

Pupil premium strategy statement - Wallop Primary

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	88
Proportion (%) of pupil premium eligible pupils	11%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Katie Simons
Pupil premium lead	Katie Simons
Governor / Trustee lead	Jonathan Hannan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16, 265
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>	£16, 265

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is for every pupil, particularly those who are disadvantaged, to thrive academically, socially, and emotionally. We want all children to make strong progress, achieve well, and leave our school secondary ready, confident, and as lifelong lovers of reading and learning. Our vision that Every Learning Minute Matters reflects our belief that every child matters and that every moment in school contributes to their success.

Our pupil premium strategy is designed to ensure that all pupils have access to high-quality, evidence-informed teaching in every lesson, every day. Research shows that the most effective way to improve outcomes for disadvantaged pupils is through consistently strong teaching and targeted support. For this reason, our strategy prioritises the development of high-quality adaptive teaching, effective professional development, and precise intervention where needed.

We aim to secure consistently strong pedagogy across the school to meet the needs of all learners, including those with SEND, disadvantaged pupils, and those who join mid-year. Our current focus is to sustain the outcomes for children who are disadvantaged in reading and writing and to ensure that disadvantaged pupils achieve equally well in mathematics.

The key principles of our strategy are equity, inclusion, and evidence-informed practice. We are committed to fostering a culture of belonging, where every pupil is known, valued, and supported to reach their full potential. Strong relationships, high attendance, and a relational approach to behaviour underpin this commitment.

We define “disadvantaged” pupils as those who face barriers to learning and success, whether through economic disadvantage, additional needs, mobility, or other challenges. Although our cohort is small, we recognise the importance of understanding each child’s context and providing the right support. Given that most pupils travel to and from school by bus, we place particular emphasis on proactive communication and partnership with families to ensure all children feel supported and ready to learn.

Challenges

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

Challenge number	Detail of challenge
1	Phonics and Early Reading - Internal and external assessments indicate that teaching and learning in phonics and early reading require further strengthening. All pupils who did not pass the Phonics Screening Check were from military families who joined the school mid-year from Northern Ireland. At the end of Year 2, 46% of pupils were not on track, with a high proportion of these being disadvantaged.
2	Mathematics Attainment and Progress - Disadvantaged pupils achieve less well in mathematics than their peers. This is evident in the end of Key Stage 2 outcomes and in the Year 4 Multiplication Tables Check. Early Years data also

	highlights that number and numerical patterns remain key areas for development within the Early Learning Goals.
3	Attendance - Attendance for disadvantaged pupils is approximately 5% lower than for non-disadvantaged pupils, with around one third of the group identified as persistently absent. Lower attendance impacts engagement, progress, and outcomes.
4	Social, Emotional and Mental Health (SEMH) - Records, discussions, and observations show that many disadvantaged pupils experience challenges with emotional resilience and self-regulation. These social and emotional barriers can limit readiness to learn and overall wellbeing.

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
Strengthen the teaching and learning of phonics and early reading so that all pupils, including those who are disadvantaged or who join the school mid-year, make rapid progress in reading fluency and comprehension.	Phonics outcomes show an increase in the proportion of pupils, including those who are disadvantaged, achieving the expected standard in the Phonics Screening Check. Internal assessments show accelerated progress in reading across all year groups, with gaps between disadvantaged and non-disadvantaged pupils closing.
Improve attainment and progress in mathematics for disadvantaged pupils through high-quality teaching, early intervention, and curriculum coherence from EYFS to KS2.	Disadvantaged pupils achieve in line with or above their peers in mathematics by the end of KS2. Internal and external assessments, including the Year 4 Multiplication Tables Check, show improved fluency and confidence in number. EYFS outcomes demonstrate improved attainment in number and numerical patterns.
Increase attendance for disadvantaged pupils to be at least in line with the national average and reduce persistent absence.	Disadvantaged pupils' attendance improves to be more inline with non-disadvantaged pupils. The proportion of disadvantaged pupils identified as persistently absent is significantly reduced.
Develop pupils' emotional resilience, self-regulation, and readiness to learn through a relational approach and targeted emotional literacy support.	Disadvantaged pupils demonstrate improved engagement and readiness to learn, evidenced through observations, behaviour records, and pupil voice. Staff report increased confidence in supporting pupils' social and emotional

