

## Pupil premium strategy statement – *Upton Infant School*

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                                                                                                                                                       | 248 (56 PP)                           |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 22.58%                                |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2024-2027<br>Year 2 of 3              |
| Date this statement was published                                                                                                                                                | Autumn 2025                           |
| Date on which it will be reviewed                                                                                                                                                | Autumn 2026                           |
| Statement authorised by                                                                                                                                                          | Duncan Churchill                      |
| Pupil premium lead                                                                                                                                                               | Emma Baker                            |
| Governor / Trustee lead                                                                                                                                                          | Chair of Governors -<br>Rhian Wootten |

### Funding overview

| Detail                                                                                                                                                                             | Amount  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                                | £71,268 |
| Recovery premium funding allocation this academic year<br><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<br><i>(enter £0 if not applicable)</i>                                                                                   | £168    |
| <b>Total budget for this academic year</b><br><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> | £71,436 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Upton Infant School, we believe that all children, irrespective of their background or the challenges that they face, can make good progress across the curriculum. The focus of our pupil premium strategy is to support disadvantaged children to achieve their goals, including good progress for those who are already high attainers.

We want all of our children at Upton Infant School to be happy, successful and independent learners who love learning. Evidence suggests that the higher a child's attendance is, the more likely they are to learn. Therefore, we would like to increase our attendance to above national averages.

We will take into careful consideration the challenges that are faced by our underserved pupils and ensure that we think about each child as an individual to be able to meet their needs and allow them to flourish. It is our priority that the child is at the heart of all decision making and their individual personality, successes and barriers are considered. Our Relationship Policy states this in detail which can be found on the school website.

High-quality teaching is at the heart of our approach to improve the children's outcomes. We will ensure that all children, including those of disadvantage, will receive quality-first teaching and learning throughout their time at our school. We will ensure that staff are equipped to respond to the needs of individual children so that both good and accelerated progress can be made across the curriculum.

In order for all children to achieve in Upton Infant School, we will ensure that:

- All staff have high expectations of their children, including those of in receipt of Pupil Premium and that the children have sufficient challenge in order to thrive.
- Pupil Progress meetings take place each term to discuss the child as a whole, and identify areas of need and next steps.
- Children are in receipt of quality-first teaching daily and targeted interventions are used to ensure that children are progressing well. This teaching is adaptive and adjusted to meet the needs of the cohort and individuals.
- Teachers to take responsibility for the attendance of their children and to act early by intervening with parents. The attendance team will also monitor and intervene to ensure that we are as proactive as possible and supporting those parents who need it.
- Staff will receive high-quality training to ensure that they are suitably prepared and can draw upon this training when working alongside the children.

- All interactions with children are based on relational practice so that children feel respected and valued.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Reception baseline data from Autumn 2025 indicates that pupils in receipt of Pupil Premium have significant gaps in Reading in comparison to non-PP pupils.<br>Reading – There are 61% of FSM&PP children who could meet ELG, compared to 76% non-FSM&PP. Attainment gap of 15%                                                                                                                                                                                                                                                                                 |
| 2                | Autumn 2025 attendance data indicates that PP&FSM children at Upton Infant school are currently in-line with attendance markers from similar schools. We want this trend to continue for the next academic year as attendance is always an area of focus for our school. Our school is currently in the bottom 30-40% of schools in terms of attendance for PP children. In July 2025, PP&FSM attendance was 92% in comparison to Non PP&FSM which was 95.45%. Despite a strong start in Autumn 2025, this will continue to be a challenge area for our school. |
| 3                | End of 2025 data indicates that PP children outcomes for both Year 1 and Year 2 PSC (Phonics Screening Check) are above national markers. 73% of Year 1 PP passed PSC compared to National PP 67%. As a school, we would like this trend to continue over the next two years.                                                                                                                                                                                                                                                                                   |
| 4                | Despite a narrowing trend in our data, children in receipt of Pupil Premium are not attaining EXS standard by the end of Year 2 across Reading, Writing and Maths.<br>July 2025's data:<br>Reading – 12% gap between PP&FSM and Non-PP&FSM<br>Writing – 23% gap between PP&FSM and Non-PP&FSM<br>Maths – 10% gap between PP&FSM and Non-PP&FSM                                                                                                                                                                                                                  |
| 5                | A minority of our Pupil Premium children can display a lack of self-regulation resulting in the children not always being 'ready to learn'.                                                                                                                                                                                                                                                                                                                                                                                                                     |

