

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 this academic year, and the effect that last year's pupil premium spending had within our school.

School overview

Detail	Data
School name	Uplands Infant & Nursery School
Number of pupils in school	384
Proportion (%) of pupil premium eligible pupils	14.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	07.11.2024
Date on which it will be reviewed	07.11.2025
Statement authorised by	M. Orton
Pupil premium lead	M. Orton
Governor / Trustee lead	Kirti Asmal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,040
Recovery premium funding allocation this academic year	£0.00
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	£71,040

Part A: Pupil premium strategy plan

Statement of intent

At Uplands Infant and Nursery School, our core purpose is for our children to leave us as confident and fluent readers, writers, and early mathematicians with a love of learning to maximise their life chances. We do this through quality first teaching and our curriculum, which plays to our children's strengths, needs, and interests whilst ensuring that chances to close knowledge gaps are seized and a positive mindset is developed.

Language acquisition is the 'golden thread' permeating our school; our children talk all day, every day, developing their speaking, listening, and language skills. Our carefully planned learning environment is integral to the quality of our curriculum and supports high expectations in all children's learning. The Characteristics of Effective Learning, which are critical to children's aptitude and attitudes to learning and life, are embodied within our curriculum. In addition to this, we provide extracurricular activities to improve well-being further; build self-esteem, and show children more of the world around them.

Further to our quality first teaching, to aid 'keep up' and to ensure that any gaps between our disadvantaged and non-disadvantaged children are closed and that all children perform in line or above their national counterparts we run a programme of quality assured interventions both pre, during and after school and for our most vulnerable children bespoke support is provided.

Challenges

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

Challenge number	Detail of challenge
1	PSED on entry – in particular, children managing themselves. Lots more children are coming to school in nappies.
2	Speaking and comprehension skills
3	Increased attainment gap across core and prime areas of learning
4	Low socio-economic backgrounds, an influx of asylum seekers coupled with parents understanding of how to support their children at home with their learning
5	Early Years attendance

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
Children can manage their own basic hygiene and personal needs and show independence.	Children can toilet and dress themselves independently.
Accelerated progress is made in language and comprehension skills – disadvantaged children attaining in line with non-disadvantaged children	<p>Purposeful talk is taking place in all classes in all subjects.</p> <p>Oracy strands can be identified in planning.</p> <p>Oracy is wide-ranging:</p> <ul style="list-style-type: none"> • Used in interventions by TAs and teachers. • Used in assemblies <p>Comprehension strategies are being implemented by all staff</p> <p>ALS is being implemented following updated guidelines</p> <p>The principles of the Leicester City Reading Project are applied in shared and guided reading lessons</p>
Any National and school gaps are closed between our disadvantaged and non-disadvantaged children in all core and prime areas of learning	<p>Quality first adaptive teaching</p> <p>Through effective questioning, teachers are responsive to the children's needs by adjusting teacher input and tasks securing deeper learning for all children in the class</p> <p>Rigorous pupil progress meetings and teacher knowledge identify children not on track - targeted support implemented</p>
Parents in all year groups are confident in supporting their children at home with reading, phonics, and maths	<p>Parent curriculum meetings to be held during the year – parents invited into their child's class to observe the teaching of reading, phonics, and maths</p> <p>Supporting videos available on Seesaw</p>
Increase in Early Year's attendance. Parents understand the importance of Early Years education.	<p>Maintain rigorous attendance scrutiny.</p> <p>Include Nursery children in attendance scrutiny.</p> <p>Induction, parent meetings, and class observance of lessons to be used as a platform to stress the importance of Early Year's education.</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: £40,024

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior leaders to coach teachers using Instructional coaching as prescribed by Paul Bambrick Santoyo. This incorporates action steps and a range of coaching moves.</p>	<p><i>A meta-analysis by Kraft et al. (2018) found an overall positive effect of teacher coaching programmes—an effect that potentially out-performs other forms of teacher development or school-based interventions.</i></p> <p><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</i></p> <p><i>EEF social and emotional learning strategies +3</i></p>	<p>1, 2, 3</p>
<p>English Lead to appoint year group oracy champions to act as key drivers in their year groups ensuring oracy is a high priority. Oracy champions undertake oracy training and work alongside the oracy lead to develop their knowledge and monitoring skills.</p> <p>Continue to devise and implement oracy CPD training for all staff.</p> <p>Reading lead to train all staff in the Leicester City Leadership of Reading approach.</p>	<p><i>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD</i></p>	<p>2, 3</p>
<p>Parents invited into classrooms to observe the teaching of reading, maths, and phonics followed up by workshops led by school leads.</p>	<p><i>EEF – parental engagement +4</i></p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £18,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
New arrivals programme	<p>Our new arrival programme encompasses all the below:</p> <p><i>The key to supporting new EAL arrivals is providing a whole-school inclusive culture, welcoming induction, differentiated classrooms, appropriately timed and on-going assessment (formative, summative and contextual), tailored support strategies and parental involvement. (Emma Parsons, Bell foundation associate 2018) TaLT – oral language interventions + 5</i></p>	2, 3
Fun Time	<p><i>Effective early intervention works to prevent problems occurring, or to tackle them head-on when they do, before problems get worse. It also helps to foster a whole set of personal strengths and skills that prepare a child for adult life. (Early Intervention Foundation) Funtime is a small group Intervention to develop social communication skills. Pupils learn that communication between two people requires: 1. Eye contact 2. Turn taking 3. Attention & Listening TaLT – social and emotional learning+4</i></p>	1, 2, 3, 5
Early Words	<p><i>The Early Words programme teaches children at their level, one to one, in a short daily fun lesson where not only a basic sight vocabulary is learnt, but children learn how to learn. Teachers report that children who have undertaken the Early Words programme are more likely to be focused on and understand many conventions of print and work with more fluency when compared with children who have not had the programme. (Yolanda Soryl Literacy 2021) A programme of one-on-one systematic five minute word-focused lessons. During the five minute lesson, the child is taught, or retaught, a high frequency word at 1,2,3</i></p> <p><i>both word and sentence level. The emphasis is on accuracy and fluency. TaLT – one – one tuition +5</i></p>	2, 3

