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 PrimarySchool
Number of pupils in school	673 Rec-Year 6
Proportion (%) of pupil premium eligible pupils	9% (59 pupils at Sept 25)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	Year 2 of 3 years 2024 - 2027
Date this statement was published	Sept 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Governing Board
Pupil premium lead	Jashu Vekaria
Governor / Trustee lead	Alaka Sarkar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118400.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£118400.00

Part A: Pupil premium strategy plan

Statement of intent

At Uxendon Manor our pupils from disadvantaged backgrounds are a small group. Each and every one of them is precious to us. Many of these pupils have additional barriers to learning, some join us from other schools. We intend for all of our pupils from a disadvantaged background to leave Uxendon Manor as confident individuals who are the best person they can possible be. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will compete in a team and/or play a musical instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful. Their experience at Uxendon Manor will be their foundation for success and to opening doors in the next stage of their education.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Communication and interaction: Disadvantaged pupils (some) in the EYFS have lower than typical starting points when entering reception.
4	Challenges with sensory regulation, following adult direction, attention skills and engagement in learning due to individual needs
5	Our attendance data over 2024-2025 indicates that attendance among disadvantaged pupils has been between 3% lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	Disadvantaged pupils who do not have a cognitive SEND need will reach age related expectations in R,W,M and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points.
To ensure disadvantaged pupils with additional barriers to learning individual needs are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.	There will be systematic approach to the case studying of individual pupils who: • have a SEN/D • are P/LAC • are subject to a CIN/CP plan and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of "SEND, PLAC and other disadvantage barriers" This could include • Access to interventions

	• Forest school and/or nurture club • Personalised learning plans
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To provide the necessary resources to support emotional regulation and to motivate and engage children in their learning	Every child makes progress from their starting points on the recommendations from their annual review in the aspects of cognition, communication, Independence and physical/sensory processing
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by: • the overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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: £ 53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
- Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. - Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.	Quality /at least good teaching in all classes every day. Provision of interventions and challenge teaching for children identified as needing to catch-up –see www.Gov.uk/publications/the-pupil-premium-how-schoolsare-spending-thefunding-successfully	1,2,3,4
Deputy head to work with subject leaders to improve/enhance the teaching and learning within every subject.	https://sandbox.educationendowment foundation.org.uk/educationevidence/teaching-learning-toolkit	1,2,3

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

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as	

current staff and assistant headteacher.	regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2,3
Purchases of Provision mapping and additional resources for developing literacy and numeracy skills and independence skills; including iPads	Personalised learning allows for specific equipment to be purchased. This then allows the pupil to access the full curriculum in their own way	1,2,3,4

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

Budgeted cost: £ 28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding to cover Forest schools teacher and provide training and resources for forest schools teacher. Forest schools teacher to support Pupil Premium children during forest schools' sessions	https://www.forestresearch.gov.uk/documents/805/fr0112forestschoolsreport.pdf https://www.forestresearch.gov.uk/research/forest-schools-impact-on -young-children-in-england-and-wales/	3,4
- Vulnerable children to be highlighted and supported through Nurture sessions, positive play sessions,	https://sandbox.educationendowment foundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement	3,4

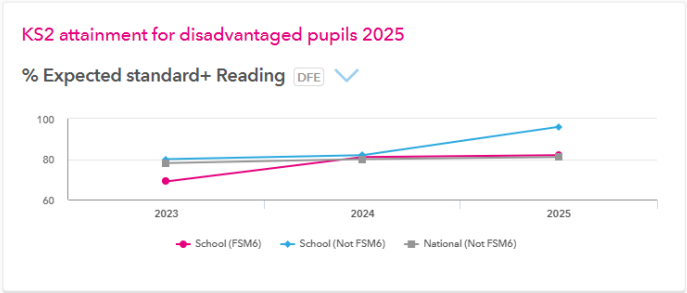
and Lego Therapy sessions.		
- to ensure that parents are made aware of expected attendance levels when they fall below 90%. - Partnership working with EWO re pupils >90%. Increased rewards for improving and good attendance.	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www. Gov.uk/publications/the-pupil premium-how-schools-are-spending the funding-successfully.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

