

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Performance – Assessment and Data (attainment)			
Summer 2024 Headlines			
EYFS - % Achieving GLD			
(Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	80% (12 / 15)	66.7% (2 / 3)	0% (0 / 1)
Trust	73.2%	57.4%	26.2%
National 23/24	67.7%	51.5%	19.7%
Phonics Y1 - % Pass			
(Number of Pupils / Total)			
	All Pupils	Disadvantaged	SEN
School	72.7% (8 / 11)	66.7% (2 / 3)	40% (2 / 5)
Trust	90.5%	84.4%	64.8%
National 23/24	80%	68%	44%
Key Stage 1 – % Achieving Expected Standard			
(Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	73.3% (11 / 15)	0% (0 / 2)	0% (0 / 2)
Trust	75.4%	57.4%	35.7%
Writing			
School	53.3% (8 / 15)	50% (1 / 2)	0% (0 / 2)
Trust	66.9%	47.3%	20.7%
Maths			

School	86.7% (13 / 15)	50% (1 / 2)	50% (1 / 2)
Trust	78%	65.5%	45.7%

Year 4 MTC - Average Score			
	All Pupils	Disadvantaged	SEN
School	23.8	23	23
Trust	22.1	20.8	18.4
National 23/24	20.6	18.3	15.9

Key Stage 2 - % Achieving Expected Standard			
(Number of Pupils / Total)			
Reading	All Pupils	Disadvantaged	SEN
School	87.5% (7 / 8)	50% (1 / 2)	80% (4 / 5)
Trust	78.8%	67.4%	59.4%
National 24/25	75%	63%	42%
Writing			
School	75% (6 / 8)	50% (1 / 2)	60% (3 / 5)
Trust	79.2%	64.7%	45.5%
National 24/25	72%	59%	32%
GPS			
School	62.5% (5 / 8)	50% (1 / 2)	40% (2 / 5)
Trust	77.1%	63.6%	52.1%
National 24/25	73%	60%	36%
Maths			
School	87.5% (7 / 8)	50% (1 / 2)	80% (4 / 5)
Trust	77.8%	61.5%	53.3%
National 24/25	74%	61%	40%

RWM Combined			
School	75% (6 / 8)	50% (1 / 2)	60% (3 / 5)
Trust	66.1%	49.7%	37.6%
National 24/25	62%	47%	24%

It is important to remember that the data is based on small cohorts. Each child is a large percentage compared to that of a pupil in a larger school. One child achieving/not achieving the standard can have a large impact on the overall data.

1. Strategic Aims for Disadvantaged Pupils (PP)

At Upton Cross Academy, the Pupil Premium strategy for the year focused on four core aims:

1. **Improving writing outcomes**
2. **Raising overall attainment**
3. **Strengthening language and communication skills**
4. **Improving and sustaining strong attendance**

These priorities were selected in response to internal assessment, baseline language data, and Trust-wide priorities.

2. Summary of Actions and Implementation

2.1 Language and Communication Interventions

All new pupils—and those already identified via the SEND register—completed **Language Link assessments** at the start of the academic year. This provided a standardised measure to identify speech, language and communication needs (SLCN).

Language Link Impact:

- Provides a structured, evidence-based assessment for mild to moderate SLCN.
- Generates a clear profile of need and targeted intervention materials.
- Enabled the school to deliver **regular, needs-led intervention sessions** throughout the year.

This ensured early identification and consistent input for disadvantaged pupils with language barriers that may otherwise impact reading, writing and wider attainment.

2.2 Oracy Development Across the Curriculum

Oracy was a significant strand of this year's PP strategy. Staff prioritised structured speaking and listening opportunities across subjects.

By the end of the Summer Term:

- Pupils demonstrated improved confidence in debate and challenge during whole-class sessions.

- Oracy routines were embedded across the curriculum.
- The quality of spoken explanations and reasoning—particularly in subjects such as English, humanities and science—noticeably improved.

This supported the strategic aims of improving both **language skills** and **writing outcomes**, as pupils had stronger oral rehearsal prior to writing.

3. Attendance Outcomes for Disadvantaged Pupils

Attendance remains a critical barrier for disadvantaged pupils nationally. At Upton Cross Academy, PP attendance is a strength of the strategy.

- **PP attendance for the year: 97.16%**
(Trust average: 92.51%)

This significant positive difference shows that:

- Disadvantaged pupils attended well.
- Attendance did not limit access to learning, interventions, or enrichment.
- Pupils had the best possible chance to benefit from the curriculum and additional provision.

High attendance also reflects strong parent partnerships and early supportive approaches.

4. Use of Pupil Premium Funding

Pupil Premium funding was used effectively to enhance in-school provision, including:

4.1 Targeted Staffing and Classroom Support

- Increased **TA capacity** to enable targeted intervention groups and in-class support.
- Implementation of structured language and literacy programmes.

4.2 Access, Equity and Enrichment

Funding ensured full participation for PP pupils in key opportunities:

- **Residential trip access for all Y5/6 pupils**
- **All trip costs covered for every PP pupil**
- **Resources for after-school clubs and enrichment opportunities**

This ensured no disadvantaged pupil was excluded from wider curriculum experiences.

4.3 Extra-Curricular Engagement

- **100% of disadvantaged pupils attended a club at some point during the year.**

This demonstrates excellent inclusion and breadth of opportunity aligned with the Trust and school vision for character, confidence and cultural capital.

5. Impact Summary

Positive Impact

- **Language Link and oracy** provision strengthened pupils' communication skills and supported improvements in writing confidence and structure.
- **High PP attendance** (97.16%) ensured engagement with the full curriculum and interventions.
- **Universal access to enrichment** improved wellbeing, engagement and cultural capital.
- All PP pupils accessed extracurricular activities, supporting social development and broadening experiences.

Areas for Ongoing Focus

- Continue to strengthen early language and writing to close gaps from KS1 onwards.
- Sustain high-quality oracy routines to support vocabulary and sentence construction.
- Continue targeted intervention in the first half of next year to consolidate gains in writing outcomes and overall attainment.

6. Link to Full Strategy

The full 2023–26 Pupil Premium Strategy Statement can be accessed here:

Upton Cross Academy – Pupil Premium, Service Pupil Premium and Sport Premium Funding

<https://kernowlearning.co.uk> (*insert full hyperlink as required*)

7. Overall Evaluation

The Pupil Premium strategy at Upton Cross Academy has had **clear positive impact**, particularly in language development, attendance and equitable access to enrichment. The foundations laid through oracy, targeted language intervention and high attendance provide a strong platform for continued improvement in writing outcomes and attainment 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
Times Tables Rockstars	Pearson
Language Link	Speech Link Multimedia Ltd
Read Write Inc	Ruth Miskin