

Pupil premium strategy statement UpHolland Roby Mill 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	29
Proportion (%) of pupil premium eligible pupils	17%
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)	2024-25 2025-26 2026-27
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Nicola Grand
Pupil premium lead	Nicola Grand
Governor / Trustee lead	Carole Mccourt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7,575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£7,575

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges but more specifically individual needs highlighted by regular assessments and exceptional teacher knowledge of pupils. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. (Many children who historically have not achieved the expected standard in the Year 1 Phonics screening are Pupil Premium). This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
4	Internal data indicates that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.

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 language and oral skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Staff are well trained in communication and interactions with all pupils leading to more effective interactions and a development in language skills for all.
Improved phonic and reading attainment among disadvantaged pupils.	Phonics screening and reading outcomes for disadvantaged pupils improve.
To achieve and sustain improved wellbeing for all pupils in our school particularly disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by pupil voice, parent surveys and teacher observations.
Improved maths attainment for disadvantaged pupils.	Maths outcomes for disadvantaged pupils improve and progress in Maths for all is consistent.

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: £1425

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching and support staff on developing vocabulary through EYFS and beyond. Participation in EEF Communication and language in Lancashire £1000	Studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/early-years/toolkit/early-literacy-approaches	1,2,3
Continue to ensure the effective delivery of a systematic synthetic phonics programme to secure phonics teaching. £300	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2
Enhancement of our maths teaching and curriculum. £125 Mathematics	The effective planning and delivery of Maths across the school is essential in developing skills. Staff training, effective use of resources and quality first teaching is required for teaching and learning to be effective. https://educationendowmentfoundation.org.uk/early-years/toolkit/early-numeracy-approaches https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	4

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

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist teacher involvement for 1:1 sessions and staff CPD. £ 3000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)	1,2,3,4
Additional interventions led by support or teaching staff linked to gaps in learning identified through assessments. £ 2000	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	

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

Budgeted cost: £ 1150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions linked to SEMH. Using one decision nurture interventions and specific targetted interventions. £250	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours with small numbers of pupils where individual needs are often required, we have identified a need to	

£900	set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £7,575

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal teacher assessments during 2024/25 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in key areas of the curriculum although it should be noted that additional factors such as SEND should also be considered.

Last academic year, pupil premium funding was used to provide individualised interventions where necessary and to provide additional support in lessons to bridge gaps. Funding was also used to develop teaching and learning across the school for all pupils.