

Pupil premium strategy statement – Cam Hopton C of E Primary School

This statement details our school's use of Pupil Premium to help improve the attainment of our children in receipt of this funding.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year, and the outcomes for our children in receipt of this funding during the last academic year.

School overview

Detail	Data
School name	Cam Hopton C of E Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	12.5%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Becky Harris
Pupil Premium lead	Melanie Tarren
Governor	Derek Crocker

Funding overview

Detail	
Pupil premium funding allocation this academic year	£41,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£11,922
Total budget for this academic year	£53,542

Part A: Pupil premium strategy plan

Statement of intent

At Cam Hopton C. of E. Primary School, we have high aspirations and ambitions for all children. The vision for children in receipt of Pupil Premium is identical to the school's vision for all children; we are committed to providing a safe, positive environment where individuals are happy and resilient learners, who aspire to be the best they can be. Rooted in our Christian values, the whole school community works in partnership to ensure that all children experience 'Life in all its Fullness'.

Our vision is that all children, irrespective of their background, or the challenges they may face, make good progress and achieve high attainment across all subject areas. This approach will ensure that all children leave us exceptionally well prepared for the next step in their journey to experience 'Life in all its Fullness'. The focus of our Pupil Premium Strategy is to support children in receipt of Pupil Premium funding to achieve this goal, including progress for those who are already high attainers. High quality teaching is at the heart of our approach, with a focus on areas in which children in receipt of Pupil Premium require the most support.

Setting priorities is key to maximising the use of the Pupil Premium funding. Implicit in the priorities outlined below, is the intention that the attainment of children in receipt of Pupil Premium funding will be improved and sustained alongside progress for their peers. Our priorities are as follows:

- Ensuring children receive Quality First Teach in every class
- Raising attainment for children in receipt of Pupil Premium funding in line with their peers
- Providing an individualised approach to addressing barriers to learning
- Promoting targeted academic support for children who are not making the expected progress
- Social Capital:
 - Supporting the emotional wellbeing of children and their families
 - Addressing non-academic barriers to attainment such as attendance and behaviour
- Financial Capital:
 - Ensuring that Pupil Premium funding reaches the children who need it most.
- Cultural Capital:
 - Supporting access to an enriched curriculum beyond the classroom environment.

Focusing on these priorities will ensure our aims for children in receipt of Pupil Premium funding are achieved:

- Children are challenged in the work they are set
- Children's health and wellbeing are supported to enable them to access learning at an appropriate level
- Children make or exceed nationally expected progress rates
- Children are aware of the protected characteristics (Equality Act 2010), demonstrate emotional intelligence and empathy, understand tolerance, and can engage with society
- Children have equal chance to be successful in whatever they choose to do.

To achieve these objectives, we aim to adopt a whole school approach in which all staff take responsibility for outcomes and have raised expectations for children in receipt of Pupil Premium funding. To support this, the school is adopting the tiered approach recommended by the Education Endowment Fund, which places the greatest focus on promoting high quality teaching, supported by academic interventions and wider non-teaching strategies.

Challenges

This details the key challenges to achievement that we have identified among our children in receipt of Pupil Premium funding.

Challenge number	Detail of challenge
1	Identifying factors that affect engagement with school. Our data analysis highlights that the attendance of our children in receipt of Pupil Premium funding is inconsistent and lower in comparison with their peers. (2024 – 2025 whole school attendance 95.4%, children in receipt of PPG 5.2% lower with 90.42% attendance) The DfE's report, '<i>Working together to improve school attendance</i>' (August 2024) highlights that the pupils with the highest attainment at the end of Key Stage 2 have higher attendance. '<i>At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7% compared to 3.5% among those meeting the expected standard.</i>'
2	Identifying and meeting the pastoral and welfare needs of children in receipt of Pupil Premium. Our pastoral tracking identified a higher percentage of children in receipt of Pupil Premium with complex Social, Emotional and Mental Health Needs (65%). Observations, teacher referrals and discussions with pupils and families, have identified a need to provide additional support for pupils with SEMH needs and remove evidenced SEMH barriers to learning.

