

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wallop Primary School
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	12.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027
Date this statement was published	01/10/2024
Date on which it will be reviewed	01/10/2025
Statement authorised by	C Sexton
Pupil premium lead	C Sexton
Governor / Trustee lead	N Slater

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,680
Recovery premium funding allocation this academic year	£0
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	£23,680

Part A: Pupil premium strategy plan

Statement of intent

At Wallop, we steadfastly uphold our school values, recognising them as the cornerstone for preparing pupils for the challenges of adulthood. We strategically and creatively leverage Pupil Premium funds to equip every student to achieve their full capabilities. Our foremost objective is to bridge gaps, ensuring all children attend exceptional standards aligned with our high expectations. Additionally, we are dedicated to fostering the confidence and resilience of our students, integral factors for their ongoing success.

Challenges

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

Challenge number	Detail of challenge
1	Concentration skills and a lack of stamina – use Body Breaks to support children to refocus.
2	Some children in receipt of pupil premium have a lack of ability to self-regulate.
3	Homework, spellings, times tables and reading practice not completed at home. Children need to make accelerated progress in these areas in order to stay in line with national averages.
4	Some children in receipt of pupil premium need to make accelerated progress in Phonics to improve their fluency in reading and spelling.
5	Lack of parental engagement.
6	Attendance of disadvantaged pupils is lower than that of all other pupils - Inclusion Manager & Headteacher meet regularly to track and address these issues.

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>To narrow the gap between disadvantaged and non-disadvantaged pupils in terms of progress in reading, writing and maths.</p> <p>To meet national averages for disadvantaged pupils.</p>	<p>Disadvantaged pupils meet national averages</p>
<p>Children who are not on track in phonics are identified quickly and interventions are put into place.</p>	<p>Phonics is at least in line with national average.</p> <p>Reading assessment data shows accelerated progress for PP children who were not on track at the beginning of the year.</p> <p>Fluency of PP children in Year 1 increases so that it is in line with age related expectations</p>

For disadvantaged pupils with phonics gap to make accelerated progress through interventions such as Lightening Squad.	Internal tracking shows that children are making good progress in phonics. 75% of Year 1 and 75 % of Year 2 pass the phonics screening test.
Those children that do not read at home are prioritised for reading in school.	Pupil premium attainment is in line with other groups.
Promote times tables practice (eg using Times Tables Rockstars) to increase pupils use and improve times tables knowledge.	At least 75% of Year 4 children pass the times tables test.
To increase the attendance of disadvantaged children so that it is above 95% (FSM)	All disadvantaged children to have attendance above 95%
Building relationships with all key parents following a lack of parental engagement.	Focused parent workshops for reading, phonics, spelling and maths. Materials from parent workshops available online
A breakfast club is provided to support good attendance.	All disadvantaged children to have attendance above 95%

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: £1967.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use extra staffing to work with specific groups of children to provide targeted support & accelerate progress in reading, writing, and maths.</p> <p>Promote the Times Tables Rockstars platform to increase pupils' use and improve times tables knowledge.</p> <p>Staff to continue to raise the profile of times tables practise through giving out certificates are recognising achievement in celebration assembly and on the newsletter.</p> <p>All staff to prioritise and promote reading fluently. Identify children who require support with fluency and ensure they are reading daily.</p> <p>CPD to develop the use of the Hampshire planning model in maths including the 'I do, we do, you do' approach</p>	<p>The Phonics programme and reading scheme which has been introduced this academic year has been used successfully by a FFT partnered school.</p> <p>Use of online homework has seen increased engagement from approximately 30% to approximately 70%.</p> <p>Data from the RAP assessment shows that children who have had this intervention have an increased fluency score.</p> <p>HIAS advice</p>	<p>3 & 4</p>

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

Budgeted cost: £8927.74

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use extra staffing to work with specific groups of children to provide targeted support & accelerate progress in phonics.	Lightening Squad (a phonics and reading intervention) recommended by the English Hub.	4
ELSA	Supported by an Educational Psychologist.	1,2,3 and 6
Maths keep up groups	Recommended as good practise by the Hampshire Maths Team.	3
Writing catch up groups		3

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

Budgeted cost: £7246

Activity	Evidence that supports this approach	Challenge number(s) addressed
Playfulness, Acceptance, Curiosity & Empathy (PACE) training updates for all staff to enable them to support children who are in crisis	Recommended by Primary Behaviour Service (PBS) and the Educational Psychologist. Monitored by the Senco and DSL throughout the academic year.	1 and 2
Review meeting with PBS to monitor and refine the support provided for children that have experienced trauma	Half Termly meetings with PBS 1:1 Support	1 and 2

Breakfast and afternoon clubs to support attendance.	Increased attendance in previous years.	6
Intensive support for PP children who are finding it difficult to regulate themselves in class	Increased attendance and improved behaviour	2 and 6
Coffee mornings with a focus on different aspects of schooling and parenting to meet the needs of the parents.	Increased parental engagement Increased attendance	5 and 6

Total budgeted cost: £18,140.85

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 2023 to 2024 academic year.

Attainment and Progress at KS2 2023-2024 of PP children

Attainment

Expected

Subjects	Wallop	Hampshire	National
RWM	42.9%	60%	60.6%
Reading	78.6%	74.4%	74.2%
Writing	57.1%	72.3%	71.8%
Maths	64.3%	72.2%	73.1%

Greater Depth

Subjects	Wallop	Hampshire	National
RWM	0%	8.2%	7.6%
Reading	14.3%	29.1%	28.5%
Writing	0%	13.8%	12.9%
Maths	14.3%	21.9%	23.8%

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
PAT (Phonological awareness training)	Demac Education
FFT (Fisher Family Trust) Phonics & Lightening Squad	FFT