

Pupil premium strategy statement December 2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Upham Church of England Primary School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 into 2026/27 (2 nd year into 3 year plan)
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	D.Woolley Headteacher
Pupil premium lead	D.Woolley Headteacher
Governor lead	Jo Smith Lead for Disadvantaged Pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,750
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	£14,750

Part A: Pupil premium strategy plan

Statement of intent

Our central goal and shared aim is that all children at Upham Church of England Primary School, regardless of their background or the many challenges that come to bear on their lives, make strong progress, have positive wellbeing and achieve highly across the curriculum. Where children have started their educational journey with us having achieved highly, we aim to maintain and further extend that high achievement. Where children's development is identified as potentially or actually falling behind, we will swiftly put additional actions/support/improvement in place to address the difficulty or challenge and return the child to an 'on-track' path. We aim for all children to develop as confident, independent children with well-developed social, emotional and spiritual skills and understanding.

High-quality teaching within the classroom is the key approach to enable all to flourish but particularly those vulnerable children. This is proven to have the strongest impact on children's attainment and closing attainment gaps where they exist. Improvements planned for vulnerable children in the context of whole-class teaching will also benefit all the non-vulnerable children. This includes:

- Responsive, adaptive teaching in regard to formative assessments and mixed-age year groups
- Teachers committed to engaging with disadvantaged children to identify potential barriers to learning
- High emphasis on learning behaviours: modelled, taught and encouraged ('positive mindset' principles)
- Strong emphasis with active teaching for positive learning behaviours
- Fluid, age-appropriate behaviour management from YR-6 with consistently high standards of behaviour demonstrated
- Positive climate of peer influence with buddies and positive role models throughout year groups, creating a climate of peers not tolerating bullying or negative behaviour
- High attendance and careful monitoring where it is less than expected

Our building is small with classrooms that open directly into the hall. There are ample learning spaces within classrooms to adapt aspects of teaching or conduct additional support or extension so the vast majority of additional supports can take place within the context of the whole-class teaching. There is a library which is the only shared space where sessions such as ELSA supports can be conducted outside the classroom but there is no other space for other supports.

Our strategy is also integral to wider school plans for education recovery, such as support through catch-up funding for pupils whose education has been worst affected, including non-disadvantaged pupils.

In our small school, children with individual needs or disadvantage could 'stand out'. It is part of our strategy to ensure disadvantaged children (and their families) are fully included in the life of the school. This includes the extra-curricular opportunities offered (including those offered by the PTA), the opportunities and responsibilities offered to children and all aspects of social, emotional and spiritual development. Disadvantaged children will be prioritised to ensure participation and engagement and families will be supported to form strong confident relationships with school staff and other families. As a result, our school ethos is one where all children (and their families) are included with high regard for emotional and social wellbeing, as well as high expectations for achievement.

The headteacher holds overall responsibility for SENCO, DSL, Pupil Premium and Designated Teacher, meaning any children identified as vulnerable within our school (i.e. based on deeper information than just national indicators) can be easily planned for at a strategic level, utilising the full available resources or links to other agencies. Children's needs are planned for holistically, not simply because of 'boxes they tick'. Overall attendance and levels of positive behaviour of all children are very strong, though should either become of concern for individual children or families, a strategic approach to improvement can be swiftly taken. This strategic leadership includes:

- Strategically co-ordinated and considered decision making in regard to provision, staffing, parental involvement, evaluation, monitoring and training.
- Identifying and tracking the progress of disadvantaged children at data-collection points termly with actions identified and reviews.
- Identifying disadvantage through all assessment material to ensure shared recognition and identification for staff.
- The deputy head acting as a champion for disadvantaged children. This involves regularly monitoring the implementation of this strategy, tracking the progress of disadvantaged children across the school and modelling positive regard and opportunity development for these children for other staff members.
- Having an identified governor for SEND children and vulnerable children who champions involvement, achievement, equality and provision. A separate governor has responsibility for disadvantaged children as the two responsibilities, though overlapping, are separate. This enables these governors to collaborate on priorities and monitoring.
- Targeting resources towards underachievement, emotional difficulties or social difficulties swiftly to enable rapid recovery and re-engagement with learning.

