

PUPIL PREMIUM STRATEGY STATEMENT 2025-2028



Hopwood C.P. School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 academic year) 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	Hopwood CP School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Miss S Harland
Pupil premium lead	Mrs K Hill
Governor / Trustee lead	Mrs J Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£134,835
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	£134,835

Statement of intent

Our intent is for children to:

- Improve their levels of progress and attainment
- Narrow the gap between the attainment of disadvantaged and all children
- Access additional support when needed
- Experience a broad curriculum that includes rich experiences

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially or academically disadvantaged. We also recognise through national data that disadvantaged pupils have been disproportionately affected by the impact of the Covid-19 pandemic and subsequent school closures.

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 are 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

High quality teaching is a focus at Hopwood. This is our priority and will benefit all pupils. We work hard to improve quality first teaching across the school through CPD based on research. We provide targeted support for those pupils who need it so they can 'keep up'. 'Catch up' interventions are put in place as a further strategy when needed.

School-wide teaching strategies for disadvantaged pupils

Whole school focused strategies will support disadvantaged children with a focus on quality first teaching and targeted support (EEF Tiers 1 and 2). These have the intention of every disadvantaged child leaving the lesson understanding the teaching intention, or additional intervention being put in place to address any misunderstanding.

Disadvantaged pupils focused teaching strategies:

- **We do** focus - to ensure disadvantaged pupils are consistently supported through high-quality teaching and inclusive practice:
 - Teacher models new learning clearly using think-aloud
 - Shared examples completed together step by step
 - Targeted questioning checks disadvantaged pupils' understanding
 - Misconceptions addressed immediately through live feedback
 - Verbal rehearsal before independent work
- **Targeted questioning** during teaching and during independent work – eg while marking at the point of learning disadvantaged pupils should be questioned to check understanding
 - Can you explain to me...
 - How did you completed question 3?
 - What is the new learning from this lesson? (essential knowledge checking)
 - What would happen if you changed the digit 5 to a 2?
- **Fully mark** these pupils diagnostically to address basic skills
- **Parental Engagement**
 - Proactively communicate with parents of disadvantaged pupils about learning, progress and next steps
 - Provide practical guidance and resources to support learning at home (e.g. how to help with reading, maths facts, writing)
 - Arrange additional meetings where needed to discuss progress, barriers to learning (including attendance) and agreed support strategies

Narrowing the gap for disadvantaged pupils - curriculum area specifics

Writing – Targeted Strategies

Alan Peat Sentences (Whole Class)

- Explicit teaching of a range of sentence types (e.g. BOYS sentences, 2A sentences, simile sentences).
- Sentence scaffolds displayed in classrooms and referred to during independent writing.
- Slow Writing (Targeted / Small Group Support)
- Used within filtered teaching or intervention groups for lower-attaining and disadvantaged pupils.

Maths – Targeted Strategies

Fluency: Facts and Skills (Whole Class)

- Daily opportunities for short, focused fluency practice and explicit teaching and rehearsal of key number facts

Reading – Targeted Strategies

Reading Interventions (Targeted)

- Disadvantaged pupils prioritised for targeted reading interventions.

Challenges

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

Challenge number	Detail of challenge Assessments, observations and pupil discussions tell us:
1	Underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are apparent from Reception through to end of KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Poor basic skills in writing and mathematics (retention and recall of maths and grammar facts and skills). This affects
4	Low resilience due to emotional & social issues that affects engagement and progress. Increased number of families needing early help and support.
5	Poor attendance of some disadvantaged pupils
6	Poor cultural capital and lack of experiences

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
Improve reading and language skills of pupils in reception and KS1	Improvements in reading, writing and phonics outcomes in KS1. Receptive and expressive language skills develop in line with age related expectations.
Improved acquisition of basic skills	Improved quality first teaching of basic skills. Teacher assessment shows an improvement in the application of basic skills in writing and mathematics
Pupils emotional health is supported and needs are met. Resilience and self-confidence improve.	3 Tier well-being approach supports those children who need it in school. Families of vulnerable pupils needing support are accessing Early Help. Pupil confidence and participation in learning is improved.
School curriculum enriches pupils' cultural capital and supports families financially.	Pupils experience learning to play a musical instrument. Every opportunity exploited through the curriculum to enrich cultural capital. Some trips, including the Y6 residential trip, funded by school and parents are not asked to contribute.

