Hopton C of E Primary Academy Pupil Premium Strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 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:	Hopton CEVC Primary School
Number of pupils in school:	47
Proportion (%) of pupil premium eligible pupils	43% (21)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2026 **2026-2027** 2027-2028
Date this statement was published	October 2026
Date on which it will be reviewed	See new 3 year plan
Statement authorised by	Local Academy Committee
Pupil premium lead	Lorna Rourke, Executive Head Teacher Jo Whiting, Head of School
Governor / Trustee lead	Gillian McGill/Lynne Proudlock

Funding overview

Detail 2025-26	Amount
Pupil premium funding allocation this academic year	£33,240
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	£33,240

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Detail 2026-27	Amount
Pupil premium funding allocation this academic year	£26,350
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	£26,350

Detail 2027-28	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	

Part A: Pupil premium strategy plan

Statement of intent

Our current pupil premium strategy plan focuses on the following to achieve the objectives set out above:

- Embedding of Little Wandle Letters and Sounds Phonics programme (Validated scheme) to address gaps in phonics and reading, including catch up sessions.
- Working with the maths hub to improve the maths offer, ensuring the foundation skills are secure and that any gaps are targeted through high quality teaching
- Work with the Wensum English Hub to support with the teaching of phonics.
- Embedding 'Zones of Regulation' across the school to support children to self- regulate behaviour and emotions.
- Mental Health support through Thrive, Nurture Team and Mental Health Support Team.
- Promote Cultural Capital across the school to ensure all children have enhanced opportunities for trips and experiences.
- CPD for staff to ensure they have the skills and knowledge to deliver high quality teaching and improve outcomes for children.
- Continuous Provision in KS1 and Early Years - training and implementation (Early Excellence).

Challenges

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

Challenge number	Detail of challenge
1	Writing Attainment has been low across the school, particularly low levels with the PP children.
2	Low attainment for PP children across the school due to high levels of SEN.
3	Poor oracy skills resulting in lower levels of reading and writing particularly in the PP children.
4	Children have a low level of resilience and need support to regulate their emotions.
5	Children do not have access to a wide range of opportunities to cost and rural location.

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
For more children entitled to PP to be working in line with their peers in reading.	For at least 60% of PP children to be working at expected levels in Reading by 27/28.
For more children entitled to PP to be working in line with their peers in writing.	For at least 60% of PP children to be working at expected levels in Writing by 27/28.
For more children entitled to PP to be working in line with their peers in maths.	For at least 60% of PP children to be working at expected levels in Maths by 27/28.
The needs of SEND/PP children are more effectively met through adaptive teaching	Learning walks and plans show that SEND/PP children have the resources they need and are being supported by the class teacher.
For more children entitled to PP to be working in line with their peers in communication and language.	For at least 60% of PP children to be working at expected levels in CCL and speaking and listening by 27/28.
For children to be settled in school and experiencing positive mental health. There are fewer incidents at lunchtime.	Pupil perceptions demonstrate this. Fewer referrals needed to the nurture team. Successful implementation and use of Zones of regulation, evidenced through observations. Feedback from staff that lessons are starting more promptly.
Excellent provision of continuous provision and enhanced provision in KS1 and EYFS.	Early Excellence to be implemented in KS1 and EYFS so that they have an enabling environment which offers challenge and develops their learning through play.
For all children to experience wider opportunities irrespective of background.	All children engage with school trips and experiences to ensure that children are leaving Hopton with a broad sense of cultural capital.
Staff subject knowledge is strengthened to ensure that quality first teaching is happening across the curriculum and interventions.	Staff CPD delivered to all teaching staff including TAs and appropriate CPD opportunities signposted to members of staff. Class drop ins demonstrate secure teacher subject knowledge and innovative approaches to teaching and learning to meet the needs of all.

