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	Hopton Church of England Primary Academy
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	19% (35 pupils) Lower proportions of PP eligible pupils than National
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rachael Judd *Academy Group Executive Principal (AGEP)*
Pupil premium lead	Kellie Egleton *Headteacher*
Governor / Trustee lead	Chris Grogan *Chair of Governors and Pupil Premium link Governor*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,360
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£47,360

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

What are your ultimate objectives for your disadvantaged pupils?

To ensure that all pupils eligible for the Pupil Premium Grant make academic and social progress across the school that is at least in line with their peers. We recognise that excellent teaching is a key component to enable schools to improve outcomes for disadvantaged pupils, we therefore offer education which is challenging, enjoyable and knowledge rich. We will have succeeded if our pupils demonstrate readiness for learning, readiness for life and are given the chance to achieve the best results possible.

How does your current pupil premium strategy plan work towards achieving those objectives?

Overcoming barriers to learning is at the heart of our pupil premium strategy. We use evidence-informed research to make decisions about the best approaches for all our pupils. By identifying key barriers to success for children and seeking to put in place pragmatic and effective solutions to overcome them, our pupil premium strategy works to achieve our ultimate objectives for our disadvantaged pupils as outlined above.

What are the key principles of your strategy plan?

- Recognising that all children are unique individuals and that to best support them we must look at individual strengths, difficulties and characteristics and be able to offer support for emotional and mental wellbeing where needed.
- Ensuring all pupils have access to high quality teaching and learning.
- Providing targeted academic support for pupils who are not making expected progress.
- Addressing non-academic barriers to learning such as attendance, behaviour, mental health and adverse childhood experiences/trauma.
- Working with parents to ensure that pupils have the necessary resources for learning and are given opportunities to participate in extra-curricular activities, and educational visits.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest that some disadvantaged pupils have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Some have poorer vocabulary and lack general knowledge and this can impede their overall academic progress.
2	There is a coincidence of SEND and disadvantaged pupils across the school 20% of disadvantaged pupils have a SEN provision. This means that individualised SEND approaches are needed to accelerate progress for many of these children.
3	Our assessments and observations indicate that the wellbeing of many of our disadvantaged pupils have been impacted by economic factors. These findings are supported by national studies.
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem, friendships and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. 29 disadvantaged pupils (83%) have been referred by their teacher to our Pastoral Support Lead and currently require frequent and regular timetabled additional support with social and emotional needs. Some children, due to financial circumstances, are not able to access the opportunities provided for other pupils, including visits and clubs. Numbers of children receiving the grant are relatively low, and their home contexts vary widely. There is a need for an individual approach for each child not just academically but also for their social and emotional wellbeing.

5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has improved as a result of the strategies outlined in this statement. Our assessments and observations indicate that absenteeism negatively impacts disadvantaged pupils' progress.

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
Increase the rate of progress in early reading for disadvantaged children across Early Years and Key Stage One.	Analysis of achievement data indicates that progress of disadvantaged children is at least in line with their peers in phonics.
Increase the rate of progress in Maths and English for disadvantaged children across the school.	Analysis of achievement data indicates that progress of disadvantaged children is at least in line with their peers in Maths and English.
Provide high quality and sustainable early intervention for children in early years, Key Stage 1 or Key Stage 2 with speech or language difficulties to allow all children to make good progress socially and academically.	All children with identified speech or language issues are given good quality support so that achievement data and 'soft indicators' show that progress is good.
Fill gaps caused by financial issues to allow all children to participate in extracurricular opportunities regardless of family income.	All children are able to access extracurricular activities and pupil voice interviews and other 'soft indicators' show that they are happy and aspirational.
Provide support for children with their emotional wellbeing to allow them to enjoy school life and be successful and aspirational.	Pupil voice interviews and other 'soft indicators' show that they are happy and aspirational. Attendance data is at least in line with the national average for disadvantaged children.

