

Pupil premium strategy statement – Upottery 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	93
Proportion (%) of pupil premium eligible pupils	9%
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)	26 - 29
Date this statement was published	September 2026
Date on which it will be reviewed	1 st September each year
Statement authorised by	Executive Head
Pupil premium lead	Tom Pettifer – Head of School
Governor / Trustee lead	Hayley Reynolds

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,420
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£12,420

Part A: Pupil premium strategy plan

Statement of intent

Statement of Intent – Upottery Primary School

Our intention is that all pupils, regardless of background or circumstance, achieve well academically, develop confidence and resilience, and are fully prepared for the next stage of their education. At Upottery Primary School, we recognise that disadvantage can present itself in many forms and that, within our small rural community, barriers can include social isolation, reduced access to services and enrichment opportunities, lower levels of parental engagement with learning, and challenges linked to attendance and wellbeing. These barriers can impact both academic progress and wider outcomes for disadvantaged pupils

The focus of our pupil premium strategy is to ensure that disadvantaged pupils receive high-quality teaching, targeted academic support and wider pastoral provision that enables them to thrive both academically and personally. As part of the Devon Moors Federation, our approach is informed by evidence-based practice and is aligned with the federation commitment to diminish differences in attainment, progress, attendance and wider outcomes between disadvantaged pupils and their peers.

High-quality teaching remains at the heart of our strategy. Evidence shows that high-quality teaching has the greatest impact on improving outcomes for disadvantaged pupils whilst benefiting all learners. Alongside this, we will provide carefully targeted support to address identified barriers in reading, language development, attendance, wellbeing and engagement with learning

Our strategy is built upon the following key principles:

- * High aspirations for every pupil, regardless of disadvantage.*
 - * Early identification of need and timely intervention.*
 - * A strong focus on reading, vocabulary development and communication skills.*
 - * Promotion of positive attendance, wellbeing and readiness to learn.*
 - * Removing barriers created by rural isolation through enrichment and wider opportunities.*
 - * Strengthening relationships with families to improve engagement with learning.*
 - * Careful monitoring and evaluation to ensure funding has measurable impact.*
- Through this approach, we aim to ensure that disadvantaged pupils make strong progress, attend school regularly, participate fully in school life and leave Upottery Primary School as confident, successful learners who are ready for their next stage of education*

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 classroom monitoring indicate that some disadvantaged pupils have gaps in vocabulary, language development and reading comprehension. These factors can impact pupils' ability to access the wider curriculum and communicate their understanding confidently. The challenge is more evident for some disadvantaged pupils due to reduced opportunities to develop vocabulary and language beyond school.
2	Internal assessment information shows that some disadvantaged pupils require additional support to achieve age-related expectations in reading, writing and mathematics. Gaps in phonics, handwriting, number fluency and curriculum knowledge can affect progress and attainment over time if not addressed through timely intervention and high-quality teaching.
3	Attendance data indicates that attendance and engagement with learning can present a barrier for a small number of disadvantaged pupils. Reduced attendance impacts access to learning, curriculum continuity and opportunities to fully participate in school life.
4	Discussions with pupils and families, alongside staff observations, indicate that some disadvantaged pupils experience challenges linked to wellbeing, resilience and rural isolation. Limited access to wider opportunities and experiences outside school can affect confidence, aspiration and social development.
5	School evidence suggests that parental engagement with learning is variable for some disadvantaged pupils. Limited confidence in supporting learning at home, particularly reading and wider curriculum development, can affect pupil progress and outcomes.

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
Improved reading attainment and vocabulary development for disadvantaged pupils.	Internal assessments, pupil progress data and teacher assessment demonstrate that disadvantaged pupils make at least expected progress from their starting points in reading. Pupils demonstrate improved vocabulary, language and comprehension skills through classroom participation, reading assessments and book scrutiny.

Improved outcomes in reading, writing and mathematics for disadvantaged pupils.	The proportion of disadvantaged pupils achieving age-related expectations in reading, writing and mathematics increases over the lifetime of the strategy. Attainment gaps between disadvantaged pupils and their peers are reduced, and disadvantaged pupils make at least expected progress from their individual starting points
To achieve and sustain improved attendance for disadvantaged pupils.	Attendance of disadvantaged pupils is at least in line with national expectations and the gap between disadvantaged pupils and their peers is reduced. Persistent absence among disadvantaged pupils decreases and pupils attend school regularly and punctually.
To improve wellbeing, resilience and readiness to learn for disadvantaged pupils.	Pupil voice, wellbeing surveys, staff observations and pastoral records demonstrate improved confidence, resilience and engagement with learning. Pupils are able to access learning successfully and participate positively in school life
To increase engagement with learning, enrichment opportunities and parental involvement.	Disadvantaged pupils participate fully in educational visits, clubs and enrichment activities. Engagement with parents improves through attendance at meetings, workshops and home learning activities. Parents report increased confidence in supporting learning at home.

