

Pupil premium strategy statement – Upper Arley C of E 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	75
Proportion (%) of pupil premium eligible pupils	22.1%
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- Year 1
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Emma Pritchard (CEO of The Black Pear Trust)
Pupil premium lead	Matthew Modley (Deputy Headteacher)
Governor / Trustee lead	Freda Griffith – lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,720
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>	£11,720

Part A: Pupil premium strategy plan

Statement of intent

In line with our school vision — *One Community, Learning and Growing Together, Sharing God's Love* — our Pupil Premium strategy is rooted in the belief that every child, regardless of background, deserves to flourish academically, socially, and spiritually. We are committed to nurturing a compassionate and inclusive learning environment where disadvantaged pupils are empowered to thrive alongside their peers.

Ultimate Objectives for Disadvantaged Pupils

1. **Achieve Together**
Close attainment gaps in reading, writing, and maths so that disadvantaged pupils make at least expected progress from their starting points. A greater proportion will reach age-related expectations (ARE+) and greater depth (GD) where appropriate.
2. **Belong**
Improve attendance and reduce persistent absence to ensure disadvantaged pupils consistently access high-quality teaching and feel a strong sense of belonging within our school community.
3. **Grow in Confidence and Capability**
Strengthen pupils' self-regulation, vocabulary, and fine motor skills to remove barriers to learning, particularly in writing, enabling them to express themselves with confidence and clarity.
4. **Flourish Holistically**
Ensure disadvantaged pupils benefit fully from our rich curriculum, personal development opportunities, and leadership roles, supporting their emotional wellbeing and social growth as well as academic success.

Strategic Approach

We will implement a balanced and evidence-informed strategy across the DfE's Menu of Approaches:

- **Tier 1: High-Quality Teaching**
Prioritising universal provision through excellent classroom practice, supported by professional development and coaching.
- **Tier 2: Targeted Academic Support**
Delivering small-group and one-to-one tuition based on diagnostic assessment and teacher insight, ensuring interventions are timely and effective.
- **Tier 3: Wider Strategies**
Integrating academic support with pastoral care, attendance work, and family engagement to create a holistic support system.

All activities will be mapped to identified barriers and underpinned by robust evidence, primarily from the Education Endowment Foundation (EEF).

Challenges

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

Challenge number	Detail of challenge
1	Reading attainment risk: internal data and national benchmarks indicate disadvantaged pupils are at risk of not making sufficient progress in reading compared to peers.

2	Attendance and engagement: attendance for disadvantaged pupils remains below national averages; persistent absence is an ongoing risk to learning time and progress.
3	Self-regulation and executive function: a subset of disadvantaged pupils struggle with emotional control, sustained attention and independent task management, reducing their ability to access the curriculum.
4	Vocabulary gap: some disadvantaged pupils enter school with and retain a limited vocabulary, constraining reading comprehension and written expression.
5	Fine motor control and boys' writing: a notable proportion of disadvantaged boys show lower writing attainment associated with weak handwriting fluency and fine motor skills.

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
1. Improve disadvantaged pupils' reading attainment and progress across EYFS, KS1 and KS2.	<ul style="list-style-type: none"> - By end of academic year, disadvantaged pupils' reading attainment moves closer to peers: increase in percentage of disadvantaged pupils reaching ARE+ in reading (cohort specific). - KS2 disadvantaged reading: maintain or increase ARE+ from baseline (80% whole-school reading ARE+ in last statutory data), and increase GD where cohort appropriate. - Small-group/1:1 tuition progress evidence: pupils receiving tuition show measurable gains on diagnostic checks (termly) consistent with EEF effect sizes. (EEF: One-to-one tuition; Oral language interventions) EEF One to One Tuition, EEF Oral Language Interventions.
2. Increase attendance and reduce persistent absence among disadvantaged pupils.	<ul style="list-style-type: none"> - Whole-school disadvantaged attendance increases across the year by 3% and persistent absence (PA) for disadvantaged pupils reduces. - First day responses and tailored family plans in place for all disadvantaged pupils with attendance < 93%. - Evidence of improved engagement (reduced lates, increased participation in clubs and roles and responsibilities). (EEF Attendance evidence & guidance) EEF Attendance REA & Evidence Brief.

