjust to meet the needs of the child.” Marjorie Boxall	6

Activity	Evidence that supports this approach	Challenge number
<p>children in the following ways: - To achieve stability with behaviour and attitudes to learning in identified cohort.</p> <ul style="list-style-type: none"> - 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 the 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>Continue provision for unstructured spaces (playgrounds at break and lunch) through: - Provide a nurture room for identified children who struggle to be outside independently during unstructured times</p>	<p>Beacon - Behaviour Support for Schools: How to improve behaviour on the playground at lunchtimes 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.</p>	6
<p>Emotion Coaching – to support</p> <ul style="list-style-type: none"> - Development of children's executive control - Emotional regulation for children 	<p>Randomised controls in America have demonstrated that Emotion Coaching enables children to have fewer behavioural problems, achieve more academically in school, be more emotionally stable and resilient, be more popular and have few infectious illnesses (Gottman et al 1997).</p> <p>https://www.researchgate.net/publication/274740013_Emotion_Coaching_A_new_approach_to_supporting_children's_behaviour_in_schools</p>	6,9
<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

Activity	Evidence that supports this approach	Challenge number
	https://www.elsanetwork.org/elsa-network/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	

Total budgeted cost: £ 75,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023/24 End of KS2 Results:

Measure	PP	National	All	National
Reading	63%	60%	80%	74%
Writing	38%	58%	78%	72%
Maths	75%	59%	83%	73%
KS2 Combined (R,W,M)	38%		59%	
(National)	(44%)		(59%)	

2023/24 Other Results:

Measure	PP	All
Year 4 Multiplication Check – Average Mark	21.7	23.2
(National)	(18.3)	(20.6)
Year 1 Phonics	80%	89%
(National)	(68%)	(80%)
EYFS GLD (Good Level of Development)	100%	80%
(National)	(52%)	(67%)

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils