

# Pupil premium strategy statement 2025/2028



This statement details our school's use of pupil premium 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Umberleigh Academy
Number of pupils in school	75
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	25.11.25
Date on which it will be reviewed	25.11.26
Statement authorised by	Dan Polak
Pupil premium lead	Corrinne Smith
Governor / Trustee lead	Katie Locke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year – 24/25	£16665
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16665

# Part A: Pupil premium strategy plan

## Statement of intent

*The key principles of this pupil premium strategy plan are simple. No child should, through family income, achieve or enjoy school differently to a more affluent peer. We are determined to identify likely gaps between groups of children and be proactive in closing these. Children in more vulnerable groups need vigilance to ensure that these gaps do not develop, nor are they likely to when children leave us.*

Objectives in spending PPG:

1. To ensure that all PP pupils participate in the academic and wider curriculum to the same extent as their peers
2. To ensure that PP pupils on average make increasingly good progress year on year
3. To increasingly address and remove the barriers faced by our PP pupils e.g. poor attendance, lack of social capital, etc.

We aim to do this through

- Quality first teaching - ensuring that teaching and learning opportunities meet the needs of all the pupils
- Assessment - ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Planned and targeted Interventions – ensuring that gaps in learning are addressed and support is put into place.
- Recognition - when making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Funding - pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and 3 resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision we consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved. This aims to accelerate progress, moving children to at least age-related expectations.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress

- 1-1 support
- Additional teaching and learning opportunities provided through trained TA's focusing on reading
- Pupil premium resources are to be used to target children on Free School Meals to achieve Age Related Expectations
- Ensuring children have first-hand experiences to use in their learning in the classroom through supporting payment for activities, educational visits and residential.
- Ensuring all children are emotionally available to learn and feel that their mental well-being is supported by all adults in school.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Low levels of support and understanding of how to support children's reading and spelling development at home.</b></p> <p>Individual School Reviews completed by the trust indicate that disadvantaged pupils generally have greater difficulties with phonics than their peers. This has a significant impact on their development as readers. Internal assessment data also highlights that the disadvantaged group would benefit from additional support this area.</p>
2	<p><b>Children missing out on wider curriculum opportunities in school</b></p> <p>Our school assessments highlight that our disadvantaged pupils have missed out on a wealth of enrichment activities that would normally provide them with a wealth of educational experiences to</p>
3	<p><b>Attainment</b></p> <p>The attainment of disadvantaged pupils has some variance and we are committed to a zero difference across all measures.</p>
4	<p><b>Financial difficulties</b></p> <p>Our trust ethos is focused on 'Life, Love and Learning to the Full,' and it is through this that we endeavour to ensure that we support all families, especially those who are disadvantaged, who are facing financial challenges.</p>
5	<p><b>Improving attendance</b></p> <p>The attendance of our most disadvantaged pupils remains lower than non-disadvantaged pupils despite a narrowing of the gap.</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
All PP children to have made good or better progress through the intervention programme.	PP children make significant improvements in speech link termly assessments.
<p>All PP children to have participated in the Forest school programme and additional activities in school which involve cooking, clubs, and learning how to care for animals</p> <p>Lunchtime play times will provide opportunities for children to learn how to play team games and activities will be led by MTAs.</p>	<p>Children to have completed Forest school activities throughout the academic year.</p> <p>Pupil voice activities highlight a good understanding of how to develop and maintain positive relationships.</p> <p>Pupil voice activities highlight positive experiences at playtimes.</p>
All PP children make progress in reading and spelling which is in line with/significantly close to that of non PP children.	<p>Assessments (accelerated reader and Curriculum maestro tests) through the academic year show significant progress for PP children, and narrows the gap between PP and non PP children.</p> <p>Pupil voice activities show PP children's engagement with reading is positive.</p>
<p>All PP children have the opportunity to access a wider curriculum offer, if they would like to.</p> <ul style="list-style-type: none"> <li>• Big Events</li> <li>• Residentials</li> <li>• Swimming</li> <li>• Sporting and Musical events</li> </ul>	100% of PP children attend all curriculum-led big events, residentials and swimming.
<p>PP families are supported to engage with wider aspects of school life.</p> <ul style="list-style-type: none"> <li>• Phonics evening</li> <li>• SATS information evening</li> <li>• Parents evenings</li> </ul>	<p>PP families are expected to attend all additional evenings. Childcare available to support attendance.</p> <p>Additional follow up support offered where Parents and Carers cannot attend.</p>
Ensure all PP children have appropriate school and PE uniforms.	The school has supported all requests for uniform when required.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>The percentage of all pupils who are consistently absent is reduced.</p> <p>The overall attendance rate for all pupils being above 96% and the attendance gap between disadvantaged and their non-disadvantaged peers being reduced.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• Improved behaviour due to reduced anxiety.</li> </ul>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Recruit TA to support PP children within the class during whole class quality first teaching. Focus on early reading</i>	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. <b>EEF + 4 Months - Teaching Assistant Interventions</b>	1
<i>To provide pupils in Key stage two with interventions, which focuses on providing good quality feedback about their performance. To employ a Learning Mentor</i>	<b>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning.</b> <b>EEF + 6 months - feedback</b>	3
<i>Purchase RWI materials for KS2 to support spelling. Alongside additional phonics sessions</i>	<b>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</b> <b>EEF + 5 months - phonics</b>	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of TA time to deliver intervention programmes to support small groups and individual children.</i>	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. <b>EEF + 4 Months - Teaching Assistant Interventions</b>	1, 3
<i>Targeted intervention to help PP children to make good/better progress using: Trugs Speech intervention</i>	Speech link and language link is a recognised programme which involves careful assessment of children's speech needs and sets intervention activities in response to assessment areas  <b>EEF: +6 months Oral Language Intervention</b>	1, 3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provide access to curriculum provision and enrichment activities. Provide 50% discount on all school outings, including residential trips with a view to creating.</i></p>	<p>To show positive benefits on academic learning and wider outcomes such as self confidence - EEF - Outdoor adventure learning +3 months</p>	<p>2</p>
<p><i>To provide an opportunity and equal access for all children to engage in specialist teaching sessions - for children to build confidence through learning an instrument or taking part in sport</i></p>	<p>Pupils build confidence through learning an instrument. Pupil voice questionnaires revealing improved self esteem, engagement in ensembles and awareness of another avenue or aspiration. EEF - Arts participation +3 months</p>	<p>2, 4</p>
<p><i>To provide additional time for children to take part in Forest school activities and caring for school pets to improve their social and emotional learning. Sessions paid for Apple Tree farm – therapy sessions</i></p>	<p>Children demonstrate increased social and emotional development through pupil voice questionnaires. Assessments from Jigsaw PSHE programmes show progress in this area. EEF - social and emotional learning +4 months</p>	<p>1, 2, 5</p>
<p><i>Embedding principles of good practice set out in the DfE's Improving school attendance advice.</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>5</p>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Umberleigh Academy has continued to provide its disadvantaged pupils with a high level of support across the school. Intervention strategies have demonstrated impact and termly tracking of progress has ensured the school has been able to intervene at the earliest possible opportunity allowing them to match pupils' needs with specific and appropriate provisions/interventions and enrichment.

National data has been exceeded by every measure across Umberleigh. With GLD, Phonics, MTC and KS2 outcomes well above national expectations.

Attendance of pupil premium children is higher than the national average for persistent absence but remains lower than non pupil premium, we are committed to further narrowing this gap.

The pupil premium targeted for catch up in year 2 phonics were successful in meeting the standard. All other pupil premium children achieved the expected level in their phonics, also.

Developing children's character and self-confidence is at the core of what is important to us and we aim to provide a wide range of learning opportunities and experiences. The needs of the PP children drive the decision making for the rest and enrichment activities are planned with this in mind. In order to assist and relieve financial burden on parents the school has made a contribution to each of the education visits (on and off site) bringing down the costs to a minimum – resulting in more learning opportunities continuing to take place.

Similarly, the school has always believed that opportunities to learn outside the classroom are vital to encouraging and supporting the curriculum (particularly residential). In order to ease the burden of payment the school undertakes to pay half in order to bring down the costs to parents. Attendance on these trips has been 100%.

The cost of Music tuition with peripatetic teachers is also supported and afterschool clubs are free of charge.

## Further information (optional)

The pupil premium strategy for Umberleigh Academy has been based on research carried out by the EEF research on 'Using Your Pupil Premium Funding Effectively.' Along with this time has been spent considering the most effective strategies listed in the EEF's Teaching and Learning Toolkit.

Our strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.