

Pupil premium strategy statement

Uffington Church of England 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	83
Proportion (%) of pupil premium eligible pupils	12% (10 chn)
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)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Andrew Evans
Pupil premium lead	Andrew Evans
Governor / Trustee lead	Allison Morrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,120

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use the pupil premium funding to improve and sustain higher attainment, aspirations and accelerate the progress for disadvantaged pupils. This includes having a rich and varied curriculum. Our goal is to make the outcomes for disadvantaged pupils comparable with that of non-disadvantaged pupils nationally. When making decisions about using Pupil Premium funding, we consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF.

The strategy that we have devised will focus on the key challenges that are preventing disadvantaged pupils from achieving their full potential:

- Oral language
- Vocabulary
- Self-esteem
- Aspirations
- Prior attainment
- Life experiences and cultural capital
- Attendance

Specific objectives for the use of Pupil Premium funding at Uffington Primary School include:

- End of Key Stage 1: close the gaps in attainment between disadvantaged pupils and their peers. All groups to be in line with national.
- All year groups: ensure progress for disadvantaged pupils is in line with peers. Close the attainment gap.
- Ensure vulnerable children that are at risk of falling behind are identified and then targeted for intervention.
- Ensure more able pupils are also supported and targeted to achieve full potential.
- Ensure Year 5/6 pupils are 'Secondary School' ready through targeted intervention.
- Ensure that all pupils have the same opportunities in regard to trips and life experiences.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

To ensure our strategies are effective, we will:

- Use diagnostic assessments to identify gaps in learning and set targeted interventions.
- Use formative and summative assessment to identify accurate starting points and appropriate scaffolding is in place for PP and SEND children.
- Ensure teaching and learning opportunities are accessible and providing challenge to all pupils.

Work closely with families to provide support for attendance and other wider barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Attainment. Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. EEF research evidence . Pupil's attainment is below age related in reading, writing and maths which is reflected in internal data
2	Analysis of disadvantaged children's attendance shows that some families need additional support to secure and sustain punctuality and attendance.
3	Trained staff in ELSA and other emotional support, creating a nurture team. Ensuring pupils have the required access to external agencies linked to children's mental health, emotional support and counselling.
4	Opportunities for pupils to broaden their experiences, talk and socialise in a wider group to improve life skills and wellbeing which have been impacted by partial school closures and rural isolation.

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
Progress in Reading, Writing and Maths is accelerated.	Children are assessed as working at ARE, across all subjects, at the end of the summer term in each year group. The attainment gap is decreased. Evidence is shown in books, formal assessments, learning walks and moderation.
Improved and sustained attendance and punctuality.	Attendance of disadvantaged pupils is consistently at 95% or above. Attendance and punctuality is rigorously monitored and early intervention is in place
All groups of learners have access to wider cultural experiences.	Pupils' cultural capital is substantially improved. The curriculum is enriched for all groups of learners through trips, visits, clubs and events.
Pupils are mentally healthy and barriers to learning are reduced.	All groups of learners are ready for learning. Mental health and wellbeing support is accessed by all those in need. Pupils are aware of and implement strategies to support their mental health and wellbeing.

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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Programme of QFT CPD for all teachers, topics to include modelling and effective feedback, etc	(EEF) Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months additional progress.	1,2,3,4
Pupils will be targeted for 1 to 1 SEND interventions according to their need. Ensure that the SEND and PP lead work together to close the gap for children who have multi-vulnerabilities to be close in line with their peers— meeting monthly to discuss progress.	EEF guide to pupil premium, where teaching is consistently good or better, pupils make better progress.	1,2,3