Challenges

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

Challenge number	Detail of challenge
1	<p>There are two distinct sub-groups within our cohort of children receiving pupil premium funding.</p> <p>One group consists of children who joined Year R receiving PP and their journey through the school has been one of continuity, positive transitions, high expectations and opportunities. Mostly, this group achieve well, often above ARE.</p> <p>A second group of children have joined, either as a mid-year entry or where circumstances have changed and they now meet the criteria. Many of these have gaps in learning, attendance concerns, low prior achievement, inconsistent learning behaviours, inconsistent home support and/ or more complex challenging circumstances.</p>
2	<p>Some individuals eligible for Pupil Premium experience financial contexts very different to the majority of our other families which potentially disadvantages children in participating out of school in ways different to peers. Supporting parents to access all the opportunities offered, including enrichment activities, is key to not only providing beneficial experiences for the children, but also social equality and a strong sense of belonging.</p>
3	<p>Events and changes in family situations (such as parent relationships, parental separations, access, contact, court procedures, parental acrimony) can cause stress and anxiety for the child, impacting negatively on their ability to learn, socialise and their wellbeing.</p>
4	<p>High incidence of low-level emotional need ie below that which is referable for additional agency response but requiring in school universal (Tier 1) or targeted (Tier 2) support. These needs are due to SEND needs, more generalised anxiety, difficulties with parent separation or social communication difficulties. Increasingly, levels of anxiety are increasingly, often this anxiety is linked to separation from parents and/or peer conflict and relational difficulties. Reviews of this strategy since 2024 indicate this growing trend.</p>
5	<p>Though our population of children in receipt of PP funding is small, they are a diverse group and cannot be treated as having homogenous needs. Many have dual needs and also have SEND needs or EHCPs, have social care contexts or have medical needs. Individualised, holistic approaches are therefore required for many individuals.</p>
6	<p>Some children in receipt of PP need longer to master skills and secure knowledge than their peers. This may be a result of gaps needing to be</p>

	addressed, poor learning behaviours or few opportunities for support/ reinforcement with learning at home.
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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
To improve attainment of disadvantaged children.	Accelerate those individuals who are not achieving ARE in Reading, Writing and Maths (and as a combined set of basic entitlement) to do so, as indicated by national or internal end of year assessments. Outcomes in Reading (including phonics), Writing and Maths (including multiplication check) for in-year admissions to reach ARE by end of 2025/26.
To improve learning behaviours of disadvantaged children.	Teaching staff will model, support and praise good learning behaviours. Children will demonstrate these positive learning behaviours during lessons. They will take responsibility for their own learning and show sustained listening and focus during lessons.
To achieve and sustain improved wellbeing for all pupils, including those recently joined, particularly our disadvantaged pupils.	Sustain high levels of wellbeing throughout 2025/26/ 27, demonstrated by: <ul style="list-style-type: none"> • Full access and participation in extra-curricular activities (including trips and residential, breakfast club and after school clubs) among disadvantaged children • Strong friendships sustained • Positive peer interactions observed for children's interaction and evidenced within behaviour records
To improve the ability of disadvantaged children to regulate and respond positively to emotions as caused by external factors.	Use of ELSA provision to support used to ensure emotional needs for all individuals are well supported and addressed, enabling the individuals to: <ul style="list-style-type: none"> • Continue to achieve strongly across the curriculum (consistent with ARE expectations by end of 2025/26) • Receive crisis support as required so that the individual can continue to positively engage with classroom learning, constructive peer socialisation and positive own emotional resilience.

	<ul style="list-style-type: none"> • Develop more positive self-image, more robust increased confidence and be able to regulate emotions in social interactions and independent contexts by end of 2026/27.
To ensure socio-economic challenges for families do not negatively impact on social engagement and learning through experiences/ opportunities.	<p>All disadvantaged children encouraged and enabled to participate in school trips and residential throughout 2025/ 26/ 27.</p> <p>High levels of participation, when present in cohort, for disadvantaged children in provided opportunities e.g. sporting competitions, arts events, music lessons, swimming etc. throughout 202/26 and 2026/27.</p> <p>Positive social inclusion described by children regarding out-of-school interactions with families (eg parties, sleepovers, social events etc.) indicate children are fully included in social opportunities by peers throughout 2025/26.</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: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher input to maximise thinking and challenge	<p>Metacognition and self-regulation approaches to support children to think about their own learning more explicitly such as teaching them specific strategies for planning, have been shown to have high impact on learning. There is some evidence to show that disadvantaged children are less likely to use these strategies so teaching them directly can encourage greater use in the future.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1, 6
Additional LSA provision to reinforce, pre-teach and secure learning	<p>Studies have shown that where an LSA interacts with a child it may lead to less teacher interaction which the children need and could potentially therefore be detrimental overall. Support must therefore be in addition to the teacher input for the session, prior to whole-class learning.</p>	1, 6

