

Pupil premium strategy statement – Upton Upon Severn C of E Primary School

This statement details our school's use of pupil premium (and recovery 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	165
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mrs Rachel Arthur
Pupil premium lead	Mrs Jo Vizer
Governor / Trustee lead	Mrs Amy Wearing

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 46,880.00
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
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>	£ 46,880.00

Part A: Pupil premium strategy plan

Statement of intent

- In line with our SEF and SIP, we are working to close the gap regardless of a child's starting point by consistent and persistent planning to uplift through marginal gains.
- We continue to plan for the use of well-researched and evidenced interventions alongside intentional teaching and learning development so that every child accesses their learning every day.
- Developing staff confidence in and generating opportunities for whole school oracy approach which develops children's accessible vocabulary, confidence in their learning and further opportunities to recall and implement key learning.
- Ensuring parents have a shared understanding of the impact of reduced school attendance.
- Developing staff's understanding of the emotional barriers to learning and how best to support children with this is a key strategy to help every learner progress.

Challenges

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

Challenge number	Detail of challenge
1	Granular identification of next steps for vulnerable learners throughout their learning journey.
2	Children not always able to demonstrate that learning is moving into long term memory or articulate learning clearly.
3	Trauma-related challenges impeding learning
4	Attendance lower than 90%

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	Interim RAG review
Pupils make sustained progress from their starting points, with their development and attainment consistently	Intended uplift from disadvantaged starting points is identified and tracked across the educational journey of those children.	

tracked to ensure gaps narrow over time.		
Individual learning gaps addressed successfully.	Children accessing individual support make accelerated progress equating to at least 1 month additional progress in reading over the length of the intervention.	
	Planned progression from concrete to pictorial learning in maths ensures learners can work independently and make consistent progress in maths in all year groups.	
	Teacher assessment in Reading, Writing and Maths show progress of all learners (where no significant changes have occurred) over a 12-month period.	
	Parental engagement figures increase over a 12 month period and are maintained over a 3 year period.	
	Fluency in arithmetic shown in low stakes, high frequency class tests and increase in attainment in end of key stage tests over 3 years.	
	Increased use of disciplinary vocabulary both orally and in written work shown over a 12-month period through monitoring.	
Deep thinking evidenced in all subjects where core knowledge is secure for learners	Lessons focus on what children think deeply about with Medium Term Plans identifying core knowledge and vocabulary.	
	Children can readily articulate their learning utilising at least two disciplinary pieces of vocabulary to support their oral recount of their learning.	
	Children's work reflects the opportunities to recall and orally rehearse learning with developed ideas and questions.	
	Increase in the amount of core knowledge readily retrieved by 75% of the class evidenced to teaching staff in low-stakes class testing.	
Children know that school is a safe space, adults can support them to regulate as can their environment.	Children increase effective emotional literacy that supports them to successfully access strategies and/or resources to regulate throughout the school day demonstrated by a 30% reduction of dysregulated physical behaviour recorded.	
	Children and adults know that school is a safe space	
	All adults use consistent, respectful and trauma-aware language in exchanges with children and other adults.	
Supporting improved attendance	Early identification of low attendance (falling below 95%) is shared with parents with barriers and solutions co-created with families and tailored to each family using the Early Help Level 2 paperwork.	
	Early help community event shares the multiple strands of support available to our families.	

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

Budgeted cost: £ 10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality subject-specific teaching resources	Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. EEF Pupil Premium Strategy	2
Identification of uplift required for disadvantaged and low achieving learners in core subjects with support from the RADY team.	Challenging Education Final Evaluation Report CBC - RADY Project Evaluation	1
Developing confidence in supporting oracy throughout the curriculum	Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words. EEF Improving Literacy	2
Quality feedback	Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. EEF report Feedback	1, 2

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

Budgeted cost: £ 20,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia Core 5 Reading	...children offered Lexia made the equivalent of one additional months' progress in reading, on average, compared to other children. These results have a high security rating: four out of five on the EEF padlock scale. Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of two additional months' progress in reading compared to other children eligible for FSM. EEF Lexia Core5 Project evaluation	1
SALT interventions	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. EEF One-to-one tuition	1

Wider strategies

Budgeted cost: £16, 880.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School for Year N – Year 3	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. EEF Improving SEL in primary	3
Equitable access to curriculum-linked activities	The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. EEF Arts Engagement The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. EEF Sports engagement	3
Early Help Level 2 system of identifying support offered to families	Spending time considering the nature of communication with families is one low-cost way that schools can work towards stronger relationships based on clarity and partnership. EEF supporting school attendance	4
Early help community event hosted at school.		4

Total budgeted cost: £ 46,880.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Targeted uplift from disadvantaged starting points is now clearly identified, tracked, and acted upon across pupils' educational journeys. Monitoring through pupil progress meetings is monitored termly. Individual learning gaps have been addressed effectively through tailored interventions, with pupils accessing individual support making accelerated progress, achieving at least one month of additional progress in reading over the course of each intervention. Teacher assessments in Reading, Writing, and Maths confirm consistent progress for all learners over a 12-month period where no significant changes in circumstance have occurred.

In Mathematics, the planned progression from concrete to pictorial learning is embedded across all year groups. This has enabled pupils to work more independently and make consistent progress, supported by improved arithmetic fluency evidenced through low-stakes, high-frequency assessments. Over time, this has contributed to increased attainment in end of key stage outcomes. Monitoring also evidences a sustained increase in the use of disciplinary vocabulary, both orally and in written work, across a 12-month period.

Teaching and learning promote deep thinking where core knowledge is secure. Medium-term plans clearly identify core knowledge and vocabulary, and lessons focus on what pupils are thinking deeply about. Pupils can confidently articulate their learning, routinely using at least two pieces of subject-specific disciplinary vocabulary in oral explanations. Learning walks show regular opportunities for recall, oral rehearsal, and the development of ideas and questions. Low-stakes testing demonstrates that at least 75% of pupils can readily retrieve key core knowledge.

The school has strengthened its culture of safety and emotional wellbeing. Children understand that school is a safe space and that adults are available to support them. Emotional literacy has improved significantly, enabling pupils to access regulation strategies and resources throughout the school day. This is evidenced by a 30% reduction in recorded dysregulated physical behaviour. All adults have received training, and we aim to consistently use respectful, trauma-aware language, reinforcing a calm and supportive environment.

Parental engagement has increased over a 12-month period and is being sustained, supported by clear communication and partnership working. Attendance procedures are robust, with early identification of pupils falling below 95% attendance. Barriers are addressed collaboratively with families through tailored Early Help Level 2 plans, and community events have successfully highlighted the range of support available to families.

Overall, the evidence demonstrates that the school has attained its intended outcomes, with positive and measurable impact on pupil progress, wellbeing, attendance, and engagement.

Further information

We are constantly reviewing the depth and breadth of the curriculum to enhance our children's cultural capital. External providers must add value to the children's learning journey. Staff are beginning to interrogate the outcomes for each trip and ensure that they are directly linked to enhancing the children's learning journey and curriculum outcomes.

There are several music events locally that do not rely on Pupil Premium funding and ensure every child can access, enjoy and progress as a direct result of participation. Sometimes, the events have monies set aside for development projects and we are able to access this.

Sports Premium monies are used effectively to ensure all children have access to a range of sport opportunities with high quality coaching and aspirational outcomes. Some coaching is directly linked to mentorship, health and well-being.

We have strong links with our local churches and these enrich our curriculum, wider strategies and our links with our parents and families.