3	Closing the gaps in attainment between children in receipt of Pupil Premium funding and their peers. Analysis of internal and external data shows that although progress rates for children in receipt of Pupil Premium funding have accelerated, there is still an attainment gap. This trend is highlighted in findings from NFER (<u>Factors influencing primary and secondary pupils' educational outcomes</u>, September 2024), highlighting the link between socio-economic circumstances and attainment in the primary school.
4	Ensuring children identified as children in receipt of Pupil Premium funding and those identified as SEND are supported. 35% of our children in receipt of Pupil Premium have special educational needs thus require additional support, targeted interventions and scaffolding.
5	Ensuring families in receipt of Pupil Premium funding are provided with cultural, social and financial capital support. 61% of children in receipt of Pupil Premium are being supported by our Family Support worker. Discussions with children and families, and referrals from other agencies have identified a need to empower parents through provision of parenting support.
6	Ensuring children identified as children in receipt of Pupil Premium funding are supported with developing their communication skills and spoken word on entry to EYFS. Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among a significant number of EYFS children in receipt of Pupil Premium funding (83%). Discussions with families and delays with receiving specialist support through county referrals due to increased demand, has highlighted a need to provide these children with support from a specialist speech and language therapist. The DfE's report, <u>Supporting stammering, speech, and language needs in the early years: a rapid evidence review with case studies on working together</u> September 2025, highlights that, 'Many children do not develop robust speech and language skills and need additional support. International studies demonstrate that, on average, this represents approximately 7-14% of preschool children (Law et al., 2017b). However, the gradient which exists in language abilities associated with social disadvantage means these difficulties are distributed unfairly (Reilly and McKean, 2023, Reilly et al., 2014b, McKean et al., 2018), with prevalence being much higher in socially disadvantaged populations, rising to 40% of children in some settings (Law et al., 2011).'

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Disadvantaged pupils make good academic progress in core subjects and any gaps between their attainment and that of their peers is narrowed during KS2.	Internal tracking data and KS2 assessment data shows that attainment and progress in core subjects is maintained or exceeded from KS1 assessments. EYFS data, phonics data and MTC data for children in receipt of Pupil Premium is in-line with their peers.
To achieve and sustain improved attendance for all pupils, and ensure that children in receipt of Pupil Premium have attendance rates in-line with their peers,	Sustained high attendance demonstrated by: - Evidence of action within school where pupils' attendance drops below 95%. - Evidence of Attendance Improvement Meetings where pupils' attendance drops below 90%. - Overall absence rate at least in-line with children nationally. - Absence rates for children in receipt of Pupil Premium in line with their peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our children in receipt of Pupil Premium funding.	Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parental wellbeing surveys and teacher observations. Pastoral intervention log and referral system demonstrate tracking, intervention and progress made by children who require additional support. Positive welfare of children in school is reflected in strong academic progress and good attendance.
To increase opportunities for all children, particularly those on receipt of Pupil	A significant increase in participation in enrichment activities, particularly among those in receipt of Pupil Premium funding.

Premium funding with the aim of fostering aspiration and interests.	Individual activities and opportunities set up according to identified need/interest, such as music lessons, extra-curricular sport, social opportunities. Curriculum design reflects opportunities to raise aspiration for all children, particularly those in receipt of Pupil Premium, taking into account cultural capital and key role models in society.
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Activity in this academic year

This details how we intend to spend our Pupil Premium **this academic year (2025-2026)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
This <u>Revised Writing Framework, 2025</u> reinforces the need to make dialogic teaching the starting point in developing children as writers. To develop this further, CPD and teaching resources to enhance dialogic teaching approaches across the school curriculum. These can support children to articulate key ideas, consolidate understanding and extend vocabulary in all subjects, which will improve the quality of writing in terms of syntax, punctuation	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion inspired by high quality texts and an engaging wider curriculum, are inexpensive to implement with high impacts on reading and writing. Comprehension and reading interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. <u>The Revised Writing Framework, 2025</u>, states that: <i>'Talk itself can help pupils to build their understanding of written language and how sentences are formed. Collaborative talk can support their writing but, to be successful, it is essential that they are first taught how to engage in dialogue that enhances learning: to think critically, articulate their ideas clearly and engage constructively with others, with clear structures and routines put in place and modelled by teachers.'</i> EEF measures the impact on learning of this type of intervention as +6 months for primary	3, 4, 6

