

Pupil Premium Strategy Statement – Camelford Primary School 2025-2028

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	276
Proportion (%) of pupil premium eligible pupils	30
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	A Howard
Pupil premium lead	A Howard
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135607
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£135607

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance & punctuality
2	Fewer opportunities to hear rich language and communication
3	Lack of aspiration
4	Poor Maths and English Skills
5	Lack of readiness to learn due to social and emotional mental health challenges

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
Improved attendance	• Attendance rates increase compared to previous year • Reduced number of persistent absentees • Learners attend regularly and on time
Offer accessible opportunities to inspire and develop language and communication	• Increased participation in speaking, listening, and discussion activities • Learners demonstrate improved vocabulary and confidence in communication

	• Positive learner feedback on accessibility and inclusivity of activities
Improve Maths and English skills	• Learners make measurable progress from baseline assessments • Improved scores in national end of Key Stage Assessments • Increased confidence in applying Maths and English skills in practical contexts
Ensure readiness for learning	• Learners arrive prepared, focused, and equipped for sessions • Improved behaviour for learning and engagement levels • Reduced instances of disruption or disengagement

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted attendance mentoring and daily check-ins	Research shows that mentoring and consistent adult relationships improve attendance and engagement, particularly for vulnerable learners. Local attendance data shows improved punctuality where monitoring and support are in place.	1
Enrichment-based learning sessions (6 educational visits per year)	Evidence from education studies demonstrates that oral language interventions significantly improve communication skills and broader academic achievement. Learner voice surveys show increased confidence and participation.	2

Differentiated Maths and English interventions based on baseline assessments using Third Space Learning; Fluency Project	Intervention programmes informed by diagnostic assessment are shown to accelerate progress, particularly for learners below expected levels.	3
Embedding Maths and English into practical, real-life contexts	Applied learning approaches improve retention and understanding of core skills. Work scrutiny shows learners	3
Structured routines at the start of sessions (e.g. calm entry, clear objectives, starter tasks) through teacher development of StepLab Training	Consistent routines support learners' readiness to learn and reduce anxiety and low-level disruption. Behaviour and engagement data shows improved focus.	4
Social, emotional, and self-regulation activities (e.g. check-ins, goal setting, reflection)	Studies highlight that social and emotional learning improves readiness, resilience, and academic outcomes. Staff observations show improved independence and engagement.	4
Small-group or one-to-one support for communication and literacy	Research indicates that targeted small-group interventions are effective in closing gaps in language development. Progress tracking shows improved outcomes for identified learners.	2,3

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Third Space Learning – targeted one-to-one Maths tutoring	Research shows that structured one-to-one tutoring has high impact on pupil progress, particularly for disadvantaged learners. Third Space Learning delivers personalised Maths tuition informed by diagnostic assessment, supporting identified pupils to close gaps, improve fluency, and develop confidence in problem-solving. Progress is tracked through regular assessments.	3
Fluency Project – targeted reading comprehension intervention	Evidence indicates that reading fluency interventions improve comprehension, accuracy, and reading confidence. The Fluency Project supports Pupil Premium pupils who are behind in reading through structured, repeated practice, leading to improved reading outcomes and increased engagement across the curriculum.	2,3
Fresh Start / Fast Track Tutoring – phonics intervention	Systematic phonics programmes are proven to be effective in addressing decoding and phonics gaps. Fresh Start and Fast Track Tutoring provide structured, sequential phonics instruction that improves reading accuracy, fluency, and confidence, particularly for pupils who have not secured early phonics skills	2
Additional small-group or one-to-one literacy support	Targeted small-group and one-to-one interventions are shown to accelerate progress for pupils with identified literacy gaps. Assessment data and ongoing monitoring demonstrate improved outcomes for pupils receiving additional support.	2,3
Catch-up support linked to attendance intervention	Improved attendance increases access to academic interventions and correlates with stronger progress outcomes. Targeted support ensures identified pupils can fully access tutoring and intervention sessions.	1,3

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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance and engagement

Attendance has shown a **consistent upward trend** over the past three academic years, indicating improving engagement across the school. Whole-school attendance has increased year on year from **93.4% in 2022/23**, to **93.6% in 2023/24**, and to **94.1% in 2024/25**. Attendance is now **close to national average**, with the sustained improvement demonstrating that strategies to promote attendance and engagement are having a positive impact.

Attendance for disadvantaged pupils (FSM6) has also improved. FSM6 attendance increased from **92.0% in 2023/24** to **92.4% in 2024/25**, narrowing the gap with non-disadvantaged pupils. While attendance for FSM6 pupils remains slightly below whole-school attendance, the **positive trajectory indicates relative improvement** and suggests that targeted attendance support is beginning to have an impact.

Despite these improvements, attendance remains a **barrier to learning for a small group of disadvantaged pupils**, particularly those with persistent absence. This continues to affect consistency of access to targeted academic interventions. As a result, attendance remains a key priority within the current strategy, alongside academic and wellbeing support, to ensure disadvantaged pupils can fully benefit from provision.

Academic Outcomes

Academic outcomes at **Key Stage 2** have shown a **significant improvement** for disadvantaged pupils. In **2024**, disadvantaged pupils' combined outcomes at KS2 were **50%**, indicating attainment below expectations. In **2025**, this figure rose sharply to **80%**, representing a substantial improvement year on year. Disadvantaged pupils' combined outcomes in 2025 were **significantly above the national average**, demonstrating the positive impact of targeted academic support and improved engagement.

This improvement reflects more effective identification of gaps in reading, writing, and mathematics, alongside the implementation of **evidence-based interventions**, including targeted tutoring and structured reading support. The strong gains in KS2 outcomes suggest that disadvantaged pupils are leaving primary education better prepared for the next stage of their learning, although continued focus remains necessary to ensure progress is sustained and consistent across all cohorts.

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
none	

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.