

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | Uplands Junior School |
| Number of pupils in school | 384 |
| Proportion (%) of pupil premium eligible pupils | 86 pupils (22%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | 13 th September 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Suzanne Webster-Smith (Headteacher) |
| Pupil premium lead | Suzanne Webster-Smith (Headteacher) |
| Governor / Trustee lead | Debbie Anslow (Chair of Governors) |

Funding overview

| Detail | Amount |
|--|-------------------------------------|
| Pupil premium funding allocation this academic year | £1345 per pupil (£115,670 in total) |
| Recovery premium funding allocation this academic year | £11,890 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £127,560 |

Part A: Pupil premium strategy plan

Statement of intent

Our Values

At Uplands we pride ourselves on having high aspiration and ambition for all pupils, regardless of their background. We operate a no excuse culture, setting children up to have the skills, knowledge and confidence to succeed. In addition to our ethos of Respect for All, our mission is to ensure that every pupil should be supported to achieve success.

We have high expectations for all of our pupils, and believe it is not where you come from but your passion and thirst for knowledge and dedication to learning that makes the difference between success and failure. Together with good teaching and a lot of love and care, every child can have aspirational aims achieve their ambitions.

Background

Introduced in 2011, the pupil premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged children.

This is based on research showing that children from low income families perform less well at school than their non-deprived peers. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates.

It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels. Funding is allocated within the school budget by financial year. This budget enables the school to plan its intervention and support programme. Expenditure is therefore planned and implemented by need.

Statement from Sutton Trust *The challenge to establish a clear link between educational expenditure and pupils' learning is harder than one would imagine. It may seem obvious that more money offers the possibilities for a better or higher quality educational experience, but the evidence suggests that it is not simply a question of spending more to get better results. (Sutton Trust 2012)*

From this statement we looked at evidence and based our rationale on prioritising our spend on areas of need using strategies that were shown to work.

Context

Our School leaders and governing board ensure that Pupil Premium funding is not simply absorbed into the mainstream budget, but instead is carefully targeted at the designated children. Some initiatives are adopted on a whole school basis and are not restricted to FSM registered pupils only. However, the implementation of some programmes would not have been possible without the Pupil Premium. The majority of school strategies are targeted towards improvement in the attainment and progress of pupils

Building belief in our pupil premium children comes from an understanding of their barriers to learning. At the beginning of each term class teachers will undertake a pupil premium 'chat' to understand the needs and barriers to their learning. Barriers to learning will then be discussed within year meetings and suitable interventions (including non-academic) will be put in place.

As an inclusive school, we strongly believe that no pupil should be disadvantaged as a result of background or circumstances. All staff ensure that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers.

To encourage a belief in every child at Uplands a 'Respect for All' ethos in being reinforced through the behaviour policy and assembly themes and embedded in learning behaviours across school life.

Strategy statement of intent written by Headteacher and Governors

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We call these "barriers to learning" at Uplands

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | In our school a significant number of the children who receive pupil premium funding also have additional needs in terms of SEND |
| 2 | Some pupil premium children enter school with additional social, emotional, attendance and behavioural needs (these may be even greater due to Covid-19) |

| | |
|---|---|
| 3 | Many of our pupil premium children do not have the rich and varied experiences that most of our non-pupil premium children have meaning that knowledge of the world and vocabulary acquisition is limited |
| 4 | In some cases there is a lack of academic support outside of school for pupil premium children |
| 5 | The attendance of our pupil premium children as a group is lower than that of the non-pupil premium children |
| 6 | We have an in-school gap in terms of attainment and progress between our pupil premium children and our non-pupil premium children in all year groups |

Intended outcomes (based around “Ambition for all”)