and vocabulary repertoire.	aged pupils (and +7 months in early years pupils). Oral language interventions EEF	
Recruitment of a specialist Speech & Language therapist to provide bespoke one-to-one interventions programmes for EYFS children with significant delays. This will ensure that pupils in receipt of Pupil Premium funding are provided with early language intervention, so that they have equal opportunities to progress in-line with their peers.	Evidence suggests that children in receipt of Pupil Premium funding have, on average, lower speech & language skills on entry to EYFS. These skills are likely to influence a range of outcomes for pupils: <i>‘Not only is it vital to support children with difficulties or those at risk of poor speech or language development, but due to the crucial role of speech and language in literacy, numeracy, self-expression, mental health, and well-being, the provision of language enriching early years experiences is essential to ensure all children can reach their potential.’</i> <i>‘Research suggests that children who remain largely unintelligible to strangers by age 3 years and 6 months, or whose speech is more than 50% unintelligible at age 4, should be referred to speech and language therapy.’</i> <i>‘Speech interventions must be tailored to a child’s specific speech profile, as inappropriate approaches can be ineffective and potentially harmful, leading to feelings of failure and frustration. Ongoing speech and language therapy oversight is essential, as children’s speech profiles and intervention needs change over time. It is essential to bear in mind that speech sound disorders can have a substantial impact on children’s participation and activity (McCormack et al., 2009) as well as their peer relationships (Wren et al., 2023). As such, the right support at the right time is critical for children with low intelligibility’</i> <u><i>Supporting stammering, speech, and language needs in the early years: a rapid evidence review with case studies on working together</i></u> September 2025 EEF measures the impact on learning of this type of intervention as +6 months for primary aged pupils (and +7 months in early years pupils). Oral language interventions EEF	6
Subject Leaders to provide training related	Evidence indicates that high quality teaching is the most important lever schools have to	2, 3, 4

to ARE, adaptations and challenges, cultural capital linked aspirations and ambitions. Staff will share good practice, focusing on elements of the SDP.	improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Effective Professional Development EEF	
Developing staff knowledge and skills around setting, implementing and reviewing SEMH interventions including: neurodiversity, attachment, metacognition and self-regulation, mental health and transitional wellbeing. CPD Social and Emotional Learning using resources lined to Zones of Regulation. Emotion Coaching Interventions which target social and emotional learning to improve children's interaction with others and self- management of emotions.	Evidence suggests that children in receipt of Pupil Premium funding have, on average, lower Social and Emotional Learning (SEL) skills at all ages than their peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills can impact mental health and academic attainment. EEF toolkit states that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. EEF measures the impact on learning of this type of intervention as +7 months for primary aged pupils. Metacognition and self-regulation EEF	1, 2, 3, 4
Recruitment of a teacher to support children unable to access class-based learning due to specific SEND academic and behaviour needs. CPD and teaching resources to support in developing staff knowledge and skills around SEND children, particularly those who are also in receipt of Pupil Premium.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. SEL interventions ensure that children are supported in work with (and alongside) their peers, teachers, family or community. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having lower prior attainment or at risk of falling behind. Both targeted interventions and universal approaches to behaviour have positive overall effects, help reduce overall disruption and provide tailored support where required.	2, 3, 4

Monitoring and staff training in the use of Total Communication to ensure all children have access to an inclusive curriculum, which aims to support greater engagement in learning.	EEF measures the impact on learning of this type of intervention as +4 months for primary aged pupils. Social and emotional learning EEF Small group tuition EEF Behaviour interventions EEF	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 14,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional in-class support for children in receipt of Pupil Premium funding, particularly those who are also identified as SEND, whose progress is behind that of their peers.	The EEF's Teaching and Learning Toolkit states that individualised instruction has moderate impact for very low cost. By providing individualised instruction, we can develop personalised resources, instruction and learning journeys to ensure good progress is still made. EEF measures the impact on learning of this type of intervention as +5 months for primary aged pupils. Individualised instruction EEF	3, 4
Precision Teaching to close gaps in phonic knowledge.	Precision teaching of phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children in receipt of Pupil Premium funding. EEF measures the impact on learning of this type of intervention as +5 months for primary aged pupils. Phonics EEF	3, 4
One-to-one and small group structured interventions,	The EEF toolkit states that targeted deployment, where teachers and teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than general	2, 3, 4

