

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	Upwood Primary Academy
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	16/12/2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Amy Woolner, Principal
Pupil premium lead	Amy Woolner, Principal
Governor / Trustee lead	Colin Baxter, Academy Committee Chair

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38355
Recovery premium funding allocation this academic year	£4350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1400
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	£44105

Part A: Pupil premium strategy plan

Statement of intent

At Upwood Primary Academy we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to achieve their potential academically and as well-rounded citizens.

We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our objectives are to:

- Remove barriers to learning by supporting disadvantaged families financially.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently – learning to read enables pupils to read to learn
- Support pupils with their social and emotional needs by providing appropriately trained adults to support them at lunchtime/sociable times
- To encourage children to be resilient in their learning, teaching them how to be resilient and instilling good attitudes to learning.
- To access a broad and balanced curriculum

This is not an exhaustive list and strategies will change and develop based on the needs of individuals. Key Principals: We will ensure that effective teaching, learning and assessment meets the needs of all pupils and enables them to achieve their potential

Challenges

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

Challenge number	Detail of challenge
1	Early reading - many of our disadvantaged children need additional, targeted support in learning to read. Some children do not practice reading at home, some need encouragement to read regularly. We recognise that phonics/teaching of early reading requires regular teaching and recall, some of our disadvantaged children need additional support in retaining and recalling phonemes in order to read well. Some of our disadvantaged pupils have not made as much progress as their peers, since school closures during the Covid-19 pandemic.

2	Financial – school trips/uniform etc - some of our disadvantaged children benefit from financial support in order to access a wide range of extra-curricular activities and school trips. This is analysed on a case-by-case basis, in discussions with families. There are some disadvantaged children who may need equipment purchased for them, to ensure they have the right uniform equipment needed to succeed at school.
3	Behaviours - attitudes and behaviours for learning - some of our disadvantaged pupils need mentoring and additional support in developing positive attitudes to learning. This includes being resilient and showing perseverance when coming across challenges as well as support staying motivated and being aspirational for themselves and their learning.
4	Wider curriculum – some of our disadvantaged pupils do not access a wide range of activities and experiences outside of school. We also recognise that our curriculum needs to reflect all areas of the National Curriculum, with subject expertise and enthusiasm. This would enable all children to thrive, in whichever subject area interests them or motivates them.

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
All children will be able to read before they enter key stage two, so that they can read to learn. Children in key stage two will be able to read to support their learning in all other curriculum areas.	<p>100% of Year 2 pupils will meet the required standard for the DfE phonics screening check</p> <p>At least 80% of all year 1 children will meet the required standard to the DfE phonics screening check. Those children that do not, will have targeted intervention in phonics to enable them to meet the required standard by the end of year 2.</p> <p>Any key stage 2 pupils who are working below the expected level for their age, will have targeted intervention in phonics.</p> <p>Any pupils who need it, will have additional support in the form of a pupil learning plan.</p>
All children will be able to access trips. Children will be able to be fully equipped with materials needed for school. Children are able to attend extra-curricular and holiday clubs.	<p>100% of pupils who wish to, will be able to access day trips and residential.</p> <p>Pupils who need uniform or other equipment will have what they need to participate fully in school life.</p> <p>Any extra-curricular clubs will be financially supported for those who would</p>

	<p>like to attend.</p> <p>Holiday clubs – disadvantaged pupils who would like to attend, can do so at no additional cost to families.</p>
<p>All children will have positive attitudes towards their learning. This will include resilience and a thirst for learning.</p>	<p>Pupil voice shows that children are positive about their learning. They respond well to challenge and high expectations of themselves, both academically and socially/emotionally. Disadvantaged pupils achieve in line with their peers – assessment data shows that the gap is narrowing. Some children may need 1:1 support from a learning mentor – where this is needed, it will have a positive impact on attitudes to learning and managing behaviour.</p>
<p>All children will access a broad and balanced curriculum and will develop as a well-rounded child.</p>	<p>The curriculum at UPA will reflect the needs of our pupils and will provide a broad and balanced experience for all pupils. Pupils will have access to high quality teaching in all curriculum areas. Learning walks and pupil books will demonstrate that the curriculum is broad and that children have the opportunities to achieve in all areas of the curriculum.</p>

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. (2021-2022)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 7750

