

Pupil premium strategy statement – Camp Primary and Nursery School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	13.27%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 - 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Sharon Barton & Rachel Rowe
Pupil premium lead	Sharon Barton & Rachel Rowe
Governor / Trustee lead	Olivia Helm

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,695 (+ £350 service child and £3660 CLA)
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total	£23,705

Part A: Pupil premium strategy plan

Statement of intent

At Camp Primary and Nursery school we know that a good education can transform lives. We have high aspirations for all of our pupils, irrespective of their background or challenges they may face. We believe that our role as educators is to ensure that all children are enabled to access and enjoy the full curriculum and to reach their potential across all subjects, finding their areas of strength and special interest along the way.

The purpose of our pupil premium strategy is to outline how we intend to support our pupils who come from economically disadvantaged backgrounds and others who we consider to be vulnerable, such as those who have a social worker.

Central to our approach is an emphasis on ensuring high quality teaching and learning right across the school from Nursery to Year 6. The quality of teaching is one of the biggest drivers of pupil attainment particularly for pupils from disadvantaged backgrounds, therefore we focus our resources on well evidenced ways of improving teaching. We also understand that in order for children to make the most out of the learning opportunities at school they need to feel safe and secure and have their social, emotional and physiological needs met. At Camp we will ensure that PSHCE is central to our curriculum and tailored to meet the needs of our pupils.

Given that national data shows that the attainment gap starts in the early years, we place high value on the provision for all children as they start with us in Nursery or Reception. Ensuring that children have a great start and that any barriers to learning and development are identified early is key in preventing gaps in attainment from widening.

We know the importance of working closely with our families and getting to know them well. This means that we are in the best possible position to tailor support to meet the children's pastoral, social and academic needs and to be responsive to any changes in need.

Challenges

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

Challenge number	Detail of challenge
1	Attendance: attendance is below 90% for some disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Data for 24/25 showed that attendance for PPG children was on average 89.06%. The attendance for non-pupil premium eligible children is 96.46% (a gap of 7.4%). There are some key families for whom attendance and punctuality is still a concern as this is impacting their learning. (data based on compulsory school age and above)
2	Attainment data shows some pupils from a disadvantaged background perform below their peers across all core subjects: Reading, Writing and

	Maths at KS2 and are less likely to pass the phonics screening check or to be at ARE for reading at the end of Year 2. The children typically have less access to books at home and are less likely to read with/to an adult at home on a regular basis.
3	Attainment data shows some children from a disadvantaged background perform below their peers across all Early Learning Goals .
4	Social and emotional issues: Discussion with SENCo and Class teachers during pupil progress review meetings show that our disadvantaged pupils are more likely to experience social and emotional difficulties which impact on their ability to self-regulate, form positive relationships and fully engage in learning.
5	Limited enrichment opportunities: Children who are entitled to PPG are less likely to take part in clubs in and out of school. Discussion with pupils and their families shows that our PPG children are less likely to be taken on day trips and visits out of school and that without financial assistance they would not be able to join in with school off-site visits. Our PPG children are also less likely to learn an instrument in school. This could limit their opportunities for developing confidence, leadership skills and a sense of belonging and value within the school community.

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
To reduce the gap between attendance of pupil premium and non-pupil premium children.	Sustained high attendance by 2027/28 demonstrated by: - the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced and the average attendance for pupil premium children will be above 90%. - Parents/carers and school will be working together to support pupil attendance, with support from outside agencies where relevant.
Disadvantaged children will achieve academic results in line with their non-disadvantaged peers across core subjects (across each year and at the end of KS2)	- Pupil progress review meetings for each year group and on-going formative assessment will be used effectively to look at the progress of individuals including explicit consideration of disadvantaged children, identify barriers and put support/intervention in place. - Results at the end of KS2 will show PP and non-PPG children achieving similarly in core subjects - Times tables checks in Y4 will show PP and non-PPG children achieving similarly - Clear plans of support will be in place for all children not making expected progress and/or where working below curriculum-expected standards.
Disadvantaged children in KS1 will make good progress in their phonics in	Children eligible for PPG will do as well as their non-PPG peers in their phonics screening check in Year 1

