Pupil premium strategy statement 2025/26

This statement details our school's use of pupil premium 2025 to 2026 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	Uphall Primary School
Number of pupils in school (*Census October 2023*)	846 (excl. Nursery)
Proportion (%) of pupil premium eligible pupils	24.5%
Academic year/years that our current pupil premium strategy plan covers *(3-year plans are recommended)*	2025/2026
Date this statement was/ will be published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dr. Kulvarn Atwal
Pupil premium lead	Dr. Kulvarn Atwal
Governor / Trustee lead	Fahad Zeeshan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£313,605
Recovery premium funding allocation this academic year	£ 0.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	**£313,605** (24/25 was £267,618)

Part A: Pupil premium strategy plan

Statement of intent

Objectives of the Pupil Premium

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be that they are less supported 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 key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups but also to ensure that all children are high attaining.

As a school we are steadily improving the progress of all children, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and above as they move through the school. Our attainment data from 2024/25 reflected the strong investment in our Early Years Foundation Stage, with excellent progress and attainment for all groups of students. In addition, at the end of Key Stage Two, our children leave Uphall Primary School with outcomes above National Average. 80% of our Pupil Premium children achieved GLOD which is significantly above Local Authority and National figures. Figures at the end of Key Stage Two were also exceptional but it is our aim to continue improve these outcomes.

We have analysed our data thoroughly and have made use of a range of research, such as, good practice in using pupil premium funding, the EEF toolkit, to inform our decision making. In addition to this we have identified some key principles (outlined below) which we believe helped in maximising the impact of our pupil premium spending.

Key Principles

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data and attend regular pupil progress meetings so that they are fully aware of strengths and weaknesses across the school.
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.
- We enable staff to engage in Masters Level study.

Identification of Children

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of children.
- ALL staff are aware of who the pupil premium and vulnerable children are.
- ALL pupil premium children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils).
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if….."

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of excellent teaching achieved by using our Learning Leaders and Leadership Coaches to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation
- Develop a deeper understanding of Assessment for Learning (AfL), Dialogic Teaching and Metacognition.
- For 2025/26, we will continue to have a specific focus on Adaptive Teaching and will aim to improve Reading practise at the school to improve outcomes for all children.

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours.

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of additional and exceptional need.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that Pupil premium children in every year group have access to additional teacher groups/high quality teachers to meet their learning needs throughout the academic year.
2	The disadvantaged pupils need a high degree of emotional, wellbeing and pastoral support in order to remove the barriers to achieving their full potential.
3	Improve further the teaching and provision of reading.
4	Improve parental engagement: Monitor and maintain high levels of attendance and punctuality of disadvantaged pupils.
5	Provision of additional teaching and learning capacity for disadvantaged and vulnerable pupils.
6	The poverty gap for these families has widened and they are facing further hardship as a result of the current economic situation which has had an impact upon the mental health and wellbeing of these learners as well as their physical wellbeing.

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
To ensure that accelerated progress is made by Pupil Premium children in English and Maths.	Pupil premium children will make accelerated progress in Reading, Writing and Maths (at least 6APS across the year for children in KS2 and 4APS for children in KS1). The attainment gap between PP and non-PP will be reduced. The percentage of children to achieve GLOD, Phonics, and Y6 to surpass national Outcomes.
To improve parental partnerships with the school through use of a structured conversations approach. (AFA)	Class leaders will meet termly with families for extended parent meetings. Increased knowledge of the family and improved relationships between school and home. Improved engagement from families.
To raise attainment and improve the well-being of pupils with emotional and social difficulties across the school.	Targeted children will make accelerated progress in their learning. Children's wellbeing will improve (measured by Leuven Scales or Early Childhood Index) All PP children that receive a SEMH provision to make at least EXS progress and end of year wellbeing exit reports show progress.
To provide children with access to specialist teachers to support their physical and emotional health	Children's wellbeing will improve (measured by Leuven Scales or Early Childhood Index) The children will be better able to access their learning due to their improved mental and physical health.
To provide opportunities for pupil premium children to access enrichment activities which support their learning, well-being and development.	Pupil premium children will all have access to extracurricular opportunities which support their learning. Children will make good progress in their learning as a result of improved mental and physical health. 90% of PP children to access a club or wider enrichment opportunity.

