

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	81
Proportion (%) of pupil premium eligible pupils	21.1%
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Mat Bowen
Pupil premium lead	Claire Bleakley
Governor / Trustee lead	Gail Radford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37,004
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>	£37,004

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 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	Reading - 50% of pupils eligible for pupil premium are not meeting age-related expectations in reading. This presents a significant challenge, as reading underpins success in all subjects. Many pupils require intensive, targeted support to develop fluency, comprehension, and vocabulary in order to accelerate progress and close the attainment gap.
2	Writing - A significant challenge is that 61% of pupil premium pupils are below age-related expectations in writing. This hinders their ability to communicate effectively in all subjects and contributes to widening attainment gaps between disadvantaged pupils and their peers.
3	SEND - 22% of pupils eligible for pupil premium are also identified as having SEND. This overlap presents a significant challenge, as these pupils face multiple barriers to learning, requiring more targeted support and resources to secure progress and close attainment gaps.
4	Maths - 44% of Pupil Premium pupils are currently 'close to' ARE. Targeted interventions will focus on moving this group securely to ARE by the next assessment window.
5	Fewer life experiences and opportunities - Financial hardship means some pupils eligible for pupil premium have fewer life experiences and opportunities, limiting their access to the same enriching curriculum and cultural capital as their peers.

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
An increased proportion of pupil premium pupils meet age-related expectations in reading, with targeted interventions supporting measurable improvements in fluency, comprehension, and vocabulary.	An increased proportion of pupil premium pupils meet age-related expectations in reading by the end of the academic year. All targeted interventions show measurable progress from baseline to end-of-cycle.
Pupils eligible for pupil premium make accelerated progress in writing, developing the skills to communicate effectively across the curriculum and narrowing the attainment gap with their peers.	An increased proportion of pupil premium pupils achieve age-related expectations (ARE) in writing by the end of the year (set a specific target). All pupil premium pupils make at least expected progress, with a significant proportion making accelerated progress
Pupils eligible for pupil premium and with SEND make sustained and measurable progress across the curriculum, achieving outcomes in line with their peers through targeted, high-quality support and intervention.	Pupils eligible for pupil premium and with SEND make at least expected progress, with a significant proportion making accelerated progress from their individual starting points. The attainment gap between these pupils and their peers narrows in core subjects (reading, writing, maths) by the end of the academic year.
Pupils who are on the pupil premium register who are currently 'close to' ARE in Maths will make accelerated progress and reach ARE by the next assessment point.	The percentage of pupils on the pupil premium register that are achieving ARE increases from 44% 'close to' ARE to a significant proportion achieving ARE at the next assessment point. The attainment gap between PP and non-PP pupils narrows in Maths.
Pupils eligible for pupil premium fully access an enriching, ambitious curriculum and benefit from the same breadth of opportunities and experiences as their peers, enabling them to develop cultural capital, confidence, and high aspirations.	Pupil premium pupils participate in all areas of the curriculum at rates comparable with their peers. No pupil is prevented from taking part in enrichment activities for financial reasons (tracked via funding logs). Uptake of clubs, trips, enrichment events, and wider opportunities shows increased participation among pupil premium pupils year on year.

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: **£3700**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium lead to monitor impact of PP expenditure each half term. £2000	Pupil conferencing, learning walks, data analysis. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	1 2
Pupil premium audit £700	HIAS local authority audit, day of support. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	1 2 3 4
Purchase of standardised diagnostic assessments £1000	Standardised tests provide teachers with reliable data to identify pupils' learning needs, review progress and address underperformance.	1 3

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

Budgeted cost: **£17,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted 1:1 and small group tuition provided to disadvantaged pupils who are not yet meeting ARE in Reading and Writing. £15000</i>	Three days a week small group sessions focusing on key reading skills (decoding, fluency, comprehension) and core writing skills to accelerate progress, close attainment gaps, and improve pupils' confidence and independence in literacy.	1 2
<i>Little Wandle phonics scheme (Little Wandle catch-up) £600</i>	Reading outcomes are notably improving for children.	3
<i>Timestable rock stars and Numbots £250</i>	Average speed and accuracy are notably improving for pupils accessing the programme regularly.	4
<i>Pathway to Progress £100</i>	A mathematics intervention programme for pupils who are working below age-related expectations and will need additional support to secure the key skills in number and place value and the four operations.	3

Reading eggs £400	The Reading Eggs programme is an online, structured literacy programme designed to support learners, particularly those who are struggling with reading. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	1 2
Century AI £1000	The platform uses AI, learning science and neuroscience principles to create <i>personalised learning pathways</i> for every pupil, identifying their strengths, knowledge gaps and misconceptions, then recommending the right "micro- lessons" or activities	1 2 3

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

Budgeted cost: **£14,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Trips / enrichment workshops to be subsidised for pupils on PP register. £7500</i>	Some pupils do not have access to activities which promote cultural capital which can impact their learning. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	5
<i>Changing Chances - Empowerment Approach Core Programme training. £2750</i>	This Kit Messenger programme focuses on research-informed strategies to enhance learning, close attainment gaps, and support all pupils to succeed.	3 4
<i>Therapeutic Active Listening Assistant (TALA) £750</i>	One member of staff to attend TALA training they help children to process their emotions, to understand how they have responded so far, to uncover new ways of responding and to increase their resilience. <i>DFE / NFER, What are the most effective ways to support disadvantaged pupil's achievement?</i>	1 2 3 4 5
<i>Cost of ELSA (one afternoon a week) £750</i>	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>	3 5

<i>Development of sensory room</i> £3000	To develop and implement a fully resourced sensory room that supports the regulation, wellbeing, and learning readiness of pupils eligible for Pupil Premium, particularly those with SEMH, sensory processing needs, or barriers to engagement.	3
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Total budgeted cost: £ 35,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge	Outcome
Writing Data shows the attainment and progress in Writing is not consistently being made for all pupils on the pupil premium register.	At the summer data drop (July 25) 47.8% ARE of pupils on the pupil premium register made expected progress in writing (and 21.7% were measured to be at 'close to ARE').
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.	All pupils on the pupil premium register had access to attend trips and experiences to enrich curriculum including swimming lessons, residential trips.
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%.	Two pupils on the pupil premium register also were on the attendance lowest 10% register. Both on reduced timetables
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.	Regular small group interventions in place to support pupils that are on both the pupil premium and SEND registers. Daily small group Little Wandle phonic catch up groups and catch up interventions in place. Reading champion plan in place to provide pupils on the pupil premium register extra opportunities to read in school each week. .
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.	Regular pastoral support given to two families and seven individual pupils throughout the year.

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	Maths Circle Ltd

NFER	
Reading Eggs	Blake ELearning
Century AI	
Empowerment Approach Core Programme training.	Changing Chances -
<i>Therapeutic Active Listening Assistant (TALA)</i>	HIAS