

Pupil premium strategy statement –

Upper Beeding Primary school

This statement details our school's use of pupil 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	302
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Matt Andrews
Pupil premium lead	Dee Taylor
Governor / Trustee lead	Gemma Donald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,290.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 775.09
Total budget for this academic year <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>	£61,065.09

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all our children to be the best they can be, to be ambitious in their learning and confidently embrace their future. We want all children to be confident and motivated life-long learners who will thrive in a changing world. We aim for all our children, irrespective of their background, to have a love of reading and be strong, confident readers.

At the heart of our strategy is our ongoing commitment to providing high quality teaching for all, with a focus on early identification of needs, prompt, early intervention, scaffolding and pre-teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The current pupil premium strategy focuses on: ensuring children have secure English and Maths skills; widening language knowledge and oracy skills; supporting emotional well-being and self-regulation; encouraging attendance and attainment. In addition to this, we aim to give children access to a variety of wider curriculum opportunities. We believe children learn best when they are happy, calm and confident in themselves.

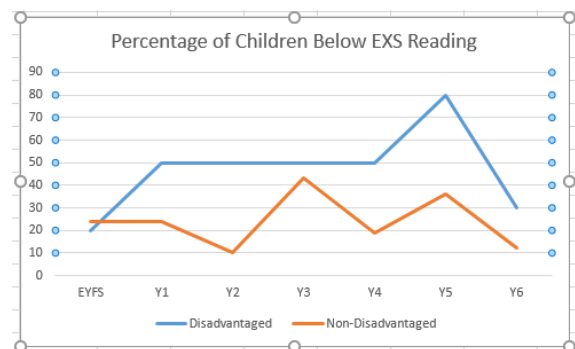
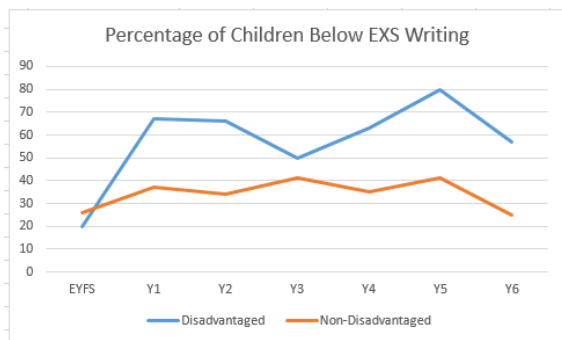
We believe through using explicit teaching of metacognitive and self-regulatory strategies we are encouraging such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future hence making the children lifelong learners.

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>In Summer 2024, there was a gap of 21% in reading, 28% in writing and 17% in maths between disadvantaged and non-disadvantaged pupils.</p>

2	Our discussions with pupils and staff indicate a vocabulary gap between disadvantaged and non-disadvantaged pupils - our Y1 Phonics check data indicates a 2 mark difference (31 compared to 33) which has resulted in more of our disadvantaged pupils falling behind age-related expectations in reading, writing and maths.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many of our pupils who struggle to show independence with their regulation and learning. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Our attendance data has shown the gap has closed from 2.7% 2022-23 to 2.4% 2023-24 Attendance for all disadvantaged pupils needs to continue to improve. Our assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress. Persistent lateness is also more prevalent amongst disadvantaged pupils.



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
Improved attainment in Reading, Writing and Maths across the whole school for disadvantaged pupils.	<ul style="list-style-type: none"> All children meet their personal targets for RWM, based on autumn term Pupil Progress Meetings and previous end of year data.

	<ul style="list-style-type: none"> All children are able to use metacognitive strategies to self-regulate and work independently.
Improved oral and language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and on-going formative assessment.
To achieve and sustain improved wellbeing and resilience for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils. The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,853.32