line with their non-disadvantaged peers	• Pupil progress review meetings and on-going formative assessment with EYFS and Y1 will be used effectively to monitor phonics progress and put in place relevant and effective support. • PPG children will be progressing through the levels on Lexia so that a greater proportion are working on levels appropriate for their year group. • Clear plans will be in place for all children not making expected progress and/or not managing to keep up in phonics.
Disadvantaged children will achieve a Good Level of Development in the Early Years	• Children eligible for PPG will do as well as their non-PPG peers in achieving their ELGs • Pupil Progress Review meetings and on-going formative assessment for EYFS will be effective in identifying children not on track to achieve a GLD and will lead to effective provision and support being put in place.
Disadvantaged pupils with social and emotional difficulties develop improved emotional regulation, resilience and engagement with learning	• Our whole-school therapeutic approach to behaviour and wellbeing is embedded and understood by all staff. • PSHCE teaching is high quality and supports pupils' emotional literacy, self-regulation and relationships. • Disadvantaged pupils with identified social and emotional needs access timely, targeted support. • Impact is evidenced through improved engagement in learning, attendance and pupil voice about wellbeing and a reduction in negative behaviour incidents.
A significant increase in participation in high-quality enrichment opportunities among disadvantaged children.	• Barriers to participation in enrichment opportunities (e.g. cost, access or confidence) are identified and addressed. • Disadvantaged pupils are well represented in enrichment opportunities, including music tuition, extracurricular clubs and leadership roles across the school. • Impact is evidenced through pupil participation data, pupil voice and increased engagement with school life.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD via SDMs and INSET days for all teachers YN - Y6, with a focus on foundational learning drawing on evidence about most effective practice In particular: - Early reading	Evidence shows that ongoing, high-quality professional development for teachers, which should be aligned with a Teaching and Learning Policy, has measurable effects on both <i>teacher practice</i> and <i>pupil</i>	2,3

- Times tables - Calculation strategies - Handwriting - Sentence construction Led by core subject leaders	learning outcomes. Guidance Report EFFECTIVE PROFESSIONAL DEVELOPMENT and Evidence review: The effects of high-quality professional development on teachers and students - Education Policy Institute	
SENCo and AHT will deliver training for teachers and support staff on targeted, evidence-based interventions, ensuring these are matched to year group expectations and focused on closing gaps in learning.	Targeted interventions are most effective when staff are trained and provision is closely matched to pupils' needs. New EEF Guidance Report - Making Best Use of Teaching Assistants	
Create a Teaching and Learning Policy which accompanies our AfL policy and ensures consistency across year groups and subjects. (time out of class for AHT and INSET time with staff)	See above. Professional Development should be aligned with a Teaching and Learning Policy to ensure consistency of expectations and high quality provision.	2,3
YR to trial HfL's Essentials writing scheme with support from the English Lead. Books to be purchased as needed.	Evidence shows that structured, evidence-informed writing teaching improves pupils' composition, grammar and fluency. Y1-6 already successfully use Essentials for Writing which provides a sequenced literature-linked curriculum with clear pedagogical guidance, helping teachers to deliver consistent, high-quality writing instruction across the year group PMC; HfL Education	2,3
AHT leadership time to support new Phonics Lead to monitor and support teaching of phonics including use of regular formative and summative assessment. To also establish whether moving to a different phonics programme would be effective.	Leadership support ensures phonics teaching is high-quality, consistently implemented, and informed by assessment to improve early reading outcomes Phonics EEF	2,3
Class teachers to embed daily opportunities for maths fluency, focusing on times tables, written and mental calculation strategies (CPD for maths subject leader and then disseminate to teaching staff to support this in Autumn '25)	Research and national guidance highlight that developing mathematical fluency, particularly times tables, is essential for success across the curriculum. Regular, short practice helps pupils recall facts automatically, reducing cognitive load and supporting problem solving and reasoning The Five Big Ideas at Primary – Fluency NCETM	2

Provide additional targeted planning and teaching support from experienced subject leaders to teachers newer to the profession or year group.	Guidance Report EFFECTIVE PROFESSIONAL DEVELOPMENT	2,3
Embed high-quality, developmentally appropriate continuous provision and adult-led sessions that scaffold learning in literacy, numeracy, and communication.	Effective EYFS teaching, rich learning environments, and scaffolding are strongly associated with children achieving GLD. Ofsted EYFS Review	3
Provide time and support for teachers to develop use of the Herts Therapeutic Thinking analysis tools to provide tailored support plans for individual pupils (INSET day and SDMs)	EEF improving behaviour report Improving Literacy in Key Stage 1 EEF	4
Improve the quality of social and emotional (SEL) learning through consistently high quality delivery of our bespoke PSHCE curriculum from Nursery to Y6.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	4
CPD through SDMs and INSETs and externally led training - to ensure all staff fully trained in Herts Therapeutic Thinking, Restorative conversations and Protective Behaviours	See above	4