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: £62,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Accelerated Reader programme resources for KS1 children and MyOn access to allow home access to reading books.	Accelerated Reader is a recommended programme for teaching reading recommended by the English Hub.	1, 2 £7,500
Purchase of Power Maths programme resources, including Post Maths groups to address any misconceptions immediately and support quality first teaching.	Power Maths is a whole-class mastery programme designed to spark curiosity and excitement and help nurture confidence in maths. It is perfectly aligned to the White Rose Maths progressions and schemes of learning, it's written specifically for UK classrooms by leading mastery experts, and is recommended by the DfE.	3 £4,000
Training for new staff and additional resources to supplement the Read Write Inc – phonics scheme. Specifically, access to the online portal, Fresh Start Phonics and One to One Phonics.	DfE Guidance: Choosing a Phonics Teaching Programme (Updated 27 July 2021) includes RWI on the list of validated systematic synthetic phonics (SSP) programmes.	1, 2 £3000
Improve the quality first teaching of writing.	Designated senior teacher coaching to improve writing standards of teaching. Recommended in the EEF guide to Pupil Premium (21), "The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils."	1, 2 £17,400
Provide bespoke CPD and support for ECTs	Coaching and mentoring of ECTs through STAR programme and bespoke support to address individual needs.	1, 2, 3 £6,500
Teaching support and monitoring by senior leaders, providing quality first	EEF Teaching and Learning Toolkit identifies small group tuition key findings state	1, 2, 3 £19,369

teaching to pupils and coaching to staff.	“Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.”	
Purchase ‘MyHappyMind’ to support children’s mental health, wellbeing and resilience, both in schools and at home.	Government guidance (DfE in England) states that good mental health and wellbeing “improves standards in schools and helps pupils achieve and thrive in education” — it’s part of the rationale for promoting mental health in schools.	4 £4,631

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

Budgeted cost: £48,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focussed TA support. Staff provide support in small groups to allow for targeted teaching and specific interventions to address gaps. 45 mins per day x 14 classes	In-house attainment data identifies need. EEF guidance report – Making Best Use of Teaching Assistants (updated Sept 21) “Use TAs to add value to what teachers do” “Use TAs to deliver high quality one-to-one and small group support using structured interventions” Interventions include post-maths groups, filtered teaching, additional fast track phonics.	1, 2, 3 £18,750
Specialist trained speech therapy TA to provide support to reception. Staff training and delivery of Neli and Elklan programmes.	On entry data demonstrates poor language and communication skills. Increasing difficulties accessing external support. DfE recommended programmes – Neli and Elklan. PIA area – target early language	1, 2 £12,500
Welfare Officer attend leads LAC reviews and PEPS for CLA, leads on attendance and is first response for Early Help, EHA & VCR. Monitoring and challenge of attendance and punctuality.	Increasing number of families & children needing Early Help, as evidenced on our vulnerable children register.	3 £17,600

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

Budgeted cost: £23,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music All PP pupils will have the opportunity to learn a musical instrument through the whole class WOP projects and individual lessons	School deprivation indicator	4, 6 £5,000 £2,600
Enrichment All PP pupils will have the opportunity to attend the Y6 residential trip, funded by school. School funds external visits and specialists eg Djembe drumming, watercolour workshops, sports journalism programme.	Coach and entrance external trips In school specialist enrichment Y6 residential	4, 6 £12,985
Attendance Attendance senior leader to closely track disadvantaged pupils' attendance and support CWO	Poor attendance and PA data impacting on pupil's attainment and wellbeing. Attendance focus based on previous year – i.e. reduce PA	5 £3000

Total budgeted cost: £134,835

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 2024 to 2025 academic year.

- All PP children in EYFS improved their expressive and receptive language skills and achieved above the average level (Neli).
- 50% of Reception PP children achieved GLD.
- End of key stage 1 teacher assessments demonstrate the 43% of PP children achieved the expected level in reading.
- 81.3% of Year 1 PP children achieved the Year 1 phonics screen.
- All PP children attended school trips and visits to enrich the cultural capital experiences.
- All PP children have the opportunity to learn a musical instrument in KS2.

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
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	TA small group support in class focus on achieving the expected level.
What was the impact of that spending on service pupil premium eligible pupils?	Achieved the expected level in reading and writing due to targeted support and small group support within the class.