particularly to support writing.	classroom deployment. EEF measures the average impact on learning of this type of targeted intervention as +5 months for primary aged pupils. One to one tuition EEF	
Prioritisation of one-to-one tutoring for children whose progress is behind that of their peers.	The EEF toolkit states that targeted deployment, where teachers and teaching assistants are trained to deliver an intervention to an individual has a higher impact than general classroom deployment. EEF measures the average impact on learning of this type of targeted intervention as +5 months for primary aged pupils. One to one tuition EEF	2, 3, 4
Homework club for children in receipt of Pupil Premium funding and SEND children.	The EEF toolkit states that children in receipt of Pupil Premium funding typically receive additional benefits from homework. Surveys in England suggest that pupils in receipt of Pupil Premium funding are less likely to have a quiet working space, are less likely to have access to a device suitable for learning, or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. EEF measures the average impact on learning of this type of targeted intervention as +5 months for primary aged pupils. Homework EEF	1, 2, 3, 4
To purchase evidence-based interventions linked to the development of reading and writing for pupils to address specific areas of need.	Intervention is effective if it targets pupils' specific needs. Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. EEF measures the impact on learning of this type of intervention as +6 months for primary aged pupils. Reading comprehension strategies EEF	3, 4

Additional out-of-class support for children in receipt of Pupil Premium funding, who lack confidence, resilience and aspirations.	The EEF defines mentoring in education as working with and being supported by a positive role model. Using the (Trusted Emotionally Available Adult) TEAA programme, children will be supported by an adult to build confidence and relationships, to develop resilience and character, and raise personal aspirations. Using the 'Chance is Change' programmes, children will be supported by professional trained life coaches to develop resilience and raise self-esteem so that personal aspirations can be fostered. EEF measures the impact on learning of this type of intervention as +2 months for primary aged pupils. Mentoring EEF	1, 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Champion to monitor attendance on a weekly basis using StudyBugs, working alongside Family Support Worker (FSW) to strengthen parental engagement and improve attendance.	EEF research highlights that encouraging parents to support their children and be involved in their children's learning activities; and more intensive programmes for families in crisis has a positive impact on attendance. Parental engagement has a positive impact on average of +4 months additional progress. Parental engagement EEF	1, 5

ELSA to support children with complex Social, Emotional, Mental Health.	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, +4 months additional progress in academic outcomes over the course of an academic year. Social and emotional learning EEF	1, 2, 4, 5
Provide the opportunity for children who are experiencing emotional difficulties to use play and pastoral activities to communicate and help prevent or resolve psychosocial challenges.	Bespoke therapy sessions e.g. art therapy, equine therapy, surf therapy helps improves interaction with others and self-management of emotions. Bespoke therapy impacts on attitudes to learning and social relationships in school, which increases progress in attainment. Social and emotional learning EEF Arts participation (I Rock) approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF measures the impact on learning of this type of intervention as +3 months for primary aged pupils. Arts participation EEF	1, 2, 4, 5
Extra-curricular provision at school by targeting and prioritising club attendance for children in receipt of Pupil Premium funding.	The EEF advocates extra-curricular activities, particularly those that involve outdoor learning. Outdoor Adventure Learning might provide opportunities for children in receipt of Pupil Premium funding to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation, thus contributing to metacognitive and self-regulatory strategies (+7 months). Outdoor adventure learning EEF Social and emotional learning EEF Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF measures the impact on learning of this type of intervention as +3 months for primary aged pupils. Arts participation EEF	1, 2, 5

Subsidising trips and outings (to include workshops and school visitors).	Field trips offer students a unique cultural learning experience. It allows students to be involved in new environments, key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening children's understanding of the world and their place in it. Educational trips encourage the development of social, personal and study skills, thus contributing to metacognitive and self-regulatory strategies (+7 months). Outdoor adventure learning EEF Metacognition and self-regulation EEF	1, 2, 5
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Total budgeted cost: £53,000

Part B: Review of the previous academic year

This details the impact that our Pupil Premium activity had on children in receipt of this funding during the 2024 to 2025 academic year. Across the academic year, our funding was used to ensure that children in receipt of Pupil Premium received consistent, targeted tuition sessions. Targeted sessions enable the children to both gain in confidence and make academic progress.

We have analysed the performance of our school's children in receipt of Pupil Premium during the 2024/26 academic year using Key stage 1 and 2 performance data, and our own internal assessments.

To help us gauge the performance of our children in receipt of Pupil Premium funding, we compared our results to those children in receipt of Pupil Premium nationally.