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition CPD to support working memory and cognitive processes	<p>There is strong evidence to show that Memory and Metacognition strategies should be explicitly taught to disadvantaged pupils and this then enables them to make accelerated progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-selfregulation</p>	1 and 2
To continue to raise the profile of our disadvantaged pupils through the continued promotion of Quality First Teaching. Embedding 'First and Best' practice with a focus of ensuring all lessons are implementing the 'Fabulous Four' in all lessons	<p>High quality first teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium). Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	1 and 2
Using TLR payment to support creation of new PP role	<p>We fund the PP Co-ordinator out of class role and provide opportunities for internal skills sharing and modelling/ coaching/collaborative planning with all staff.</p>	1, 2, 3 and 4
Developing play provision with OPAL	<p>UNICEF, EEF and OPAL's research on boosting well-being. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	3
Embed high quality adult/child interactions across all areas of the school	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p>	1, 2, 3 and 4
Oracy CPD to help address language gap	<p>We will fund a member of staff to attend the Literacy Trust training: https://literacytrust.org.uk/training-and-workshops/developing-oracy-in-key-stage-1-and-key-stage-2/ to help develop how oracy is used across the school and in particular with disadvantaged pupils.</p>	1 and 2

<p>Purchase and embed Little Wandle as a DFE validated Systemic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. To provide training for staff to ensure phonics intervention is correctly taught.</p>	<p>EEF toolkit states that phonics interventions have a +5 months impact on the most vulnerable pupils.</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on the accuracy of decoding and word reading, particularly for pupils from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 and 2</p>
<p>CPD opportunities are provided for all staff to refresh and strengthen practice.</p>	<p>Pupil Premium lead to attend the following courses:</p> <ul style="list-style-type: none"> • Mobilising metacognition • Tackling Disadvantaged Education <p>For the Head teacher and Pupil Premium lead to:-</p> <ul style="list-style-type: none"> • To share good practice and pedagogical research developments. • Improve staff knowledge and develop a culture of excellence • Improve and reflect on the quality of teaching and sustain positive outcomes for all learners. 	<p>1, 2, 3 and 4</p>

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

Budgeted cost: £ 2,519.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision for one to one and group tutoring for pupils in years 5 & 6 whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1</p>

<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasize the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://www.esu.org/oracy-in-action/</p>	<p>1 and 2</p>
<p>Providing children with additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Targeted phonics interventions (daily catch up, rapid catch and 1:1 sessions) have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p> <p>EEF toolkit states that phonics interventions have a +5 months impact on the most vulnerable pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1 and 2</p>
<p>Continued implementation of ELSA</p>	<p>The ELSA programme is a targeted intervention aimed at developing the social and emotional skills of primary and secondary school aged children. ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils.</p> <p>https://www.elsanetwork.org/elsa-network/evaluation-reports/</p>	<p>1 and 3</p>
<p>Introduction of Pyramid of Vulnerable/disadvantaged pupils</p>	<p>To ensure systems and procedures are effective in the early identification of disadvantaged pupils throughout the whole school we have introduced using a pyramid system. Teachers can use the vulnerability factors grid to score each child and place them onto the pyramid according to their level of need.</p> <p>This enables the teachers to gain a clear understanding of the specific challenges and needs of the disadvantaged pupils. Enabling the children receive immediate support and the interventions required to support their learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>1, 2 and 3</p>

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

Budgeted cost: £ 7,692.27

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support families financially to allow their children to attend a range of trips, visits and special events, including residential in Y5/6 and KS2 swimming lessons. To support financially access to school uniform and external clubs.</p>	<p>Based on our experiences we have identified that we need to set aside funds to enable disadvantaged pupils to have opportunities to develop beyond the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1 and 3</p>
<p>To identify barriers to good attendance with families and ways to overcome these.</p>	<p>Our data shows that poor attendance and impact due to loss of learning time affects our disadvantaged pupils the most. A variety of strategies will be deployed to ameliorate this.</p> <p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</p>	<p>4</p>
<p>Embed high quality teacher/parent interactions across all areas of the school</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3</p>

Total budgeted cost: £ 61,065.09

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress of Disadvantaged and Non-Disadvantaged Pupils from Autumn 2023 to Summer 2024

Subject	Disadvantaged Pupils (40)	Non-disadvantaged Pupils (262)
Reading	+0.2	+0.4
Writing	+0.4	+0.2
Maths	+0.4	+0.4

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
School Start	Speechmark
Firstclass@numbersense	Every Child Counts
Your Space Therapy	Your Space
X Tables Rockstars	TT Rockstars
White Rose	White Rose
Sumdog	Sum Dog
ELSA	ELSA Network

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.