



Captain Cook Primary School

# Pupil Premium Report

**OCTOBER 2020**

*This report will measure the impact of 2019-2020  
expenditure and set targets for 2020-2021*

**Captain Cook Primary School is part of the James Cook  
Learning Trust**

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**Captain Cook Primary School Pupil Premium Grant 2019-2020**

*Disadvantaged pupils are ordinarily defined as: those who were registered as eligible for free school meals at any point in the last six years, children looked after by a local authority or have left local authority care in England and Wales through adoption, a special guardianship order, a residence order or a child arrangements order.*

<b>Year Group</b>	<b>Number of FSM</b>	<b>Number of Ever 6</b>	<b>Number of Service</b>	<b>Number of PPG+ (LAC)</b>	<b>Total</b>
<b>Reception</b>	5		1		5
<b>Year 1</b>	4			1	5
<b>Year 2</b>	2		1		3
<b>Year 3</b>	6	2			8
<b>Year 4</b>	4	9		2	16
<b>Year 5</b>	3	4		0	7
<b>Year 6</b>	6	3		2	11
<b>School Totals</b>	<b>30</b>	<b>18</b>	<b>2</b>	<b>5</b>	<b>54</b>
<b>PPG Income</b>	<b>£39,600</b>	<b>£23,760</b>	<b>£600</b>	<b>£5,597</b>	<b>£69,557</b>

## Statutory Assessment Information for Pupil Premium

\*No further statutory assessment data available due to COVID 19

EYFS	2017	2018	2019-1 pupil
% of PPG achieving GLD	50%	50%	0%

Year 1 Phonics Check	2017	2018	2019-2 pupils
% of PPG meeting the standard.	91%	75%	50%
% of Non-PPG meeting the standard	83%	89%	86%

KS1 Reading: PPG	2017	2018	2019-4 pupils
EXS	71%	73%	25%
GDS	0%	9%	25%
EXS+	<b>71%</b>	<b>82%</b>	<b>50%</b>
Non-PPG	2017	2018	2019
EXS	41%	42%	62%
GDS	35%	38%	21%
EXS+	<b>76%</b>	<b>80%</b>	<b>83%</b>

KS1 Writing: PPG	2017	2018	2019-4 pupils
EXS	57%	50%	50%
GDS	14%	14%	0%
EXS+	<b>71%</b>	<b>64%</b>	<b>50%</b>
Non-PPG	2017	2018	2019
EXS	39%	51%	64%
GDS	31%	27%	17%
EXS+	<b>70%</b>	<b>78%</b>	<b>81%</b>

KS1 Maths: PPG	2017	2018	2019-4 pupils
EXS	86%	43%	25%
GDS	14%	21%	25%
EXS+	<b>100%</b>	<b>64%</b>	<b>50%</b>
Non-PPG	2017	2018	2019
EXS	43%	51%	60%
GDS	35%	31%	26%
EXS+	<b>78%</b>	<b>82%</b>	<b>86%</b>

## Attainment Overview for Pupils (from 2018-2019) in Year 6 - 2018-2019 Summer

**Legend** Well below (Red) Just below (Orange) Expected (Green) Above (Blue) No data (Grey)

### Reading - SAT Scaled Score



### Writing - SAT TA



### Maths - SAT Scaled Score



### GPS - SAT Scaled Score



### Combined Attainment in 4 Subjects

	Expected / Above	Above
Disadvantaged	55%	0%
Not Disadvantaged	68%	22%

\*As impact cannot be demonstrated by pupil outcomes this year, the impact section will outline the actions taken by school prior to and during the lockdown period.

### Objective 1

- o To provide support for EYFS PPG pupils with low levels of communication and language.

#### Impact

At the start of Autumn 2019, we began working with an independent consultant who specialised in speech and language. She had developed a framework called literacy launch pad, which aimed to support children who entered Nursery with very low levels of CLL. This approach was shared with key members of the EYFS team and then in the Spring term, all support staff received training from Kirsty to develop their understanding of communication and language and to support them in delivering tailored and effective interventions. EYFS staff also received training from Early Excellence focusing on communication and language and fine motor development. From this children were targeted for intervention. Our SEND HLTA also worked with groups of PPG and Non-PPG pupils from Reception to support them in developing their communication and language.

### Objective 2

- o To provide PPG pupils with access to maths interventions.

#### Impact

There was a big drive for improvement within Maths last year and this included looking at how we address gaps in learning and support our low ability pupils. The Maths shed intervention was purchased to support pupil's acquisition of basic skills and PPG children were given access to this. In addition, 1:1 sessions took place for our Y5/6 PPG pupils in Maths to support them in reaching EXS in Maths at the end of Y6. During lockdown, the white rose premium resources were used to support all pupils with remote maths learning and PPG children were provided with laptops to enable them to access this provision. Additional 1:1 support was funded for 2 of our LAC pupils, which enabled them to access high quality intervention everyday.

### Objective 3

- o To provide tailored support for PPG SEND pupils within Year 3 and Year 4.