## 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                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. The narrowing of the attainment gap between PP children and non-PP children will continue to decrease. | <ul style="list-style-type: none"> <li>- Overall GLD to improve for PP children.</li> <li>- PP children in KS1 will have made accelerated progress than the previous year in Reading, Writing and Maths</li> </ul>                                                                                                                                            |
| 2. Reduce the amount of absence in Pupil Premium children.                                                | <ul style="list-style-type: none"> <li>- PP attendance to be in line with National Primary attendance figures.</li> <li>- Attendance team to note a decrease in absences in PP children and less interventions with families required.</li> </ul>                                                                                                             |
| 3. To improve phonics outcomes for all pupils in receipt of Pupil Premium.                                | <ul style="list-style-type: none"> <li>- Year 2 re-takes are in line with National</li> <li>- Year 1 PSE to be in line with National average.</li> <li>- ELG for word-reading is in line with National</li> </ul>                                                                                                                                             |
| 4. To increase the educational offer to children in receipt of Pupil Premium.                             | <ul style="list-style-type: none"> <li>- Increased amount of PP children to attend a variety of after-school clubs.</li> <li>- PP children to be offered free music lessons by RockSteady</li> <li>- Increase extra-curricular activities offered to PP children with those children showing a real love of learning and engagement in activities.</li> </ul> |

## 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: £ 25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|          |                                      |                               |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                            |                      |
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| <p>Purchase of SSP programme (RWinc) CPD for all staff and training</p> <p>Implementation of the programme across the school.</p> <p>Early Reading lead to monitor progress by observing best practice in RWI sessions and complete practise sessions for teachers and teaching assistants. ERL to have time out of class twice half-termly.</p>                                                                                                                                                                             | <p>EEF – Teaching and Learning toolkit shows that Phonics has a positive impact (+5 months). There is extensive evidence that it is an important component in the development of Early Reading skills, particularly for those from a disadvantaged background.</p>                                                                                                                         | <p>1, 3, 4</p>       |
| <p>Professional Development;<br/>Staff meeting time with HAMWIC Standards Officer to develop school-wide approach to quality-first teaching so all children can consistently sustain learning and make progress.</p> <p>This is to ensure that teaching is effective and meeting the needs of all children, with a focus on those that are in receipt of Pupil Premium.</p> <p>Regular SLT Monitoring of the impact of CPD on PP pupils progress.</p> <p>Time for teachers to learn and apply their pedagogical approach</p> | <p>Rosenshine’s Principles of Instruction details effective classroom instruction which enables Quality First teaching.</p> <p><a href="#"><u>Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)</u></a></p> <p><a href="#"><u>Mentoring   EEF</u></a></p> | <p>1, 2, 3, 4, 5</p> |

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| <p>Promoting a love of reading across the school;</p> <ul style="list-style-type: none"> <li>- Increase reading practise by using Reading Buddies</li> <li>- Increasing RWI to 5 days a week across KS1 to help with reading fluency and improving data</li> <li>- Reading Challenges over the half term holidays</li> <li>- Daily storytime planned in with high-quality texts identified and teachers modelling a love of reading.</li> <li>- Literacy plans built around high-quality texts to inspire reading</li> </ul> | <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p>Young people who receive free school meals (FSM) are less likely to read fiction outside of the classroom (Clark 2011).</p> <p>DFE strategies to inspire a love for reading:<br/> <a href="#">reading for pleasure.pdf</a><br/> <a href="#">(publishing.service.gov.uk)</a></p> | 1, 3, 4 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|

