

## 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                                                                                                                                                       | 250 (51 PP)                           |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 20.4%                                 |
| 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 1 of 3              |
| Date this statement was published                                                                                                                                                | Autumn 2024                           |
| Date on which it will be reviewed                                                                                                                                                | Autumn 2025                           |
| Statement authorised by                                                                                                                                                          | Duncan Churchill                      |
| Pupil premium lead                                                                                                                                                               | Emma Booth                            |
| Governor / Trustee lead                                                                                                                                                          | Chair of Governors -<br>Rhian Wootten |

### Funding overview

| Detail                                                                                                                                                                             | Amount  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                                | £75,641 |
| 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>                                                                                   | £47     |
| <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> | £75,688 |

## 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.
- Teachers are well trained and able to deliver high quality teaching and are able to adapt learning for children so children can access it and achieve well.
- 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 2024 indicates that pupils in receipt of Pupil Premium have significant gaps in Reading, Writing and Maths in comparison to non-PP pupils.<br>Reading – 20% PP children on track compared to 45% non-PP children.<br>Writing – 20% PP children on track compared to 37% non-PP children.<br>Maths – 30% PP children on track compared to 57 % non-PP children. |
| 2                | Autumn 2024 attendance data indicates that PP children at Upton Infant are just below National PP attendance markers (Upton PP Attendance - 90.9% compared to National PP – 92.2%). Our school is currently in the bottom 40-50% of schools in terms of attendance for PP children.                                                                                                                |
| 3                | End of 2024 data indicates that for children in receipt of the PP outcomes for both Year 1 and Year 2 PSC (Phonics Screening Check) are lower than national markers. 64% of Year 1 PP passed PSC compared to National PP 68%.                                                                                                                                                                      |
| 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 at the same rate those children who are not in receipt of the pupil premium.                                                                                                                                                     |
| 5                | A minority of our children in receipt of the Pupil Premium 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 children in receipt of the PPG.</li> <li>- More children in receipt of the PP to achieve the EXS 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> </ul>                                                                                     |

|                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                               | <ul style="list-style-type: none"> <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 children in receipt of the PP to attend a variety of after-school clubs.</li> <li>- Children in receipt of the PP to be offered free music lessons by RockSteady</li> <li>- Increase extra-curricular activities offered to children in receipt of the PP 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: £ 20,000

| Activity                                                                                                                                                            | Evidence that supports this approach                                                                                                                                                                                                                        | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchase of SSP programme (RWinc)<br>CPD for all staff and training<br>Implementation of the programme across the school.<br>Early Reading lead to monitor progress | 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. | 1, 3, 4                       |
| Professional Development;<br>Staff meeting time with HAMWIC<br>Standards Officer to develop school-wide                                                             | Rosenshine's Principles of Instruction details effective classroom instruction which enables Quality First teaching.<br><a href="#">Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak</a>                        | 1, 2, 3, 4, 5                 |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p>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><a href="#">Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk)</a></p> <p><a href="#">Mentoring   EEF</a></p>                                                                                                                                                                                                                                                                                                 |                |
| <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>- Visitors coming for story times and sharing their love of reading</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</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> | <p>1, 3, 4</p> |

|                                                                                                                                                                      |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| <p>texts to inspire reading</p> <ul style="list-style-type: none"> <li>- Book at Bedtime (HT to meet with parents whilst children enjoy bedtime stories).</li> </ul> |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

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

Budgeted cost: £ 40,000

| 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.<br><a href="#">1stClass@Number 1 - first trial   EEF</a>                                          | 1, 4                          |
| RWI 1:1 daily Tutoring – intervention from Ruth Miskin's Rwinc programme. All teaching staff trained and implementing daily in assembly times with targeted children. | 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.<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> | 1,2, 3,4                      |
| Additional adults employed to support emotional regulation and learning.                                                                                              | <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>                                                                                              | All                           |

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

Budgeted cost: £15,500

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <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 monitoring and identifying 'at risk' children.</li> <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>The higher a pupil's attendance, the more likely they are to learn. (DFE, 2023)</p> <p><a href="https://www.blog.gov.uk/2023/01/why-is-school-attendance-so-important-and-what-are-the-risks-of-missing-a-day/">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="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>                                                   | 2                             |
| <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                           |

|                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Early Help & Incredible Years facilitator – to increase parenting capacity and emotional wellbeing in families.                                            | <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> <p><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></p>                                                                                                                                                                     | 1, 5    |
| <p>Summer Transition Project (Pre-school to Reception and Year 2 to Juniors);</p> <p>To improve school readiness and PSED before transitional changes.</p> | <p>A child centred approach to improve school readiness with enhanced adult/child ratios</p> <p><a href="https://www.early-education.org.uk/transitions">https://www.early-education.org.uk/transitions</a></p> <p><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></p>                                                                                                                                                                                                                                                                                                                                                                              | 1, 2, 5 |

