

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	90
Proportion (%) of pupil premium eligible pupils	15.3% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 / 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nanette Allies
Pupil premium lead	Claire Bleakley
Governor / Trustee lead	Helena McVeigh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25,210
Recovery premium funding allocation this academic year	£1305
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	£26.515

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 learner 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	Maths Data shows the attainment and expected progress in Maths is not consistently being made for all pupils on the pupil premium register.
2	Reading Data shows limited progress in reading from EYFS to the Yr 2 data.
3	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.
4	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 leaning 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.

5	Children on SEND and PP register 30% of pupils on the pupil premium register are also on the SEND register.
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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 pupils will make at least expected progress in Mathematics.	Pupil progress meetings and data ensures pupils make at least better than expected progress. Data to show evidence of progress (closing the gap) and attainment having improved in Maths for pupils on the pupil premium register.
Pupils make at least expected progress in reading from EYFS to Yr 2 data.	Pupil progress meetings and data ensure pupils make at least better than expected progress. Evidence of progress (closing the gap) improved in Reading.
Children will have access to an enriching curriculum to ensure that children on the pupil premium register have the same experiences to other pupils.	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.
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.	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. Early family support improves the quality of a child's home and family life which enables them to perform better at school.
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.

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: £ 7244.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. £1350	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>	1,2
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
Coaching support for staff to ensure teaching is consistently good across the school. £1200	The coaching approach improves teaching and learning and enable all children, including disadvantaged to make good progress from their starting points. <i>Five evidence based strategies for pupils with special educational needs send / Education Endowment Foundation.</i>	1,2
Curriculum days to provide teachers with time to enable development of a rich curriculum. £1200	Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately <i>Metacognition and Self-regulated learning, Education Endowment Foundation.</i>	1, 2
Termly pupil progress to address gaps in learning, raise the profile of pupil's needs and accelerate progress. £1200	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.	2
White Rose Maths. Short online webinars to develop teacher's	White Rose Maths believe 'Everyone can do Math'. Through their resources and CPD they work together to make a	1

confidence. Low cost, high impact. £1000	big difference for every pupil, shaping happy confident and resilient learners.	
Times table Rock stars £94.90	Average speed and accuracy are notably improving for pupils accessing the programme regularly.	1

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

Budgeted cost: £ 11,806.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – Ensuring staff understand the key reading principles and the way reading is taught in the school. £1200	A systematic and consistent approach to reading based on strong theoretical research ensuring the best outcomes for pupils.	2
CPD – Phonics lead able to mentor and coach staff as required. £1200	A systematic phonics programme for all ensures outcomes for all.	2
Class sets of the rich challenging texts. £1305	The EEF say that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. <i>Reading comprehension strategies, Education Endowment Foundation.</i>	2,3
Additional support for children requiring intervention (1:1 and small group support). £8,101.90	Evidence from Education Endowment Foundation including: individualised instruction, metacognition & self-regulation, small group tuition. <i>Education Endowment Foundation.</i>	

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

Budgeted cost: £ 7463.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips / enrichment workshops to be subsidised for pupils on PP register. £1500	Some pupils do not have access to activities which promote cultural capital which can impact their learning.	3
Contribution towards Pastoral support Lead £4951.20	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
Cost of ELSA (one afternoon per week) £987	Support provided for children managing challenging circumstances including those who need support to manage their emotional health and well-being. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	4
Zones of regulation £25	To support learning behaviours, resilience and self-regulation. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	4

Total budgeted cost: £ 26,515

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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
Language Link screener	Language Link

Further information (optional)

Desired outcomes	Impact
<p>1. All pupils will make at least expected progress in Reading and Writing. Access to more quality first teaching through Reading and Writing.</p>	<ul style="list-style-type: none"> ● 66.6% (6 pupils reading) ● 55.5% (5 pupils writing) ● 55.5% (5 pupils combined)
<p>2. Pupils will make at least expected progress in Mathematics. Year 4 pupils will at least the floor standard for the multiplication tables check in 2020.</p>	<ul style="list-style-type: none"> ● 44.4% (4 out of 9 pupils) made at least expected progress in Maths. ● Times table check postponed due to covid restrictions.
<p>3. Support provided for children managing challenging circumstances including those who need support to manage their emotional health and well-being.</p>	<ul style="list-style-type: none"> ● 57.14% 8 children on the PP register received pastoral / ELSA support. ● As a result pupils have made good or accelerated progress from their starting point. ● All 8 pupils attainment improved.
<p>4. Children will have access to an enriching curriculum to ensure that PP children have the same experiences as non PP children.</p>	<ul style="list-style-type: none"> ● Due to Covid restrictions this was restricted in the Spring term. ● In the summer term physical trips recommenced along with a range of virtual and physical visitors.
<p>5. Evidence will show that targeted support has insured PP children with SEND diminish the difference in relation to attainment and progress.</p>	<ul style="list-style-type: none"> ● Yr 2 pupil final EHCP through and transferred into specialist provision. ● Yr 6 pupil referred to SALT. ● Early help hub and PBS referrals made. ● ASD diagnosis confirmed for one pupil in Yr 5.

