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	393 pupils
Proportion (%) of pupil premium eligible pupils	30%
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 2026
Date on which it will be reviewed	October 2027
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	£183, 911.89
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£183, 911.89

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 but that this closing.

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.
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.
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. Disadvantaged pupils at Uplands will achieve equal to or better than disadvantaged pupils nationally.
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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from teaching assistants (101,414.30) Average £27,000 per year per TA **One-to-one/ small group intervention, verbal feedback.**	**EEF – Deployment of teaching assistants.** **Prepare and train staff around effective TA deployment.** Handover time for teachers/teaching assistants is timetabled in. TAs attend staff meetings and professional development sessions. **Deploy TAs in ways that enable all pupils to access high-quality teaching.** TAs utilised to support children in class, through verbal feedback and further scaffolding, and in interventions that prepare children for or build upon the knowledge that children need to access lessons. **Use TAS to deliver well chosen, evidence based, structured interventions where appropriate.** TAs trained in the use of rekenreks to support interventions in maths, and other interventions planned by SENDCo. 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 teachers. Disadvantaged pupils are prioritised for this.	1, 2, 3 and 4.
PE Leader £ (£20,498.4) 9 hours per week @ £ 58.4 per hour	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	1, 2, 3 and 4.

Physical activity: competitions, clubs. **Teaching interventions: one-to-one/ small group intervention; verbal feedback.**	interventions or for verbal feedback on their learning (+7 months).	
Accelerated Reader learning platform (£3752) **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
Learning Village learning platform (£504) **Teaching assistant interventions, parental engagement**		1 and 2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral care (£28,657.19) **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
Books to support home learning: Revision guides for Year 6 Books to support reading for pleasure £8 per child Class novels Total £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 £12,000	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 (£4,486) Peripatetic piano lessons and continuance of ukulele lessons (£2,000) Leicestershire music events (£1600) £8,086 **Arts participation.**	EEF evidence regarding participation in arts such as music shows an average improvement of 3 months.	3 and 5
Rewards (£5000)		5

Total budgeted cost: £ 183,911.89

Part B: Review of the previous academic year (2025/26)

Attendance and wellbeing

All School 96.87 % (National %) 4.2% PA (National %)

PPG 96.66% Attendance; 5 % PA

Pupil survey

Pupil surveys over the last few years have shown that children generally have access to devices at home; children gain wider experiences and cultural capital through school visits; and children generally enjoy learning and reading. Surveys have also shown that children high aspirations and many named professions that they would like to enter into as adults.

Last year's survey showed that when asked what they found difficult about school, many children named core subjects; elements of maths and writing in particular.

Club Participation

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

	All	PPG		SEN	
Autumn 1	100	51	51%	21	21%
Autumn 2	112	58	52%	23	21%
Spring 1	157	67	43%	30	19%
Spring 2	162	65	40%	30	19%
Summer 1	173	66	38%	22	18%
Summer 2	165	62	38%	15	23%

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	1	46	0	47	0	1	5	0	6	54
Ukulele cont	0	0	7	3	10	0	0	2	2	4	9
Piano/Guitar	0	1	0	0	1	0	1	0	0	1	1
Singtastic	3	5	0	0	8	5	1	0	0	6	21
Beatboxing Assembly	0	0	33	35	68	0	0	15	17	32	229
LEAP Orchestra Concert	0	0	33	0	33	0	0	15	0	15	114
Summer Concert	21	38	33	35	127	19	21	15	17	72	439
Young Voices	1	4	0	1	6	2	1	0	0	3	16
Spring Rock Steady Taster Sessi	12	13	0	8	33	12	4	0	2	18	51
Spring Choir	2	5	0	0	7	2	3	0	0	5	15
Autumn Rock Steady Taster Ses	3	7	0	8	18	4	5	0	2	11	39

<u>Attainment</u>

End of Key Stage 2 results

Reading EXS or above:

All 72% PPG 72%

Reading GD:

All 26% PPG 19%

GPS EXS or above all:

All 77% PPG 72%

GPS GD:

All 35% PPG 28%

Writing EXS or above:

All 76% PPG 72%

Writing GD:

All 17% PPG 11%

Maths EXS or above:

All 77% PPG 69%

Maths GD:

All 22% PPG 8%

Combined EXS:

All 64% PPG 61%

Combined GD:

All 9% PPG 3%

Key points:

- Where PPG is lower than All, the difference is less than 10% with the exception of GD maths.
- More work needed to improve writing outcomes in all years, which will help to drive up the amount of children reaching GD at the end of Year 6.
- Continued drive on improving reading across the academy necessary.

Y4 Multiplication Check (MTC)

90% scored 20+
45% scored full marks (37% was national in 2025)
Average score 22.8 (21.0 was national in 2025)
Average score of PPG children 22.39 (national 19.3)
Average score of SEND 20.45

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	96.5%	91.3%	89.6%	87.8%	88.7%	87.8%	93%	94.8%	90.4%	81.7%	80.9%
PPG EXS or above	97.2%	88.9%	94.4%	77.8%	77.8%	86.1%	88.9%	91.7%	86.1%	72.2%	72.2%
SEND EXS or above	77.8%	61.1%	77.8%	61.1%	55.6%	61.1%	66.7%	72.2%	61.1%	44.4%	50%

- PPG is higher than ALL in many subjects. Where PPG is lower than ALL, the gap is less than 10% with the biggest difference being in History/Geography. The gap is wider than last year's cohort where the difference was less than 5% but this is cohort specific.

EAL data

89% of children eligible for PPG either D (requiring some/occasional EAL support) or E (operates without EAL support) on Bell Foundation's EAL assessment framework:

Phonics

0 PPG children still receiving phonics intervention.

Lunchtime Football Club

The attendance of children in last year's football club was inconsistent. This made it very difficult to track the data with any validity. As it is deemed the club is ineffective, the club will not continue in 2026/27.

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