**Total budgeted cost: £75,500 - £168.00 to be carried forward for 2025/26**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Reception Data 23/24 (National 23/24 data)**

UIS PP GLD – 66.7%      National PP – 51.6%

UIS GLD - 74%      National GLD – 67.7%

#### **Y1 PSC Data 23/24 (National 23/24 data)**

UIS Y1 PP PSC – 54 %      National PP PSC - 68%

UIS Y1 All PSC – 74%      National All PSC – 80%

#### **Y2 PSC – Re-take 23/24 (National 22/23 data)**

UIS Y2 retake – 50%

UIS ALL – 89%      National All – 89%

#### **End of KS1 Data 23/24 (National 23/24 data)**

UIS PP Reading – 42% ARE 12% GD      National PP Reading – 54%

UIS All Reading – 74% ARE 12%GD      National All Reading – 71%

UIS PP Writing – 54% ARE 0%GD      National PP Writing – 44%

UIS All Writing – 64% ARE 1%GD      National All Writing – 63%

UIS PP Maths – 50% ARE 4%GD      National PP Maths – 56%

UIS All Maths – 73% ARE 12%GD      National All Maths – 68%

#### **Attendance Data 23/24 (National 22/23 data)**

UIS Attendance PP – 89.4%      National PP – 88.6% (includes Prim & Sec)

UIS Attendance All – 93.7%      National All – 94%

UIS PA All – 13.9%      National PA All – 15.2%

UIS PA PP – 26.9%      National PP PA – 17.2%

As a result of analysis from the end of 2023/24 data, Upton Infant School will change from a 1-year plan to a 3-year pupil premium strategy until the academic year 2027/28. The previous intended outcomes have been reviewed and data analysed as follows.

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

Despite GLD improving in Reception for PP children (66.7% UIS – National 51.6%), we recognise that some children in receipt of Pupil premium in KS1 are below the National average for Reading and Maths outcomes. Our evidence-based interventions such as First Class at Number have helped to accelerate progress in some of our children but they still have not met the expected standard for Maths. Our Ruth Miskin training for RWInc was delivered mid-year and therefore this may have affected the delivery of the programme across the school.

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

Upton Infant School's PP Attendance is in line with National primary attendance figures (UIS PP 89.4% in comparison to National 88.6%). Persistent absence for children in receipt of the pupil premium was higher than National standards due to various reasons which include;

- Three children had poor attendance due to complex medical conditions
- One child had poor attendance due to being on a reduced timetable in an alternative provision setting.
- The school had accessed outside agency support for three families to improve attendance.

The school acknowledges further improvements can be made and is confident that the formation of a school attendance team will help to decrease absence.

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

A gap of 14% has been identified between YR1 PP children passing the PSC in comparison to National (UIS PP PSC 54% - National PP PSC 68%). We recognise that despite beginning our Ruth Miskin Rwinc training last year, this only began mid-year and therefore not all staff have had the same level of training and so the delivery of the programme may have been varied between year groups and staff.

**4. To instil a love of reading in Pupil Premium children.**

In comparison to weekly reading scores from the previous year, children are now actively engaging more with reading at home, with some classes hitting up to 80% of children reading 3 times or more weekly. Pupil Premium children across KS1 were asked about reading in our school and 66.6% were positive about reading at school and said that they enjoyed reading.

83.3% of children are currently meeting the 'Upton minimum' of 3 reads per week and benefiting from the reading incentives in place e.g. Reading Raffle and Bookbugs.

**5. PP children are able to self-regulate and develop learning behaviours for learning.**

In the academic year 2024, there was an increase in internal exclusions and suspensions for children in receipt of the Pupil Premium from 2023. This was due to a small number of children who required extensive support to regulate and access learning. All of these children either had an EHCP or had one in process. By working with outside agencies, it was decided that alternative provision was the best course of action for a small minority of children.

The 2023/24 cohort dipped in writing as there were a small number of children in receipt of the pupil premium with complex needs who, despite making good progress, did not reach the expected standard in writing.

## 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 |