

Pupil premium strategy statement 2021- 2024

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	Upton Heath C of E Primary School
Number of pupils in school	427
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers 2021 - 2024	2021-2024
Date this statement was published	01/12/2021
Date on which it will be reviewed	30/09/2022
Statement authorised by	CONRAD NORTH
Pupil premium lead	CONRAD NORTH
Governor lead	HAYLEY WIPER

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,490
Recovery premium funding allocation this academic year	£6,380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£62,870

Part A: Pupil premium strategy plan

Statement of intent

Rationale: The main barriers to educational achievement faced by eligible pupils at Upton Heath C of E Primary School are social and emotional, attention and listening and attachment. The affected mostly by these barriers are our Service children, boys and low attainers (in KS1), and most Disadvantaged children in KS2. **We aim to address these barriers by placing the children's wellbeing and involvement at the heart of our strategy**, offering a range of nurturing and enrichment opportunities and targeted support for learning, much of which is delivered in our outside environment, focused support from an SEMH team, including the delivery of specific interventions to support our most vulnerable children. **Impact will be measured** using pre- and post-assessment scales of wellbeing and involvement, alongside the achievement of specific learning objectives.

AIM: to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The principles of each approach are also used to support other pupils in school who would benefit from these strategies.

Challenges

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

Challenge number	Detail of challenge
1	The mental health and well-being of our vulnerable children impacts negatively on their social emotional development.
2	Academic progress is also negatively impacted due to the emotional needs of a number of our children: specifically, Writing
3	Academic progress is also negatively impacted due to the emotional needs of a number of our children: specifically, Mathematics
4	Many educational experiences had to be postponed or cancelled during the pandemic lock downs and restrictions.
5	Nearly all of our Service children are leaving the UK at the end of this academic year, and a new Regiment will be joining us. So there will be a period of instability for the children.

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
<p>Support children, families and adults with their mental health and well-being, enabling children to thrive and progress with their learning.</p>	<p>School staff to be trained in Trauma Informed Approaches.</p> <p>To provide staff with various strategies to support children who have experienced trauma.</p> <p>For staff to have an understanding of trauma and the impact this has on children and adults alike.</p> <p>For the staff to have an understanding of how trauma can be seen in the behaviours of others.</p> <p>Establish a PRRR model of support and culture across our school and community.</p> <p>Protect, Relate, Regulate and Reflect.</p>
<p>To improve the educational outcomes of our children by reducing the gaps in achievement between reading and writing.</p>	<p>Children to be able to apply spelling strategies in independent writing.</p> <p>Staff to have CPD in Pathways to Write.</p> <p>To purchase and receive CPD in Pathways to Spelling.</p> <p>To enable children to write independently and at length in other subjects that English.</p>
<p>To improve the educational achievements for Mathematics across the school.</p>	<p>To improve standards in mathematics at the end of each Key Stage to be in line with national averages or above.</p> <p>To reduce the gap in achievement between disadvantaged and non-disadvantaged children in Mathematics.</p>
<p>Broaden the curriculum to ensure that residential visits and broader aspects of the curriculum that have been missed, are open to all.</p>	<p>To give all of children the opportunity to attend residential visits and after school activities.</p> <p>No children will miss out on an educational/ sporting experience due to the inability to pay.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TIS (UK) CPD for all staff (01/09/2021, 03/03/2022, 17/03/2022)	TIS(UK): high quality CPD in Trauma Informed Approaches' in schools.	1, 2, 3
Establish a Pastoral group to identify and support those children requiring additional support.	Better informed staff and well supported children ensures that they are emotionally literate and ready for learning.	
Learning Mentor Salary	Broaden the adults' strategies to support our children.	
ELSA support: CPD to increase ability to provide interventions. Play Therapy support for identified children.	Enhance our ethos of Resilience, Respect Compassion and Together.	
CPD to support our Maths Mastery and Literacy teaching.	EEF Toolkit: <ul style="list-style-type: none"> • Metacognition and Self-Regulation +7 months • Collaborative Learning Approaches + 5 months • Parental engagement + 4months • Social and Emotional Learning + 4 months • Teaching Assistant Interventions + 4 months • Mastery Learning + 5 months 	

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

Budgeted cost: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA targeted support for identified children: Focus on Maths and Phonics	EEF Toolkit: Phonics + 5 months Social and Emotional Learning + 4 months	1, 2, 3
School led Tuition Programme: (Funded separately)	Feedback: + 6 months	

ELSA interventions	

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance of the week awards	You need to be in school to achieve and get the best education that we can provide. School attendance is vitally important to ensure a high quality, rounded education and also to establish life skills and develop emotionally, socially as well as academically.	2, 3
Pastoral Team to review impact of interventions, identify patterns of absence and identify children who require additional support.		
School dog: to support the emotional well-being of some of our children.	Linked to trauma Informed Approaches to support children with emotional difficulties. Use to calm and regulate children and also as an incentive. Protect, Relate, Regulate and Reflect	1, 2, 3
Uniforms / residential and trip visit financial support	Increased number of residential have been booked this year to ensure that those who missed their residential last year have been able to experience it. Normally this is Years 2, 4 and 6. However, this year we have extended this to Years 2,3,4,5 and 6. Funding will be used to subsidise Disadvantaged families and those with twins / more than one child.	4, 5
Passion for Learning support: including activity packs, food parcels.	Parental engagement + 4 months	1, 2, 3

Total budgeted cost: £42,000

£11,000

£8,000

Total: £63,000 (£130 overspend covered from school budget)