Intended outcome	Success criteria	Progress towards outcome				
To improve oral language skills and vocabulary for children in receipt of Pupil Premium.	Assessments and observations indicate significantly improved oral language for children in receipt of Pupil Premium at the end of KS1 and KS2.	Whole school DEAR time (drop everything and read) has raised the profile of oracy across the school. Vocabulary displays and focused follow-up activities exploring vocabulary are now embedded.				
		The table below shows the impact on end of Key Stage results in reading and writing.				
		2024/25	Reading	Difference	Writing	Difference
		Cam Hopton KS2	71%		80%	
		National KS2	75%	-4	72%	+8%
		CH KS2 Pupil Premium	86%	+ 23% on national PP	86%	+27% on national PP
		National KS2 PP	63%		59%	
In KS2, children in receipt of Pupil Premium funding have made significant gains in reading. These children scored +23% higher compared to children nationally in receipt of this premium.						
In writing, children in receipt of PP funding made significant gains in writing. These children scored 27% higher at the expected level, compared to children nationally in receipt of PP funding.						
These results show the positive impact of oracy language skills, and the necessity for the school to continue with the suggested strategy focus areas to maintain attainment and progress for our children in receipt of PP funding.						

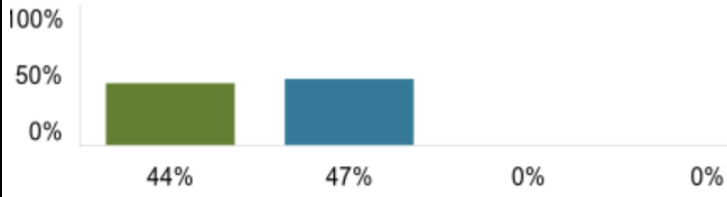
Close the gap between children in receipt of Pupil Premium and their peers, in reading, writing and mathematics.	Through monitoring, support and challenge, Quality First Teaching is evident and consistent across the school. Impact of Quality First Teaching and Interventions carefully monitored and reviewed, so that outcomes for children in receipt of Pupil Premium. Transparent and early identification of targets pupil is reviewed through regular Pupil Progress Meetings. All teachers and staff have received training to ensure consistency in approach to the teaching of Reading, Writing and Mathematics across the school. Homework club successfully attended by children in receipt of Pupil Premium funding and having a positive impact on progress.	Interventions had a significant impact on the gains for children in receipt of Pupil Premium, most notably in reading and writing, where these children scored higher than all children nationally, and children in receipt of Pupil Premium nationally. 100% of Year 6 children in of Pupil Premium attended Homework Club. This had a positive impact on children’s attitudes to learning and levels of resilience. End of KS2 results are detailed below. <table><tr><td></td><td>2024-2025</td></tr><tr><td>Reading</td><td>School: 71% National: 75% School PP: 86% (+23%) National PP: 63%</td></tr><tr><td>Writing</td><td>School: 80% (+6%) National: 72% School PP: 86% (+27%) National PP: 59%</td></tr><tr><td>Mathematics</td><td>School: 70% National: 74% School PP: 57% (-4%) National PP: 61%</td></tr></table> This year a gap of 4% was highlighted when comparing our children’s results in mathematics compared to those nationally in receipt of PP funding. National distribution banding in the 2025 Inspection data Summary Report, highlighted this as ‘close to average’. To address this, bespoke ‘Number Stacks’ interventions has been rolled out across the school ensuring that lower attaining children have the opportunity to close gaps in their learning. Although attainment for children in receipt of Pupil Premium remains a priority at end of Key Stage 2, whole school progress is consistently in line with peers. Our internal data tracking system highlights that progress in writing across the school for children in receipt of Pupil Premium funding is 82% expected, of which 19% is good.		2024-2025	Reading	School: 71% National: 75% School PP: 86% (+23%) National PP: 63%	Writing	School: 80% (+6%) National: 72% School PP: 86% (+27%) National PP: 59%	Mathematics	School: 70% National: 74% School PP: 57% (-4%) National PP: 61%
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Mathematics	School: 70% National: 74% School PP: 57% (-4%) National PP: 61%									