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: **£37,434**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PiXL to help identify learning gaps by using summative questions formatively. Enables reliable benchmarking using ready-made assessments.	Education Endowment Foundation (EEF) Teaching Assistant Interventions. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.	1,2
Accelerated Reader Accelerated reader provides tracking and ensures children choose appropriate books for their level. The quizzes ensure comprehension.	Education Endowment Foundation (EEF) Reading comprehension strategies focus on the learners' understanding of written text. The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. 2020, Accelerated Reader received Digital Promise's Research-Based Design certification 2016, the Council of Administrators of Special Education (CASE) endorsed Accelerated Reader is a "proven program" that boosts student achievement 2010 research review, National Dropout Prevention Centre/Network found Accelerated Reader has "strong evidence of effectiveness." Ofsted recommends: "A rigorous approach to the teaching of reading	1,2

	develops learners' confidence and enjoyment in reading." (Ofsted Framework, updated July 2021)	
NCETM TRG membership including CPD courses Curriculum Leader networks and Associations	https://epi.org.uk/publications-and-research/the-cost-of-high-quality-professional-developmentfor-teachers/ Extensive research has shown that improved quality of teaching is most effective in supporting all children, but will disproportionately benefit those with less support or access to educational resources at home.	1, 2,
Read Write Inc. synthetic phonics programme	Education Endowment Foundation (EEF) Phonics. The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.	1,2
Pastoral Support Lead to be available to families at the beginning and end of day. To use 'thrive', pastoral time for support. Unique week and mental health termly focuses. Ensuring pupils have their emotional needs met so they are ready to learn.	Education Endowment Foundation (EEF) Social and emotional learning. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Education Endowment Foundation (EEF) Parental engagement	3,4,5

	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early year's provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.	

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

Budgeted cost: £8,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group support Reading and maths additional intervention and support across the school. Investment in TA provision enables targeted support, pre-teaching and specific interventions to take place e.g. 1stClass@Number, Talk Boost.	EEF Small group tuition (+4 months progress, on average, over the course of a year) EEF Teaching Assistant interventions (+4 months progress on average, over the course of a year) EEF Oral Language Intervention (+6 months progress, on average, over the course of a year)	1, 2, 4

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

Budgeted cost: **£1,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Lead training utilised to support pupils appropriately.	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	2
Learning resources e.g. additional books for the school library.	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	1, 2, 3, 4
Financial support to access extra-curricular activities, school day trips and residential visits.	EEF Social and Emotional Learning (+4 months progress, on average, over the course of a year)	3

Total budgeted cost: £47,360

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.

KEY OUTCOMES

Attendance:

- In 2023/24 the school's disadvantaged cohort had an overall absence of 4.4%. This is the same as the national non-disadvantaged cohort at 4.4%.
- The school's gap to non-disadvantaged pupils nationally has decreased by 4.7% from +4.7% in 2022/23, to 0.0% in 2023/24.
- The disadvantaged cohort's overall absence has decreased by 5.8% from 10.2% in 2022/23, to 4.4% in 2023/24 (percentile 8 for overall absence when compared to other schools).
- 11.5% of the school's disadvantaged cohort were persistently absent. This is the same as the national non-disadvantaged cohort at 11.5%. The school's gap to non-disadvantaged pupils nationally has decreased by 27.7% from +27.7% in 2022/23, to 0.0% in 2023/24.
- The cohort's persistent absence has decreased by 33.3% from 44.8% in 2022/23, to 11.5% in 2023/24 (percentile 11 for persistent absence when compared to other schools).
- 0% are severely persistently absent. This is 0.6% lower than the national non-disadvantaged cohort at 0.6%.
- The school's gap to non-disadvantaged pupils nationally has increased by 0.1% from -0.7% in 2022/23, to -0.6% in 2023/24.
- The cohort's severe persistent absence has remained the same from 0% in 2022/23, to 0% in 2023/24 (percentile 1 for severe persistent absence when compared to other schools).

Phonics Screening Check:

- 100.0% of Year 1 disadvantaged cohort achieved the expected standard in Phonics.
- This is 16.3% higher than the national non-disadvantaged cohort at 83.7%.
- The school's gap to non-disadvantaged pupils nationally has improved by 38.5% from -22.2% in 2022/23, to +16.3% in 2023/24.
- The cohort's Phonics Expected Standard has increased by 40.0% from 60.0% in 2022/23, to 100.0% in 2023/24 (percentile 1 for Phonics Expected Standard when compared to other schools).

- 50.0% of the school's Year 2 disadvantaged cohort achieved the expected standard in Phonics.
- The school's gap to non-disadvantaged pupils nationally has improved by 53.8% from -62.1% in 2022/23, to -8.3% in 2023/24.
- The Year 2 disadvantaged cohort's Phonics Expected Standard has increased by 50.0% from 0% in 2022/23, to 50.0% in 2023/24 (percentile 37 for Phonics Expected Standard when compared to other schools).