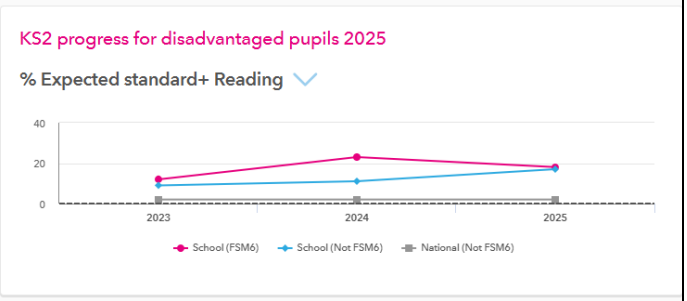
Total budgeted cost: £ 118,400

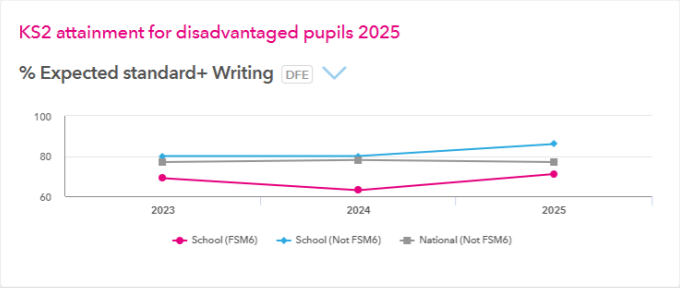
Part B: Review of outcomes in the previous academic year

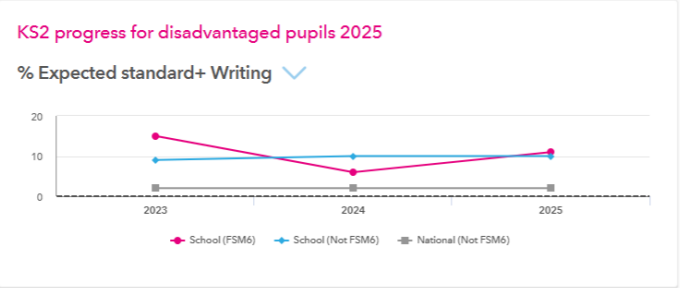
Pupil premium strategy outcomes

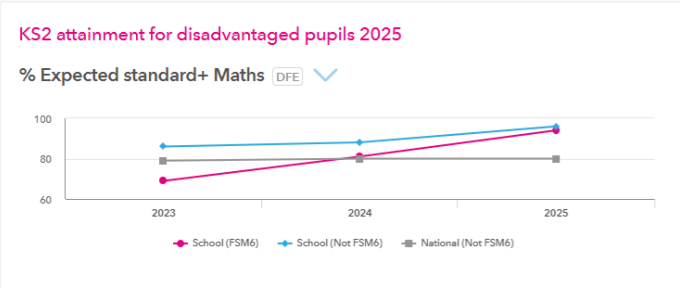
This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year. Our 2024/25 end of key stage shows that the performance of disadvantaged pupils was on par with non-disadvantaged.

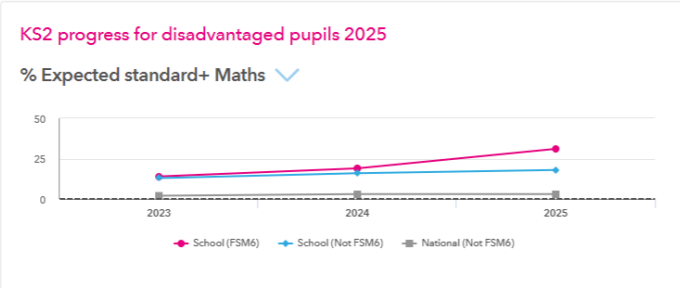












We will continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

We are building on that approach with the activities detailed in this plan.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

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.