3. Improve disadvantaged pupils' self-regulation and learning behaviours so they sustain attention and complete independent work.	<ul style="list-style-type: none"> - Measurable improvements on school behaviour logs for targeted pupils (termly) and reduction in teacher-recorded lesson interventions for behaviour. - Pupils targeted for self-regulation work show improved academic engagement and progress on linked curriculum outcomes. (EEF Metacognition & Self-Regulation) EEF Metacognition and Self-Regulation.
4. Narrow the vocabulary gap and increase pupils' age-appropriate spoken and written vocabulary.	<ul style="list-style-type: none"> - Programmes to explicitly teach vocabulary are embedded in curriculum planning; disadvantaged pupils show improved scores on vocabulary and comprehension checks (termly). - Increase in quality/quantity of vocabulary used in writing samples across year groups, with moderation evidence. (EEF: Oral language & vocabulary guidance) EEF Oral Language Interventions.
5. Improve fine motor control and handwriting fluency for disadvantaged pupils (particularly boys) to raise writing attainment.	<ul style="list-style-type: none"> - Targeted fine motor and handwriting programmes show measurable improvements in handwriting speed/legibility checks and correlate with improved writing outcomes for targeted pupils. - Boys in targeted groups show improved writing achievement over the year (termly writing moderation). (EEF physical development / handwriting evidence—limited but targeted approaches advised) EEF Physical Development / Handwriting evidence.

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: £7,694.67

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPD programme: explicit teaching of metacognitive strategies	EEF guidance: Metacognition and Self-Regulation — high impact (+8 months) for very low cost; explicit teaching, modelling and embedding in	3

(planning, monitoring, evaluation) and embedding metacognition into curriculum lessons. Provide staff meeting sessions and coaching; create metacognition prompts, lesson templates and pupil reflection routines.	subject lessons are recommended Education Endowment Foundation .	
2. CPD and coaching on vocabulary-rich teaching and dialogic book talk (whole-school strategies to teach Tier 2 vocabulary, planned discussion opportunities and structured questioning).	EEF Oral Language Interventions: high impact (approx. +6 months); strategies include targeted book talk, explicit vocabulary instruction and curriculum-linked oral language work Education Endowment Foundation .	1, 4
3. Strengthen phonics and early reading practice (ensure fidelity of phonics programme, regular staff training, matched reading books for decoding and fluency) — maintain current strengths from Ofsted.	EEF guidance on early literacy/phonics and evidence cited in Ofsted report regarding successful phonics practice; oral language work supports reading comprehension [EEF Oral Language; EEF Reading guidance resources]. (See EEF oral language link above.)	1
4. Curriculum sequencing and retrieval practice training for teachers (training on spaced retrieval, low-stakes quizzes, 'reactivation and recall' of sticky knowledge across subjects).	EEF evidence on retrieval practice and cognitive science principles (see Metacognition guidance & Putting Evidence to Work implementation guidance) — retrieval practice supports durable learning when well implemented. [EEF Metacognition and Self-Regulation guidance; EEF Implementation resources].	1, 4
5. Improve handwriting teaching across KS1/KS2: adopt a sequenced handwriting progression, teacher modelling and daily short practice routines; provide resources (cursive/letter formation mats, pencil grips).	EEF Early Years / Physical Development resources indicate targeted fine motor work can support mark-making though large trials show mixed results; targeted teaching of handwriting practice is a pragmatic classroom approach where need exists EEF Physical Development / Handwriting evidence .	5

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

Budgeted cost: £1682.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
6. Short-block small-group tuition for reading, comprehension and Maths (times tables) (groups of 4) delivered 1× weekly for 6 weeks by a trained teacher or skilled HLTA; link sessions explicitly to classroom learning and targeted gaps	EEF One-to-one and small group tuition guidance: small groups can be highly effective when closely linked to classroom teaching; Education Endowment Foundation .	1, 4
7. Targeted oral language / vocabulary intervention for Reception and KS1 disadvantaged pupils (3× weekly sessions, curriculum-linked vocabulary taught and rehearsed through structured talk activities).	EEF Oral Language Interventions: high impact; more intensive/frequent sessions over a sustained period are most successful; effective when linked to curriculum content Education Endowment Foundation .	4, 1
8. Rapid diagnostic assessments to precisely identify reading comprehension and vocabulary gaps; use data to match pupils to appropriate intervention (decoding vs comprehension vs vocabulary).	EEF tutoring and targeted support guidance emphasises accurate diagnostic assessment to match intervention to need; EEF Tutoring report and One-to-one guidance highlight importance of diagnosing gaps and aligning tuition to classroom content Education Endowment Foundation .	1, 4
9. Bespoke curriculum for disadvantaged pupils not making expected progress in reading or maths (following EEF tutoring principles: regular, linked to curriculum, monitored).	EEF: One-to-one tuition evidence shows average impact of +5 months; EEF tutoring report recommends key principles for effective tutoring programmes (regular sessions, link to classroom, skilled tutors, monitoring) Education Endowment Foundation .	1

