



**Captain Cook  
Primary School**

# Captain Cook Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	383 + 40 Nursery
Proportion (%) of pupil premium eligible pupils	13.6%
Academic year that our current pupil premium strategy plan covers	2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Amy Young
Pupil premium lead	Leanne Acheson
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,056.75
Recovery premium funding allocation this academic year	£6,633
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£72,689.75

# Part A: Pupil premium strategy plan

## Statement of intent

We have high aspirations for all our pupils to be able to make strong progress in school – regardless of their background and circumstances – to achieve at least the Expected standard or Greater Depth standard wherever possible in their core subjects and to achieve well across the whole school curriculum. We are aware that some of our pupils have additional challenges and barriers to overcome in order to make progress in their learning. We want to ensure that we address barriers to learning and to support these children to achieve their full potential.

Quality first teaching underpins everything that we do and is intended to promote strong progress for all our pupils. Through careful diagnostic assessment we will identify where pupils may need additional support and through the use of PPG and school led catch up tuition we will address individual needs.

Our school tries to use carefully selected evidence- informed interventions, including our own observations of their impact in our school. Through a range of tailored interventions, we will ensure that children are appropriately challenged and that this is done as early as we can to avoid cumulative learning loss. Intervention targets will be regularly reviewed. Data from these interventions will help us to assess their impact and suitability for our school and pupils.

We want our children to develop cultural capital and to have an extensive vocabulary, to be able to express themselves orally and in their writing, clearly and accurately. By offering a range of educational experiences and enrichments we will enable them to make learning more meaningful and to develop independence and self-confidence.

## 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 oral and written composition skills. School data shows that children not meeting age related expectation in writing is 17% higher among PPG pupils compared with non-PPG children, with the gap being particularly apparent in KS1.
2	Lack of family engagement in supporting reading and other homework. Some of our disadvantaged families do not support with reading at home, therefore these children struggle to keep up with developing automaticity and comprehension skills as well as securing and consolidating maths

	skills which have been learned in class. This leads to some children struggling to keep up with their peers.
3	Many of our pupils in disadvantaged circumstances have limited experiences to draw upon to help develop their comprehension of text and writing skills. Limited funds may make it difficult for families to attend museums, theatres, to travel and to have holidays, access to hobbies or enrichment experiences.
4	Some of our pupil premium children have consistently high rates of absence. Our persistent absences data indicates that disadvantaged pupils are disproportionately represented. In addition, children's lack of mental wellbeing and/or behaviour for learning inhibits progress. We have seen a significant increase in the number of parents seeking help from our pastoral lead, with a disproportionately high percentage of PPG families experiencing difficulties and requesting support.

## 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
PPG children will improve their vocabulary and develop their ability to children develop an understanding of coherent written work.	<ul style="list-style-type: none"> <li>• Assessment e.g. using Nuffield Early Language Intervention will show improvement in oral language in PPG Reception age pupils.</li> <li>• Lesson observations and work scrutiny will show that pupils can draw on teaching and enrichment activities to help them to develop Tier 2 and 3 vocabulary and can draw upon first hand experiences.</li> <li>• Work in children's writing books will show that children have a clear understanding of the structure, grammar and punctuation of sentences, and can use a broadening range of vocabulary to enhance their writing.</li> </ul>
Improve outcomes in reading, writing and maths for PPG children.	<ul style="list-style-type: none"> <li>• Phonics data will show an increase in the percentage of PPG children who are passing their phonics check.</li> <li>• Teacher assessment will indicate an increase in the percentage of PPG children who are meeting age related expectations reading, in the majority of year groups across school.</li> <li>• Teacher assessment will indicate an increase in the percentage of PPG children who are meeting age related expectations reading, in the majority of year groups across school.</li> </ul>

Children will benefit from opportunities to maximise their life experiences in order to reduce the gap between their knowledge and understanding of the world and those of their peers.	<ul style="list-style-type: none"> <li>All PPG children offered one free after school club session each half term.</li> <li>Increased uptake of PPG children accessing after school clubs.</li> <li>All PPG children supported to participate in at least one curriculum trip over the course of the year, including residential trip for Y6 pupils.</li> </ul>
Children will be supported with their attendance, mental health and behaviour to enable them to make good progress with their learning.	<ul style="list-style-type: none"> <li>Attendance data and case work will indicate improving attendance patterns.</li> <li>School will remain above national average for attendance rates in the current year.</li> <li>Parent/pupil questionnaires demonstrate children feel well supported in school.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium **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 English lead to monitor delivery of high-quality daily Sound Write phonics sessions and across Reception to Y2.
- Supply cover for English lead to monitor delivery of high-quality daily Sound Write phonics interventions in Y3 and for SEND pupils across KS2.
- Supply cover to release maths lead and teaching staff in Lower School to access quality CPD in the delivery of Mastering Maths across EYFS and KS1.
- PD day on writing, including explicit teaching of sentence construction
- Supply cover to release EYFS staff to deliver and attend CPD sessions on how to implement an oral language-centred approach throughout EYFS

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Sounds Write phonics approach across school, including targeted interventions for pupils requiring further support.  Consistently high-quality daily phonics sessions delivered to all pupils in Reception-Y2.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic	1, 2

Targeted intervention SW sessions to be delivered across Rec-Y3 and to SEND pupils across KS2.	awareness and their knowledge of letter sounds and patterns (graphemes). (EEF)	
Focus on oral language-centred approach throughout EYFS, including CPD on the delivery of Nuffield Early language Intervention.	<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.</p> <p>The EEF has funded two randomised controlled trials of NELI, which both found secure evidence of positive effects on pupils' language skills. The most recent trial of the programme found that children made on average +3 months of additional progress in oral language.</p>	1
Focus on embedding Mastering Number in Reception – Year 2	<p>Mastering Number programme has been developed by the National Centre for Excellence in Teaching of Mathematics (NCETM).</p> <p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future</p> <p>'Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.' (EEF guidance) Through purchasing the manipulatives necessary to implement the Mastering Number programme we aim to support its delivery to ensure that the gap in understanding of core number concepts between disadvantaged and non-disadvantaged children is narrowed.</p>	2

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

- TAs to deliver structured reading/writing/maths interventions to disadvantaged children requiring additional support.