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

Budgeted cost: £ 35,000

| Activity                                                                 | Evidence that supports this approach                                                                                                                                                                                                                         | Challenge number(s) addressed |
|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Mastery at Number – Daily maths session using resources                  | Mastery at Number is a teaching programme to improve the maths fluency in number to accelerate progress. Evidence suggests that this programme has a positive impacting, therefore adding 5+ months progress.                                                | 1, 4                          |
| First Class at Number – before school daily intervention with 1:4 ratio. | First Class at Number is a teaching programme delivered by a teaching assistant to pupils that require support with fluency, number facts and place value. Evidence suggests that this programme has a positive impact on pupils, adding 2+ months progress. | 1, 4                          |

|                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                           |          |
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|                                                                                                                                                                                     | <a href="#">1stClass@Number 1 - first trial   EEF</a>                                                                                                                                                                                                                                                                                                                     |          |
| <p>RWI 1:1 daily Tutoring – intervention from Ruth Miskin’s Rwinc programme.</p> <p>All teaching staff trained and implementing daily in assembly times with targeted children.</p> | <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | 1,2, 3,4 |
| <p>Additional adults employed to support emotional regulation and learning.</p>                                                                                                     | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>                                                                                                  | All      |
| <p>Release time for teachers to assess and identify children to identify barriers to learning and to research and share adaptations.</p>                                            | <p><a href="#">Special Educational Needs in Mainstream Schools   EEF</a></p>                                                                                                                                                                                                                                                                                              |          |

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

Budgeted cost: £11,400

| Activity                                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
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| <p>Attendance;</p> <ul style="list-style-type: none"> <li>- HT meeting with attendance officers to target PA.</li> <li>- HT attended Hamwic training for good practise on improving attendance</li> <li>- Teachers and attendance officers</li> </ul> | <p>The higher a pupil’s attendance, the more likely they are to learn. (DFE, 2023)</p> <p><a href="#">Why is school attendance so important and what are the risks of missing a day? - The Education Hub (blog.gov.uk)</a></p> <p>The DFE highlights the importance of high attendance and outlines an action plan for leaders for PA</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> | 2                             |

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| <p>monitoring and identifying 'at risk' children.</p> <ul style="list-style-type: none"> <li>- Teachers calling home on 3<sup>rd</sup> day of absence (1<sup>st</sup> day in Autumn term 1).</li> <li>- Regular literature sent home to parents regarding impact of poor attendance.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |
| <p>Behaviour and well-being;</p> <p>Trauma Informed approach across the school.</p> <p>Relationship policy reflects the need for Emotionally Available adults promoting best practise.</p>                                                                                                      | <p><a href="https://www.traumainformedschools.co.uk/home/evidence-base">https://www.traumainformedschools.co.uk/home/evidence-base</a></p> <p><b>Evidence base for the adverse impact of unprocessed trauma on brain, mind, body and relationship with self and others</b></p> <p><small>This is only a selection of a myriad research reports showing the adverse impact of child trauma when there is no emotionally available adult as a protective factor. Childhood victimisation accounts for an estimated 45% of the population attributable risk for childhood onset depression, anxiety, suicide attempts, psychosis, substance use disorders, self-regulatory disorders, and personality disorders (Rogel et al 2020)</small></p>                                                                                       | 5    |
| <p>Subsidising After-school clubs and Breakfast club for PP children.</p>                                                                                                                                                                                                                       | <p>To increase opportunities for children in receipt of Pupil Premium.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | All  |
| <p>Early Help &amp; Incredible Years facilitator – to increase parenting capacity and emotional wellbeing in families.</p>                                                                                                                                                                      | <p>The parent training intervention focuses on strengthening parenting competencies and fostering parents' involvement in children's school experiences to promote children's academic and social skills and reduce delinquent behaviours</p> <p><a href="https://incredibleyears.com/article/the-national-registry-of-evidence-based-programs-and-practices-nrepp-intervention-summary-incredible-years-program/">https://incredibleyears.com/article/the-national-registry-of-evidence-based-programs-and-practices-nrepp-intervention-summary-incredible-years-program/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> | 2,5  |
| <p><i>ELSA – Happiness Club</i></p> <p>Supporting the mental health and emotional wellbeing of children (ACEs, bereavement etc).</p>                                                                                                                                                            | <p>An ELSA in a school is an Emotional Literacy Support Assistant. There is a recognised ELSA training course aimed specifically at Teaching Assistants in schools. Examples of things covered on the course are social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship</p>                                                                                                                                                                                                                                                                                                                                                                                                                                        | 1, 5 |