<p>Utilise all support and remedial aspects of the 'Little Wandle' phonics scheme to secure phonics learning for all in EYFS and Year 1.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 5, 6</p>
<p>Develop leadership roles for Deputy Head to oversee Pupil Premium focus. INSET training, helping staff target set for PP children, tracking progress, delivering CPD on overcoming barriers.</p>	<p>Implementation is important for success, there needs to be a clear leader for implementation. Transition for current DHT, PP champion role currently lead by HT, develop leadership capacity and understanding across timescale of this strategy. This leader needs time and capacity to ensure all stages of implementation take place effectively: Explore, Prepare, Deliver, Sustain.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	<p>1-6</p>
<p>Ensure high quality learning journeys in Maths and English for all with effective use of in-class groupings.</p>	<p>'By adapting teaching to pupils' needs and prior knowledge, teachers may be able to support, stretch, and challenge pupils' learning more effectively.</p> <p>Effective implementation of within class grouping approaches might include:</p> <ul style="list-style-type: none"> • Effective use of assessment to identify pupils' prior knowledge and understanding, and potential barriers to learning • Grouping pupils flexibly so that pupils know ability is not fixed • Adapting teaching to the needs of pupils, providing targeted support to pupils who are struggling • Reframing questions and lesson content to provide greater scaffolding or stretch and challenge pupils further • Carefully monitoring the impact of groupings on engagement and motivation. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping</p>	<p>1</p>

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

Budgeted cost: £ 4,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve language development for youngest children using Nuffield Early Language Intervention 'NELI' programme with assessment of children leading to targeted individual 12 week programmes.	In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions, such as NELI, which deliver short sessions over a finite period and link to classroom teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 6
LSA training to develop understanding of how to best support cognitive learning and emotional learning during class lessons and targeted support.	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 4, 5, 6
Deliver phonics interventions to ensure all develop basic reading skills through KS1 and into KS2 where required.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 6

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

Budgeted cost: £ 5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop ELSA provision	There is strong evidence of the high impact Social and Emotional Learning (SEL) Interventions that seek to	1, 3, 4

<p>(including training for new provider) to deliver emotional and social support for emotional difficulties (due to external influences), reactive to support 'crisis' emotional difficulties when required.</p>	<p>improve interactions with others and their self-management of emotions. ELSA is a more specialised programme of support which uses elements of SEL and are targeted at children with particular social or emotional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p>Provide free access to Breakfast Club before school.</p>	<p>Free access to Breakfast Club is a strategy we hope will lead to improved attendance and punctuality. High levels of attendance are important for both academic success and wellbeing, enabling children to build relationships with staff and peers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	2
<p>Pay for additional costs including trips, swimming lessons and residential.</p>	<p>There is strong evidence to suggest that physical activity can support with physical development and wellbeing and also some evidence that it can lead to additional academic progress as well.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	2

Total budgeted cost: £ 14,750

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 2024 to 2025 academic year.

Attainment

Statutory assessments took place in Summer 2025. The table below shows how our children in receipt of PP performed in these assessments and the rest of the school's end-of-year attainment using our internal assessment data and compares this information to the national average for all children, provided by the DfE for KS2 in 2025.