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

Budgeted cost: £12,547

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group targeted interventions for children in need of additional support, delivered in addition to, and linked with, normal lessons. (Including a focus on foundational skills e.g. fine motor skills, phase 1 phonics skills, spelling, talk for writing/sentence construction, times tables and maths fluency including booster groups for Y6)	Targeted one-to-one and small-group support, aligned with classroom teaching, is effective in closing gaps in core skills 2. Targeted academic support EEF	2, 3

SDM and/or release time for teachers to attend Pupil Progress Review Meetings and SENDCo surgeries at least termly, to support class teachers in identifying effective approaches to help children who are not making expected or better progress or who are working below age-related expectations.	Structured pupil progress discussions help teachers identify barriers and choose effective strategies to improve outcomes. EEF Blog: Measuring up - helping teachers to assess better	2, 3
Additional phonics sessions targeted at disadvantaged children who require further phonics support using the resources from our systematic synthetic phonics programme. Focus on children who did not pass the Y1 screening test and are now in Y2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Phonics Lead to deliver training for support staff in running phonics interventions and tailoring the phonics learning to specific needs when working with children on a 1:1 basis	<i>Evidence shows that phonics interventions are most effective when delivered by well-trained staff and closely matched to pupils' specific gaps in learning."</i> (EEF – Phonics / Making Best Use of Teaching Assistants) Phonics EEF and New EEF Guidance Report - Making Best Use of Teaching Assistants	2
Lexia programme - delivered to all of Y2 and selected PPG children in Y3-6.	Phonics Teaching and Learning Toolkit EEF	2
Volunteers used to provide additional 1:1 reading support with priority given to PPG reading below ARE. Training provided for volunteers who hear children read to improve the quality of their intervention	Trained volunteers providing targeted 1:1 reading support can improve outcomes for struggling pupils. One to one tuition EEF	2
Deployment of teaching assistants - continue to have two TAs out of class in the afternoons. One to run 'triage' system to support children struggling with self regulation or behaviour. One to run Interventions for individuals and small groups.	Targeted, structured deployment of TAs to support individuals and small groups improves pupil outcomes. Deployment of Teaching Assistants EEF . Targeted self-regulation and behaviour support delivered by trained staff can improve pupils' behaviour and engagement.	2, 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions/technical-appendix/queen-rania-foundation?utm_source=chatgpt.com EEF - behaviour interventions	
Happy Human Project - support for identified children in small groups across the year. 12 week programme per group. PPG children prioritised for support. Progress to be measured at start and end of programme.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF social and emotional learning	4

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

Budgeted cost: £11,499

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice for improving attendance in line with school policy. Persistence in working with parents on a 1:1 basis. SLT and Governor focus.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working together to improve school attendance - GOV.UK	1
Funded breakfast club and after school club places in instances where this improves attendance or concentration at school.	In some individual cases, where lateness and attendance have been a persistent issue, we have found improved attendance and punctuality when attending breakfast club.	1
The ethos of the school is to adopt an individualised approach to supporting families, including that senior members of staff are known and available to all pupils/families.	High performing schools tended to engender particularly positive relationships between staff, parents and pupils. School cultures and practices: supporting the attainment of disadvantaged pupils Parental engagement EEF	1, 4

Mental health leads to provide update training for all staff on mental health including trauma and attachment. Provide information to staff and parents to raise awareness of support available and of our well-being strategy for school.	Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved pupil and student wellbeing, which, in turn, can improve learning. Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK	1, 4
Parent information sessions about phonics to be run by Phonics lead. Target PPG families to encourage their attendance.	Parent engagement in phonics learning improves outcomes for pupils, especially those from disadvantaged backgrounds. Parental engagement EEF	2
Building blocks parent sessions for YR parents led by EYFS lead. Teaching staff released to prepare and lead sessions.	See above	3
Mentoring sessions led by external service	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Mentoring EEF	4
Family Support Worker	Research and case-based evidence shows that family support or family liaison workers can improve attendance, engagement and wellbeing for disadvantaged pupils by addressing family-level barriers to learning and strengthening home-school relationships. Understanding the use of Attendance & Family Liaison Officers... EEF	4
Further develop our lunchtime play provision (as outlined in our SDP) with particular consideration this year on wet weather provision and development of a sensory garden.	Research shows that high-quality play provision, including unstructured play and enriched outdoor spaces such as green or sensory areas, supports children's social engagement, emotional wellbeing and relationship skills. Improved playground environments and inclusive play opportunities are linked to better social interactions, emotional regulation and overall mental health. Systematic review of the impact of unstructured play interventions to improve young children's physical,	4