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 outcomes | Success criteria |
|---|---|
| <u>Teaching:</u> Improve quality first teaching for all pupils with a focus on “Ambition for all” so that pupils make at least expected progress in Reading, Writing and Maths. | <ul style="list-style-type: none"> • PP pupils make at least EXS progress from their KS1 starting points • PP progress measures are at least in line with National at the end of KS2 • PP attainment measures are at least in line with National at the end of KS2 • Gap will close between PP pupils and their non PP peers |
| <u>Targeted support:</u> Use evidenced based interventions in the core subjects to ensure that pupils “keep up” and not “catch up”. These will be delivered by both teaching staff and TA’s | <ul style="list-style-type: none"> • To reduce the gap between PP pupils and their non PP peer group in all year groups • To improve the attainment and progress of the pupil premium group in every year |
| <u>Wider strategies:</u> Provide support to PP pupils to enable them to overcome some barriers to learning through “wider strategies” | <ul style="list-style-type: none"> • There is equality of opportunity for all • All pupils have full access to the curriculum and all available opportunities • An attendance officer (EWO) will work with the school to provide support to families where attendance is a concern • A wide range of extra-curricular activities will be offered and subsidised for pupil premium children • Discounts and subsidies in line with our charging policy will be applied to |

| | |
|--|---|
| | pupil premium families for trips, visits, workshops, extracurricular clubs, music lessons and residential |
|--|---|

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: £60,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Recruit an additional teacher full time teacher (main focus on current Year 4) and an additional 1 day per week (0.2FTE) teacher for Year 3 to support teaching and learning with a focus on PP and SEND pupils | Sutton Trust "The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds" EEF "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" | 1,3, 4 and 6 |
| CPD and INSET days focussing on teaching strategies for SEND pupils which will also support the teaching and learning of all pupils. CPD for teachers and support staff on meta-cognition and learning to learn strategies CPD for teaching staff on developing subject knowledge within Foundation subjects | Sutton Trust "The effects of high quality teaching are especially significant for pupils from disadvantaged backgrounds" EEF "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" DFE "Professional development must be prioritised by the school leadership" | 1, 3, 4 and 6 |
| CPD on the "Ambition for all" model particularly | Mary Myatt "Curriculum-Gallimaufry to coherence" | 1, 3,4 and 6 |

| | | |
|---|---|-------------|
| in Maths based on a mastery approach | <p>“Addressing educational disadvantage” Marc Rowland</p> <p>“Learning without labels” Marc Rowland</p> <p>DFE non statutory guidance for the teaching of Mathematics</p> <p>EEF guidance on Maths teaching strategies</p> <p>DFE Ready to Progress</p> | |
| Series of professional development staff meetings on each Foundation subject to improve subject knowledge | DFE “Professional development must be prioritised by the school leadership” | 1,3,4 and 6 |

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 |
|---|--|-------------------------------|
| Provide small group interventions in Maths for pupils falling behind age-related expectations (Use SATS Companion, Mirodo, EEF evidence based interventions, pre-teaching, precision teaching, additional teaching support and additional TA support, homework clubs and additional resources) | <p>EEF “ Evidence consistently shows the positive impact that targeted academic support can have”</p> <p>EEF “Oral language interventions consistently show positive impact on learning”</p> <p>EEF toolkit</p> <p>EEF Research report</p> <p>DFE Ready to progress document</p> | 1,3,4 and 6 |
| Provide small group interventions in English (Reading and Writing) for pupils falling behind age-related expectations (Use Comprehension Express, | <p>EEF “ Evidence consistently shows the positive impact that targeted academic support can have”</p> <p>EEF “Oral language interventions consistently show positive impact on learning”</p> | 1,3,4 and 6 |

| | | |
|---|--|-------------|
| Comprehension Ninja, SATS companion, Mirodo, RWI, Precision teaching, Echo Reading, Picture News, additional teaching support and additional TA support, homework clubs and additional resources) | EEF Toolkit EEF Research reports | |
| Purchase web based programs to be used at home to support learning: <ul style="list-style-type: none"> • SATs companion • Mirodo • Sumdog • Spelling shed | EEF-parental engagement-evidence report EEF guide to pupil premium-targeted academic support EEF-digital technology-clear evidence that technology approaches are beneficial for English and Maths | 1,3,4 and 6 |

