# Pupil premium strategy statement – Upton Cross Academy (Autumn 2026)

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 | 105 (As of November 2026) |
| Proportion (%) of pupil premium eligible pupils | Deprivation 18 pupils<br>Service 5 pupils<br>3 LAC<br>**Total 26 pupils = 27.56%** |
| 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)** | 2026-27<br>2027-28<br>2028-29 |
| Date this statement was published | 31st December 2026 |
| Date on which it will be reviewed | November 2027<br>November 2028<br>November 2029 |
| Statement authorised by | Emily Goodey |
| Pupil premium lead | Emily Goodey |
| Governor / Trustee lead | Jayne Bulbeck |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £35,650 |
| Recovery premium funding allocation this academic year<br>*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* | N/A |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |

| | |
|---|---|
| **Total budget for this academic year**<br>*If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £35,650 |

# Part A: Pupil premium strategy plan

## Statement of intent

- At Upton Cross Academy, our intention is that **all pupils, regardless of their background or circumstances, are supported to achieve their full potential**. We recognise that disadvantage can create barriers to learning, achievement, attendance and access to wider opportunities, and our Pupil Premium strategy is designed to identify and address these barriers.
- Our priority is to ensure that disadvantaged pupils benefit from **high-quality teaching, early identification of need and timely, evidence-informed support**. We have particularly high expectations for the development of reading, writing, mathematics, language and oracy, ensuring that pupils develop the knowledge, vocabulary and confidence they need to succeed across the curriculum. This builds directly on the priorities identified in the school's existing strategy.
- We are equally committed to ensuring that disadvantage does not limit a child's wider experience of school. Pupils should have equitable access to **trips, residential experiences, music, sport, extra-curricular activities and opportunities for leadership and responsibility**, enabling them to develop confidence, aspiration and a strong sense of belonging. This reflects the school's established approach to enrichment for disadvantaged pupils.
- Our approach is **responsive to individual need rather than based on assumptions about disadvantage**. We will use assessment, attendance information and our knowledge of each child to identify barriers, intervene early and monitor impact carefully. All staff share responsibility for the progress and wellbeing of disadvantaged pupils and maintain high expectations for what every pupil can achieve.
- Ultimately, we want disadvantaged pupils to leave Upton Cross Academy as **confident, successful and aspirational young people who are well prepared for the next stage of their education and have experienced the same breadth of opportunity as their peers**.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Attainment and progress** |

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|---|---|
| | Assessment information indicates that some disadvantaged pupils do not achieve as highly as their peers in reading, writing and mathematics. Our priority is to ensure that disadvantaged pupils, including those with additional needs, make strong progress from their individual starting points through consistently high-quality teaching, early identification of need and targeted support. |
| 2 | **Disadvantaged attainment at Key Stage 1**<br>There remains a gap between disadvantaged pupils and all pupils achieving the expected standard at the end of Key Stage 1. In 2026, disadvantaged outcomes were 50% in reading, 25% in writing and 50% in mathematics, compared with 66.7%, 58.3% and 66.7% respectively for all pupils. Writing represents the greatest gap and is therefore a particular priority. Cohort sizes are small, with four disadvantaged pupils, so individual pupil outcomes have a significant impact on percentages. |
| 3 | **Attendance and lates**<br>Attendance for disadvantaged pupils is **strong and broadly in line with whole-school attendance**, reflecting the positive impact of work already undertaken to improve attendance. Current attendance for disadvantaged pupils is **96.62%, compared with 96.63% for the whole school**. The priority is therefore to **maintain this strong position**, continuing to monitor attendance and punctuality closely, identify any emerging concerns at an early stage, and provide timely support where needed to prevent persistent absence. |
| 4 | **Individual barriers and vulnerability**<br>Disadvantaged pupils are not a homogeneous group and their barriers differ. The school's established approach is therefore based on diagnostic assessment and individual need rather than assumptions about disadvantage, while also considering the needs of other vulnerable pupils, including those with a social worker or who are young carers. |

