

Pupil premium strategy statement - Sopley Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Sopley Primary School
Number of pupils in school	88
Proportion (%) of pupil premium eligible pupils	14.77% (13 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 / 2023-2024
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Nanette Allies
Pupil premium lead	Claire Bleakley
Governor / Trustee lead	Danielle Wyman - until Spring 23 Lucy Thomas - from Spring 23

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,620
Recovery premium funding allocation this academic year	£2,000.00
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	£18,620.00

Part A: Pupil premium strategy plan Statement of intent

We are committed to ensuring all pupils, regardless of their background or the challenges they face, make good progress and that the teaching and learning opportunities meet the needs of all of our pupils. The intention of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We have reviewed the impact of our last pupil premium statement and analysed the data for pupils on our current pupil premium registers. We have also considered the challenges faced by our vulnerable learners and then have used this information to plan how we can best support these learners to reach their full potential.

At the centre of our approach is high-quality teaching, with a focus on removing barriers to learning created by poverty, family circumstance and background.

Our Pupil Premium funding is used to narrow the gap in achievement between those children who are vulnerable to possible underachievement and who attract the funding, and those who do not. We also provide enrichment for children to ensure there is equity of opportunity for all. This plan outlines how we ensure the funding is used to its maximum effect.

Challenges

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

Challenge number	Detail of challenge
1	Writing Data shows the attainment and expected progress in writing is not consistently being made for all pupils on the pupil premium register.
2	Maths Data shows the attainment and expected progress in Maths is not consistently being made for all pupils on the pupil premium register.
4	Fewer life experiences and opportunities. Financial hardship results in some pupils being at risk not having equal access to the same enriching curriculum as their peers.
5	Pupils emotional health and well-being Our assessments, observations (including Cpoms data) and discussions with families have identified emotional health and well-being needs for many pupils, including a reluctance to engage in classroom activities or resilience to recover when learning feels challenging. These challenges particularly affect disadvantaged pupils and have been impacted by school closure to a greater extent than other pupils. National studies support these findings.
6	Children on SEND and PP register 36.3% of pupils on the pupil premium register are also on the SEND register.

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	Progress Spring 23	Progress Summer 23
All pupils will make at least expected progress in writing.	Pupil progress meetings and data ensures pupils make at	Spring data drop currently: 18.8% on track for ARE in writing.	

	<p>least better than expected progress.</p> <p>Data to show evidence of progress (closing the gap) and attainment having improved in writing for pupils on the pupil premium register.</p>	<p>43.8% close to ARE</p> <p>31.3% Working towards ARE</p> <p>6.3% pupils with Cognition and learning needs.</p>	
<p>All pupils will make at least expected progress in Mathematics.</p>	<p>Pupil progress meetings and data ensures pupils make at least better than expected progress.</p> <p>Data to show evidence of progress (closing the gap) and attainment having improved in Maths for pupils on the pupil premium register.</p>	<p>38.9% of pupils ARE or above (11.1% GDS)</p> <p>27.8% pupils close to</p> <p>22.2% Working towards</p> <p>11.1% Below age related</p>	
<p>Children will have access to an enriching curriculum to ensure that children on the pupil premium register have the same experiences as other pupils.</p>	<p>Pupil premium money to subsidise the cost of school and residential trips. These children will have the opportunity to access varied life experiences which will improve their skills including communication and literacy.</p>	<p>All pupils accessing trips and swimming lessons where appropriate.</p> <p>Curriculum currently under development.</p>	
<p>Support and guidance provided for children and families in managing challenging circumstances including those pupils who need support to manage their emotional health and well-being.</p>	<p>Evidence of learning behaviours will have improved particularly resilience and self & regulation of emotions. As a result of this attainment will improve due to their growth mind-set.</p>	<p>No of families currently receiving pastoral support: 3</p> <p>No. of pupils currently receiving pastoral support: 3</p>	

	Early family support improves the quality of a child's home and family life which enables them to perform better at school.	Cpoms incidents under category of behaviour for pupils on PP register: Autumn term - Spring term - Termly Wellbeing newsletters by Pastoral Lead Padlet created to direct to many areas of support.	
Targeted support to ensure pupils on the pupil premium register with SEND make good progress.	Appropriate external support is secured for children to support progress e.g. EP cognitive assessments. TA support (2:1) to ensure progress for individual pupils on the PP and SEND registers.	EP consultation for one pupil Yr R in Spring 23. Targeted support and interventions for currently seven pupils on PP and SEND register include SALT, Speech, Number and Rapid Read.	

