

Pupil premium strategy statement – Uplands Junior L.E.A.D Academy

This statement details our school's use of pupil premium (and recovery 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	123 pupils
Proportion (%) of pupil premium eligible pupils	
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)	2025/26; 2026/27; 2027/28
Date this statement was published	October 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Lucy Carlisle
Pupil premium lead	Luke Buckley (Deputy Headteacher)
Governor / Trustee lead	Jonathan Kay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,039
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£216,039

Part A: Pupil premium strategy plan

Statement of intent

At Uplands Junior L.E.A.D Academy, our ultimate objective for the pupil premium grant is to raise the educational attainment of disadvantaged pupils of all abilities so that they can achieve their potential, regardless of background or other barriers they may face. Trends in assessment information over the last 3 years show that there is an attainment gap between disadvantaged and non-disadvantaged pupils at Uplands. Our immediate priority is to reduce this attainment gap.

Pupil premium grant spending is linked to our Academy Improvement Plan to ensure that initiatives are embedded consistently through all year groups. While initiatives directly address the needs of disadvantaged pupils, many of them benefit all children in school as they are based on the delivery of high quality teaching and learning, enriching life experiences and social and emotional support.

In line with the Trust's core principles (lead, empower, achieve and drive), the senior leadership team work closely with teaching staff to reflect on the changing needs of our disadvantaged pupils, empowering them to become confident learners who are able to achieve in English, maths and the wider curriculum.

Challenges

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

Challenge number	Detail of challenge
1	A high percentage of children speak English as an additional language. The 2023 census shows that 32 different first languages are spoken by our families.
2	Teachers have reported in pupil progress meetings that children demonstrate limited vocabulary.
3	Pupil surveys have shown that children have narrow life experiences outside of school.
4	Teachers have reported in pupil progress meetings that children demonstrate difficulty in retaining knowledge across the curriculum. Pupil surveys corroborate this.
5	Each year, many children are taken out of school on term time holidays and general attendance has historically been lower than the national average. There have been a significant number of families requiring Early Help or other pastoral intervention or referral.

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
Children who speak English as an additional language will acquire the language quickly.	For each year group, the vast majority of children who speak English as an additional language will be assessed as either D or E on the Bell Foundation's EAL assessment framework.
Children demonstrate broader vocabularies.	Disadvantaged pupils at Uplands will achieve equal to or better than disadvantaged pupils nationally for outcomes in reading, writing and maths. The attainment gap between disadvantaged and non-disadvantaged pupils within the school in reading, writing and maths will be closed.
Pupils have the same broad life experiences and are able to acquire the same cultural capital as non-disadvantaged pupils.	Pupils access the school's broad educational visit program. Pupils draw upon these experiences when accessing the curriculum. Disadvantaged pupils at Uplands will achieve equal to or better than disadvantaged pupils nationally. The attainment gap between disadvantaged and non-disadvantaged pupils within the school in reading, writing and maths will be closed.
Children will retain more knowledge across the curriculum.	Teacher assessments and subject monitoring will show that pupils can recall and remember more knowledge across the wider curriculum. The attainment gap between disadvantaged and non-disadvantaged pupils in subjects across the curriculum within the school will be closed.
Continued support is given to families in the areas of attendance, safeguarding and wellbeing.	Attendance for disadvantaged pupils will remain above the national average. Pupils and parents report feeling safe and supported by school.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £157,711.55

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from teaching assistants (£127791.55) One-to-one/ small group intervention, verbal feedback.	EEF – Making best use of teaching assistants. Ensure TAs are fully prepared for their role. Handover time for teachers/teaching assistants is timetabled in. Use TAs to help pupils develop independent learning skills. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions. TAs utilised to support children in class and in interventions that prepare children for or build upon the knowledge that children need to access lessons. Use TAS to deliver high quality one-to-one and small group support using structured interventions. TAs trained in the use of rekenreks to support interventions in maths. EEF evidence regarding the use of teaching assistants to deliver interventions shows an average gain of 4 months. EEF evidence regarding feedback shows a gain of 6 months. Teaching assistants' presence within classrooms raises frequency and quality of verbal feedback (+7 months) given to children by both teaching assistants and	1, 2, 3 and 4.

	teachers. Disadvantaged pupils are prioritised for this.	
PE Leader £24,211.20 Physical activity: competitions, clubs. Teaching interventions: one-to-one/ small group intervention; verbal feedback.	EEF evidence regarding the benefits of physical activity shows an average gain of 1 month academic attainment. The PE leader also releases class teachers to support disadvantaged pupils in interventions or for verbal feedback on their learning (+7 months).	1, 2, 3 and 4.
Flash Academy learning platform. (£1,400) 100 licences, 34 used. Teaching assistant interventions, parental engagement	Evidence is limited but children who have used this platform in school have reported that it has helped them to build their vocabulary.	1 and 2
Accelerated Reader learning platform (£4,309) Teaching assistant interventions, parental engagement	Early trials from the EEF show an average gain of 3 months from pupils using accelerated reader. It promotes independent reading and reading for pleasure. It provides a platform for online books that children can access from home.	1 and 2

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

Budgeted cost: £58,327.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral care (£21,078.82) Social and emotional learning	EEF evidence regarding social and emotional intervention shows an average impact of +4 months. The support tends to be targeted and specific. Our Pastoral and Learning Mentor also works with children and families to support attendance.	5
Lunchtime football club with SH Active Sports £60 per session (£4560) Physical activity, behaviour.	EEF evidence regarding the benefits of physical activity shows an average gain of 1 month academic attainment. This program also promotes positive behaviour (+4 months) and an enjoyment of school.	5

