



Pupil premium strategy statement for Ugborough Primary School 2025-2026

This statement details our school's use of pupil premium 2024-2025- 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	Ugborough Primary
Number of pupils in school	115
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Lucy French
Pupil premium lead	Lucy French

Funding overview

Detail	Amount
Pupil premium funding allocation 2023-2024 academic year	£14,455
Pupil premium funding allocation 2024-2025 academic year	£17880
Pupil premium funding carried forward from previous years	£0
Total budget for 2024-2025 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	£17880

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of their background or any challenges they may face, make strong progress and achieve their full potential across all subject areas. Our pupil premium strategy is designed to ensure that disadvantaged pupils are fully supported to reach this goal, including those who are already high attainers.

We recognise the diverse needs of pupils who may be financially disadvantaged as well as those who are otherwise vulnerable, such as young carers and children with a social worker. For the purposes of this strategy plan, all pupils within these groups will be referred to as *disadvantaged*.

High-quality teaching sits at the core of our approach, with targeted support in areas where disadvantaged pupils are most likely to need additional help. Research shows this has the greatest impact on closing the attainment gap, while also benefiting non-disadvantaged pupils. Our strategy addresses both common barriers and individual needs, with each element complementing the others to help every pupil thrive.

To ensure this plan is effective, we will adopt a whole-school approach in which all staff share responsibility for the progress and outcomes of disadvantaged pupils and maintain high expectations of what they can achieve.

High quality teaching

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. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention.

Targeted academic support

We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those pupils who are not making good progress. An effective Pupil Premium strategy considers how classroom teachers and teaching assistants can provide targeted academic support. Such support could include structured small-group interventions that link to classroom teaching and the curriculum.

Wider strategies

Significant non-academic challenges—such as attendance, behaviour, and social and emotional learning—can have a negative impact on academic outcomes. Addressing wider barriers to learning is an important part of any Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.

Taken from: The EEF Guide to the Pupil Premium

Challenges

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

	Challenge	Details of the challenge
1	Not meeting ARE in early reading, KS1 and KS2 reading	Assessment, observations and discussions with pupils/staff suggests disadvantaged pupils generally have greater difficulties mastering phonics early on, this has a negative impact in developing them as confident, fluent readers, particularly as they enter KS2 curriculum. The gap continues without interventions.
2	Not meeting ELG or ARE in KS1 and KS2 writing.	Assessment, observations and discussion with pupils/staff suggests disadvantaged pupils generally have greater difficulties mastering writing, formation and writing fluency having a potential negative impact in developing them as confident fluent writing particularly with KS2. The gap continues without interventions.
3	Not meeting ELG or ARE in KS1 and KS2 maths.	Assessment, observations and discussion with pupils/staff suggests disadvantaged pupils generally have greater difficulties mastering early number, formation and maths fluency having a potential negative impact in developing them as confident fluent mathematicians particularly with KS2. The gap continues without interventions.
4	Vocabulary and oracy skills need further attention and support for our disadvantages children.	Quality first teaching of fluency and vocabulary in all classes, in all subjects.
5	Attendance lower than whole school average level of absence.	Disadvantaged children's attendance is on average 95.3% compared to 97.31%

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 – <i>Our disadvantaged and vulnerable children will:</i>		Success criteria
1	Engage in all subjects- develop reading and writing through all subjects areas.	Assessments and observations indicate significantly improved oral language skills. This is evident when triangulated with other evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2	Achieve at expected age-related level in reading in KS1 and KS2 unless there is a cognitive difficulty.	Assessments and observations indicate significantly improved reading skills/phonics and early reading. This is evident when triangulated with other evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