<p>Early words together at 3 – national Literacy Trust 6 week programme</p>	<p><i>Findings showed that Early Words Together significantly improved children's understanding of spoken language, increased their enjoyment of literacy behaviours and enhanced their home learning environments. For more detailed evidence please click on link below:</i></p> <p>https://files.eric.ed.gov/fulltext/ED560649.pdf</p> <p><i>(Centre for Research in Psychology, Behaviour and Achievement Coventry University March 2015)</i></p> <p><i>Early Words Together at 3 is an intervention to develop young children's communication, language and literacy and to enable family engagement and improve the home learning environment. TaLT – parental involvement +3</i></p>	<p>1, 2, 3, 4, 5</p>
<p>BRWP</p>	<p><i>Schools who have invested in Boosting Reading Power (BRP) training know what a highly successful intervention programme it is, providing one-to-one additional support for the underachieving reader in KS1, KS2, or KS3. Including writing in the programme not only makes pupils more confident and independent in writing and spelling but also increases rate of acceleration in reading. (Target literacy 2021)</i></p> <p><i>Over 3,000 pupils in Years 1 to 8 have been supported by BRSP in 300 schools: They made an average Reading Age gain of 12 months in only 3 months – four times the expected progress. They made an average Comprehension Age gain of 10 months. 99% of them showed more interest and confidence in reading after BRSP. (Every Child Counts – Edgehill University 2021) 1,2,3</i></p> <p><i>TaLT – one – one tuition +5</i></p>	<p>2, 3, 4</p>

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

Budgeted cost: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Liaison appointed to work with vulnerable families to identify and remove individual barriers</p>	<p>Our Family Liaison Officer focuses on preventative and early intervention activities. She assists in tackling underachievement by working with families, par-</p>	<p>1, 2, 3, 4, 5</p>

<p>where possible.</p>	<p>ents, carers and children in school to enable all children to have full access to educational opportunities and help them to overcome barriers to learning and participating within school life.</p> <p>Her role includes:</p> <ul style="list-style-type: none"> · Source and run workshops on toileting · Induction of new arrivals and children to school. · Providing programmes to develop parent skills such as literacy, first aid, etc. · General approaches to support parents with their child's homework, reading, etc. · Identifying and providing bespoke support for families in crisis – food banks, housing, etc. · Supporting attendance officer to ensure our children come to school and arrive on time. · EEF parental involvement+4 	
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Total budgeted cost: £71,040

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 2023 to 2024 academic year.

Our aims for our 2023-2024 are outlined below:

	Desired outcomes
1	To improve children's social and emotional development
2	To improve language and comprehension skills
3	Narrowing the attainment gap across the core, phonics and prime areas of learning
4	To ensure children's basic needs are being met
5	Improved attendance and punctuality for all Children particularly those children in the Early Years

Analysis of SDQs – teachers implemented recommended strategies as advised by SEMH team – impact – children more focused, less anxious, and able to self-regulate. Where a child had been identified as scoring high emotionally 'drawing and talking' was implemented – 6 children undertook 'drawing and talking' – impact – confidence to talk about their feelings and increased participation in class was noted.

Sentence stems embedded throughout school – children talking in full sentences, increased confidence and articulation when reasoning, particularly in maths.
CPD by Ruth Swailes – and the Trust Early Years Lead on language and quality interactions – impact – all staff confidently extend children's learning using correct technical and tier 2 vocabulary – effective facilitation and more expert questioning and commentating on learning. School Pupil Premium GLD = 71%

Coaching – impact – teachers are building a repertoire of effective questioning techniques enabling them to adapt their teaching and securing deeper learning for all children. End of KS1 greater depth outcomes showed that pupil-premium children outperformed non-pupil-premium children in writing and were in line with non-pupil premium children in reading and maths

Case studies outline how the school has been meeting children's basic needs – this includes; purchasing footwear, uniforms, Amazon fire tablets, shopping vouchers, signposting to food banks, free clubs and trips, etc.

Parent meetings were well attended and feedback showed that parents were more confident in supporting their children at home. Parents particularly valued the purchase of the phonics app to support them in helping their children with pronunciation and blending and segmenting. School phonics outcomes at the end of year 2 were 93.1%. Pupil premium children outcomes were in line with non-pupil premium children.

Absence has dropped from 6.2% in 2022/23 to 5.1% in 2023/24. Persistent absenteeism has also dropped from 18.8% in 2022/23 to 14.9% in 2023/24.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Be Real PE scheme	Create Development
Jigsaw PSHE	Jigsaw PSHE
Teach computing	Teach computing
Music	Leicestershire music scheme

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
N/A	N/A
N/A	N/A