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: £ 7500

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress Spring 23	Progress Summer 23
Purchase of standardised diagnostic assessments. £800	Standardised tests provide teachers with reliable data to identify pupils' learning needs, review progress and address underperformance. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	2	Pupils assessed termly using NFER tests (from Yr 1-6) for the second year and interactive tool in use.	
Pupil premium lead to monitor impact of PP expenditure each half term. £1200	Pupil conferencing, data analysis and learning walks. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	1,2	Data analysis systems in place including 'Pupil premium on a page' and tracking pupils on the Pupil Premium register insufficient progress at data drops. Regular learning walks to monitor provision in place and progress being made.	
Coaching support for staff to ensure teaching is consistently good across the school. £3200	The coaching approach improves teaching and learning and enable all children, including disadvantaged learners to make good progress from their starting points. <i>Five evidence based strategies for pupils with special educational needs send / Education Endowment Foundation.</i>	1	Phonics lead providing regular support (where needed) to ensure all staff are confidently delivering Little Wandle Phonics scheme to ensure pupils 'keep up' in phonics and 'catch up' closing gaps where needed. English lead providing regular support to ECT in first year with their English learning journeys.	
Termly pupil progress to address gaps in learning, raise the profile of pupil's needs	Based on experience raising the profile amongst staff of all target children and their individual needs is key to identifying the right support and making accelerated progress.	1, 2	Pupil progress meetings changed from half termly to a longer meeting once a term to focus on all pupils learning. Starting with pupils on the	

and accelerate progress. £1200			Pupil premium registers. These meetings provide a valuable opportunity to review pupil's progress and discuss and plan how to move forward with a pupil's individual needs.	
Times table Rock stars £100	Average speed and accuracy are notably improving for pupils accessing the programme regularly.	2	Rockstars in place and regularly used by pupils. Progress shown on Times Table rockstars with the speed in which pupils can answer questions.	
CPD – Phonics lead able to mentor and coach staff as required. £1000	A systematic phonics programme for all ensures outcomes for all.	1	Phonics lead providing regular support (where needed) to ensure all staff are confidently delivering Little Wandle Phonics scheme to ensure pupils 'keep up' in phonics and 'catch up' closing gaps where needed.	

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

Budgeted cost: £ 4025

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress Spring 23	Progress Summer 23
Additional support for children requiring	Evidence from Education Endowment Foundation including: individualised	1,5	TA support deployed across school to meet need including pre teach, catch	

intervention (1:1 and small group support). £4025	instruction, metacognition & self-regulation, small group tuition. <i>Education Endowment Foundation.</i>		up, Little Wandle catch up and Rapid Read interventions.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7095

Activity	Evidence that supports this approach	Challenge number(s) addressed	Progress Spring 23	Progress Summer 23
Trips / enrichment workshops to be subsidised for pupils on PP register. £1825	Some pupils do not have access to activities which promote cultural capital which can impact their learning.	3	All pupils accessing trips and swimming lessons where appropriate.	
Contribution towards Pastoral support Lead £4290	To support children's emotional wellbeing through early help referrals through meetings with parents and providing support and advice for families whilst liaising with external agencies. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	4	Two pupils / families receiving intense Pastoral support. One pupil, family receiving weekly meetings.	
Cost of ELSA (one afternoon per week) £980	Support provided for children managing challenging circumstances including those who need support to manage their emotional health and well-being.	4	No of pupils on the pupil premium register currently receiving ELSA support: 1	

	<i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>			
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Total budgeted cost: £ 18,620.00

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 2021 to 2022 academic year. Further information (optional)

Desired outcomes	Impact
1. All pupils will make at least expected progress in Mathematics.	70% of pupils on the PP register made ARE and 20% TARE.
2. Pupils make at least expected progress in reading from EYFS to Yr 2 data.	100% of pupils made rapid progress between EYFS to KS2 data with over one year's progress in the Salford reading tests over a 4 month period. This is a result of specific reading and phonic interventions.
3. Children will have access to an enriching curriculum to ensure that children on the pupil premium register have the same experiences as other pupils.	Trips for the summer term continue to be at a subsidised cost for pupils on the PP register. This term Yr 1/2 are visiting the Titanic museum, Yr 3/4 have a rivers trip planned and visit to Wessex water.
4. Support and guidance provided for children and families in managing challenging circumstances including those pupils who need support to manage their emotional health and well-being.	Pastoral Lead making drop in visits to Sopley to make visits to key children on their Pastoral register. Enhanced transition from Yr 6 to Yr 7 including extra visits. SENDCo and Pastoral Lead to hold 'Moving on from Covid' talks for parents with support, advice and useful links.
5. Targeted support to ensure pupils on the pupil premium register with SEND make good progress.	With targeted support 75% of the pupils on the pupil premium register that were also on the SEND made good progress from their starting point.

EYFS

	Reading	Writing	Number	Numerical patterns	GLD
Pupil premium					
Not pupil premium					

KS1 Phonics screening test

	Working at
Pupil premium	
Not pupil premium	

Yr 4 MTC

	Working at
Pupil premium	
Not pupil premium	

KS1 SAT's

	Reading	Writing	Maths	Combined
Pupil premium				
Not pupil premium				

KS2 SAT's

	Reading	Writing	Maths	Combined
Pupil premium				
Not pupil premium				

Persistent absence

	School	National
Pupil premium		
Not pupil premium		

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Little Wandle	Collins