## 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 attainment and progress for disadvantaged pupils | Disadvantaged pupils make strong progress from their individual starting points in reading, writing and mathematics. Assessment and pupil progress information demonstrates that gaps are reducing, with pupils identified as falling behind receiving timely, targeted support. High-quality teaching and appropriate adaptations enable disadvantaged pupils, including those with SEND, to access and succeed within the curriculum. |
| Improved attainment for disadvantaged pupils at Key Stage 1, particularly in writing | The attainment gap between disadvantaged pupils and their peers at KS1 reduces. A greater proportion of disadvantaged pupils |

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|---|---|
| | are on track to meet age-related expectations in reading, writing and mathematics, with a particular focus on improving writing outcomes. Progress is monitored at individual pupil level due to the small cohort size, with interventions and classroom provision adapted in response to assessment. |
| Maintain strong attendance and punctuality for disadvantaged pupils | Attendance for disadvantaged pupils remains strong and broadly in line with whole-school attendance, building on the current position of **96.62% for disadvantaged pupils compared with 96.63% for all pupils**. Attendance, persistent absence and lateness are monitored closely so that emerging concerns are identified early and appropriate support is put in place. |
| Individual barriers to learning are identified and addressed effectively | The specific academic, pastoral, SEND and wider barriers experienced by individual disadvantaged pupils are identified through assessment and knowledge of the child and family. Support is matched to identified need rather than disadvantage alone. The impact of provision is regularly reviewed and adjusted where necessary, enabling pupils to participate fully in learning and wider school life. |

## 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: £XXX

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Strengthen the teaching of writing | The EEF recommends investment in teacher expertise and evidence-informed professional development and identifies literacy as an area where its guidance reports provide evidence-informed recommendations. [d2tic4wvo1...dfront.net] | 1,2 |
| Ongoing CPD to strengthen high-quality teaching | EEF evidence identifies high-quality teaching as the most powerful way for schools to improve attainment, | 1,2 |

| | | |
|---|---|---|
| | particularly for disadvantaged pupils. It recommends developing teacher knowledge and pedagogical expertise alongside curriculum development. [d2tic4wvo1...dfront.net] | |
| Develop consistently effective feedback and responsive teaching | EEF guidance states that well-designed feedback can support pupil progress by addressing misunderstandings and closing the gap between a pupil's current position and the intended learning. [educationе...ion.org.uk] | 1,2 |
| Sustained professional development and instructional support for teachers and teaching assistants | The EEF evidence brief states that supporting continuous and sustained professional development is crucial to developing teacher practice. It specifically identifies professional development supporting evidence-based approaches as part of the high-quality teaching strand. [d2tic4wvo1...dfront.net] | 1,2,4 |

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

Budgeted cost: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Targeted small-group support in reading, writing and mathematics | EEF evidence indicates that small-group tuition has an average impact of **+4 months' additional progress**. It is most effective when targeted at pupils' specific needs using diagnostic assessment, and the EEF specifically identifies it as an approach that can be targeted effectively at disadvantaged pupils. [educationе...ion.org.uk] | 1,2 |
| Structured interventions delivered by trained teaching assistants | EEF evidence notes that teaching-assistant-led one-to-one support is likely to be particularly beneficial when TAs are **experienced, well trained and supported**, for example when delivering a structured intervention. [educationе...ion.org.uk] | 1,2,4 |
| One-to-one tuition where individual assessment identifies a significant or specific gap | The EEF estimates that one-to-one tuition can provide approximately **+5 months' additional progress on average**. It is particularly appropriate for pupils with low prior attainment or those struggling in specific areas, and is more | 1,2,4 |

| | | |
|---|---|---|
| | likely to have an impact when additional to and explicitly linked with normal classroom teaching. [educatione...ion.org.uk] | |

