

Pupil premium strategy statement – Sopley 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	85
Proportion (%) of pupil premium eligible pupils	27.06%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nanette Allies
Pupil premium lead	Claire Bleakley
Governor / Trustee lead	Sian-Elen Fernyhough Gail Radford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,680 (24-25 financial year)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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>	£23,680

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 learners. 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 register. 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.

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 equality 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 progress in Writing is not consistently being made for all pupils on the pupil premium register.
2	Fewer life experiences and opportunities Financial hardship results in some pupils being at risk of not having equal access to the same enriching curriculum as their peers.
3	Attendance 33.33% of pupils (7 out of 21) on the pupil premium register had attendance <90% in 23-24. A further 9.52% (2 pupils) had attendance <94%.
4	Children on the SEND and PP register 28.57% (6 out of 21) of pupils on the pupil premium register are also on the SEND register in 23-24.
5	Pupils emotional health and well-being 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.

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
<p>Writing All pupils will make at least expected progress in Writing.</p>	<p>Pupil progress meetings and data ensure pupils make at least better than expected progress.</p> <p>Data to show evidence of progress (and closing the gap) and attainment having improved in writing for pupils on the pupil premium register.</p>
<p>Fewer life experiences and opportunities 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>Attendance</p>	
<p>Children on the SEND and PP register Targeted support to ensure pupils on the pupil premium register with SEND make good progress.</p>	<p>Appropriate external support is secured for children to support progress e.g. EP cognitive assessments.</p> <p>TA support (2:1) to ensure progress for individual pupils on the PP and SEND registers.</p>
<p>Pupils emotional health and well-being 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>Early family support improves the quality of a child's home and family life which enables them to perform better at school.</p>

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: **£8,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. £900	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
Pupil premium leads to monitor impact of PP expenditure each half term. £1500	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. £3500	The coaching approach improves teaching and learning and enables 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
Termly pupil progress to address gaps in learning, raise the profile of pupil's needs and accelerate progress. £2250	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
Times table Rock stars and Numbots £250	Average speed and accuracy are notably improving for pupils accessing the programme regularly.	2
Little Wandle Phonics Scheme £500	Reading outcomes are notably improving for children.	2

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

Budgeted cost: **£6,291.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA employed to support children that are on both the PP and SEN registers. . £4,185	One to one teaching to ensure gaps in learning are supported and accelerated progress is made. <i>EEF Making the best use of teaching assistants.</i>	5
Contribution to payment for Educational Psychologist time for cognitive assessments and consultations. £2106.50	Staff identify pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in their learning. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	5

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

Budgeted cost: **£8,488.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trips / enrichment workshops to be subsidised for pupils on PP register. £2550	Some pupils do not have access to activities which promote cultural capital which can impact their learning.	3
Contribution towards Pastoral support Lead £4951.50	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.	4

	<i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	
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Total budgeted cost: £23,680

Outcomes for disadvantaged pupils

Desired outcomes
All pupils will make at least expected progress in writing.
All pupils will make at least expected progress in Mathematics.
Children will have access to an enriching curriculum to ensure that children on the pupil premium register have the same experiences as other pupils.
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.
Targeted support to ensure pupils on the pupil premium register with SEND make good progress.

	ARE and PP 23/24	ARE and non-PP 23/24	GDS PP 23/24	GDS and non-PP 23/24
Reading	44%	47%	13%	11%
Writing	31%	45%	0%	0%
Maths	31%	45%	13%	5%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle	Collins
Times table rock stars	
NFER	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.