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide time for detailed analysis of data with individual teachers to ensure next steps for children are clearly identified. Pupil progress meetings will increase teacher efficiency in analysing data. Working with teachers to create a plan for tracking individual children's progress and setting achievable goals.	Study by the Education Policy institute 2024 states high quality CPD for teachers has a significant effect on pupils learning outcomes.	1
Teaching assistants to support pupil progress, deliver quality interventions and whole class lessons (to release teachers to deliver targeted work) Bottom 20% of readers including PP to experience daily keep up session with specific trained TA.	EEF -Teaching assistants' duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups. EEF -One to one support Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	1,2,3,4
Further develop the communication and language	EEF research suggests that the impact of packages of early interventions have a positive impact, delivering an average of around five	1

aspect of EYFS into Year 1 continuous provision.	additional month's progress. The approach appears to be particularly beneficial for children from low-income families.	
Additional phonics sessions for targeted children.	EEF - Teaching assistants' duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups.	1
Plan appropriate interventions to meet needs of PPG pupils	Teachers to be fully aware of the need of pupils within their class and prepare suitable interventions and deliver QFT	1,2,4
One to one pastoral support is provided to targeted pupils when required. Mentoring of individual pupils to support self-esteem and positive attitudes to learning.	EEF – reducing challenging behaviour in schools can have a direct and lasting effect on pupil's learning where behaviour interventions focus on pupils diagnosed with specific emotional or behavioural disorders.	1 & 4

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide tailored support for families with low attendance, working alongside the school staff. Timely and robust follow-up to non-attendance. Family support to improve attendance where required. EHA support offered where appropriate.	The Department of Education (2016) found that: Pupils with no absence are 1.3 times more likely to achieve EXS+ or above, and 3.1 times more likely to achieve GDS than pupils that missed 10-15% of all sessions.	2
Small group sessions to develop collaboration and respect. Lunchtime staff facilitate group games. Consultations with external agencies working to remove identified barriers. (TAMHS, Ed Psych, EBSA etc)	EEF reducing challenging behaviour in schools can have a direct and lasting effect on pupil's learning where behaviour interventions focus on pupil's diagnosed with specific emotional or behavioural disorders.	3 & 4
Breakfast club attendance	https://educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs	1, 2, 3

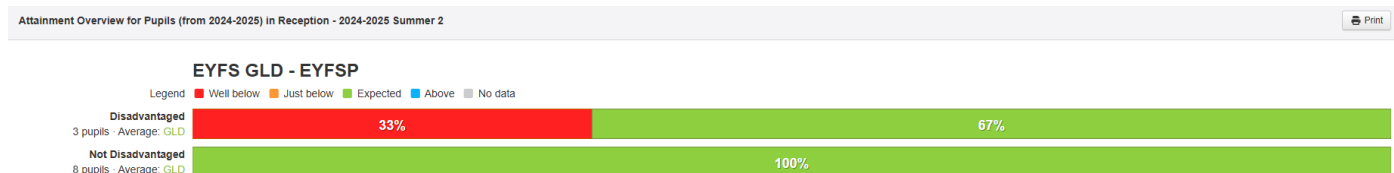
Total budgeted cost: £ 13,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