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

Budgeted cost: £ *[insert amount]*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Attendance and punctuality monitoring and early intervention | The EEF identifies wider barriers to learning as an important element of an effective Pupil Premium strategy and emphasises diagnosing pupils' specific needs rather than assuming all disadvantaged pupils face the same barriers. [educatione...ion.org.uk], [d2tic4wvo1...dfront.net] | 3,4 |
| Targeted social, emotional and wellbeing support | The EEF's evidence resources include supporting pupils' social, emotional and behavioural needs within wider strategies. Its approach emphasises using reliable evidence alongside professional knowledge of individual pupils when selecting provision. [educatione...ion.org.uk], [d2tic4wvo1...dfront.net] | 1,4 |
| Individualised support for vulnerable disadvantaged pupils | EEF guidance stresses that developing an effective strategy begins with diagnosing the specific barriers faced by disadvantaged pupils. The DfE also states that Pupil Premium can support pupils with identified needs who do not themselves meet the eligibility criteria. [educatione...ion.org.uk], [gov.uk] | 1,4 |

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

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

**Academic Performance – Assessment and Data (attainment)**

**Summer 2026 Headlines**

| EYFS - % GLD | | | |
|---|---|---|---|
| | All Pupils | Disadvantaged | SEN |
| School | 66.7% (8 / 12) | 0% (0 / 1) | 0% (0 / 3) |
| Trust | 79.8% | 60.2% | 30.9% |
| National 24/25 | 68.3% | 51.3% | 20.6% |

| Phonics Y1 - % Pass (scoring 31 or more) (Number of Pupils / Total) | | | |
|---|---|---|---|
| | All Pupils | Disadvantaged | SEN |
| School | 100% (15 / 15) | 100% (4 / 4) | 100% (1 / 1) |
| Trust | 91.1% | 90.2% | 68.7% |
| National 24/25 | 80% | 67% | 43% |

| Key Stage 1 – % Achieving Expected Standard (Number of Pupils / Total) | | | |
|---|---|---|---|
| **Reading** | All Pupils | Disadvantaged | SEN |
| School | 66.7% (8 / 12) | 50% (2 / 4) | 20% (1 / 5) |
| Trust 25/26 | 76.2% | 57.4% | 47.8% |
| Trust 24/25 | 75.4% | 64.0% | 35.7% |
| **Writing** | | | |
| School | 58.3% (7 / 12) | 25% (1 / 4) | 0% (0 / 5) |
| Trust 25/26 | 67.4% | 47.3% | 36.3% |
| Trust 24/25 | 66.9% | 51.3% | 20.7% |
| **Maths** | | | |
| School | 66.7% (8 / 12) | 50% (2 / 4) | 20% (1 / 5) |
| Trust 25/26 | 75.9% | 63.3% | 51.6% |
| Trust 24/25 | 78.0% | 65.5% | 45.7% |

| Phonics Y2 - % Pass (scoring 31 or more) (Number of Pupils / Total) | | | |
|---|---|---|---|
| | All Pupils | Disadvantaged | SEN |
| School | 100% (12 / 12) | 100% (4 / 4) | 100% (5 / 5) |
| Trust | 95.9% | 92.7% | 86.3% |
| National 24/25 | 89% | 89.9% | 78.6% |

| Year 4 MTC Average Score |
|---|

| | All Pupils | Disadvantaged | SEN |
|---|---|---|---|
| School | 21.4 | 18.2 | 14 |
| Trust | 21.7 | 20.7 | 18.7 |
| National 24/25 | 21 | 19.3 | 17.1 |