	social, and emotional wellbeing - PubMed The EEF described approaches as 'very high impact for low cost based on extensive evidence' EEF EYFS self regulation EEF EYFS play based learning	
Peer Mediators programme - train another member of senior teaching staff to be able to lead training of mediators. Ensure equality of opportunity when selecting peer mediators to ensure children from disadvantaged backgrounds can access this role e.g. through supporting their applications and positive selection.	Civil Mediation Council (CMC) national findings on peer mediation – This 2025 UK report highlights measurable benefits of peer mediation in schools, including increased empathy, confidence and calmer school environments, and reduced staff time spent on conflict resolution. Resolving Conflict in Schools: A Report about the Impact of Peer Mediation DfE research report DFE-RR098 – This UK government research includes case study evaluations showing that peer mediation in primary schools helped prevent minor incidents from escalating, supported students' personal skills, and contributed positively to school ethos and responsibility. The Use and Effectiveness of Anti-Bullying Strategies in Schools	4,5
Ensure all PPG children have access to at least one enrichment activity including music tuition, extracurricular clubs and leadership roles across the school. Monitor involvement of disadvantaged groups and gain pupil and parent voice to help establish barriers.	Research shows that extra-curricular activities such as music tuition, clubs and leadership roles are associated with positive outcomes including increased confidence and social skills, yet pupils from low-income backgrounds are significantly less likely to access these opportunities. Monitoring participation and gathering pupil and parent voice helps to identify and address barriers so that disadvantaged pupils can benefit equitably from enrichment activities. An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK	5

Total budgeted cost: £34,888

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Progress against intended outcomes from our previous 3-year plan:

Improved oral language skills and vocabulary among disadvantaged pupils.

There has been a sustained improvement in the oral language skills and vocabulary of disadvantaged pupils. Through ongoing internal monitoring and external visits over the last three years, pupils have consistently demonstrated confidence in talking about their learning and using subject-specific vocabulary appropriately across the curriculum. This is also evidenced through sharing assemblies, where pupils from years 1 to 6 articulate their learning clearly and confidently in a range of subjects. In the EYFS, a focus on early language development has been embedded. This includes the introduction of Makaton and a Talk for Writing approach, to support pupils' understanding and use of key vocabulary and sentence construction, particularly for children with additional communication needs. Last year 95.8% of YR pupils met the expected standard in Listening, Attention and Understanding (compared with a national average of 81.7%) and 91.7% of YR pupils achieved the expected standard for Speaking (compared with the national average of 82.7%). In addition, all classes now hold weekly circle time sessions, providing regular opportunities for pupils to express their thoughts and feelings as part of the PSHCE curriculum. Senior leaders have identified the further development of pupils' emotional vocabulary as a next step, to support pupils in articulating and regulating emotions more precisely.

Improved reading attainment among disadvantaged pupils at the end of KS2.

Across the last three years, reading results have been above national and Herts averages. Reading results for 2025 show 93% ARE with 57% pupils achieving greater depth, both well above national and Herts averages. Although our numbers of pupil premium pupils per year are not high enough to express as percentages, when we look at attainment over the last three years in combination, 73% of PPG children achieved ARE by the end of KS2. Teacher assessments show that by the end of last year, 55.6% of Pupil premium pupils across Years 1 to 6 met age-related expectations in reading with 77.8% making expected or better progress.

The school maintains fidelity to a systematic synthetic phonics scheme. Training has been provided for any staff new to KS1 over the last three years. Additional phonics sessions were provided to offer tailored support to pupils, including those in KS2 who needed this support. Information sessions were provided to Y1 parents annually to provide key information on phonics and supporting reading at home. These have been well attended and feedback from parents is that the sessions were very helpful for them being able to better support their children with reading at home. Results from the phonics screener show that since 2022, the average percentage of children achieving the expected standard has been above national averages, apart from last year where 75% achieved the expected standard. This is due to specific needs of individuals within the cohort.