- Fully trained TAs to deliver daily targeted Sounds Write phonics interventions to PPG children in Rec to Y3, and to SEND children across KS2.
- 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/during lunchtime for identified PPG 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. 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. These include:</p> <ul style="list-style-type: none"> <li>• pre-writing activities;</li> <li>• structuring text;</li> <li>• sentence combination;</li> <li>• summarising;</li> <li>• drafting, editing and revising; and sharing.</li> </ul> <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"> <li>• text generation—which involves thinking of ideas and using oral language skills to put those thoughts into words and sentences;</li> <li>• transcription skills—which enable the writer to move oral language into written language; and</li> <li>• executive functions—such as working memory, self-regulation, planning, problem-solving, and monitoring their writing.</li> </ul> <p>(EEF guidance report on Improving Literacy KS1.)</p>	<p>1,2</p>
<p>One to one reading practice and implementation of phonics/comprehension interventions</p>	<p>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,</p>	<p>2</p>

	<p>but not overwhelming, challenge. Studies in England have shown that pupils eligible for free school meals may receive 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>2</p>

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

- Team Teach training for key staff members
- Member of staff trained as Team Teach trainer
- Tailored individual behaviour/pastoral support from pastoral lead



- School based counselling/ELSA therapy sessions/Ed psych involvement
- Mindfulness yoga sessions
- Arts participation: instrumental lessons
- Priority for and subsidised access to extended schools
- Nurture groups for both KS1 and KS2 children
- Clothing: uniform, PE kits, coats, shoes
- Educational visits including subsidising places on residential outdoor learning

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. Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001).</p> <p>However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	4
1:1 musical instrument tuition	<p>Overall, the average impact of arts engagement on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>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)</p>	3
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 though universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	4

<p>Social and emotional learning approaches – including pastoral support, ELSA therapy sessions, nurture groups</p>	<p>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 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.</p>	<p>4</p>
<p>Priority for and subsidised access to extended school clubs: PP pupils given priority places and receive 1 free place at a club of their choice per half term. Adventurous and outdoor learning: Wild Things forest schools after school club – priority free places to PPG children Residential week for Year 6 pupils. Pupils on PP receive a free place.</p>	<p>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.</p>	<p>3</p>

**Total budgeted cost: £72 689.75**

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 2022 to 2023 academic year.

At the start of the 2022-23 school year, we identified that we were concerned about the 'school readiness' of a significant number of our youngest children in terms of their levels of oracy, learning behaviours and social interaction. Furthermore, we had concerns about the capacity of some of our families to support learning and/or engage positively in school initiatives across all age groups. These findings formed the basis of our Pupil Premium priorities for 2021/22.

In Autumn Term 2022, we focused on extending training in the Sounds Write phonics approach to all Teaching Assistants in KS1 and lower KS2, and to new teachers within lower school. This accorded with our strategy to prioritise quality first teaching and was vital to our aim to embed a consistent approach to the teaching of phonics and extend this approach to our teaching of reading and writing. 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.

In house training and coaching, together with supporting materials, was provided to Teaching Assistants across school in utilising a phonics-based approach when conducting 1:1 reading sessions.

In EYFS, Reception staff were trained in the delivery of Nuffield Early Learning Intervention, and PPG children were prioritised for this intervention. 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 addition, PPG children who would benefit from learning mindful yoga strategies to assist with anxiety or stress were allocated places in weekly sessions delivered by specialist external providers. As we had identified a disproportionately high decline in the mental health and wellbeing of our PPG children we invested in additional educational psychologist sessions to support PPG children who were facing particular emotional difficulties.

Led by our new Extended Schools Lead, a wide range of new after school clubs were established. Our extended schools offer was designed to cater to a wide range of interests, and included a range of sports clubs, bicycle training, forest schools, dance, music, art, Lego construction etc, as well as a homework club to support children who required additional support with learning at home. By prioritising places for our PPG pupils as well offering one free club per half term, we hoped to provide our PPG pupils with access to activities they would otherwise not have a chance to participate in. We also hoped to provide PPG pupils with cultural capital by subsidising places on our whole school theatre trip to Stockton Arc in December 2022.

Food vouchers and Christmas hampers provided to families of PPG pupils who indicated need. Uniform and PE kits were provided to families, and school subsidised places in wrap-around care and on school trips (including the Year 6 Residential trip to Robinwood in summer term.)

The impact of our measures can be demonstrated by how we significantly close the gap between our disadvantaged and non-disadvantaged children in school:

2022/23 percentage of children achieving GLD end of EYFS
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DISADVANTAGE D	NON DISADVANTAGE D	ATTAINMEN T GAP
33%	73%	40%

2022/23 percentage of children achieving ARE/ARE+ in RWM combined end of KS2		
DISADVANTAGE D	NON DISADVANTAGE D	ATTAINMEN T GAP
73%	85%	12%

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*

<b>Programme</b>	<b>Provider</b>
Phonics	Sounds Write
Reading comprehension	Lexia
Early language	Nuffield Early Language Intervention
Maths intervention	IDL
Mastering Number	NCETM