	<p>needs.</p> <p>Fewer learning disruptions and behaviour incidents are recorded for disadvantaged pupils.</p>
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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, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide ongoing professional development on high-quality, ordinarily available provision with a focus on adaptive teaching. This will be delivered through Hampshire Inspection and Advisory Service (HIAS) support, partnerships with other schools, and internal teaching sprints to embed and sustain effective practice.	<ul style="list-style-type: none"> - Ordinarily available provision refers to the support that every school and college provides to help all children and young people learn. - The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. - Adaptive teaching is more impactful than differentiation as it is being responsive to information about learning, and adjusting teaching to better match pupil needs - The 5 a day approach evidence review looked at the impact on academic progress for pupils with SEND in mainstream settings. - Ensure teachers and LSAs are confident in effective modelling in maths using the gradual release model - Evidence suggests that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. - Providing staff with training in scaffolding learning - aims to increase independence. - In-house research projects using the Teaching Sprints model, supports educators in continuously enhancing their expertise through research based approaches. 	1 & 2

Improve assessment tracking systems so that comparative internal data can be reviewed in order to identify barriers and patterns for gap analysis and informing future planning and interventions	<ul style="list-style-type: none"> - Using digital technology to improve learning - Efficient data tracking and analysis - Instantly see how your class or year group is performing against your school's curriculum targets and spot issues - Set targets, record interventions, groups and comments. 	1, 2 & 3
Conduct a curriculum review and develop a sequenced cycle plan to ensure teaching is coherent, progressive, and tailored to the needs of all pupils, including those who are disadvantaged or have additional needs. It will also reflect our mixed year groups.	<ul style="list-style-type: none"> - DFE - curriculum keeping it simple - Full redraft of the curriculum will wait until new National Curriculum is released ready for 2028 but discussions and thoughts prior to this will include the 2025 curriculum review - Mixed ability/age classes 	1 & 2
Provide ongoing phonics training for staff, including strategies for rapid catch-up interventions, to ensure high-quality, consistent phonics teaching for all pupils, particularly those who are disadvantaged or join mid-year.	<ul style="list-style-type: none"> - DFE - choosing a phonics programme - A new phonics programme (Little Wandle) was launched in September 2025 	1
Purchase of up-to-date testing to enable gap analysis	<p>With the information diagnostic assessments provide, teachers may:</p> <ul style="list-style-type: none"> • adapt lessons for individuals • reteach specific concepts or topics • adjust curriculum content in the medium or long term with the support of the curriculum leader • provide pupils with feedback on a reas for improvement • decide which pupils may need additional targeted support Moving forward making a difference	1&2
Revise and implement the PSHE curriculum to strengthen social, emotional, and mental health provision for vulnerable and disadvantaged pupils.	Social and emotional learning (SEL) programmes improve pupils' emotional skills and academic outcomes, particularly for disadvantaged pupils.	4
Implement a whole-school approach to improving attendance, with a specific focus on reducing persistent absence among	The DfE's Working Together to Improve School Attendance guidance highlights that strong, data-informed systems, clear expectations, and early intervention are key to securing sustained improvement. Research indicates that positive relationships	3

disadvantaged pupils. This will include strengthening systems for monitoring and follow-up, proactive communication with families, and building positive relationships through a relational and supportive approach.	and consistent communication between school and home are effective in improving attendance, particularly for disadvantaged pupils.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA/support staff training to ensure value for money and impact on teaching and learning	<ul style="list-style-type: none"> - In house and external training for LSA deployment in lessons - Making the best use of teaching assistants 	1, 2, 3 & 4
Continued training for school ELSA	<ul style="list-style-type: none"> - ELSAs provide emotional support to children. This is with the aim of directly improving pupils' emotional and social outcomes and other school-based outcomes, indirectly. 	3&4
Maths intervention tool - Pathway to Progress and necessary resources	<ul style="list-style-type: none"> - 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 so that they are able to overcome barriers to learning and make accelerated progress. 	2

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the Reach 2 Teach approach	Reach2Teach Action for Inclusion Today (AFIT) is an intuitive, easy to use, evidence-based needs analysis tool that helps identify what learning and relational needs may underlie a pupil's challenging behaviour or performance, and provides tried	3 & 4

	and tested successful strategies to enable a pupil to settle to learn.	
Engage in support and advice from PBS to support individuals and groups of children with SEMH needs.	<ul style="list-style-type: none"> - Providing pupils with strategies to making positive learning behaviour choices - Primary Behaviour teams offer comprehensive advice and guidance and will work closely with school to build positive relationships and secure the best outcomes. 	3 & 4
Provide breakfast club at a reduced cost for children who are disadvantaged to promote good attendance and a positive start to the day	<ul style="list-style-type: none"> - Free school breakfast provision - Providing physiological needs is the first step to enabling children to be ready to learn 	1, 2, 3 & 4
Attendance training for admin assistance	<p>The DfE's Working Together to Improve School Attendance guidance emphasises the importance of all staff having a strong understanding of the importance of good attendance.</p> <p>Support school attendance</p>	1, 2 & 3