		Writing: <table><tr><th rowspan="2">Academic Year</th><th colspan="5">FREE SCHOOL MEALS</th></tr><tr><th>Weak</th><th>Below expected</th><th>Expected</th><th>Good</th><th>Very good</th></tr><tr><td>Year 1 (22)</td><td></td><td></td><td></td><td>100% (1)</td><td></td></tr><tr><td>Year 2 (29)</td><td></td><td>40% (2)</td><td>60% (3)</td><td></td><td></td></tr><tr><td>Year 3 (30)</td><td></td><td></td><td>100% (2)</td><td></td><td></td></tr><tr><td>Year 4 (30)</td><td></td><td></td><td>75% (3)</td><td>25% (1)</td><td></td></tr><tr><td>Year 5 (30)</td><td></td><td></td><td>100% (1)</td><td></td><td></td></tr><tr><td>Year 6 (30)</td><td></td><td>33% (1)</td><td>33% (1)</td><td>33% (1)</td><td></td></tr><tr><td>Total (171)</td><td></td><td>19% (3)</td><td>63% (10)</td><td>19% (3)</td><td></td></tr></table> To continue to improve rates of progress in writing across the school for children in receipt of PP Funding, priority will be given to the early identification of need, with timely interventions by experienced practitioners.	Academic Year	FREE SCHOOL MEALS					Weak	Below expected	Expected	Good	Very good	Year 1 (22)				100% (1)		Year 2 (29)		40% (2)	60% (3)			Year 3 (30)			100% (2)			Year 4 (30)			75% (3)	25% (1)		Year 5 (30)			100% (1)			Year 6 (30)		33% (1)	33% (1)	33% (1)		Total (171)		19% (3)	63% (10)	19% (3)	
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Total (171)		19% (3)	63% (10)	19% (3)																																																			
To ensure that the Quality of Education at Cam Hopton C of E for ALL pupils including SEND and children in receipt of Pupil Premium is Good.	Through monitoring, support and challenge, Quality First Teaching is evident and consistent across the school, with all lessons at least good. Consistent approach to the teaching of reading, writing and maths. Teachers and adults use assessment effectively to address misconceptions. Gaps in pupils' knowledge and understanding are addressed and closed through CTG (closing the gap) interventions, based on the needs of the pupils. Lesson visits indicate that the children in receipt of Pupil Premium are making progress.	Teaching is 100% good, with elements of outstanding, meaning all children receive at least good Quality First Teach. Learning walks and book looks always involve children in receipt of Pupil Premium, and governors ensure that this cohort of children are at the centre of discussions around the impact of the school curriculum. Subject leaders can articulate how their curriculum area caters for the needs of all learners, including adaptations required to meet individual needs. <i>‘Staff have strong subject knowledge. The school focuses on resources and training to provide staff with the skills and knowledge that are required for the subjects they teach.’ Ofsted, December 2024. ‘The curriculum is effective. Knowledge is well sequenced, which helps pupils to build on what they have learned previously.’ Ofsted, December 2024.</i> Across the school, progress made by children in receipt of Pupil Premium is largely consistent with their peers.																																																					

