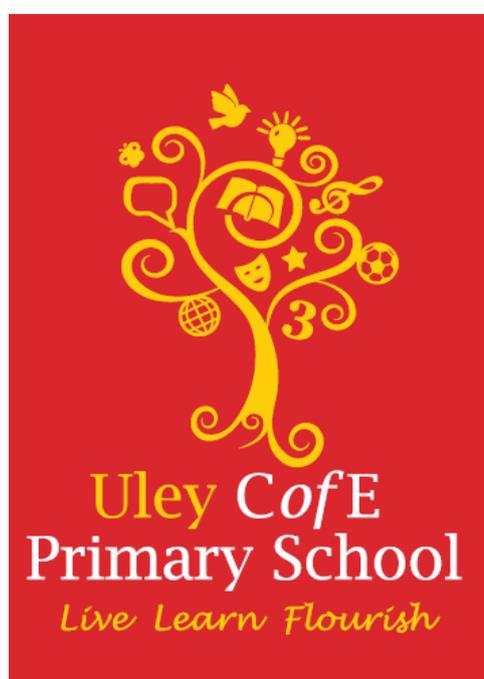


ULEY C OF E PRIMARY SCHOOL



PUPIL PREMIUM STATEMENT 2025 – 2028

Our School Vision

Live – Learn – Flourish

The School Vision is rooted in the Christian understanding of God: Creator - Redeemer - Sustainer

The image of the tree reflects our rural location and aligns with our vision for the school: with strong roots for stability, growth, fruitfulness and nurture.

The tree depends on the Creator to *live*; the roots go down into the soil where transformation and *learning* take place, and the roots continually draw up the water to sustain it for fruitfulness and *flourishing*. The tree is beautiful and nurtures life within and beyond itself.

They are like trees that grow beside a stream that bear fruit at the right time and whose leaves do not dry up.

They succeed in all they do. Psalm 1:3



Pupil premium strategy statement – Uley Primary School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	92
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 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	Annually
Statement authorised by	HT/Govs
Pupil premium lead	Zoe Mandeville
Governor / Trustee lead	Lauren Marrinan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,465
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>	£15,465

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to use pupil premium to improve disadvantaged pupils' attainment, the needs of all pupils in the school are evaluated.

The funding is then allocated with the aim of making maximum impact in the school, supporting our vision 'Live, Learn and Flourish'. Every decision made has the child at the heart of it.

Our focus is to fulfil the highest aspirations in teaching and learning in order for children to achieve their full potential both academically and personally. Our focus is also in developing the whole child so that they bear fruit at the right time and succeed in all they do (Psalm 1:3) and become well rounded individuals as well as preparing them for the next stage in their education.

At Uley we use the tiered approach to the use of pupil premium funding

THE PUPIL PREMIUM TIERED MODEL



In line with the DfE guidance the funding is not only spent on eligible pupils. Research suggests that some of the most effective spending will be on whole school strategies,

including improving the quality of teaching, therefore, our pupil premium strategy is rooted in our whole-school approach linked to our whole school improvement plan. We know that if you provide an ambitious, broad, balanced, well-constructed and well taught curriculum leads to at least good outcomes for ALL pupils. The progressively sequenced curriculum, along with enhanced learning experiences, gives ALL pupils the cultural capacity that they need to be successful in life in the short and long term future.

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with pupils and families continue to have identify social, emotional and mental health barriers for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment. There is an increasing amount of negative behaviour and more interaction from families requiring support.</p> <p>Also identified are social and emotional barriers for some pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
2	<p>Our assessments show that some PP children are not always in line with their peers in attainment</p>
3	<p>Our attendance data 2023 – 2024 shows that disadvantaged pupil’s data at Uley is 91% is slightly below national data 92%.</p> <p>2024 – 2025 shows that Uley disadvantaged pupil’s attendance 93% is higher than national at 89.4%</p> <p>Our assessments and observations indicate that absenteeism could be impacting disadvantaged pupils’ progress. This is constantly monitored</p>

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
<p>To provide school staff with the knowledge, skills and curriculum in order to support children's mental health, who have social and emotional barriers impacting on their learning</p>	<p>Children experiencing mental health including those who have been in care or are in the social care system or at risk of being in the social care system, have mental health issues or have experienced adverse child experiences (ACES), feel safe, exhibit good behaviours and show appropriate learning behaviours</p> <p>Children are better placed to access learning</p>
<p>Small group/individual support from TAs</p> <p>Class teachers to be deploying TAs based on professional judgement to best support children in the areas that need support and /or intervention</p>	<p>Children's gaps in their learning are identified and targeted</p> <p>Children make good progress in the areas where they are supported</p> <p>Children grow in confidence in their learning</p>
<p>SENDCo support supports pupil premium children and families, and staff to ensure the plans put in place ensure the children make good progress</p> <p>14% of our pupil premium children are also SEND</p>	<p>Children's gaps in their learning are identified and targeted</p> <p>Children make good progress in the areas where they are supported</p> <p>Interventions are monitored well</p>