Activity	Evidence that supports this approach	Challenge number(s) addressed
McKie mastery phonics - training and delivery. Materials also need to be purchased.	<p>Evidence through the EEF - great teaching is the most important lever in improving pupil outcomes. Staff will receive the appropriate resources and training to deliver high quality reading lessons that will not only benefit disadvantaged. There is a strong evidence base from EEF that the teaching of reading has to be a balanced and engaging and integrates decoding and comprehension skills.</p> <p>McKie Mastery provides high quality CPD for teachers and teaching assistants in order for them to achieve the above. The Pupil Premium Guidance document from the EEF outlines how important high quality teaching is to narrow the gap for disadvantaged pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1
CPD for teachers in music, languages and physical education	<p>Teachers will benefit from targeted CPD in music, languages and physical education. Some of the CPD may be offered in the form of coaching/modelling to staff as well as CPD training sessions.</p> <p>Effective CPD for teachers is essential in improving the quality of teaching for all pupils, but particularly in narrowing the gap for disadvantaged pupils.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf</p>	4

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

Budgeted cost: £ 19323

Activity	Evidence that supports this approach	Challenge number(s) addressed
McKie Mastery phonics for KS2 children – teaching assistant time to teach phonics daily to groups of key stage 2 children	<p>Evidence through the EEF - great teaching is the most important lever in improving pupil outcomes. Staff will receive the appropriate resources and training to deliver high quality reading lessons that will not only benefit disadvantaged. There is a strong evidence base from EEF that the teaching of reading has to be a balanced and engaging and integrates decoding and comprehension skills.</p> <p>McKie Mastery provides high quality CPD for teachers and teaching assistants in order for them to achieve the above. The Pupil Premium Guidance document from the EEF outlines how important high quality teaching is to narrow the gap for disadvantaged pupils.</p> <p>McKie Mastery can also be used as an intervention for any key stage 2 children who require phonics/early reading teaching.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1
Provide high quality reading materials, focused on early reading	<p>Alongside McKie Mastery phonics/reading teaching, high quality resources are needed to engage and motivate children to practice their skills. Texts that match pupils' phonic knowledge are also essential to their development.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks-1/Improving Literacy in KS1 Recommendations Poster.pdf</p>	1

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

Budgeted cost: £17032

Activity	Evidence that supports this approach	Challenge number(s) addressed
Art of Brilliance CPD and resour	<p>The founder of 'Art of Brilliance' has included his evidence to the approach below on the website.</p> <p>Art of Brilliance is used at UPA to motivate children and encourage positive mindsets and attitudes towards learning. The need for input in this area was evident after children returned fully in March 2021, following partial closures due to the Covid-19 pandemic.</p>	3

<p>ces to support attitudes and personal development of all pupils</p>	<p>https://www.artofbrilliance.co.uk/resources/research/</p>	
<p>Financial support offered to families to ensure all children can access educational visits and residential</p>	<p>Firstly, pupils that are able to attend the same trips and residential as their peers feel engaged in their learning and motivated, also they then feel fully part of school life, in line with their peers.</p> <p>The research indicated below, demonstrates that out of school experiences help children to make links to their learning in school.</p> <p>https://www.schooltravelorganiser.com/features/evidence-revealed-on-the-impact-of-residential-trips/7385.article</p>	<p>2</p>
<p>Teaching assistants available during lunchtime periods to support children with social and emotional needs</p>	<p>Teaching assistants deployed at lunchtimes/social times to support disadvantaged children in managing themselves in these contexts. Research shows that modelling the school's ethos and expectations can contribute</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	<p>3</p>

Oak Activities – mentor support for individual children	A number of our disadvantaged pupils benefit from 1:1 or small group activities with a sports mentor. This 1:1 time allows pupils to build a trusting relationship with an adult. Pupils are then able to share their worries and the mentor can support them with coping strategies and helps pupils with their attitudes towards their learning and increase their expectations of themselves. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	3
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Total budgeted cost: £ 44,105

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.

All disadvantaged pupils were provided with uniform – this enabled all children to be fully equipped for learning.

Teaching assistant support at lunchtimes and sociable times enabled pupils to build friendships and play constructively with others, particularly after returning since partial school closures (March 2021).

Oak Activities has supported a small number of children to access their learning by working with them on a mentor basis. Children who have had access to this have made good or better progress, both academically and emotionally. Pupils were able to build trusting relationships with adults.

Children in key stage one and foundation benefitted from new reading books that matched their phonic knowledge. These books supported motivation in reading alongside their reading abilities. As a result, year 2 children this year have achieved well in their phonics screening check.

The Art of Brilliance input began, teachers had some CPD and pupils also benefitted from some virtual training from the AOB team. A shared language for attitudes to learning was established and pupils became able to express themselves, with a focus on talking about their learning. This was predominantly in key stage 2.

Externally provided programmes

Programme	Provider
Systematic phonics teaching programme	McKie Mastery