



JAMES COOK
LEARNING TRUST

Captain Cook Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Captain Cook Primary School
Number of pupils in school	376 + 47nursery
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22
Date this statement was published	8th November 2021
Date on which it will be reviewed	8 th April 2022
Statement authorised by	Amy Young
Pupil premium lead	Leanne Acheson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,145
Recovery premium funding allocation this academic year	£6, 235
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	£68,380

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?*

We want our disadvantaged pupils to be able to make strong progress in school and to achieve at least the Expected standard or Greater Depth standard wherever possible in their core subjects.

We try to achieve this by addressing any gaps in their learning through quality first teaching and carefully selected interventions.

We also want them to develop cultural capital and to have an extensive vocabulary to be able to express themselves clearly and accurately.

We do this by offering a range of educational experiences and enrichments that will enable them to provide greater meaning to their learning and to develop independence and self-confidence.

We want to remove or mitigate the barriers to learning faced by our disadvantaged children to ensure that we give them the best possible start to their education.

Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary and lack of accurate modelling to help children develop oracy and written composition
2	Lack of family engagement in reading and lack of access to high quality books.
3	Limited experiences to draw upon to help develop their comprehension of text
4	Attendance patterns may limit access to consistent education provision
5	Children may have very little experience of the purpose of mathematics or understanding of early number concepts
6	Children's lack of mental wellbeing and/or behaviour for learning inhibits progress

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
Children develop an understanding of coherent written work	Children are able to recognise and construct coherent sentences using appropriate grammatical features and accurate punctuation A range of enrichment activities help them to develop Tier 2 and 3 vocabulary and first hand experiences to draw upon
Children are able to read for pleasure with fluency and expression	Children are technically able to decode accurately, read at speed and are able to talk about a range of texts and authors they have enjoyed.
Children benefit from access to high quality teaching and intervention	Regular attendance of pupils enables them to maximise their educational progress and any persistent absence patterns are addressed swiftly.
Children to develop mastery of early number facts in early years and key stage 1. At key stage 2 they are able to use calculations in all 4 operations	Pupils can recall and use number bonds accurately in Early Years and Key stage 1. Key stage 2 pupils can select appropriate calculations and use accurately to solve problems.

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)

- CPD costs for Sounds Write training including app.
- Supply cover for Early reading and phonics lead to deliver CPD to all teachers and Teaching Assistants on using a Sounds Write based approach when supporting children across the curriculum.
- Supply cover to release English team members to design and implement a Sounds Write phonics based reading scheme across EYFS and KS1.

- Supply cover to release maths lead to review maths curriculum documentation including calculation policy and to support less experienced members of staff
- Purchase of concrete resources to support implementation of maths calculation policy across school
- Supply cover to release EYFS lead to deliver CPD sessions to all staff working within EYFS on how to implement an oral language-centred approach throughout EYFS

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sounds Write phonics approach embedded across school, including targeted interventions for pupils requiring further support.</p>	<p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early reader. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p>	<p>2</p>

<p>Focus on oral language-centred approach throughout EYFS, including CPD on the delivery of Nuffield Early language Intervention.</p>	<p>The number and quality of conversations children have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Where children share their ideas with support and modelling from their teacher, using sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. There is evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them, and that the quality of this input is likely to be more important than the quantity. Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children’s literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise. Children who received the NELI programme made the equivalent of three additional months’ progress in language skills, on average, compared to children who did not receive NELI.</p>	<p>1</p>
<p>Focus on basic skills including times tables</p>	<p>An exchange programme between teachers from England and Shanghai has informed effective pedagogic strategies for achieving mastery of maths. The striking performances of Shanghai and other East Asian countries in maths have become well-established. They have been measured in successive international tests such as <u>TIMSS</u> and <u>PISA</u>. Learning Facts: <u>Memorisation and repetition</u> of key facts (times tables and number bonds etc.) are important aspects</p>	<p>5</p>

	<p>of learning. Evidence from cognitive science research suggests that learning key facts so they can be recalled automatically 'frees up' working memory. It can then focus on more complex problem solving, rather than reaching cognitive overload trying to calculate simple operations. In terms of procedural fluency and conceptual understanding, one should not be prioritised over the other. Learning is most effective when the two are fully integrated.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

0.5 specialist HLTA to deliver structured reading/writing/maths interventions to disadvantaged children requiring additional support.
 Phonics, handwriting, additional reading one-to-one practice TA's in school
 Lexia Reading comprehension support plus in – class TA support and small group work to hone skills.
 IDL maths intervention purchase plus TA time to set up/administer the intervention
 Teacher led tutoring after school for disadvantaged pupils.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support for writing including feedback and oral language work.</p>	<p>Feedback is a high impact activity for a low cost. When combined with oral language work which is relatively low cost and moderate impact according to EEF.</p> <p>Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer.</p> <p>These include:</p>	<p>1</p>