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Trauma training for all staff ACES</i></p>	<p>ACES training helps staff understand how early adversity affects:</p> <ul style="list-style-type: none"> • emotional regulation • behaviour • attendance • learning readiness • relationships and trust <p>The Alex Timpson Attachment and Trauma Awareness in Schools Programme worked with over 300 schools and found that trauma/attachment training:</p> <ul style="list-style-type: none"> • Increased staff understanding of trauma • Improved relationships and behaviour • Helped schools create calmer, more predictable environments • Supported pupils' emotional regulation <p>These are precisely the kinds of barriers PP funding is intended to address</p>	

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

Budgeted cost: £13,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support Small group/individual support from an additional TAs</p> <p>Class teachers to be deploying TAs based on professional judgement to best support children in the areas that need support and /or intervention</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2 & 3</p>
<p>SENDCo support SENDCo support supports pupil premium children and families, and staff to ensure the plans put in place ensure the children make good progress</p> <p>30% of our pupil premium children are also SEND</p>	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence based recommendations to support pupils with SEND. <p>The 5 recommendations made are-</p> <ol style="list-style-type: none"> 1. Create a positive and supportive environment for all pupils without exception. 2. Build an ongoing holistic understanding of your pupils and their needs. 3. Ensure all pupils have access to high quality teaching. 4. Complement high quality teaching with carefully selected small group and one to one interventions. <p>Work effectively with Teaching Assistants.</p>	<p>1, 2 & 3</p>

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

Budgeted cost: £1,065

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supplementing fees for Breakfast/After school club Trips/music tuition Residential support	Children can access provision they wouldn't necessarily be able to access to enhance their curriculum, enable them to attend school on time and have a meal at the start of the day	1

Total budgeted cost: £15,465

Review Year 2024-25

Teaching

Outcome	Chosen action / approach	Impact:	Lessons learned
Mental Health curriculum purchased to support all children and families	My Happy Mind implemented across the school	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p align="center">Year 5 student 'We use Happy Breathing before an assessment. It really helps to calm me down.'</p> </div> <div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p align="center">I really enjoy the journaling because I can write down my thoughts and feelings Year 3 pupil</p> <p align="center">Happy breathing helps to clear my thoughts ready for learning Year 4 pupil</p> </div> <p>Meet Your Brain Before data: (Information taken from the last academic year before staff started the programme) 100% of teachers said not all of their children were aware of the factors that contribute to their wellbeing. 100% of teachers said not all of their children had a method to self-regulate during times of stress and worry. 100% of teachers said they do not have any weekly formal lessons learning about children's emotional and mental health. After data: (from this academic year, after staff have completed the Meet Your Brain module) 100% of teachers said that this module helped their class to understand their brain. 100% of teachers said that Happy Breathing has benefitted their class. 100% of teachers are now having at least 1 conversation (formal or informal) about children's mental health each week.</p>	To be continued

Targeted Academic Support

Outcome	Chosen action / approach	Impact:				Lessons learned
Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points	Small group/individual support addressing academic needs in reading, writing and/or maths to PP children over the year		Reading	Writing	Maths	This is a strategy that will be continued
		Below Age related	14%	29%	14%	
		Age related	86%	71%	86%	
		Less than expected progress	0%	14%	29%	
Expected progress	100%	86%	71%			
More than expected progress	43%	14%	14%			

Improvement in attendance for pupil Premium children with low attendance	Every short term, attendance data is monitored. If lateness or attendance is low (according to the school categories) then the parent will be invited in to establish reasons and identify any problems that could be addressed	Attendance was monitored and records kept				This is continuing to be an area of focus Not always successful despite input
SENDCo support supports pupil premium children and families, and staff to ensure the plans put in place ensure the children make good progress 6% of our pupil premium children are also SEND			Reading	Writing	Maths	
		Below Age related Age related	6%	6%	6%	
		Less than expected progress Expected progress More than expected progress	6%	6%	6%	
Wide Strategies						
All children have equal opportunities and are included. No child is excluded from a wider curriculum experience that families wish to be included.	Supplementing fees for Breakfast/After school club Trips/music tuition Residential trip	Children have access to extra-curricular activities to enhance their experiences 1-1 music lessons supplemented. Child was able to take time out during the school day to participate in a subject that wouldn't have necessarily been accessed				Financial support for subsidising music lessons