Books to support home learning: Revision guides for Year 6 (£400) £8 per child Books to support reading for pleasure (£1000) Class novels (£2600) £4,000 Homework, parental engagement.	EEF evidence regarding homework shows a gain of 3 months. These resources are also part of the school's attempt to raise parental engagement (+4 months).	1 and 2
School visits (£50 per pupil - £6250) Year 6 residential (£9170) £15,420	Pupil surveys show that children are gaining experiences through school visits which is having a positive impact on cultural capital and life experiences but, at the moment, there is limited evidence on its impact on academic attainment.	3 and 5
Rocksteady (£4,196.93) Leicestershire Music Hub – Year 4 ukulele lessons and continuance of ukulele lessons for PPG (£7200) Peripatetic piano lessons (£1,871.70) £13,268.63 Arts participation.	EEF evidence regarding participation in arts such as music shows an average improvement of 3 months.	3 and 5

Total budgeted cost: £216, 039

Part B: Review of the previous academic year (2024/25)

Attendance and wellbeing

All School 96.3% (National 94.5%) 7.1% PA (National 16.2%)

PPG 96% Attendance; 7.1% PA

Pupil survey

The last survey conducted showed that the vast majority of children in Years 3 and 4 had positive views of school and learning. In Years 5 and 6, there was a higher proportion of children who reported that they 'sometimes' enjoyed school and learning rather than 'always' doing.

Club Participation

This shows the number of children eligible for PPG who attended at least one physically active club or event this year.

Boys	Girls	Total
46 (58%)	34 (43%)	80 (53%)

Music Participation

This shows the amount of music events that were accessed by children eligible for PPG throughout the academic year.

Event	PPG					SEND					All children involved
	Year 3	Year 4	Year 5	Year 6	Whole School	Year 3	Year 4	Year 5	Year 6	Whole School	
Rock Steady	0	0	32	0	32	0	0	7	0	7	32
Ukulele cont	0	0	6	3	9	0	0	3	1	4	11
Flute/Piano/Guitar	2	3	0	4	9	1	0	0	1	2	12
Greg's Yr 6 Song writing	0	0	0	52	52	0	0	0	15	15	120
Choir	4	2	3	1	10	4	1	0	1	6	28
Oh Happy Days - Curve	3	1	1	1	6	4	0	0	1	5	20
Singtastic	2	1	2	1	6	1	1	1	1	4	15
Summer Concert	38	31	34	47	150	18	12	13	16	59	480
Orchestra Unwrapped	36	0	0	0	36	23	0	0	0	23	120
Clarence House	2	0	2	1	5	0	0	3	1	4	13
Young Voices	2	2	5	2	11	0	0	0	1	1	18
Singing Around the World	0	31	0	0	31	0	12	0	0	12	120
Eid Singing concert	38	31	34	47	150	18	12	13	16	59	480
Rock Steady Assembly x2	38	31	34	47	150	18	12	13	16	59	480
Christmas Concert	38	31	34	47	150	18	12	13	16	59	480

Attainment

End of Key Stage 2 results

	Reading	Writing	Maths	GPS	Science	Combined
All	78% ARE 26% GD	80% ARE 11% GD	83% ARE 28% GD	78% ARE 36% GD	83%	72% ARE 8 % GD
PPG	79% ARE 19% GD	77% ARE 8% GD	81% ARE 26% GD	76% ARE 34% GD	79%	70% ARE 4% GD
SEND	56% ARE 31% GD	50% ARE 6% GD	56% ARE 25% GD	50% ARE 6% GD	63%	44% ARE 6% GD
Av scaled scores	105.2	105.9	103.3			

Key points:

- Where the percentage of PPG to achieve EXS or GD is less than All children, the gap is less than 5% with the exception of Year 4 maths; writing in Years 4 and 5; GD reading in Year 6.
- The percentage of PPG children to achieve GD is less than ALL children in all areas but the gap is less than 10%.

Y4 Multiplication Check (MTC)

- 95% of all children achieved 20/25 or above.
- 96% of PPG children achieved 20/25 or above.
- 75% of SEND children achieved 20/25 or above.

Wider curriculum

End of Key Stage 2 teacher assessments

	Art and design	Computing	Design and technology	Geography	History	Music	PE	PSHE	RE	Science	Spanish
All EXS or above	88.5%	96.7%	96.7%	79.3%	82.6%	97.5%	98.3%	95.9%	83.2%	81.1%	89.1%
PPG EXS or above	88.2%	96.1%	96.1%	76%	78%	96%	98%	94%	78%	78.4%	88%
SEND EXS or above	81.3%	93.8%	93.8%	62.5%	62.5%	93.8%	100%	87.5%	50%	50%	68.8%

- The percentage of All children to achieve EXS or GD is greater than PPG children in all subjects but the gap is 5% or less.

EAL data

Percentage of PPG children either D (requiring some/occasional EAL support) or E (operates without EAL support) on Bell Foundation's EAL assessment framework:

Year 3 – 50%

Year 4 – 83%

Year 5 – 69%

Year 6 – 98%

Phonics

0 PPG children still receiving phonics intervention.

Lunchtime Football Club

The attendance of children in this year's football club was inconsistent. This made it very difficult to track the data with any validity. This is a cohort specific issue and the club will return next year.

Externally provided programmes

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

Programme	Provider
Football coaching	SFK Multi Sports