Total budgeted cost: £ 16,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Key Stage 2			
Subject	Attainment 2024	Attainment 2025	National Attainment 2025
Reading - All pupils	78.6% ARE 14.3% GD	60% ARE 20% GD	75.1% ARE 33.4% GD
Disadvantaged children	80% ARE 20% GD	100% ARE 0 GD	63.2% ARE 21.3% GD
Non-disadvantaged children	71.4% ARE 14.3% GD	52.9% ARE 23.5%	80.5% ARE 38.8% GD
Writing (all children)	57.1% ARE 0 GD	68.4% ARE 5.3% GD	72.3% ARE 12.8% GD
Disadvantaged Children - Writing	60% ARE 0 GD	100% ARE	60.5% ARE 15% GD
Non-disadvantaged	42.9% ARE 0 GD	62.5% ARE 6.3% GD	78.1% ARE 15.5% GD
GPS (all children)	64.3% ARE 21.4% GD	75% ARE 25% GD	72.6% ARE 29.6% GD
Disadvantaged Children - GPS	60% ARE 20% GD	100% ARE 33.3% GD	59.7% ARE 18.6% GD
Non-disadvantaged	57.1% ARE 28.6% GD	70.6% ARE 23.5% GD	78.4% ARE 34.4% GD
Maths All pupils	64.3% ARE 14.3% GD	70% ARE 25% GD	74.1% ARE 26.3% GD
Disadvantaged Children	40% ARE 20% GD	66.7% ARE 33.3% GD	59.7% ARE 18.6% GD
Non-disadvantaged	57.1% ARE 28.6% GD	70.6% ARE 23.5% GD	78.4% ARE 34.4% GD
Combined EXS	42.9% ARE	52.6% ARE	62.2% ARE
Combined GDS	0	5.3% GD	8.4% GD
Children who are disadvantaged exceeded expectations at the end of KS2 assessments - moving forward, KS1 data needs to be more in line with this.			
Multiplication Tables Check (2025)			
	Achieved 16 - 20	Achieved 21-25	Average score
National Average	15%	67%	21.1
Local Authority	17%	62%	20.6
Wallop Primary (all pupils)	41%	29%	18.1
Wallop Primary disadvantaged	50%	0	16.5
Wallop Primary - non disadvantaged	14%	57%	19.9

Phonics (Phonics Screening Check)				
	Sch 2023-2024	Sch 2024-2025 Attainment	2025 National	2025 LA
EYFS	66.7%	60%	68.3%	71.9%
Year 1 PSC	78.9%	64.3%	79.9%	80.8%
PSC - disadvantaged	0	100%	67%	64%
PSC - non-disadvantaged	83%	67%	83%	84%
*Percentages - bare in mind small cohorts				

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
Jigsaw PSHE	jigsawpshe.com
Music curriculum	Charanga
Phonics training	Littlewandle.org.uk
ELSA training and supervision Hampshire and Isle of Wight	Hampshire and Isle of Wight Educational Psychology (HIEP)
Computing curriculum	NCCE
Sports programme	360coaching
SENDSCO circle	Hampshire and Isle of Wight Educational Psychology (HIEP)

Service pupil premium funding

*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 Service Pupil Premium has been allocated to provide additional pastoral and emotional support for pupils from service families, helping to mitigate the potential negative impact of family mobility, separation, or parental deployment. Funding has been used to support the employment of the school's ELSA (Emotional Literacy Support Assistant), who provides targeted one-to-one and small-group support during challenging periods.

Additional staff time is funded to ensure supervision and pastoral care during home-to-school transport, maintaining safeguarding and wellbeing for all service children. The school also uses SPP funding to enhance community engagement and celebrate service families through events such as Armed Forces Day, promoting inclusion, resilience, and a sense of belonging.

The impact of that spending on service pupil premium eligible pupils

Service Pupil Premium funding has supported the wellbeing and resilience of pupils from service families. Through targeted ELSA support, additional pastoral provision during transport, and engagement in community events such as Armed Forces Day, pupils have maintained positive emotional health, improved engagement in learning, and experienced a strong sense of belonging despite the challenges of family mobility or parental deployment.