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

Budgeted cost: £2,343.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
10. Attendance early-warning and family engagement package: first day absence calls, attendance dashboards, termly attendance reviews, tailored family	EEF Attendance Rapid Evidence Assessment and guidance: evidence of promise for parental engagement and responsive, tailored interventions; EEF Supporting School Attendance resources encourage diagnosis, building relationships, targeted family work and	2

meetings, pastoral home-visits where indicated; use EEF "tailored" approach themes and the reflection tool to design interventions.	monitoring Education Endowment Foundation – Attendance REA & Guidance .	
11. Breakfast club / targeted meal provision and school transport liaison: provide funded breakfast provision for disadvantaged pupils, if required, and coordinate with rural WCC bus service to reduce transport-related absence; communicate with families about importance of daily attendance.	EEF Attendance review: meal provision/breakfast clubs show mixed/small positive effects on attendance but can improve readiness to learn; local tailoring advised (Magic Breakfast evaluation referenced) EEF Attendance REA / Evidence brief .	2
12. Social and emotional learning (SEL) and self-regulation support: small-group coaching, targeted one-to-one mentoring/coaching for pupils with self-regulation needs; embed SEL practises in teaching (classroom routines, emotion coaching).	EEF Metacognition & self-regulation guidance: teaching self-regulatory strategies is high impact (+8 months); EEF attendance REA notes whole-class SEL shows small effects on attendance but clear benefits to behaviour and engagement (useful in combination with tailored support) Education Endowment Foundation , EEF Attendance REA .	3, 2
13. Parental workshops and resources (reading at home, vocabulary-rich routines, sleep/attendance conversations); flexible timings for working rural families.	EEF: parental engagement interventions and communication show promise for attendance and learning; EEF guidance "Working with Parents to Support Children's Learning" (see EEF attendance synthesis referencing parental engagement). [EEF Attendance resources & Working with Parents guidance].	2, 4
14. Provide funded access to extra-curricular activities and enrichment (reading ambassadors, sports ambassadors, outdoor visits) for disadvantaged pupils to build belonging and engagement.	EEF attendance REA shows limited but some evidence that extracurricular activities can improve engagement and attendance; Ofsted findings note Upper Arley pupils benefit from wide experiences — use these to build belonging (local context) [EEF Attendance REA & Ofsted comments provided by school].	2, 1

Total budgeted cost: £11,040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year:

GLD (EYFS)	<ul style="list-style-type: none"> Entry data suggests starting points were low 6 pupils in cohort Writing: Entry = 100% below or emerging, Summer = 67% (4) secure, 33% (2) Developing Word Reading = 100% below or emerging, Summer = 50% (3) Secure, 50% (3) below or emerging Listening, attention and understanding: Entry = 100% below, Summer = 83% secure Number: Entry = 100% below, Summer = 100% (6) secure 				
	UA all	UA PP	National	UA to National	UA PP to National
Phonics	100%	100%	80%	+20%	+20%
<ul style="list-style-type: none"> All groups significantly better than national Continued trend of 100% expected for two years Positive two-year trend of 100% of disadvantaged at the expected standard Y2 Cumulative 100% 					
	UA all	UA PP	National	UA to National	UA PP to National
KS2 Maths	80%	N/A	74%	+6%	N/A
KS2 Reading	80%	N/A	75%	+5%	N/A
KS2 Writing	70%	N/A	72%	+2%	N/A
KS2 RWM	70%	N/A	62%	+8%	N/A
KS2 GPS	70%	N/A	73%	+3%	N/A

<ul style="list-style-type: none"> Cohort attainment better than national in all areas 	
Attendance	<ul style="list-style-type: none"> Whole school attendance 94.7% which is in line with national and the local authority.

Further information (optional)

Notes specific to Upper Arley C of E Primary School (contextual tailoring)

- Small school advantages: small class sizes, strong relationships and the community ethos (Ofsted: “real community feeling”) mean interventions can be tightly personalised and family relationships leveraged for attendance improvements. Use this strength in home-school engagement (Tier 3).
- Mixed-age classes and small cohorts: convert percentage targets into pupil number targets and plan interventions mindful of multi-age teaching — e.g., small group tuition may contain pupils from adjacent year groups with closely matched needs.
- Rural transport context: actively liaise with WCC school bus service and parents around punctuality and reasons for absence; consider targeted support where transport contributes to absence.
- Ofsted strengths: Reading and phonics provision is already strong (Ofsted noted high priority on reading and phonics fidelity). Continue to prioritise reading while adding targeted vocabulary and comprehension work to address the identified reading risk for disadvantaged pupils.
- SEND overlap: with a SEND rate of 22.7% and PP 22.7% in the school context, ensure SENCo involvement when allocating Pupil Premium resources so that support is personalised and not duplicative; where pupils have SEND and are disadvantaged, combine SEND provision with evidence-based PP interventions.