

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	316
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Sam Hodder – Principal
Pupil premium lead	Sam Hodder – Principal
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£84,003
Recovery premium funding allocation this academic year	£ 7,975
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 6,728
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>	£98,706

Part A: Pupil premium strategy plan

Statement of intent

EEF has been used to inform our decisions on the use of Pupil Premium Funding. We recognise from our analysis that learning for disadvantaged children is impacted by 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”.

Our ultimate objectives are:

- To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children’s health and wellbeing to enable them to access learning at an appropriate level.
- To ensure there is a sustained culture of high expectations for all.

We aim to do this through

1. High quality teaching and learning opportunities meet the needs of all the pupils, which also incorporates a culture of ‘No opt out’
2. Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
3. When making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged.
4. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
5. Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. However, as in point 1, quality first teaching benefits all pupils.

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 (38% difference in worst case Y1,2,4+5)
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: KS1: Writing - PP:54%; All:77% / Maths - PP:69%; All:84% KS2: Maths - PP:82% All:93%
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 20% 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 in 2021-22 there was a gap of -1.2% compared to non-PP attendance.

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.

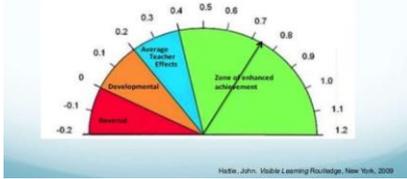
Intended outcome	Success criteria
Disadvantaged children across the school have accelerated progress to raise attainment.	Teacher assessment and standardised assessments will show that pupil attainment of disadvantaged children is more in line with non-disadvantaged children.
Barriers identified through 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.
Attendance for disadvantaged children has increased so that it is in line with, or better than, non-PP attendance.	Attendance for disadvantaged pupils is at least in line with non-PP attendance. 2019/20 - PP = 93% 2020/21 - PP = 94.4% / non-PP = 96.5% 2021/22 - PP = 93.3% / non-PP = 94.5%

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: £ 26,460

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
There is a trend that PP attainment is lower than non-PP	<p>Staff development through coaching and instructional coaching utilising principles from a range of sources, including:</p> <ul style="list-style-type: none"> - Walkthrus - Teach like a Champion - Uphill Pedagogy Principles - Roshenshine's Principles 	<p>In terms of impact on student outcomes, instructional coaching has a better evidence base than any other form of CPD. The principles of instructional coaching are linked to the principles of developing expertise in any domain through the use of deliberate practice.</p> <p>https://www.ambition.org.uk/blog/what-instructionalcoaching/</p> <p>https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</p>	1,2,3,4,6,7,10
Attainment of PP children is lower than non-PP in Maths in KS2	<p>Additional staffing to enable maths to be taught in straight year groups (Y3-6) with smaller class sizes</p>	<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	<p>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>	<p>Research from Hattie</p> <p>Feedback and Reflection— effect size: $d=0.75$</p>  <p>Hattie, John, <i>Visible Learning</i> Routledge, New York, 2009</p>	1,2,3,4,6,7,10
PP children have lower levels of oracy	<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, 	<p>EEF + 6 months (oral language intervention)</p> <p>Work of Voice 21</p>	1,2,3,6,7,10

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
	cognitive and social & emotional) for analysing oracy during monitoring process		
PP gap analysis shows that children have lower levels of reading attainment	<p>Establish 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 learn (comprehension) - Uphill Reading Spine – core books that all children will read during their time with us 	<p>Reading is the gateway to knowledge and yet 1 in 4 LEDs leave primary school unable to read well, and 1 in 8 don't own a book. Children who own books are 15 times more likely to read above ARE.</p> <ul style="list-style-type: none"> - Systematic synthetic phonics https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics - Matthew Effect – impact on fluency and progress https://www.phonicbooks.co.uk/2017/06/04/matthew-effect-comes-reading-instruction/ - Brain development: How we learn – the new science of education and the brain (Stanilas Dehaene) p.132- 138, p.157-158 	1,2,3,4,6,7,10
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 teaching of vocabulary – trial and review • Best practice within school identified and shared • Focus on development and use of tier 2 vocabulary 	<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 • 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 	1,2,3,4,6,7,10
Attainment of PP children is lower than non-PP in Writing and Maths subjects through KS2	<p>Use of home learning programmes to reinforce learning which takes place within school: TT Rock Stars, Hegarty, Sumdog, Spelling Frame, NESSY,</p>	<p>EEF + 2 months (primary homework)</p> <p>Need to develop fluency and accuracy and number sense for pupils in KS2</p> <p>Home learning support via Hegarty Maths</p> <p>Improvement in reading supported by recall of phonics and development of spelling strategies</p>	1,2,3,4,6,7,10
We know that PP children are known to have lower levels of oracy and reading progress/attainment	<p>Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodeable) matching to developing phonic knowledge.</p>	<p>EEF + 5 months phonics</p> <p>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.</p>	1,2,3,4,6,7,10