| **Key Stage 2 – % Achieving Expected Standard (Number of Pupils / Total)** | | | |
|---|---|---|---|
| **Reading** | All Pupils | Disadvantaged | SEN |
| School | 87.5% (14 / 16) | 66.7% (2 / 3) | 50% (2 / 4) |
| Trust | 78% | 67.7% | 52.7% |
| National 25/26 | 75% | 63% | 42% |
| **Writing** | | | |
| School | 87.5% (14 / 16) | 66.7% (2 / 3) | 50% (2 / 4) |
| Trust | 78.9% | 66.7% | 46.7% |
| National 25/26 | 73% | 59% | 32% |
| **GPS** | | | |
| School | 81.3% (13 / 16) | 66.7% (2 / 3) | 25% (1 / 4) |
| Trust | 76.9% | 65.1% | 46.7% |
| National 25/26 | 74% | 60% | 36% |
| **Maths** | | | |
| School | 81.3% (13 / 16) | 66.7% (2 / 3) | 25% (1 / 4) |
| Trust | 77.7% | 64.1% | 48.4% |
| National 25/26 | 75% | 61% | 40% |
| **RWM Combined** | | | |
| School | 81.3% (13 / 16) | 66.7% (2 / 3) | 25% (1 / 4) |
| Trust | 66.5% | 50.8% | 33% |
| National 25/26 | 63% | 47% | 23% |

**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.**

The 2025/26 outcomes demonstrate positive impact for disadvantaged pupils in several areas. Phonics was a particular strength, with 100% of disadvantaged pupils meeting the expected standard in both Year 1 and Year 2. Outcomes at the end of Key Stage 2 were also positive, with 66.7% of disadvantaged pupils achieving the expected standard across reading, writing, GPS and mathematics, and 66.7% achieving the combined reading, writing and mathematics measure.

The data also identifies areas requiring continued improvement. At Key Stage 1, disadvantaged attainment remained below whole-cohort outcomes in reading, writing and mathematics, with writing presenting the greatest gap. Multiplication fluency in Year 4 also remains an area for further development. The EYFS disadvantaged cohort consisted of only

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| one pupil and therefore the headline percentage should be interpreted with considerable caution.<br><br>Overall, the review supports continuing to prioritise high-quality teaching, early identification of need and precisely targeted academic support. Strong approaches in phonics should be sustained, while additional attention is given to KS1 outcomes, particularly writing. Given the small number of disadvantaged pupils within individual cohorts, future evaluation will continue to consider individual starting points, progress and identified barriers alongside headline percentages. |
| Overall, the school is on track towards its intended outcomes, with particularly strong evidence of impact in phonics, Key Stage 2 attainment and attendance. Academic outcomes at Key Stage 1, particularly writing, remain an area for improvement. Attendance, behaviour and wellbeing will continue to be monitored alongside attainment and progress so that emerging barriers are identified early and support is responsive to individual need.<br><br>The school recognises that disadvantaged pupils are not a homogeneous group and that individual pupils experience different barriers. Consequently, pastoral and wellbeing support is matched to identified need rather than being provided solely because a pupil is eligible for Pupil Premium. Where concerns are identified, appropriate support is put in place and reviewed to consider its impact on the pupil's wellbeing, behaviour, engagement and access to learning. |

## 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 |
| Early Talk Boost | Speech and Language UK |

## 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** |
|---|
| Service Pupil Premium funding was used to support the pastoral, social and emotional wellbeing of eligible service children. Funding contributed to appropriate pastoral support and activities designed to promote wellbeing, positive relationships, a sense of belonging and engagement in school life. Support was responsive to individual need, particularly where pupils |

experienced challenges associated with service family life, such as periods of parental absence, transition or changes in family circumstances.

The school monitored pupils' wellbeing, engagement, attendance and progress to identify where additional support was required. Provision was adapted according to individual circumstances, helping to ensure that service pupils were supported to participate fully in learning and wider school life.

| **The impact of that spending on service pupil premium eligible pupils** |
| --- |
| Service Pupil Premium funding supported eligible pupils’ wellbeing, engagement and inclusion in school life. Support was tailored to individual need, with impact monitored through attendance, progress and staff observations. |

## Further information (optional)

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| *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 or recovery premium funding.* |