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

Budgeted cost: £25,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--|
| To broaden opportunities and experiences and raise aspirations of PP pupils Funding for all trips, visits and workshops including Yr6 residential Funding for small group instrument tuition (where appropriate) Funding towards extra-curricular activities Support with breakfast and after school care clubs (where appropriate) | EEF "Wider strategies relate to the most significant non-academic barriers to success in school" Numbers of pupil premium children accessing extra curricular activities and small group instrument tuition increases All pupils attend trips, visits and the Year 6 residential All pupils have all they need to access a full curriculum Confidence and self-esteem of PP pupils is raised and pupil voice shows that pupils are happy at Uplands | 3 (but will also in turn impact on 1,4 and 6) |

| | | |
|---|---|--|
| <p>To ensure all necessary resources are provided for PP pupils</p> <p>Fund resources for an outdoor learning club for PP pupils (EEF evidence)</p> <p>Fund FSM packed lunches for any trip days</p> <p>Keep a stock of food in school for any PP pupils for snacks, trips, parties etc</p> <p>Support with uniform (where required)</p> | | |
| <p>To provide pastoral support to PP pupils</p> <p>Funding for an EWO to support families with attendance needs</p> <p>Funding towards an art therapist and Believe 2 Achieve emotional support for school</p> <p>Purchase additional "Trick Box" resources to support pupils' emotional development and regulation</p> <p>Fund the "Art of Brilliance" brilliant schools website for character development</p> | <p>EEF "Wider strategies relate to the most significant non-academic barriers to success in school"</p> <p>Attendance of individual PP pupils improves from focussed support</p> <p>Emotional well-being of individual PP pupils improves from focussed support</p> <p>Pupil voice of PP pupils shows that they are happy at Uplands</p> <p>DFE Improving school attendance EEF Behaviour interventions</p> | <p>2 and 5 (but will also impact on 1,3,4 and 6)</p> |

Total budgeted cost: £60, 000+£40,000+ £25,000=£125,000

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 in the 2020 to 2021 academic year.

| Year 4 | Number of pupils at EXS on entry to school | Number of pupils at EXS now | Number of pupils at GDS on entry to school | Number of pupils at GDS now | Yearly progress % of pupils making EXS and above | Attainment % of PP pupils without SEND at EXS |
|---------|--|-----------------------------|--|-----------------------------|--|---|
| Reading | 17 | 16 | 5 | 5 | 88% | 76% |
| Writing | 14 | 11 | 3 | 2 | 88% | 52% |
| Maths | 16 | 13 | 4 | 4 | 85% | 62% |

| Year 5 | Number of pupils at EXS on entry to school | Number of pupils at EXS now | Number of pupils at GDS on entry to school | Number of pupils at GDS now | Yearly progress % of pupils making EXS and above | Attainment % of PP pupils without SEND at EXS |
|---------|--|-----------------------------|--|-----------------------------|--|---|
| Reading | 12 | 10 | 4 | 4 | 69% | 83% |
| Writing | 10 | 8 | 1 | 2 | 81% | 67% |
| Maths | 12 | 7 | 3 | 3 | 81% | 58% |

| Year 6 July 2021 | Number of pupils at EXS on entry to school | Number of pupils at EXS now | Number of pupils at GDS on entry to school | Number of pupils at GDS now | Yearly progress % of pupils making EXS and above | Attainment % of PP pupils without SEND at EXS | Attainment % of PP pupils without SEND at GDS |
|---------------------|--|-----------------------------|--|-----------------------------|--|---|---|
| Reading | 14 | 13 | 2 | 6 | 100% | 85% | 46% |
| Writing | 10 | 11 | 1 | 2 | 100% | 77% | 23% |
| Maths | 15 | 13 | 1 | 20 | 92% | 85% | 15% |

Other impact:

- Prior to lockdown all PP pupils accessed trips, workshops and residential in Yr6
- Prior to lockdown all PP pupils who wanted to take up small group instrumental tuition were able to do so

- During lockdown all PP pupils were supplied with food hampers and then national vouchers if they wished to access
- School offered further support with accessing food banks and hampers as required
- A number of pupils have been provided with uniform items since the return from lockdown
- The EWO has supported several families with attendance difficulties (see individual case logs)
- All PP pupils in current Yr6 attended the new Bush tribe club during their Summer term in Yr5. Pupil voice shows a huge impact on self-esteem and confidence as a result of this club
- Some pupils received emotional support on the return from lockdown and all report the positive impact this has had on their wellbeing
- Art of Brilliance focus week took place in school in Summer 2021 for all pupils using the new Brilliant Schools website. Pupil voice reported the impact this intervention has on positive character development

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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 |
|---|-----------|
| Trick Box emotional regulation scheme | Trick Box |
| Comprehension Express and Comprehension Ninja | Oxford |

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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

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.