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, software, online resources)

	Budgeted Cost (£)	Actual Spend (£)
2025/26	£12,000	£20,791
2026/27	£11,104	
2027/28		

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm and Lexplore implementation.	The Education Endowment Foundation's evaluation of oral language interventions as part of its 'Teaching and Learning Toolkit' shows that they have a 'positive impact' on learning at a very low cost. It summarised that "Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year."	2 3
Working with English and Maths hubs to improve teaching and learning further.	(EEF) Professional development is likely to be more effective when design and delivery involves specialist expertise from a range of sources. This may include internal or external expertise. Teacher developers should choose activities that suit the aims and context of their professional development programme. Successful models have included regular, expert-led conversations about classroom practice, teacher development groups and structured interventions.	1 2 3
Embedding of of Little Wandle Letters and	The EEF Teaching and Learning Toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes. This is the only 5 padlock finding in the Toolkit, so we can be sure that it can make a positive contribution to pupils' reading ability.	1 2 3

Sounds Phonics programme	There are different ways of teaching phonics: the most common of which uses a systematic synthetic approach. Systematic synthetic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships in a pre-planned sequence. There is extensive evidence that this benefits Key Stage 1 pupils' learning, and also older pupils who struggle to decode.	
Excellent provision of continuous provision and enhanced provision in KS1 and EYFS.	Piaget (1952) describes four distinct periods of development, ranging from birth through to adulthood. The preoperational stage runs from 2 – 6 years and is the period during which children learn to use language, think symbolically, and represent their ideas using pictures and objects: they are highly active, learning through pretend play and first-hand experiences. It is not until around the age of 7 that major developmental changes take place; when children begin to think in the abstract (Bredekamp, 1987), develop the ability to plan ahead, to approach problems more logically and understand another's point of view (Robinson, 2008). The key questions here then are, is our practice developmentally appropriate? Is our pedagogy suited to the children we teach or does content and coverage come first?	1 2 3 4

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

	Budgeted Cost (£)	Actual Spend (£)
2025/26	£17740	£11,493.12
2026/27	£10,000	
2027/28		

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle 'Catch up' sessions (phonics and reading)	Little Wandle Letters and Sounds Revised has been developed by Wandle and Little Sutton English Hubs and taken forward by Little Sutton Primary School and Wandle Learning Trust in partnership with other phonics and early reading experts. The complete SSP has been built around the update (Letters and Sounds improving rates of progress 2021) and draws on many schools' excellent practice, around the country. Little Wandle Letters and Sounds	1, 2 and 3

	Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers. We are working with the Wensum English Hub to provide support to our setting to ensure we are teaching with fidelity.	
NCETM Mastering Number Programme for EYFS and KS1 (Maths)	Mastering Number is a new programme offered in 2021/22 by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers.	1 2 3

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

	Budgeted Cost (£)	Actual Spend (£)
2025/26	£3500	£955.88
2026/27	£5246	
2027/28		

Activity	Evidence that supports this approach	Challenge number(s) addressed

Implement 'Zones of Regulation' across the school to support children to self-regulate behaviour and emotions.	The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It integrates best practices around Trauma Informed Care and mental health supports and aligns with the CASEL SEL core competencies. The Zones integrates Systemizing Theory, Central Coherence Theory and Cognitive Behaviour Management. It ties in Social Thinking®, visual supports and is a tool to build self-management skills. Some of these evidence-based practices are developmental in nature, while others are related to learning-styles, concepts or characteristics important to neurodiverse populations. -Improves children's wellbeing, resilience, relationships, self-care, self-worth and hope & optimism. Supports children's physical activity and readiness for learning. Helps children recognise, respond and regulate their emotions.	4
Mental Health support through the nurture team, Thrive and Play Therapy	The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy". There is good evidence to support this assertion and Ofsted has highlighted that children and young people themselves say that they want to learn more about how to keep themselves emotionally healthy. Moreover schools have a duty to promote the wellbeing of students. The National Institute for Health and Care Excellence (NICE) advises that primary schools and secondary schools should be supported to adopt a comprehensive, 'whole school' approach to promoting the social and emotional wellbeing of children and young people. Such an approach moves beyond learning and teaching to pervade all aspects of the life of a school, and has been found to be effective in bringing about and sustaining health benefits. DfE also identifies a whole-school approach to promoting good mental health as a protective factor for child and adolescent mental health.	4
Careful trip and experience planning to develop cultural capital and provide all children with a wealth of wider opportunities.	In the 1970s Pierre Bourdieu, a French sociologist, developed the idea of cultural capital as a way to explain how power in society was transferred and social classes maintained. Bourdieu defined cultural capital as 'familiarity with the legitimate culture within a society'; what we might call 'high culture'. He saw families passing on cultural capital to their children by introducing them to dance and music, taking them to theatres, galleries and historic sites, and by talking about literature and art over the dinner table.	4

	Evidence suggests that the cultural capital passed on through families, helps children do better in school. The education system values the knowledge and ways of thinking, developed by acquiring cultural capital, both abstract and formal.	