	<ul style="list-style-type: none"> • pre-writing activities; • structuring text; • sentence combination; • summarising; • drafting, editing and revising; and sharing. <p>Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently. Studies show young children benefit from explicit teaching about the structure of narrative and information texts. A child's capacity to plan and monitoring their writing depends on whether they have enough cognitive resources available. The Simple View of Writing based on the work of Berninger et al highlights the key groups of skills that work together as children write:</p> <ul style="list-style-type: none"> • text generation—which involves thinking of ideas and using oral language skills to put those thoughts into words and sentences; • transcription skills—which enable the writer to move oral language into written language; and • executive functions—such as working memory, self-regulation, planning, problem-solving, and monitoring their writing. <p>(EEF guidance report on Improving Literacy ks1.)</p>	
One to one reading practice and implementation of phonics/comprehension interventions	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. Studies in England have shown that pupils eligible for free school meals may receive	2

	<p>additional benefits from being taught how to use reading comprehension strategies. However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils.</p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Research has identified remedial and tutorial use of technology as being particularly practical for lower attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers.</p>	
<p>Numeracy intervention for children who require additional support in maths</p>	<p>As set out above, research suggests that when children are supported in their knowledge and understanding of key facts, this reduces stress when faced with mathematical problems. The repetitive structure of the IDL intervention encourages a sense of familiarity and security which enables children to develop confidence in tackling problems. The trial using IDL Numeracy by both primary and secondary schools in Birmingham was constructive and encouraging. Given that pupils had a maximum of 10 weeks using the programme the number of pupils who made accelerated progress was high, particularly when tracked against the Number and Place Value Thread. The results suggest that this program works well for most of the pupils who are currently working on targets from Birmingham's Maths Toolkit, and if used over the full academic year IDL Numeracy would work for all pupils and not just those with SEN</p>	<p>5</p>

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

- PD day on behaviour support strategies
- Team Teach training for 2 staff members
- Tailored individual behaviour support from pastoral lead
- School based counselling/ELSA therapy sessions/Ed psych involvement
- Mindfulness yoga sessions
- Arts participation: instrumental lessons
- Fairshare food provision
- Nurture group
- Clothing: uniform, PE kits, coats, shoes
- Educational visits including subsidising places on residential outdoor learning trip

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance checks and support weekly from attendance officer. ...	<p>Our use of this approach in the previous academic year led to an improvement in persistent absence and overall attendance.</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	4

1:1 musical instrument tuition	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported (EEF)	3, 6
Behaviour – PD day for all staff. Specific intervention: Team Teach training, individual behaviour support	<p>Universal behaviour systems are unlikely to meet the needs of all students .For pupils with more challenging behaviour, the approach should be tailored to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs. According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	6
Social and emotional learning approaches – including pastoral support, ELSA therapy sessions, nurture groups	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL	6

	skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.	
Adventurous and outdoor learning Residential week for Year 6 pupils. Pupils on PP receive a free place.	Limited experiences to draw upon to help develop their understanding of text types in reading. Outdoor learning is rated highly in the EEF Teaching and Learning Toolkit(+4 months) Evidence is moderately strong .	3

Total budgeted cost: £68, 380

Part B: Review of outcomes in the previous academic year

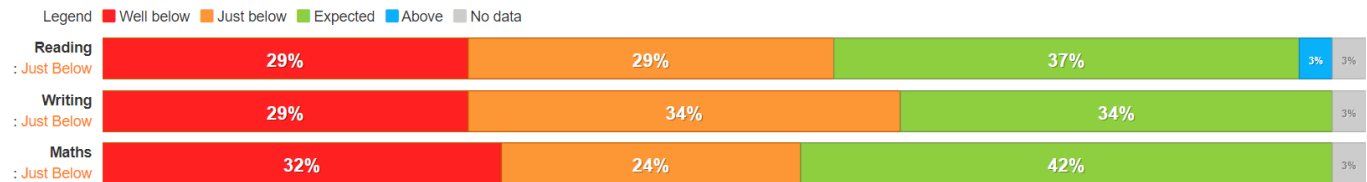
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

At the beginning of September 2020, it became apparent that, despite careful monitoring and tailored support and in line with the national picture, prolonged school closure had negatively impacted our disadvantaged pupils the most. In October entry data showed the following:



58% of PPG pupils were either just below or well below expected standard in reading.
 63% of PPG pupils were either just below or well below expected standard in writing.
 56% of PPG pupils were either just below or well below expected standard in maths.