	<p>Achieve at age-related level in writing, unless there is a cognitive difficulty.</p>	<p>Assessments, observations and discussions with pupils indicate significant improvement in writing transcription knowledge and skills among disadvantaged pupils.</p> <p>This is evidenced by improved engagement in learning, curriculum understanding and ongoing formative assessments. The gap between disadvantaged and non-disadvantaged children will therefore be narrowing.</p> <p>Discussions with pupils demonstrate retrieval and use of taught writing knowledge and skills.</p> <p>Writing in books demonstrates application of transcription knowledge and skills.</p> <p>In writing moderation, disadvantaged pupils are a priority for discussion and professional learning. The writing attainment gap is narrowed between disadvantaged and their peers across the whole school information.</p> <p>RWM % for disadvantaged children both at KS1 and KS2 improves to narrow the attainment gap.</p>
	<p>Achieve at expected age-related level in maths, unless there is a cognitive difficulty.</p>	<p>Discussions with pupils demonstrate retrieval and use of taught knowledge.</p> <p>Knowledge in books demonstrates application of fluency knowledge and skills.</p> <p>At the end of year PUMA testing, the gap between disadvantaged pupils and their peers is narrowed. In the Y4 multiplication check, disadvantaged pupils achieve as well as their peers.</p> <p>The whole school information for pupils meeting the age expected standard among the disadvantaged group improves.</p>
	<p>Develop fluency, vocabulary and oracy skills.</p>	<p>Children will be able to talk in full sentence using a wider range of vocabulary-links to Opening Worlds input and principles.</p>
	<p>Have good school attendance.</p>	<p>The gap in attendance between children on Pupil Premium and their peers will have narrowed significantly.</p>
	<p>Parental engagement and involvement in extra curricular activities.</p>	<p>In discussion with adults, children will talk knowledgeably and enthusiastically about their learning and relate success at school to continued success in their future lives.</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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3000

Activity	Evidence – taken from:	Challenge number(s) addressed
<ul style="list-style-type: none"> • The Headteacher will monitor pupil data and ensure that targeted support is implemented through high-quality, first-wave teaching in the classroom. • High-quality CPD will be embedded and delivered on a cyclical basis to meet the needs of both staff and the school. This will include: • Conducting termly, in-depth monitoring in every class. • Carrying out termly <i>pupil voice</i> activities, giving children the opportunity to reflect on and discuss their learning experiences. • Reviewing identified areas for development at each subsequent termly meeting as part of the ongoing monitoring cycle. • Providing follow-up monitoring, support, and mentoring for teachers and support staff as required. • Equipping staff to deliver targeted interventions effectively. 	<p>This approach maintains close, collaborative engagement with teachers whereby they fully participate and invest in developments to their practice.</p> <ol style="list-style-type: none"> 1. Completing a daily review of previous learning using retrieval practice techniques. 2. Pre-teaching key vocabulary giving the opportunity to hear and say the words. 3. Presenting new material in small steps, with teachers ensuring that each step is mastered before moving on. 4. Using a range of questioning techniques, to establish and secure children’s understanding. 5. Modelling clearly, using equipment, visual and/or other aids to show children how to solve problems. 6. Allowing time for children to do guided practice. 7. Checking all children’s understanding in a variety of ways with regular reviews of learning. 9. Scaffolds are provided for all. 10. Children are given opportunities to practise independently. <p>This is highly effective in ensuring and assuring high quality teaching and learning for all. Evidence indicates that high quality first teaching impacts disproportionately on disadvantaged children.</p>	<p>All</p>

	These activities also ensure that all disadvantaged children are known and being monitored at all levels.	
<p>We will continue to invest time and resources into developing our curriculum to ensure clarity around the intent, implementation and impact of all subjects.</p> <p>Our curriculum development will remain focused on meeting the needs of all pupils, including those who may face disadvantage.</p> <p>This ongoing work will include training and dedicated release time for Subject Leads, enabling them to monitor the delivery of their subjects, evaluate effectiveness, and develop and share their improvement plans.</p>	<p>The EEF Teaching & Learning Toolkit specifies several evidence-based areas of high impact which will underpin our work on both the Curriculum and Teaching and Learning:</p> <ul style="list-style-type: none"> - Support for reading, including phonics, early reading, fluency and comprehension. - Developing Metacognition and self-regulation approaches, teaching pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluation. - Developing Mastery Learning, whereby the time needed for pupils to become proficient or competent is varied according to progress, with support targeted effectively when and where needed. - Ensuring that teachers give timely and effective feedback to pupils at the point of need, enabling rapid progress in understanding and learning. - Arts participation – developing our provision in all arts subjects including art, DT & music. 	All