		In mathematics, expected progress for these children is 94%, of which 59% good or above: <table><tr><th rowspan="2">Academic Year</th><th colspan="5">FREE SCHOOL MEALS</th></tr><tr><th>Weak</th><th>Below expected</th><th>Expected</th><th>Good</th><th>Very good</th></tr><tr><td>Year 1 (26)</td><td></td><td></td><td></td><td>100% (2)</td><td></td></tr><tr><td>Year 2 (29)</td><td></td><td>20% (1)</td><td>80% (4)</td><td></td><td></td></tr><tr><td>Year 3 (30)</td><td></td><td></td><td></td><td></td><td>100% (2)</td></tr><tr><td>Year 4 (30)</td><td></td><td></td><td>50% (2)</td><td>25% (1)</td><td>25% (1)</td></tr><tr><td>Year 5 (30)</td><td></td><td></td><td></td><td></td><td>100% (1)</td></tr><tr><td>Year 6 (30)</td><td></td><td></td><td></td><td>33% (1)</td><td>67% (2)</td></tr><tr><td>Total (175)</td><td></td><td>6% (1)</td><td>35% (6)</td><td>24% (4)</td><td>35% (6)</td></tr></table> In reading, progress for these children is 81% expected, with 19% good. <table><tr><th rowspan="2">Academic Year</th><th colspan="5">FREE SCHOOL MEALS</th></tr><tr><th>Weak</th><th>Below expected</th><th>Expected</th><th>Good</th><th>Very good</th></tr><tr><td>Year 1 (23)</td><td></td><td></td><td></td><td>100% (1)</td><td></td></tr><tr><td>Year 2 (29)</td><td></td><td>40% (2)</td><td>60% (3)</td><td></td><td></td></tr><tr><td>Year 3 (30)</td><td></td><td></td><td>100% (2)</td><td></td><td></td></tr><tr><td>Year 4 (30)</td><td></td><td></td><td>100% (4)</td><td></td><td></td></tr><tr><td>Year 5 (30)</td><td></td><td>100% (1)</td><td></td><td></td><td></td></tr><tr><td>Year 6 (30)</td><td></td><td></td><td>33% (1)</td><td>67% (2)</td><td></td></tr><tr><td>Total (172)</td><td></td><td>19% (3)</td><td>63% (10)</td><td>19% (3)</td><td></td></tr></table> In writing, progress for these children is 81% expected, with 19% good. <table><tr><th rowspan="2">Academic Year</th><th colspan="5">FREE SCHOOL MEALS</th></tr><tr><th>Weak</th><th>Below expected</th><th>Expected</th><th>Good</th><th>Very good</th></tr><tr><td>Year 1 (22)</td><td></td><td></td><td></td><td>100% (1)</td><td></td></tr><tr><td>Year 2 (29)</td><td></td><td>40% (2)</td><td>60% (3)</td><td></td><td></td></tr><tr><td>Year 3 (30)</td><td></td><td></td><td>100% (2)</td><td></td><td></td></tr><tr><td>Year 4 (30)</td><td></td><td></td><td>75% (3)</td><td>25% (1)</td><td></td></tr><tr><td>Year 5 (30)</td><td></td><td></td><td>100% (1)</td><td></td><td></td></tr><tr><td>Year 6 (30)</td><td></td><td>33% (1)</td><td>33% (1)</td><td>33% (1)</td><td></td></tr><tr><td>Total (171)</td><td></td><td>19% (3)</td><td>63% (10)</td><td>19% (3)</td><td></td></tr></table>	Academic Year	FREE SCHOOL MEALS					Weak	Below expected	Expected	Good	Very good	Year 1 (26)				100% (2)		Year 2 (29)		20% (1)	80% (4)			Year 3 (30)					100% (2)	Year 4 (30)			50% (2)	25% (1)	25% (1)	Year 5 (30)					100% (1)	Year 6 (30)				33% (1)	67% (2)	Total (175)		6% (1)	35% (6)	24% (4)	35% (6)	Academic Year	FREE SCHOOL MEALS					Weak	Below expected	Expected	Good	Very good	Year 1 (23)				100% (1)		Year 2 (29)		40% (2)	60% (3)			Year 3 (30)			100% (2)			Year 4 (30)			100% (4)			Year 5 (30)		100% (1)				Year 6 (30)			33% (1)	67% (2)		Total (172)		19% (3)	63% (10)	19% (3)		Academic Year	FREE SCHOOL MEALS					Weak	Below expected	Expected	Good	Very good	Year 1 (22)				100% (1)		Year 2 (29)		40% (2)	60% (3)			Year 3 (30)			100% (2)			Year 4 (30)			75% (3)	25% (1)		Year 5 (30)			100% (1)			Year 6 (30)		33% (1)	33% (1)	33% (1)		Total (171)		19% (3)	63% (10)	19% (3)	
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To achieve and sustain improved attendance for	Sustained high attendance, demonstrated by:	Increased Family Support Worker involvement and monitoring by the Attendance Champion has had a significant impact. Absence among children in receipt																																																																																																																																																															

all pupils, particularly children in receipt of Pupil Premium.	• Attendance of children in receipt of Pupil Premium, as a cohort, being at least 96%. • Reduction in the percentage of persistently absent children. Rigorous monitoring of attendance, so that it improves for all pupils, particularly children in receipt of Pupil Premium and SEND pupils. Pupils on time for registration. Termly letters sent to parents highlighting attendance. Action plans agreed where needed. FSW established positive relationships with the families of persistently absent children.	of Pupil Premium remains higher than that of their peers: 96% whole school, children in receipt of PP 90.6%, though there has been a significant impact on parental engagement. The families of children in receipt of Pupil Premium funding (with attendance less than 95%) are actively engaged with either the school Family Support Worker or Attendance Champion. In addition, an increased focus on attendance has continued to have a positive impact on persistent absence across the school at 12% in comparison with national figures at 16%. Raising the attendance of our children in receipt of Pupil Premium continues to be a focus of our strategy. We strongly believe that increased attendance and FSW involvement will have a positive impact on the attainment and progress of disadvantaged children. To support this, school purchased StudyBugs Attendance to tracker to strengthen monitoring and early intervention through the Support First ethos.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our children in receipt of Pupil Premium and those identified as SEND.	Well-being is a priority for pupils. Sustained high levels of wellbeing by: • Qualitative data from pupil voice, pupil and parent surveys and teacher observations. • Significant increase in participation in enrichment activities, particularly	Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. During the last academic year, 83% (an increase of 7% from last year) of children in receipt of Pupil Premium received regular emotional support through our ELSA one-to-one counselling and TEAA support. All staff continue to use Emotion Coaching to support children in understanding their behaviour, resilience and wellbeing. To ensure that this behaviour management approach remains a priority, we ensure regular staff meeting time is dedicated to reflecting on

