Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Uxendon Manor Primary School
Number of pupils in school	673 pupils (Reception–Year 6)
Proportion (%) of pupil premium eligible pupils	Approximately 9% (58 pupils FSM-eligible at January 2026 census; PP allocation is based on the relevant Ever 6 cohort)
Academic years that our current pupil premium strategy plan covers	Year 3 of 3 years
Date this statement was published	2024–2027
Date on which it will be reviewed	October 2026
Statement authorised by	July 2027
Pupil premium lead	Governing Board
Governor / Trustee lead	Pupil premium lead: Jashu Vekaria Governor lead: Alaka Sarkar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,300*
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£102,300* *Planning figure based on 66 Ever 6 pupils × £1,550 primary rate; confirm against the school's September 2026 DfE/LA allocation statement.

Part A: Pupil premium strategy plan

Statement of intent

At Uxendon Manor, disadvantaged pupils are a small but important group and each pupil is known well. Building on the strong outcomes achieved in 2025/26, our strategy for the final year of the 2024–2027 plan will focus on ensuring that disadvantage does not limit achievement, attendance, wellbeing or participation.

2026 outcomes show very strong attainment by the end of KS2: 93% reached the expected standard in reading, 96% in mathematics, 91% in writing and 88% in reading, writing and mathematics combined. At KS1, outcomes are less secure, with 73% reaching the expected standard in reading, 70% in writing, 76% in mathematics and 68% in reading, writing and mathematics combined. Year 1 phonics was 87.8%, above the national figure of 83.8%, while Year 2 phonics was 91%, just below the national 92%. This points to the need for earlier identification and precise support, particularly in phonics, language, vocabulary, writing and the transition into KS1.

High-quality teaching remains at the heart of the strategy. Targeted academic support will be used where assessment identifies a specific barrier, and wider strategies will address attendance, wellbeing, engagement and access to enrichment. All staff will maintain high expectations for disadvantaged pupils and will use assessment information to adapt provision rather than making assumptions about disadvantage.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils enter Reception with weaker oral language, vocabulary and communication skills. Early identification and targeted language intervention will continue.
2	Phonics and early reading remain a priority for a small number of disadvantaged pupils. Although 2026 Year 1 phonics was above national, Year 2 was slightly below national, so pupils not yet secure must be identified and supported rapidly.
3	KS1 attainment is less secure than KS2 attainment. In 2026, school-wide combined RWM at the end of KS1 was 68%, compared with 88% at KS2. Disadvantaged pupils require close tracking through Reception and KS1 to prevent gaps becoming established.
4	Some disadvantaged pupils experience additional barriers linked to SEND, communication, sensory regulation, attention, independence or emotional wellbeing. Provision must be personalised and coordinated through pupil progress and SEND processes.

5	Attendance and engagement remain important protective factors. The 2026 KS2 summary reports overall attendance of 96.4%, while the previous strategy identified an attendance gap for disadvantaged pupils. The school therefore needs to maintain strong whole-school attendance while providing early, targeted support for disadvantaged pupils whose attendance or engagement falls below expected levels.
6	The 2026 KS2 cohort achieved 88% at the combined expected standard in reading, writing and maths, with 62% reaching the higher standard. This provides a strong platform from which to ensure disadvantaged pupils are appropriately challenged as well as supported, particularly higher-attaining disadvantaged pupils, so that disadvantage does not limit progress towards greater depth.

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
Disadvantaged pupils achieve strongly in reading, writing and mathematics, with gaps addressed early.	By July 2027, disadvantaged pupils without significant cognitive SEND make at least expected progress from starting points and an increasing proportion meet age-related expectations. School assessment data show no unexplained or widening disadvantage gap.
Disadvantaged pupils who need additional academic support receive timely, evidence-informed intervention.	All identified pupils have a clearly recorded barrier, intervention, baseline and review point. Intervention impact is evaluated at least termly and provision is adapted where progress is insufficient.
Early reading and phonics gaps are identified and closed rapidly.	All disadvantaged pupils below the expected phonics standard receive targeted support. By the relevant statutory checks, pupils are supported to reach the expected standard or make strong progress from starting points.
Disadvantaged pupils with SEND or wider barriers make strong progress from individual starting points.	Case studies and pupil progress records demonstrate progress against individual targets in cognition, communication, independence and/or sensory/emotional regulation.
To sustain high attendance and reduce any attendance gap for disadvantaged pupils.	Whole-school attendance remains at or above 96%. Disadvantaged pupils whose attendance falls below agreed thresholds are identified promptly, with family support, attendance plans and external-agency involvement used where appropriate.

Disadvantaged pupils have equitable access to enrichment, wider experiences and leadership opportunities.	Participation data show disadvantaged pupils are actively encouraged and supported to access clubs, trips, music, sport, Forest School and leadership opportunities, with barriers addressed individually.