ATTAINMENT

Reception Attainment



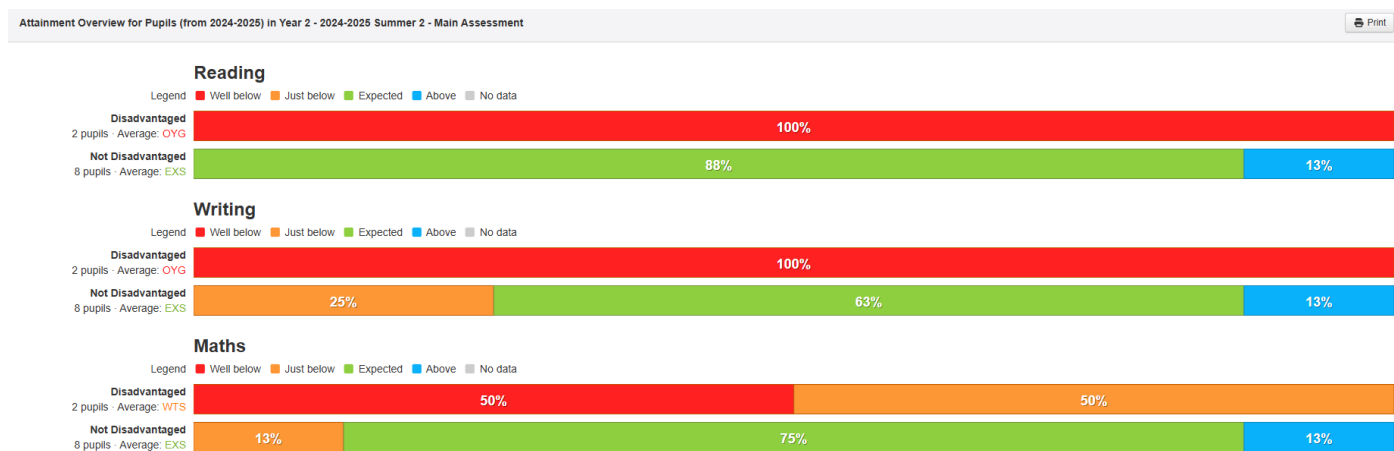
Year 1 Attainment

No disadvantaged pupils

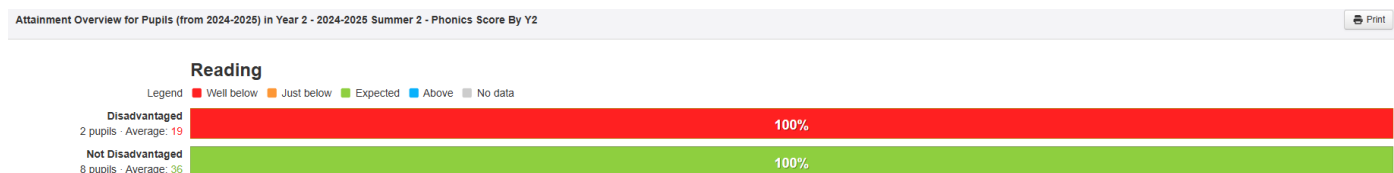
Year 1 Phonics

No disadvantaged pupils

Year 2 Attainment



Year 2 Phonics



Context

4 pupils retook the phonics check in Year 2.

Both disadvantaged pupils have specific SEND needs, 1 pupil has an EHCP.

Year 3 Attainment

Attainment Overview for Pupils (from 2024-2025) in Year 3 - 2024-2025 Summer 2 - Main Assessment

Print

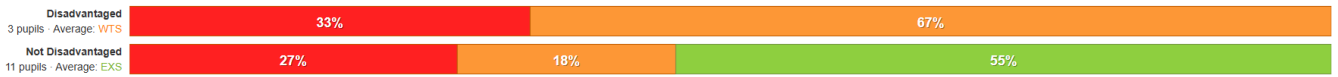
Reading

Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)



Writing

Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)



Maths

Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)



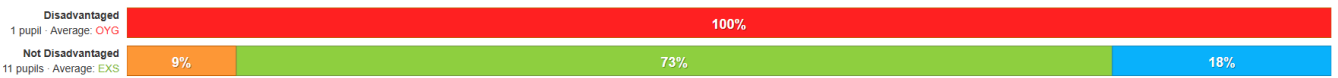
Year 4 Attainment

Attainment Overview for Pupils (from 2024-2025) in Year 4 - 2024-2025 Summer 2 - Main Assessment

Print

Reading

Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)



Writing

Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)