	among children in receipt of Pupil Premium. Evidence of progress in emotional learning in targeted group of children in receipt of Pupil Premium, through evidence based social and emotional interventions, including Emotion Coaching, The Timpson Project, The Rainbow project and ELSA. Pupils can talk about mental health and well-being. SCARF and Five Ways to Wellbeing materials used effectively in order to teach pupils strategies to keep healthy physically and mentally. FSW established positive relationships with the families of most vulnerable children.	outcomes and ensuring training updates are provided to support all staff in the delivery of this approach. Family Support Worker worked with 81% (an increase of 20% from last year) of families with children in receipt of PP funding to raise attendance and offer social and financial support. 2024 Pupil Wellbeing Survey (published every 2 years) collated by Gloucestershire County Council 86.1% of Cam Hopton pupils felt safe at school, compared to a county average of 79.2%. 84.8% of CH pupils reported good mental health. 88.6% of CH pupils said they had a trusted adult they could seek advice from. The positive impact of children’s wellbeing is evidenced further by a recent OFSTED Parent Survey. 100% of parents agree that their child is happy at school. Equally, the survey provided evidence that 100% of parents agreed their child is safe at school. In addition, 91% of parents agreed school supported their child’s wider pastoral development. ➤ 1. My child is happy at this school. <table><tr><td>72%</td><td>28%</td></tr></table> ➤ 2. My child feels safe at this school. <table><tr><td>74%</td><td>26%</td></tr></table>	72%	28%	74%	26%
72%	28%					
74%	26%					

		13. The school supports my child's wider personal develop  A bar chart with a vertical axis labeled from 0% to 100% in increments of 50%. There are four bars: the first is olive green and reaches 44%, the second is blue and reaches 47%, the third is white and reaches 0%, and the fourth is white and reaches 0%.
To ensure that across the year, there are a range of extra-curricular enrichment activities for all pupils of all ages.	Wide variety of clubs in place for all beyond the classroom and school day. SLT have a clear understanding about which groups of children have full access to clubs. Children in receipt of Pupil Premium attend and access wider curriculum opportunities.	Pupil voice, through the ELSA questionnaire, and parental meetings have highlighted improved school engagement and resilience. This is most notably evidenced with 85% (+9% on last year) of PP children attending extra-curricular clubs throughout the year including art, cookery, design, netball, cricket, rugby, football, wellbeing, and forest schools. In addition 100% of our children in receipt of Pupil Premium attended homework club resulting in 100% of this group submitting homework on time.
To provide parenting support, leading to improved well-being of parents and pupils	Emotional Literacy Support Advisor (ELSA) and Family Support Worker (FSW) established positive home/school relationships with parents. Parents of children in receipt of Pupil Premium regularly attend parents' evenings and keep in contact with class teachers. Positive feedback from parents (verbally and through course evaluation forms).	Over the last academic year our ELSA worked with 83% (+7% on last year) Pupil Premium families. Our FSW worked with 81% (+20% on last year) of Pupil Premium families. This had a positive effect on attendance and the amount of parents attending Showcase events (where children share their work with children) and Parents' Evening. 100% of the parents of children in receipt of Pupil Premium attended Parents' Evening and kept in contact with class teachers through the use of Class Dojo.

Externally provided programmes

Programme	Provider
NESSY reading and spelling intervention	NESSY

Rapid Read	Pearson
Can do Maths	Glow Maths
X Tables Rockstars	TT Rockstars
Zones of Regulation	The Zones of Regulation, Inc.
Number Stacks	numberstacks.co.uk
StudyBugs Attendance	studybugs.com
Widget On-line	Widget Software Ltd
Total Communication	Gloucestershire EYFS Inclusion

Further information (optional)

Additional activity

Our Pupil Premium Strategy will be supplemented by additional activity that is not being funded by pupil premium. This will include:

- offering an additional 'Life in all its Fullness' curriculum, which includes a wide range of activities to boost wellbeing and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Children in receipt of Pupil Premium funding will be encouraged and supported to participate.

Planning, implementation, and evaluation.

In planning our new Pupil Premium Strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [The EEF Guide to the Pupil Premium | EEF](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.