

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 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	Upton Junior School
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1/3
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Duncan Churchill
Pupil premium lead	Duncan Churchill
Governor / Trustee lead	Alison Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,620
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,620

Part A: Pupil premium strategy plan

Statement of intent

National research and analysis shows that for pupils classed as disadvantaged, there is a considerable gap in attainment compared to their peers. By the time disadvantaged students leave primary school, they are around 9 months behind their peers. This gap increases as children get older and has been exacerbated further by the impact of the Covid-19 pandemic.

Teacher Quality Is the Biggest School-Level Factor

- EEF states that high-quality teaching is the most important lever schools have to improve pupil attainment, especially for disadvantaged pupils. 2. Impact on Learning Progress
- Studies reviewed by EEF and others show that pupils taught by highly effective teachers make months of additional progress compared to those taught by less effective teachers.

Long-Term Consequences

- International evidence (cited by EEF and linked research) indicates that teacher effectiveness influences future life outcomes: students taught by effective teachers are more likely to attend university, earn higher incomes, and avoid early parenthood.

Disadvantaged Pupils Are Most Affected

EEF emphasizes that pupils from low-income backgrounds are disproportionately harmed by poor teaching because they rely more on school for academic and social development. This deepens the attainment gap.

Our ultimate objectives for disadvantaged pupils are:

- 1) To close the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- 2) For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach, at least, Age Related Expectation at the end of Year 6.

These ultimate objectives are broken down into smaller, measurable targets, with clear success criteria within the strategy.

The ultimate objectives will be achieved by:

- Ensuring high quality teaching based on pedagogical research.
- Providing a curriculum that is well sequenced, progressive and based on tried and tested methods that will enhance progressive.
- Ensuring basic skills in reading, writing and maths are secure.
- Ensuring learning is accessible for all and adaptations are made where appropriate to secure good progress.
- Ensuring good mental health, wellbeing and opportunities to thrive for all pupils.

Robust analysis of data is used to identify need and to maximise the use of resources for individuals, groups and cohorts to ensure the support provided is the most effective.

The strategy plan is based on the following principles:

- We follow a tiered approach
- Teaching and learning opportunities meet the needs of all the pupils
- Appropriate provision is made for pupils who belong to vulnerable groups.
- In making provision, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially 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 disadvantaged
- We acknowledge an increasing number of students with SEMH issues that need to be addressed to enable them to be successful.

Challenges

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

Challenge number	Detail of challenge
1	The gap on entry to school between children in receipt of the pupil premium and those who are not. In Autumn 25 the attainment gap between children in receipt of the pupil premium was: Reading:12% Writing:23% Maths: 10% Also
2	In our school children in receipt of the pupil premium have a higher chance of having SEND (28%) than those who are not in receipt of the pupil premium (16%) which adds a barrier to learning.
3	Children in receipt of the pupil premium have lower attendance than those who are not and the gap is larger than national. (6.3% against 3.6%)
4	We know that 43% of children in receipt of the pupil premium have suffered at least one ACE with many experiencing more.

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
Consistent, high quality teaching from all teachers within school based on pedagogical research. Phase and Year group Leads have regular release time to monitor and improve quality of teaching.	High quality, effective teaching based on our pedagogical model evident from all teachers.
Teaching assistant support to make learning accessible and make adaptations to learning.	TAs help children to make progress within lessons by reducing barriers to entry.
Improved attendance for children in receipt of the pupil premium.	The attendance gap between children in receipt of the pupil premium and those who are not has reduced.

Mental Health & Wellbeing support for pupils is effective with early identification of ACES (adverse childhood experiences) leading to timely and appropriate support.	Support is well targeted and evaluations show children's well being has improved.
Attainment at the end of year six shows a narrowed gap between children in receipt of the pupil premium and those who are not.	Year six attainment and progress data shows a narrowing in performance gap.
For children in receipt of the pupil premium to take a full part in school life.	A high proportion of children in receipt of the pupil premium to attend after school clubs, to have posts of responsibility in school and to take part in a range of sporting and music opportunities.

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: £ 56,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<u>Staff CPD</u> Research into creating Upton pedagogical model for best practice in teaching and coaching teachers for refinement. High quality training from Hamwic Trust. Ensuring high quality modelling, scaffolding and effective task design to enable pupils to access learning in all lessons. Leaders with class teacher commitments are given weekly leadership	1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,2,4

release to ensure training is embedded and to monitor impact. Cover provided by HLTAS for stability.		
<u>Staff CPD</u> To support teachers in deployment of teaching assistants and in making adaptations to learning so children can access learning and secure progress.	1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,2, 4
Termly progress meetings with class teachers with the focus upon Pupil Premium children. Teachers to have a focus on individual children's progress monitored through phase group meetings. Followed by SLT Standards Committee meetings to discuss these pupils outcomes.	1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	1,4
Curriculum Development – Core subject leads to strengthen and refine the quality of provision across the core subjects.	School inspection handbook - GOV.UK (www.gov.uk)	1, 4

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc Phonics intervention	Targeted support effectively helps children to accelerate progress in reading.	1,2,4
Teaching Assistants to support learning in class barriers are removed and children can make progress.		1,2

School-Led Tutoring: School staff provide tutoring outside of curriculum time for disadvantaged pupils	Staff within school, who the children are familiar with provide additional tutoring support for children to enable identified pupils to have instant catch up provision at 1:4 or at most a 1:6 ratio Small group tuition EEF educationendowmentfoundation.org.uk	1, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Weekly Attendance monitoring and termly LA Attendance Officer meetings	Working together to improve school attendance (applies from 19 August 2024)	2
Regular parental attendance meetings	Working together to improve school attendance (applies from 19 August 2024)	2
Trained ELSAs (Emotional Learning Support Assistants)Two. They offer nurture/self-esteem groups; parenting courses; social communication group and meet with identified service children.	Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 respectively. This indicates that it has a positive impact on children's learning.	2,3
Lunch time clubs to support physical and mental wellbeing	Extracurricular activity participation, school belonging.	3,5

	and depressed mood: a test of the compensa	
Allocation of roles of responsibility within the school to promote sense of responsibility and belonging (For example School council, School prefect)	Benefits of Teaching Responsibility and Independence in Young Children	5
The school will continue to fund school trips for all children claiming FSM. In addition, PP children will be taken to other local places to give them greater exposure to other local environments that they may not have had access to.	Nick Clegg MP Deputy Prime Minister Speech on Monday 14 May 2012 "Some schools are using it [the Pupil Premium] for educational visits to places like museums: the sort of experiences middle class children take for granted but poorer child might rarely enjoy". http://www.politics.co.uk/comment-analysis/2012/05/14/nick-clegg-pupil-premiumspeech-in-full	3,5
Children on FSM are entitled to claim a 'clothing allowance' of £80.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	3,5

Total budgeted cost: £12,000

Service Pupil Premium Spending

Activity	Evidence that supports this approach
Two trained ELSAs (Emotional Learning Support Assistants). They offer nurture/self-esteem at times when parents are deployed or preparing for deployment.	Research published by the Education Endowment Foundation in their Teaching and Learning Toolkit provides evidence to indicate the positive impact of Metacognition and Self-Regulation as well as Social and Emotional Learning as being +7 and +4 months respectively. This indicates that it has a positive impact on children's learning.