Maths

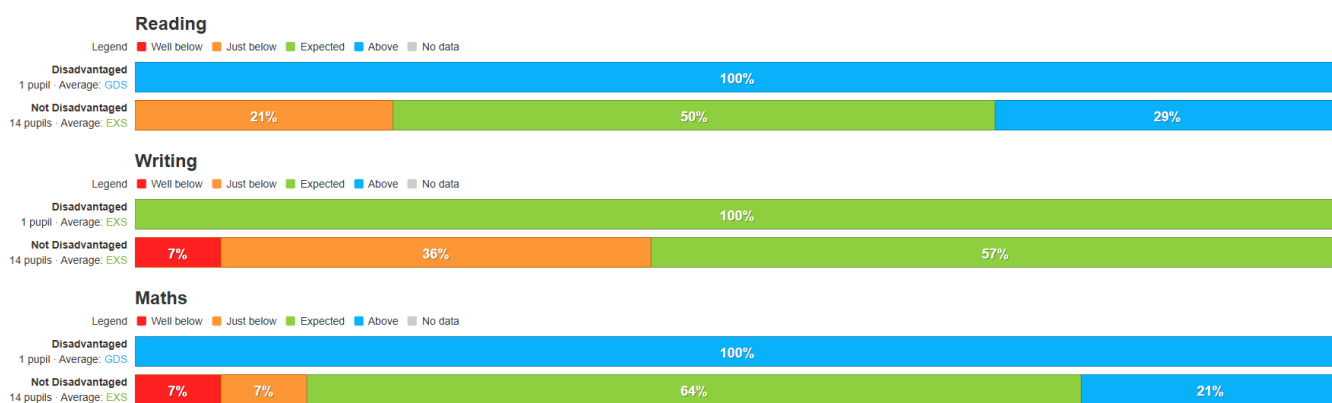
Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)



Year 5 Attainment

Attainment Overview for Pupils (from 2024-2025) in Year 5 - 2024-2025 Summer 2 - Main Assessment

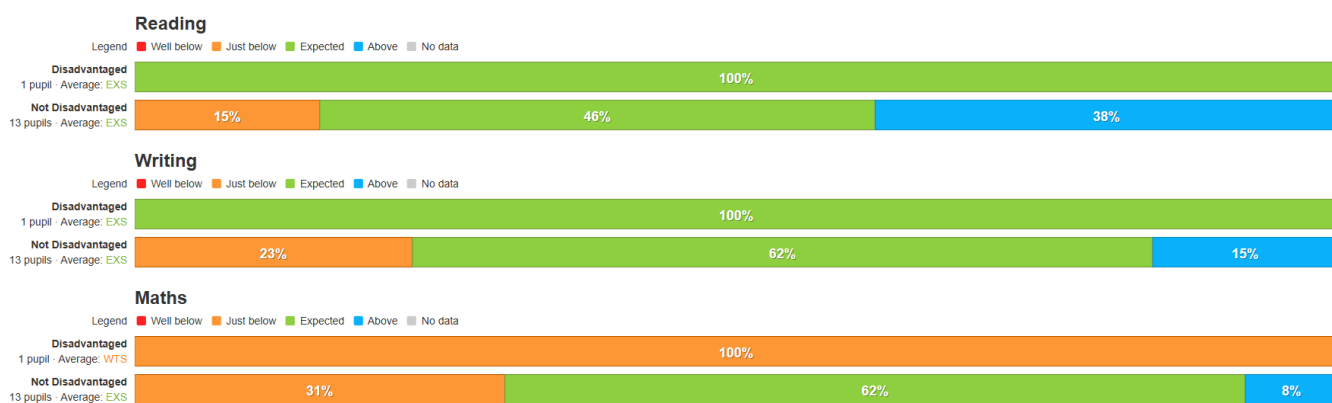
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Year 6 Attainment

Attainment Overview for Pupils (from 2024-2025) in Year 6 - 2024-2025 Summer 2 - Main Assessment

Print



The pupil premium strategy was delivered effectively during 2024-2025. The PPG grant enabled pastoral and mental health & wellbeing support for the most vulnerable children. This had a positive impact on their attitudes towards school and social, emotional and behavioural issues.

Whilst gaps are narrowing, they remain widest in the Year 2 and Year 3 cohorts from last year. Maths has been identified as needing continued focus moving forward. The targeted support provided by the class teacher has had a positive impact on closing gaps for targeted children.

Attendance for PP children is broadly in line with other pupil groups, although there are still some identified children with persistent absence which we continue to address.