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: £*5,000*	**YTD Actual: *£2,500***

Activity	Evidence that supports this approach	Challenge number(s) addressed
MA in Education	The greatest single factor that impacts upon the quality of children's learning experiences in schools is the quality of teaching. By enabling each teacher to undertake their Masters in Education, we are developing their confidence and pedagogical expertise to meet the learning needs of all children.	1
Adaptive Teaching	https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching	3

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

Budgeted cost: *£261,518*	**YTD Actual: *£141,803***

Activity	Evidence that supports this approach	Challenge number(s) addressed
•Setting challenging targets for the higher attaining disadvantaged pupils. *• Systematically monitoring and evaluating the provision and feedback for disadvantaged pupils* *• Senior practitioners disseminate excellent practice by team teaching and support with planning.* *• High quality coaching and mentoring for all staff.* *• Regular monitoring of books and lessons with incisive feedback* *• Intensive Phonics, English and Maths*	Data from previous years shows that children who are streamed into smaller intervention groups at least 4 times a week, with a highly experienced teacher, make	1 and 3

interventions for pupils in all year groups.	accelerated progress in their maths learning.	
•Secure high quality teaching in phonics and reading in every year group. *• RWI consultancy support across the year and regular release time or our Early Reading Leader.* *• Additional reading resources* *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics*	Data from previous years shows that streaming children into smaller phonics groups, led by a highly experienced phonics teacher, and providing them with additional phonics sessions, leads to accelerated progress in their phonics learning.	1 and 3 1 and 3
•Deployment of Learning Coaches/TAs work alongside teachers to raise disadvantaged pupils learning and provide additional capacity for teaching & learning. *Deployment of Learning Coaches/TAs support teaching & the learning for disadvantaged EAL pupils*.	Through strong professional learning opportunities for our Learning Coaches, we are developing an experienced team of support staff to work alongside our teachers.	5

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

Budgeted cost*: £47,087*	**YTD Actual*: £24,894***

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Programme to support children's social, emotional and behavioural needs	Specialist staff trained in the ELSA programme are able to support children in having optimum	2

	understanding of their emotional needs which supports optimum learning in class.	
Specialist teachers to support children's wellbeing through the arts https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	Providing children with access to specialist teachers on a weekly basis to engage in therapeutic interventions such as music, art and dance, improves children's wellbeing which supports optimum learning in class.	2
Attendance promoted with cup and incentives. *• First day absence call home • Weekly focus* *Punctuality recorded daily at assembly • End of year trip* *for 100% attendance.*	Attendance Data produced from the Attendance MIS.	4
Structured Conversations meetings with identified families once a term. *https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement*	Structured conversations and individualised support plans have a great impact in terms of developing a greater partnership with the families in supporting the development of the child across all areas of learning.	4

Total budgeted cost: £313,605	**Total Actual: £169,197**

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 during 2024/25 academic year.

Our previous Pupil Premium strategy came to an end at the end of the academic year 2024/25 and the strategic implementation of the strategy for 2025/26 is already underway.

Each year group had access to additional teacher tuition groups and booster groups to meet the needs of our most vulnerable learners during the academic year. Standards at the end of all key stages reflects the power of these additional interventions with all groups of Pupil Premium children making outstanding progress, as detailed below.

- 67.4% of the children at Uphall live in the 30% most deprived households, in comparison to 18% in the rest of the LA.
- 67% of our FSM children achieved a Good Level of Development (GLD) in comparison to 51% Nationally.
- 71% of our Pupil Premium (PP) children achieved the Expected Standard in the Phonics Screening Check, in comparison to 67% Nationally.
- The Average Point Score for PP children for the Year 4 Multiplication check was 23-2, which is significantly above the National figures for all children (21.1), non-PP children (21.7) and PP children (19.5). This is a fantastic achievement.
- 77.4% of our children achieved the Expected Standard in Reading, Writing and Maths at end of KS2. This is higher than the National figures for non-FSM children (69%) and FSM children (47.4%). This is a phenomenal achievement.
- 87% of our FSM children achieved the Expected Standard in Reading (75% National all, 80% non-FSM and 63% FSM).
- 75% of our FSM children achieved the Expected Standard in Writing (59% FSM nationally)
- 84% of our FSM children achieved the Expected Standard in Maths (60.5% FSM nationally).
- 81% of our FSM children achieved the Expected Standard in Grammar, Punctuality and spelling (59.7% FSM national).
- It is remarkable that our FSM children at Uphall achieved higher outcomes than the FSM nationally.
- 13% of our FSM children achieved the Higher Standard in Reading, Writing and

Maths (higher than National figure for non-FSM 10.9% and FSM 3.5%).

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
None	

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?	There are no service children in the school
What was the impact of that spending on service pupil premium eligible pupils?	Not Applicable

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.