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Fund high-quality CPD for teachers and teaching assistants, focusing on vocabulary, explicit instruction, adaptive teaching, early reading/phonics and effective feedback. • Maintain investment in high-quality reading, writing and mathematics resources and texts. • Use pupil progress meetings and work scrutiny to identify disadvantaged pupils at risk of underachievement and ensure challenge is appropriate. • Subject and senior leaders monitor the quality and consistency of provision.	Evidence-informed teaching is the foundation of an effective pupil premium strategy. High-quality teaching benefits disadvantaged pupils and the wider cohort. School monitoring, assessment and pupil progress meetings will evaluate implementation and impact.	1,2,3,4
• Leadership time and professional development to strengthen curriculum implementation and assessment, particularly in early reading, writing, mathematics and vocabulary.	2026 outcomes indicate strong KS2 attainment but a clear need to secure earlier foundations, particularly at KS1.	1,2,3

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

Budgeted cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Targeted phonics/early reading sessions for disadvantaged pupils who are not secure. • Short, structured literacy and mathematics interventions based on diagnostic assessment. • Small-group or one-to-one tutoring where assessment identifies a specific knowledge gap. • Personalised resources/technology where these remove an identified barrier. • Review intervention entry/exit criteria and impact at least termly.	Phonics and small-group tuition have a strong evidence base when targeted at clearly identified gaps and delivered systematically. The 2026 data reinforce the importance of securing early literacy while maintaining strong KS2 performance.	1,2,3
• Structured support for disadvantaged pupils at key transition points: Reception baseline, Year 1 phonics, Year 2 end-of-key-stage assessment and Year 5/6 preparation. • Additional challenge for disadvantaged high attainers.	Targeted support should respond to specific barriers and should not be restricted to pupils currently attaining below age-related expectations.	2,3
• Provision mapping and personalised resources for pupils with SEND or other identified barriers, coordinated with the school's graduated approach to SEND.	Individualised support enables pupils to access teaching and the wider curriculum while maintaining high expectations.	4

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

Budgeted cost: £25,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Maintain targeted Forest School, nurture, positive-play and/or therapeutic-style provision where assessment shows this will improve engagement, self-regulation or readiness to learn. • Support disadvantaged pupils to participate in enrichment, clubs, trips, music, sport and leadership opportunities.	School evidence indicates that wellbeing, engagement and wider experiences can be important barriers to learning. Provision will be targeted according to need and evaluated through participation, pupil voice and engagement evidence.	4,6
• Attendance monitoring for disadvantaged pupils at least half-termly, with rapid contact when attendance begins to fall. • Individual attendance plans and family support where appropriate; partnership working with the Education Welfare Officer and other services when required. • Positive recognition of improved attendance.	Attendance is a key protective factor for attainment. The strategy will prioritise early intervention rather than waiting for persistent absence to become established.	5
• Support for families to overcome practical barriers to attendance, engagement and participation, where these are identified.	Barrier-led family support complements academic intervention and helps pupils access education consistently.	4,5,6
• Contingency funding to respond to emerging individual barriers that cannot reasonably be predicted at the start of the year.	A small flexible allocation allows the school to respond promptly to needs identified through safeguarding, SEND, attendance, pastoral and pupil progress systems.	All

Total budgeted cost: £102,300*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact of pupil premium activity in the 2025–26 academic year.

Whole-school 2026 outcomes were strong at KS2: 93% achieved the expected standard in reading, 96% in mathematics, 91% in writing and 88% in reading, writing and mathematics combined. At KS1, 73% achieved the expected standard in reading, 70% in writing, 76% in mathematics and 68% in reading, writing and mathematics combined. Year 1 phonics was 87.8%, above the 2026 national figure of 83.8%; Year 2 phonics was 91%, close to the national 92%. Year 4 multiplication was 94.3%.

The previous strategy reported that 2024/25 end-of-key-stage performance for disadvantaged pupils was broadly on par with non-disadvantaged pupils. For 2025/26, the priority is to confirm that this strong picture has been sustained for disadvantaged pupils across the 2026 IDSR/ASP subgroup measures.

Attendance, wellbeing and participation will continue to be evaluated through internal attendance records, pupil voice, family feedback and intervention records. Where an intervention has not produced the intended impact, leaders will adapt or stop it and redirect funding to approaches with a clearer evidence base.

School Attainment		Nat. 2026	Nat. 2025	(KS1 - KS2)
% Expected Reading/Writing/Maths	88%	65%	63%	+12%
% Higher Reading/Writing/Maths	18%	9%	8%	+4%
Scaled Score Reading/Grammar/M..	110.3	105.2	105.1	+3.1
% Expected Reading	93%	76%	76%	+8%
% Higher Reading	43%	32%	34%	+4%
Scaled Score Reading	109.5	105.7	105.7	+2.1
% Expected Writing	91%	75%	72%	+5%
% Higher Writing	22%	14%	13%	+3%
Scaled Score Writing	104.2	102.2	98.8	+1.2
% Expected Maths	96%	77%	74%	+10%
% Higher Maths	51%	28%	27%	+12%
Scaled Score Maths	109.9	105.1	104.8	+2.8
% Expected GPS	97%	75%	73%	+12%
% Higher GPS	62%	31%	30%	+23%
Scaled Score GPS	111.9	105.5	105.4	+4.5
% Expected Science	97%	84%	82%	

Further information (optional)

Additional activity

Our pupil premium strategy is supplemented by wider school activity that is not necessarily funded from pupil premium. This includes:
• continuing to develop a whole-school approach to mental health and wellbeing, including the role of the senior mental health lead;
• maintaining a broad range of high-quality extracurricular activities and enrichment opportunities, with disadvantaged pupils actively encouraged and supported to participate;
• family learning and engagement opportunities linked to reading, language and the wider curriculum;
• partnership working with the local authority and external agencies where this helps remove barriers to attendance, wellbeing or learning.

Planning, implementation, and evaluation

In planning our new premium strategy, we evaluated activity undertaken in previous years and the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the FFT schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Data and guidance sources used: Uxendon Manor Primary School 2026 performance data; DfE pupil premium guidance and 2026–27 funding rates; Ofsted school information. The 2026 IDSR/ASP disadvantaged subgroup figures should be inserted from the school's IDSR before final publication.