Multiplication Tables Check:

- The school's disadvantaged cohort of 1 pupil have a MTC Average Point Score of 25.0.
- This is 3.7 higher than the national non-disadvantaged cohort at 21.3.
- The school's gap to non-disadvantaged pupils nationally has improved by 1.8 from +1.9 in 2022/23, to +3.7 in 2023/24.
- The MTC average point score has increased by 2.3 from 22.7 in 2022/23, to 25.0 in 2023/24 (percentile 1 for MTC Average Point Score when compared to other schools).
- 100.0% achieved the full marks in MTC, 1 pupil out of 1.
- This is 62.6% lower than the national non-disadvantaged cohort at 37.4%.
- The school's gap to non-disadvantaged pupils nationally has improved by 45.2% from +17.4% in 2022/23, to +62.6% in 2023/24.
- The cohort's MTC scored full marks has increased by 50.0% from 50.0% in 2022/23, to 100.0% in 2023/24 (percentile 1 for MTC full marks when compared to other schools).

Key Stage 2 SATs:

66.7% of the school's disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, **4 pupils** out of 6.
This is **1.0%** lower than the **national non-disadvantaged** cohort at **67.7%**.
The **gap** to n**on-disadvantaged** pupils **nationally** has **improved by 9.7%** from -10.7% in 2022/23, to -1.0% in 2023/24.
The disadvantaged cohort's **Reading, Writing & Maths Expected Standard** has **increased by 11.1%** from 55.6% in 2022/23, to 66.7% in 2023/24 (**percentile 16** for **Reading, Writing & Maths Expected Standard** when compared to other schools).

100.0% of your school's disadvantaged cohort achieved the expected standard in Reading, **6 pupils** out of 6.
This is **19.9%** higher than the **national non-disadvantaged** cohort at **80.1%**.
The **gap** to n**on-Disadvantaged** pupils **nationally** has **improved by 42.6%** from -22.7% in 2022/23, to +19.9% in 2023/24.

The cohort's **Reading Expected Standard** has **increased by 44.4%** from 55.6% in 2022/23, to 100.0% in 2023/24 (**percentile 1** for **Reading Expected Standard** when compared to other schools).

71.4% of the cohort achieved the expected standard in Writing, **5 pupils** out of 7.
This is **6.6%** lower than the **national non-disadvantaged** cohort at **78.0%**.
The **gap** to n**on-disadvantaged** pupils **nationally** has **decreased by 7.0%** from +0.4% in 2022/23, to -6.6% in 2023/24.
The cohort's **Writing Expected Standard** has **decreased by 6.4%** from 77.8% in 2022/23, to 71.4% in 2023/24 (**percentile 29** for **Writing Expected Standard** when compared to other schools).

66.7% of the school's disadvantaged cohort achieved the expected standard in Maths, **4 pupils** out of 6.
This is **13.0%** lower than the **national non-disadvantaged** cohort at **79.7%**.
The **gap** to n**on-disadvantaged** pupils **nationally** has **decreased by 0.5%** from -12.5% in 2022/23, to -13.0% in 2023/24.
The cohort's **Maths Expected Standard** has **remained the same** from 66.7% in 2022/23, to 66.7% in 2023/24 (**percentile 38** for **Maths Expected Standard** when compared to other schools).

66.7% of the school's disadvantaged cohort achieved the expected standard in Grammar, Punctuation and Spelling, **4 pupils** out of 6.
This is **11.8%** lower than the **national non-disadvantaged** cohort at **78.5%**.
The **gap** to n**on-disadvantaged** pupils **nationally** has **decreased by 0.2%** from -11.6% in 2022/23, to -11.8% in 2023/24.
The cohort's **Grammar, Punctuation and Spelling Expected Standard** has **remained the same** from 66.7% in 2022/23, to 66.7% in 2023/24 (**percentile 38** for **Grammar, Punctuation and Spelling Expected Standard** when compared to other schools).

The strategies outlined above for the academic year 2024-25 are aimed to continue to improve academic outcomes for PP pupils. We used pupil premium funding to continue to provide wellbeing support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in the plan above for 2024-25. The social emotional wellbeing of the children has been a significant area of focus.

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