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: £6,210

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Further develop the consistent implementation of Little Wandle and high-quality early reading provision. Regular monitoring, coaching and fidelity checks ensure disadvantaged pupils receive effective phonics teaching and early intervention where required.	Phonics approaches have a strong evidence base and are particularly beneficial for younger pupils and those from disadvantaged backgrounds. Consistent, high-quality phonics teaching supports reading accuracy and fluency.	1, 2
Develop a vocabulary-rich curriculum where subject-specific vocabulary is explicitly taught, displayed and revisited. Vocabulary pyramids and structured opportunities for talk will support the development of language and communication across the curriculum.	EEF evidence demonstrates that oral language and vocabulary development have a high impact on pupil outcomes. Explicit vocabulary instruction improves comprehension and access to the wider curriculum.	1, 2
Embed adaptive teaching approaches across the school, including consistent use of "Ready to Learn" strategies, pre-teaching, scaffolding and approaches that reduce cognitive overload. Staff will continue to develop pupils' habits of attention, independence and self-regulation.	High-quality teaching and adaptive approaches enable pupils to access learning successfully. Teaching pupils self-regulation and social and emotional skills can improve engagement, behaviour and academic outcomes.	2, 4
Provide ongoing professional development for teachers and support staff, including Little Wandle updates, intervention training, curriculum development and collaborative planning time.	Evidence suggests that improving the quality of teaching has the greatest impact on disadvantaged pupils. Effective implementation and staff development are key drivers of successful outcomes.	1, 2, 4

Strengthen assessment and responsive teaching through effective use of Bromcom assessment systems. Staff will receive training to analyse attainment and progress data, identify barriers to learning and adapt provision accordingly. Pupil mentoring conversations will support children in understanding how to improve their learning and outcomes.	High-quality assessment enables early identification of need and targeted support. Responsive teaching ensures misconceptions and gaps are addressed promptly. Standardised and formative assessment approaches support effective intervention and improved outcomes.	1, 2, 3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £3,726

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Keep-up and Catch-up sessions delivered by trained staff to support pupils who require additional phonics teaching and reading practice.	Phonics approaches have a strong evidence base and targeted phonics interventions can accelerate progress for pupils at risk of falling behind.	1, 2
NELI and Speech Link interventions used to develop pupils' communication, language and vocabulary skills. Programmes are delivered by trained adults and monitored regularly.	Oral language interventions and targeted language support can have a significant positive impact on attainment, particularly for disadvantaged pupils.	1
Implementation of a structured handwriting programme to improve	Developing transcription skills reduces barriers to writing and enables pupils to communicate their ideas more effectively across the curriculum.	2

transcription skills, presentation, fluency and written outcomes. Progress will be tracked and reviewed regularly.		
Targeted mathematics intervention delivered by trained staff using White Rose Maths Hub intervention materials. A whole-school progression of non-negotiable number facts will be used to identify gaps, track fluency and provide targeted support. Interventions will focus on securing number fluency, closing gaps in understanding and building confidence in mathematics.	Small-group tuition and targeted support can have a positive impact on attainment when linked closely to classroom teaching. Developing fluency in key mathematical facts supports pupils in accessing more complex mathematical concepts and problem-solving.	2
Pre-teaching and responsive intervention following assessment to address misconceptions before and during new learning. Staff will use assessment information to identify pupils requiring additional support.	Effective assessment and responsive teaching help ensure pupils receive support at the point of need and prevent gaps from widening.	1, 2
Pupil mentoring and conferencing sessions to help disadvantaged pupils understand their learning, identify next steps and develop confidence, independence and self-regulation	Feedback, metacognitive approaches and targeted mentoring can improve pupil understanding of how to improve and become more successful learners	2,
Targeted pre-teaching and overlearning opportunities delivered by teaching assistants before lessons and through intervention sessions. Staff will	Pre-teaching can improve access to the curriculum by reducing barriers to understanding and supporting pupils to engage confidently with new learning. Additional opportunities for overlearning help secure	1, 2, 4

use assessment information to identify key vocabulary, concepts and knowledge that pupils need to access upcoming learning successfully	key knowledge and reduce cognitive overload for pupils who require greater repetition and reinforcement.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,484