		Upham School, End of 2023/24 July 2024	Upham School, End of 2024/25 July 2025	National Average (2025) for all children (DfE) at KS2
Upham % of Year 6 PP eligible children achieving ARE in KS2 SATs		3/4 = 75%	1/2 = 50%	62%
Upham % of PP eligible children achieving in Combined Reading, Writing and Maths ARE for year group (or on-track to using 'Close to meeting' measure)		10/11 = 91%	9/12 = 75%	62%
Upham % of PP eligible children making good progress to stay on-track for ARE (including 'Close to meeting' measure)	Reading	11/11 = 100%	11/12 = 92%	75%
	Writing	10/11 = 91%	10/12 = 83%	72%
	Maths	10/11 = 91%	10/12 = 83%	74%
% of PP eligible children achieving greater depth within ARE	Reading	27%	0%	33%
	Writing	9%	0%	13%
	Maths	0%	0%	26%

Our current percentage of 83% of all PP eligible children currently achieving ARE (or on-track using the 'Close to meeting' measure) across reading, writing and maths is lower than the previous year's percentage of 91% but comparable with 2023 at 85%, indicating sustained performance over time. At a more secure mastery level, at the end of 2025 50% of children eligible for PP were fully secure which is comparable with the

55% from 2024 and 54% in 2023. Changes are due to [REDACTED] [REDACTED] (as described in Challenge 1. p2)

There is a different in attainment between the children who either joined the school mid-year, already in receipt of FSM together with those who recently met the criteria for PP compared with those children who have been in receipt of pupil premium throughout their journey through the school from Year R. Of those children who have had a secure journey through the school and are currently in KS1 or 2, 100% are securely meeting in all of Reading, writing and maths, the same proportion as in 2024. Gaps in prior knowledge together with complex home environments for those children joining or becoming eligible have impacted on achievement.

There were two children eligible for PP in Year 6 who sat the SATs tests in May 2025. [REDACTED] [REDACTED] completed the learning journey since Year R) scores strong standardised scores [REDACTED]

There was one child eligible for PP funding in KS1 phonics screening tests in 2025. [REDACTED] [REDACTED] made extremely strong progress.

In the Summer Term 2025, the Year 4 times tables check also took place. Whilst there is no pass mark, there were 4 children eligible for PP in this cohort and they all (100%) scored at least 21/25.

Achievement Trends Over Time

It is difficult to explore achievement trends over time as the group remains small with children joining as parental circumstances change.

The proportion of children in receipt of PP achieving ARE (or on-track to achieve using the 'close to meeting' measure) has remained strong over the last few years despite the additions of new children, some being in-year admissions, which indicates positive impact upon achievement. Progress data has not been available for KS2 over the last few years due to the impact of COVID on these year groups whilst in KS1.

In terms of the Phonics Screening Check, PP children continue to do well in phonics with children in this group successfully meeting the expected standard or making demonstrably rapid progress towards this standard.

Attendance/ Absence

In the academic year 2024/25, whole-school absence was 5.0%, a reduction from the previous year. Absence for children eligible for PP was 8.26% which was a higher rate than for PP for 2023/24. Though this overall proportion was higher than the whole school, [REDACTED] [REDACTED] These were positively

addressed and patterns of attendance successfully improved but this has affected the overall group. The rest of the group had strong attendance. The majority trend for attendance is very positive.

One individual who recently joined had a prior attendance below 50%. By targeting their friendships, learning behaviours and developing self-esteem they were supported into wanting to be in school and attendance improved. At the end of 23/24 it was 46.9%, by Autumn 24 was 60.7% (gain of 13.8%) by Spring 25 improved to 70.5% (gain 10.2%) and by Summer 25 improved to 83.7% (gain of 13.2%). Effective teamwork with colleagues in other schools where siblings were placed enabled the family to be supported into better attendance (work praised by CS Team). Child was able to positively engage with SATs and attended residential visit at the end of term. Intensive support was provided during the summer holidays for this individual during Christmas to ensure the transfer to a changed secondary school was positive in order to continue the momentum started of better school attendance and improved wellbeing into KS3.

A child with weaker attendance ended Autumn Term as PA but deteriorated due to changed attitudes and separation issues, deteriorating to 69.2% in the Spring Term. This was positively addressed and his confidence and self-belief supported. Attendance improved and [redacted] was able to take SATs positively (achieving EXS in Reading and Maths and expected in writing) and attendance improved to 94.9% for the Summer Term.

Any attendance issues are therefore very individualised and not at an overall group level.