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>Targeted phonics interventions</p> <p>This will include professional development, instructional coaching and teacher release time working with external and trust experts</p>		
<p>PP gap analysis shows that PP children have narrow experiences outside of school and have reduced educational experiences</p>	<p>Specialist teacher employed to deliver music to children in years 3-6</p> <p>Ensure a wide variety of trips, outings and visitors are planned into curriculum for each year group and that PP children are able to attend ALL planned class trips</p>	<p>EEF + 5 months (mastery learning)</p> <p>Children taught by experts develop the appropriate and enhanced skills to prepare them for secondary school</p> <p>EEF +2 months (Arts participation)</p> <p>Music teacher to support school in setting up an orchestra.</p>	<p>6,7,8,10</p>
<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>Embed metacognitive approach that gives children understanding of the skills needed to be a successful learner</p> <p>Uphill Work and Learning habits alongside uphill child engaged assessment model</p> <p>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.</p> <p>Learning walks, pupil voice to feedback on success of approaches</p>	<p>Education Endowment fund (EEF) +8 months: Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress.</p> <p>The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p> <p>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.</p>	<p>1,2,3,4,6,7,10</p>
<p>PP gap analysis shows that PP children dysregulate more frequently and have poorer social and emotional skills and can</p>	<p>Provide social and emotional support for children in school through trained pastoral staff. Integrate SEL models through everyday teaching</p> <p>This will include professional development, instructional coaching</p>	<p>EEF + 4 Months (social and emotional learning)</p> <p>Improving SEL models to support teachers to improve pupils' decision-making skills, interaction with others and self-management of emotions.</p> <p>Evidence suggests 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</p>	<p>1,2,3,4,6,7,10</p>

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
have a sense of futility	<p>and teacher release time working with external and trust experts</p> <p>Use of external providers to support development of SEL skills e.g Revealed Projects, Kooth</p>		

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

Budgeted cost: £ 9,850

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 Phonics – UL+S Benchmarking Beat Dyslexia SNIP	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 Maths subjects through KS2	First Class @ number and Number Stack interventions	EEF + 2 months 1 st class @Number research	1,3,6,7,10
Attainment of PP children is lower than non-PP in Writing subjects through KS2	Formative assessment identifies gaps which are then addressed using small group tuition. Arithmetic tuition Writing conferencing	EEF +4 months (small group tuition) Targeted intervention to address specific gaps identified	1,2,3,4,6,7,10
PP gap analysis shows that PP children dysregulate more frequently and have poorer social and emotional skills and can have a sense of futility	SEL interventions - Pastoral team deliver agreed programmes to specific children for set timescales these include: - ELSA - Social Stories - Revealed Project groups	EEF + 4 months (social and emotional learning) 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	1,2,3,4,6,7,10
There is a historical trend that disadvantaged attendance overall is below national (96%) and there is a gap to non-PP attendance in school	Attendance team support with the following: - 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.	Every Child Matters – "attendance is the single most influential factor on achievement" Attendance data shows that disadvantaged group were lower than last year	1,2,3,5,6,7,10

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
	<ul style="list-style-type: none"> - 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. 		

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

Budgeted cost: £ 62,395

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
PP gap analysis shows that 87% of PP families experience 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 wellbeing	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
PP gap analysis shows that PP children dysregulate more frequently and have poorer social	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	1,2,3,4,6,7,10

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
and emotional skills and can have a sense of futility		focusing on self-management, role play and rehearsal.	
PP gap analysis shows that PP children dysregulate more frequently	To continue to use Emotion Coaching to support: - Development of children's executive control - Emotional regulation for children	Randomised Control Trials 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 fewer infectious illnesses (Gottman et al, 1997). https://www.ehcap.co.uk/content/sites/ehcap/uploads/NewsDocuments/273/Summary-of-ECresearch.PDF	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.	Nurture Session (SEN pupils) We work with a small group of children with additional behaviour and learning needs in a quiet space setting during the school day to provide outdoor learning or sensory 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 leaning 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	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	5,6,8,10

Because we know	Activity	Evidence that supports this approach	Challenge number(s) addressed
	<ul style="list-style-type: none"> - Go on additional trips to visit local businesses/universities to raise awareness of future choices - PP children prioritised to attend out of school sports competitions or experiences across the trust e.g. "Big" events, Eco conference, Pupil Parliament 	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.	
We know that PP gap analysis shows that children have parents who are less engaged in learning and 20% 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: £ 98,705

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2021/22

End of KS2 Results:

Measure	PP	All
Reading	100%	93%
Writing	82%	79%
Maths	82%	93%
KS2 Combined (R,W,M)	73%	76%
(National)	(43%)	(59%)

End of KS1 Results:

Measure	PP	All
Reading	62%	84%
Writing	54%	77%
Maths	69%	84%
KS1 Combined (R,W,M)	54%	80%
(National)		(68%)

Other Results:

Measure	PP	All
Year 4 Multiplication Check – Average Mark	20.2	20
Year 1 Phonics	86%	87%
(National)		(75%)
EYFS GLD (Good Level of Development)	57%	80%
(National)		(73%)