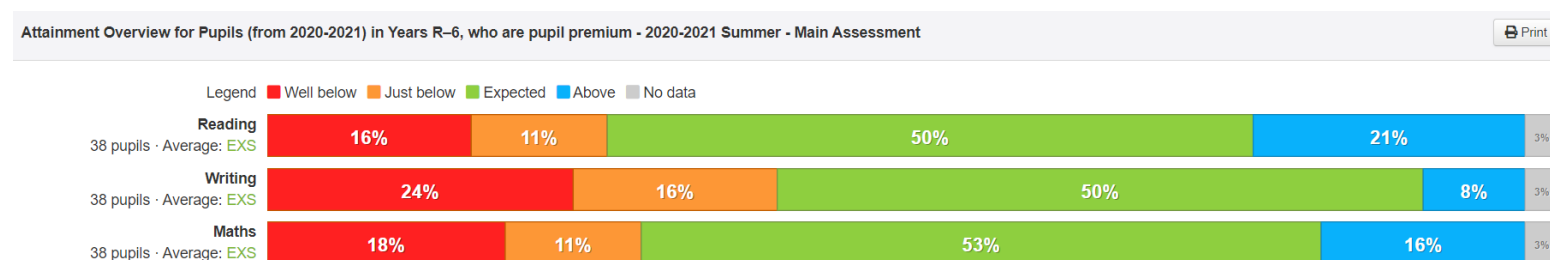
In addition, observations showed that many younger disadvantaged pupils required lots of pastoral support and teaching and learning centred around learning behaviour and social interaction. In KS2, the impact of school closure and COVID19 had affected the emotional well-being of many disadvantaged pupils. These findings formed the basis of our Pupil Premium priorities for 2020/21.

In Autumn Term 2020, we focused on extending training in the Sounds Write phonics approach to Teaching Assistants in KS1 and lower KS2, and to Year 3 teachers. This accorded with our strategy to prioritise quality first teaching, which was vital due to the constraints put on interventions caused by the bubble system under which we were operating. PPG pupils were prioritised for reading and writing interventions provided by their class Teaching Assistants: we repurchased the Lexia reading intervention, for which PPG pupils in Years 2 – 6 were given priority, and invested in the Spelling Shed and Maths Shed interventions. PPG pupils in EYFS and KS1 were again prioritised for the Sounds Write phonics app. Technological support was provided to PPG children who were required to self-isolate due to cases of COVID19 within their class bubble in the form of lap-tops and i-pads.

In EYFS, an additional Teaching Assistant was appointed to support with the additional SEMH needs of pupils in Reception, including. Within KS1 there was a focus on emotional health and learning behaviours, which included support provided by the Pastoral Lead and KS1 Teaching Assistants to PPG children requiring additional interventions. The Pastoral Lead provided targeted support to PPG pupils in KS2 requiring assistance with their emotional well-being.

In January 2021, following the announcement of a new national lockdown, there was a move to remote learning for most children. Full days of live lessons were provided by teaching staff via Teams, enabling many aspects of our planned curriculum to continue. Many of our PPG pupils were classed as vulnerable and therefore were eligible to access face-to-face provision. Our policy was to provide face-to-face places for any PPG children who requested them. This ensured that we could continue with targeted interventions where required. For those PPG children who were learning remotely, dongles, lap-tops and i-pads downloaded with learning apps were provided to families who were struggling to access our live lessons due to technological issues. Additional support was provided in the form of welfare phone calls from teaching staff and our Pastoral Lead to those families where children were failing to engage regularly with remote learning. Work packs were provided for PPG children who required a tailored curriculum, or where these were requested. Food vouchers and boxes of provisions from the FairShare shop were provided to families of disadvantaged pupils. Engagement of PPG pupils was carefully monitored, with welfare visits being undertaken by the Pastoral lead to those PPG pupils where concerns existed.

Once school had fully opened, the progress and well-being of PPG children was carefully monitored. Targeted support was provided where required. End of Summer term data for PPG pupils was as follows:



71% of PPG pupils were at or above expected standard in reading (an increase of 42%), with 21% attaining greater depth. 58% of PPG pupils were at or above expected standard in writing (an increase of 24%), with 8% attaining greater depth. 69% of PPG pupils were at or above expected standard in maths (an increase of 27%), with 16% attaining greater depth .

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
Phonics	Sounds Write
Reading comprehension	Lexia