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 2025 to 2026 academic year.

2025/26 Outcomes
For more children entitled to PP to be working in line with their peers in reading.
33% of children are on track with reading. Although this data is low, over 50% of the children have SEND with two children in receipt of EHCPS. There is significant SEND support in place with therapeutic timetables for the children. The SES team have been used where necessary along with looking for the correct setting possible for these children. Additional support has been put into place for reading and phonics, with catch up interventions and engagement with The Wensum Hub. Phonics scores were as predicted at 67% and other children make good progress from their starting points. Lexplore has been started in school and assessments have taken place. 100% of children in Year 2 met end of year expectations
For more children entitled to PP to be working in line with their peers in writing.
20% of children in receipt of PP are on track with writing. Whilst this data is low, we have redeveloped the curriculum, had additional writing moderations and our writing has been checked by external moderation. Content and presentation have improved and children are more excited to write, by using core texts which are engaging. 100% of children in Year 2 met end of year expectations
For more children entitled to PP to be working in line with their peers in maths.
33% of children who are in receipt of PP are on track with maths. We have engaged with the maths hubs and have ended the year with training to now move on to using NCETM resources. 100% of children in Year 2 met end of year expectations. Adaptive teaching has been a focus with an emphasis on using concrete resources to support learners.
The needs of SEND/PP children are more effectively met through adaptive teaching
For more children entitled to PP to be working in line with their peers in communication and language.
100% of children in Reception med GLD. Our baseline had predicted that the children were not on track so it was great that all children met this expectation. Wellcomm is in place for the new academic year.
For children to be settled in school and experiencing positive mental health. There are fewer incidents at lunchtime.

We achieved a Gold award for OPAL and suspension data and lunchtime incidents have decreased significantly over the year. We had a large nurture focus this year and the introduction of a nurture room, sensory room and Thrive has supported the mental health and wellbeing of all children. We regularly meet with the Mental Health Support Team to discuss children and any potential referrals. We introduced mindfulness for the first 5 minutes after lunch and there are significantly less incidents. Learning walks show that classes feel calm.

Excellent provision of continuous provision and enhanced provision in KS1 and EYFS.

We had a significant amount of money on resources this year for children which have benefitted all. Our numbers for nursery have increased and our redesigned curriculum ensures that all children get learning based on their age. The team have had focused sessions from Early Excellence and taken part in webinars.

For all children to experience wider opportunities irrespective of background.

We aimed to get a lot of experiences free, such as visits to the church, The Money Workshop and through donations to visit the beach. We funded 50% of PP trips, as well as funded wrap around care and breakfast club for those in need. We also supported families in need with items for children and when families are in crisis.

Staff subject knowledge is strengthened to ensure that quality first teaching is happening across the curriculum and interventions.

Working across the trust has supported strength in the curriculum. A revised curriculum has also supported the teaching. We are now embedding all of these things to ensure the data starts to improve. We have engaged with the English and Maths Hubs which has supported our teaching to be of a higher quality. Mastery of Number and phonics interventions are in place to support all to catch up.

Externally provided programmes

Programme	Provider
Little Wandle	Letters and Sounds
Charanga	Norfolk and Suffolk Music Hub
Maths Curriculum	White Rose
Mastery of Number	NCETM
ELSA	Elsa support Ltd.
Thrive	Thrive
French	Language Angels
DT	Kapow
OPAL	Michael Follett (Founder)
Literacy shed	EdShed
Spelling shed	Edshed

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Additional catch up sessions in phonics and reading support.
What was the impact of that spending on service pupil premium eligible pupils?	The children passed the phonics test and achieved age related.

Further information

Subsidised financial support is also provided to those entitled to PP funding in order to access the above and remove specific barriers-see Pupil premium policy.