#### Impact

Due to the number of Y3/4 SEND pupils with complex learning needs, a SEND group was developed, led by a HLTA, in order to provide these pupils with a tailored curriculum for English and Maths. Many of these pupils were also classed as disadvantaged. This approach, although only in its early stages, appeared to be having an impact on the children's progress as well as on their confidence and self-esteem. During lockdown, these children continued to access tailored support through weekly phone calls and personalised home learning support. A number of these children also accessed daily sessions in school through the key worker/vulnerable pupil school offer.

### Objective 4

- o To target PPG pupils throughout KS2 to increase their RWM combined performance at the end of each year group.

#### Impact

Many of our PPG children in KS2 were not on track to achieve EXS across all strands of English and Maths due to issues with spelling and punctuation in writing, fluency and accuracy in reading and basic skills in Maths. This was a key priority for performance

management and pupil progress meetings last academic year and monthly book scrutiny took place to monitor whether underachieving PPG children were accessing effective teaching and learning. This approach had visible impact and by the end of the autumn term, evidence in books demonstrated that children were making less mistakes in writing and maths. The Lexia reading intervention program was continued throughout school and PPG pupils had priority access to this.

#### Objective 5

- o To continue to support the social and emotional wellbeing of PPG pupils through tailored interventions.

#### Impact

Our pastoral lead has continued to work closely with our most vulnerable children and their families, many of whom are in receipt of pupil premium grant. She has accessed further training to develop her role including, bereavement counselling and emotional learning. During lockdown, she made home visits to many of our disadvantaged families offering advice and support; access to learning materials and providing additional food and clothing vouchers. Prior to lockdown, many of our disadvantaged children were accessing tailored support through the THRIVE program, MIND therapy and our Educational Psychologist.

### The Landscape of September 2020

Despite tailored provision and careful monitoring, it has still been apparent that prolonged school closure has had the greatest impact on our disadvantaged pupils.

#### **Reading and Writing are areas that will need targeting:**

In October 2020 the entry data for our PPG pupils in reading was as follows:



33% of PPG children significantly below EXS;

26% just below;

36% working at EXS;

2% working above EXS.

In writing it was as follows:



36% of PPG children significantly below EXS;

27% just below;

31% working at EXS;

0% working above EXS.

This shows a significant decrease when pupils' entry data is compared with their last statutory assessment judgement.

In addition to this, we have observed that many of our younger disadvantaged pupils are needing a lot of pastoral support and teaching and learning that is centred around learning behaviour and social interaction. In KS2, the impact of school closure and COVID-19 has also had a detrimental effect on the emotional well-being of many of our disadvantaged vulnerable pupils.

The class bubble restrictions have meant that outside intervention has not been possible for our pupils and small group intervention has been limited. To this end, quality first teaching for all pupils has become a key focus for this year. We have also invested in more effective remote learning platforms to support our pupils who are self-isolating and will need to invest PPG funds into offering IT equipment to those disadvantaged pupils who are still unable to access this.

## Captain Cook Primary

## Pupil Premium Grant Strategic Plan 2020-2021

Priority	Actions	Costings
To offer targeted support in reading and writing for PPG children.	<ul style="list-style-type: none"> <li>✓ Pupil progress meetings and PM to prioritise provision for targeted PPG pupils.</li> <li>✓ Provide priority access to PPG children for the Sounds~Write phonics intervention.</li> <li>✓ Ensure that PPG pupils still access 1:1 adult reading across school.</li> <li>✓ Additional support for disadvantaged pupils in key year groups, particularly transition years, through boosters and daily intervention.</li> <li>✓ Regular monitoring of quality first teaching for all children, particularly PPG.</li> <li>✓ Additional TA and teacher support in Year 5 and Year 1 to support PPG pupils: use of interventions such as Rapid Writers.</li> </ul>	£1000
		£25,000
To support key disadvantaged pupils in EYFS and KS1 with SEMH.	<ul style="list-style-type: none"> <li>✓ Continue to support PPG children through Ed Psych.</li> <li>✓ Appoint additional teaching assistant in Reception to support with behaviour.</li> <li>✓ Pastoral lead to support behaviour and emotional wellbeing across EYFS and KS1.</li> </ul>	£3,000
		£17,000
		£8,000
To monitor the welfare of vulnerable pupils across school and offer provision and support.	<ul style="list-style-type: none"> <li>✓ Pastoral lead to run 'Welfare Wednesday' drop-in sessions for vulnerable pupils to access support;</li> <li>✓ Vulnerable pupil team to target disadvantaged families to improve attendance and punctuality above national average of 96%.</li> <li>✓ Heavily subsidised school trips, residential, music lessons for targeted PPG children.</li> <li>✓ Access to therapeutic services referred through Pastoral Lead.</li> <li>✓ Access to IT for remote learning, uniform and food vouchers/fairshare shop.</li> </ul>	£2,000
		£5,000
		£4,500
		£3,000
<b>Approximate Total Expenditure</b>		<b>£69,000</b>