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|                                                                                                                                                 | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>                                                                                                                                                                               |         |
| Summer Transition Project (Pre-school to Reception and Year 2 to Juniors);<br>To improve school readiness and PSED before transitional changes. | A child centred approach to improve school readiness with enhanced adult/child ratios<br><a href="https://www.early-education.org.uk/transitions">https://www.early-education.org.uk/transitions</a><br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a> | 1, 2, 5 |

**Total budgeted cost: £71,400 - £36 to be brought forward for 2026/27**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Reception Data 24/25

UIS PP GLD – 63.7%

UIS GLD - 71%

#### Y1 PSC Data 24/25 (National 24/25 data)

UIS Y1 PP PSC – 73 %                      National PP PSC - 67%

UIS Y1 All PSC – 83%                      National All PSC –67 %

#### Y2 PSC – Re-take 24/25

UIS Y2 retake – 56%

UIS ALL – 91%

#### End of KS1 Data 24/25

UIS PP Reading – 42% ARE 15% GD

UIS All Reading – 55% ARE 16%GD

UIS PP Writing – 44% ARE 4%GD

UIS All Writing – 62% ARE 2%GD

UIS PP Maths – 59% ARE 11%GD

UIS All Maths – 69% ARE 8%GD

#### Attendance Data 23/24

UIS Attendance PP – 92.%

UIS Attendance All – 95.4%

The previous intended outcomes have been reviewed and data analysed as follows:

**1. All disadvantaged children will make accelerated progress**

Children in KS1 have made accelerated progress across Reading, Writing and Maths. 44.4% of PP&FSM children in Year 1 made accelerated progress of 1 or 2 progress points in Reading, Writing and/or Maths. 65.22% of PP&FSM children in Year 2 made accelerated progress in the above curriculum areas. In Reception, FSM&PP children's data was lower across the board than those of non-PP&FSM but accelerated progress was still made, especially in the prime areas.

**2. Reduce the amount of PA (persistent absence) in PP children**

Upton Infant School's PP attendance is in line with attendance markers given by 'Similar Schools'. (UIS PP attendance 92% in comparison to 'Similar Schools' 92.3%). Non-PP children at Upton Infant School's attendance is 95.4% - leading to a 3.4% gap in attendance figures. Whilst we acknowledge that we have made improvements in this area last year, we believe that we can still improve on this further and have kept it as a challenge for the following year.

**3. To improve phonics outcomes for all pupils in receipt of Pupil Premium**

Upton Infant School's Year 1 PP children passing the PSC is above National data for 2024/25. (UIS PP PSC 73% - National PP PSC 67%). We believe that this is due to the comprehensive RWInc training and interventions that we received that last academic year which has had significant impact on the children's progress. As this is a three-year plan, we are keeping this as a challenge for our third year.

**4. To increase the educational offer to children in receipt of Pupil Premium.**

At Upton Infant School, we offer a wide range of after-school clubs that are subsidised for children in receipt of PP and FSM. Wrap-around care is also included in this offer, with many PP children accessing this daily. Despite the uptake, there has been inconsistencies in the data when analysing the after-school data and this will continue to be a challenge area for UIS next year.

## 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     |
|-------------|--------------|
| Counselling | Little Lives |