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

Budgeted cost: £14275 + £605.98 = £14879.98

Activity	Evidence that supports this approach (Taken from the EEF Teaching & Learning Toolkit)	Challenge number(s) addressed
<p>We will ensure rigorous and systematic teaching of phonics across KS1 and, where appropriate, KS2 through the Little Wandle programme.</p> <p>This approach includes significant investment in the necessary resources, as well as staff CPD and release time to ensure the scheme is implemented effectively.</p>	<p>Reading is central to all learning, and low attainment in reading has a negative impact on all areas of the curriculum.</p> <p>See above re evidence from the EEF</p> <p>Early reading outcomes for 2024-2025 is above 90% PSC. Using Little</p>	1 & 2 – directly 3,4 - indirectly

<p>We will also provide support staff to deliver or facilitate targeted interventions and additional support as needed in any subject. This may include pre-teaching, in-class support, follow-up intervention, or conferencing, ensuring that disadvantaged pupils receive timely and appropriate help at the point of need.</p> <p>To improved fluency of reading and spelling through targeted individual interventions.</p> <p>To improve maths fluency through retrieval of multiplication tables.</p>	<p>Wandle, maintain high phonic outcomes.</p> <p>EEF – Teaching Assistants can have a very positive impact on pupil outcomes, particularly when they are trained to deliver this to individuals or small groups, supplementing high quality first teaching.</p> <p>skills, particularly for child</p>	
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3. Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach EEF Rosenshine reviewing and recall embedding, flashbacks and revisiting.	Challenge number(s) addressed
<p>Funding of an Attendance Officer and services of an external EWO to:</p> <ul style="list-style-type: none"> - Monitor attendance on a monthly basis - Engage with parents and provide support to improve attendance where needed, taking account of any underlying reasons for poor attendance. 	<p>Higher absence rates equate to lower academic achievement; if children are not at school they will not learn and they will fall behind. There is a strong correlation between disadvantaged children and low attendance, and addressing this is critical to our approach.</p>	All
<p>All disadvantaged pupils are given the opportunity to take part in whole class or school extra-curricular activities, including residential trips, with financial support given where necessary.</p>	<p>Many disadvantaged children miss out on wider enriching experiences beyond their own homes and local environments.</p> <p>Ensuring that disadvantaged children experience a wide variety of experiences enriches their cultural capital and improves their self-esteem.</p>	All
<p>We ensure the involvement of all parents at events such as parents' evening and open days- individual telephone calls as required.</p>	<p>Parental engagement in children's education has a positive impact on progress and attainment, encouraging parents to support learning at home and providing children with consistent messages between home and school.</p>	5

Part B: Review of outcomes in the previous academic year 2024-2025

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.

Data trends are hard to compare with numbers being low, but our PP children show good progress on an individual level with many improving their scores throughout the year. It will remain this coming year that our PP children are supported by their class teachers and closely monitored to ensure they achieve the very best. This will also be a focus for discussion during pupil progress meetings with the headteacher and class teachers throughout the year.

Disadvantaged children's attendance is on average 95.3% compared to 97.31%

Attendance data at Ugborough 2024/2025- overall attendance: 97.3%

Disadvantages: 95.3% National Attendance 2024/2025: 93.1%

Numbers are too low to report for Key Stage One and Key Stage Two.

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	Area this addresses
Little Wandle	Little Wandle	Early Reading and systematic phonics
White Rose Maths	White Rose	Maths
Accelerated Reader	Renaissance	Reading, fluency and comprehension.
Nessy Fingers	Nessy	Oracy and spelling
Widget	Widget	Communication needs.
TTrock Stars	TTRS	Maths intervention