Lexia has been used across all three years as an intervention programme for PPG children in school up to Year 6 at least 3 times per week and progress is carefully tracked. During this period we have also prioritised Year 2s for this intervention with the whole class having daily Lexia time to support secure grasp of phonics reading and spelling strategies by the end of KS1. PPG pupils in each class continue to be prioritised

for 1:1 reading with school staff and/or volunteers. Year 6 pupils had teacher-led reading booster groups each year.

Improved writing attainment for disadvantaged pupils at the end of KS2.

Writing results for 2025 show 75% ARE with 17.9% pupils achieving greater depth, both above Herts and National averages. Although our numbers of pupil premium pupils per year are not high enough to express as percentages, when we look at attainment over the last three years in combination, 54.5% of PPG children achieved ARE for writing. Teacher assessments show that by the end of last year, 50% of Pupil premium pupils across Years 1 to 6 met age-related expectations in writing.

Teacher-led writing support (both 1:1 and small groups) was put in place across the last three years for targeted children, especially those in Year 6 where this was a key focus. Writing was also a focus on our School Development Plan across the last two years. As part of this we purchased a new Writing Scheme of work to use with Years 1 to 6 and training from our English Lead was given to teaching staff.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Over the last three years, there has been sustained focus on improving pupil wellbeing, particularly for disadvantaged pupils. PSHCE has remained central to the curriculum from Nursery upwards through weekly lessons and circle times, delivered via a bespoke curriculum which includes Protective Behaviours. Targeted support has been prioritised through timely referrals and additional provision such as a learning mentor, a family support worker and SEMH interventions, alongside an updated Mental Health and Wellbeing policy and a continued focus on staff wellbeing. Lunchtime play provision has been significantly strengthened, with trained staff supporting a wider range of positive play opportunities, resulting in a calmer lunchtime environment and a reduction in negative behaviour incidents from 31.4% in 2023–24 to 15.7% in 2024–25. A consistent therapeutic approach to behaviour is embedded across the school, with all staff trained using When the Adults Change, while disadvantaged pupils continue to be prioritised for leadership roles. Further development of sensory and wet-weather provision has been identified to sustain and build on this impact.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Overall school attendance for '24/'25 was 96% which was 1.2% greater than the national average. Persistent absence was 7% which was 5.6% less than the national average. Although the average attendance of our FSM pupils rose last year from 87.7% to 90.2%, this was still below the national average of 92.2% and therefore remains a focus area for us as a school. (Data from Monitor your School performance based on data from Y1 - 6. Data calculated based on data from the start of the academic year 2024 to 2025, up to Wednesday 13 August 2025.)

Over the last three years, we have continued to take an individualised approach to improving attendance. In each case where attendance has been low or unexplained, we have worked closely with the families to establish barriers to attendance and put appropriate support in place. We have continued to be vigilant in following up absences on the day with texts and phone calls and held meetings in school. Attendance is more widely monitored monthly with SLT and office staff.

We have offered funded breakfast club places to support improved school attendance and will continue this as a strategy moving forwards. This has been particularly effective in supporting families where punctuality was an issue. Our

tailored approach to supporting families with attendance, including daily contact in some cases, will continue but also with clear consistent high expectations of high attendance reiterated to all families.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Lexia Reading Intervention	Lexia
Essentials Writing	HFL Education

Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Additional staffing in the classroom to provide pastoral support as needed this year. Last year we spent the funding on Happy Human project sessions.

The impact of that spending on service pupil premium eligible pupils

Successful transition into new year group. Wider emotional vocabulary and learning a range of strategies for expressing and managing difficult feelings.

Further information

In order to provide support to disadvantaged learners, we typically spend in excess of our Pupil Premium funding. We also use our pupil premium and other funding to ensure equality of opportunity for disadvantaged families to the wider range of activities that take place during and after the school day and in response to discussions with families and children about what they will find most beneficial. This means we may support disadvantaged pupils by funding educational visits including the Year 6 residential trip for individuals, extra-curricular activities and uniform.

We also ask club providers who use the school to offer "free" places for FSM pupils and those from other low-income families.