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance is monitored closely by the Headteacher and administration team through regular reviews of attendance data. Early conversations with families, attendance meetings and sign-posting to support services, including Early Help where appropriate, will be used to reduce barriers to attendance and strengthen engagement with school.	DfE guidance highlights the importance of early identification, strong relationships with families and targeted support in improving attendance and reducing persistent absence.	3, 5
Further develop a relational and values-led approach to wellbeing through ELSA support, trained staff, emotional check-ins, regulation plans and partnership working with the Mental Health Support Team (MHST).	EEF evidence demonstrates that high-quality social and emotional learning can improve wellbeing, behaviour, engagement and academic outcomes, particularly for disadvantaged pupils.	4
Remove financial barriers that may prevent disadvantaged pupils from accessing educational visits,	The Devon Moors Federation identifies rural isolation and reduced access to enrichment opportunities as barriers for disad-	4

residential experiences, clubs and enrichment opportunities. Financial support will be provided where required to ensure all pupils can participate fully in school life.	vantaged pupils. Wider participation supports engagement, aspiration and belonging.	
Develop strong partnerships with families through effective communication, transition support, home visits where appropriate, parent consultations, curriculum workshops and regular communication through Class Dojo and school communications.	EEF guidance highlights the positive impact of effective parental engagement in supporting pupils' learning and wider outcomes.	5
Embed the school's Ready to Learn approach, including habits of attention, consistent routines, clear expectations and self-regulation strategies. Staff will continue to use adaptive approaches to ensure pupils are ready to learn and can access the curriculum successfully.	Evidence suggests that developing self-regulation, social and emotional skills and consistent classroom routines can improve engagement, behaviour and academic achievement.	2, 4
Provide access to wider enrichment opportunities through Forest School, outdoor learning, curriculum-linked experiences and additional pastoral support where needed to promote confidence, resilience and social development.	Outdoor learning, enrichment opportunities and wider experiences can contribute positively to wellbeing, engagement and personal development, particularly for disadvantaged pupils.	4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The outcomes of our pupil premium strategy were evaluated through internal assessment information, attendance data, pupil progress reviews, pupil voice and wider school monitoring. Due to the small number of disadvantaged pupils within the school, individual progress and attainment are monitored closely and reported internally.

Assessment information indicates that most disadvantaged pupils made expected progress from their individual starting points. Outcomes in reading, writing and mathematics were broadly in line with school expectations for most pupils, supported by high-quality teaching, targeted intervention and close monitoring of progress. Reading and writing outcomes for younger pupils were strengthened through the consistent implementation of the Little Wandle phonics programme and the use of targeted catch-up support where required. Rapid Catch-up interventions enabled staff to identify gaps quickly and provide timely support to pupils requiring additional teaching.

Targeted academic support was effective in identifying and addressing misconceptions. Teachers and support staff used assessment information to provide additional intervention and support where needed, particularly in reading and mathematics. Whilst progress was broadly positive, monitoring identified that vocabulary development, handwriting and transcription skills, and number fluency remain areas requiring further development for some disadvantaged pupils. These priorities have informed the current strategy plan.

Attendance for disadvantaged pupils during the 2024–2025 academic year was 94.6%, representing an improvement of 1.2% compared with the previous year. Regular attendance monitoring, supportive conversations with families and the offer of Early Help support contributed positively to attendance outcomes. However, attendance remains an area for continued focus, as a small number of pupils continue to experience barriers that impact attendance and engagement with learning.

The school's relational and values-led approach continued to support the wellbeing of disadvantaged pupils. ELSA support, strong pastoral relationships, emotional check-ins and targeted staff support helped pupils feel safe, supported and ready to learn. Staff observations indicate that confidence, engagement and participation in learning remained positive throughout the year. The Mental Health Support Team was available to support pupils and families where appropriate.

Financial support continued to ensure that disadvantaged pupils were able to access educational visits, residential experiences, clubs and wider enrichment opportunities alongside their peers. This support remains particularly important within a rural community where access to opportunities beyond school can be limited. Participation in Forest School, educational visits and wider enrichment experiences contributed positively to pupils' confidence, wellbeing and sense of belonging.

Through evaluation of the previous strategy, we identified a number of priorities for further development. These include strengthening vocabulary development across the curriculum, introducing a more systematic approach to handwriting development, improving the tracking and teaching of number fluency, continuing to improve parental engagement with learning and maintaining a focus on attendance for a small number of disadvantaged pupils. Rural isolation continues to present challenges for some families and remains a key consideration within our current strategy.

This evaluation demonstrates that high-quality teaching, targeted intervention, strong relationships with families and effective pastoral support continue to have the greatest impact on outcomes for disadvantaged pupils and will remain central to our strategy moving forward.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Online assessment tool for Numeracy and Literacy	
Numeracy support in class and online	White rose premium subscription
Online reading support	The literacy shed Little Wandle Ed Shed
Online curriculum support and parent communication	Class Dojo (free) Office 365

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.