Emotional, Social and Behavioural Development

All children have continued to develop emotionally across 2024/ 25 with evidence of children building friendships across wider social groups with more constructive and positive social interactions. Children have enjoyed building friendships and relationships both within their year groups and classes and also across the whole school.

The children in Year 6 last year were well able to very successfully fulfil their 'buddy' responsibilities with Year R children and support them to engage through positive peer modelling (with reciprocal emotional development).

A number of children required emotional support throughout the year. Alongside in-class strategies, ELSA was used successfully to provide additional supports. Examples of this from across the year include ELSA support for children eligible for PP focused on dealing with emotions linked to friendships, time and space to discuss scenarios and concerns at home, building self-esteem, resilience and confidence, and developing more self-awareness and self-help strategies. This work has improved engagement

with learning, maintaining strong ARE assessments despite other social, emotional and external pressures.

Well Being and Wider Involvement

Children in receipt of PP were effectively prioritised and included within sporting competitions alongside peers. In 2024/25, all children in receipt of PP represented the school in a team, most children attended multiple times. Places were targeted related to their interests and abilities so their experience was enjoyable and contribution to peer teams constructive.

PP funding was also used to ensure all children in receipt in FSM were able to participate in school trips across all year groups, including xxx and also attending Year 5/ 6 Residential Visit in July 2025.

Externally provided programmes

No non-DfE programmes were purchased in the previous academic year.

Service pupil premium funding

No funding was received for Service Pupil Premium.

Further information (optional)

Small School Context

In our small school, the numbers of disadvantaged children in receipt of pupil premium funding is small, though growing. These small numbers are spread across the school meaning individual needs, rather than shared, common needs, tend to direct our strategic thinking. Numeric trends can be very misleading where one child can equate to 8% of the total population – a change by this margin could be interpreted as a trend rather than the individual circumstances of an individual. However, this emphasis of planning for individuals does not affect the commitment from the school for all disadvantaged children to achieve at least ARE across the curriculum, alongside peers, with the highest levels of wellbeing.

Most Recent OFSTED Monitoring

Our most recent OFSTED inspection took place in October 2022. Although inspectors did not look at the use of Pupil Premium Funding or the attainment, progress or wellbeing of Pupil Premium children specifically, there were a number of observations made which suggest that all children are made to feel like they belong, behave well, receive the support they need and have access to a full curriculum:

‘There is a family feel and a real sense of belonging. Adults know all the pupils and relationships are strong.’

‘Governors and leaders want pupils to do their best and be highly successful. Pupils try their hardest to live up to these expectations. They want to learn. Pupils overall behave to a high standard.’

‘Leaders are tenacious in ensuring that pupils and their families receive the support they need [in reference to safeguarding provision].’

‘The curriculum is broad and ambitious for all pupils.’

Most Recent Local Authority Monitoring

Over time, annual monitoring carried out by Primary Phase Inspectors from the Local Authority has identified strengths in provision for use of Pupil Premium Funding.

Annual monitoring by the Local Authority through Planned Primary Phase Inspector Visit in November 2025 (for 2025/26 academic year) observed that:

In Key Stage 1 (KS1), tasks are focused on securing the basics of writing that the children need. For those children not yet at age related expectations (ARE) tasks are scaffolded to support success. There is a clarity of task, and children can explain the purpose of what they are doing. Key focus children receive regular check-ins, to support both directed learning but also to encourage and support developing independence. Adults can be seen to be proactively supporting learning;

Actions to secure improved attendance for individuals include a wide range of personalised methods, including working with parents to support mental health concerns, such as anxiety. View Your Education Data (VYED) evidences that of the nine children

in the school eligible for free school meals (FSM Ever 6) six are currently within the 0-5%, with three within the 5-10% absence band. No child eligible for FSM is in any of the bands lower than this. The headteacher is aware of information through VYED, including the comparison report, and is making use of this to inform attendance priorities. The report indicates that attendance of disadvantaged children (eligible for FSM) is higher than 18 of 19 similar schools.

Annual monitoring by the Local Authority through Planned Primary Phase Inspector Visit in November 2024 (for 2024/25 academic year) observed that:

Children considered to be most vulnerable within the year group achieve positive outcomes, with three of the four children eligible for the Pupil Premium grant achieving ARE combined. Of two children on the SEN register, one achieved ARE in reading and mathematics.