

# Pupil premium strategy statement- Captain Cook Primary 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	409
Proportion (%) of pupil premium eligible pupils	15% 54 FSM 1 PLAC 4 Service
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Leanne Acheson
Pupil premium lead	Cheryl Harrison
Governor / Trustee lead	David Johnson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£85,840
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£85,840

# Part A: Pupil premium strategy plan

## Statement of intent

At Captain Cook Primary School, we are committed to ensuring that every pupil—regardless of their background or the challenges they face—is given the opportunity to achieve their full potential. Our Pupil Premium strategy is designed to remove barriers to learning and provide all pupils, particularly those who are disadvantaged, with the knowledge, skills, and experiences they need to thrive academically, socially, and emotionally.

We recognise that disadvantaged pupils may face a range of challenges, including gaps in learning, reduced access to enrichment opportunities, and external factors that can affect attendance and wellbeing. Our approach is rooted in evidence-based practice, focusing on high-quality teaching, targeted academic support, and wider strategies that promote aspiration, inclusion, and resilience.

At the heart of our strategy is the belief that high-quality teaching has the greatest impact on pupil progress, particularly for those who are disadvantaged. We place particular emphasis on identifying and addressing the areas where pupils need the most support, ensuring that all children are appropriately challenged to reach their potential. Through careful and ongoing assessment, we identify pupils' individual needs and implement tailored interventions that are evidence-informed and regularly evaluated for impact. Targeted support, including same-day interventions, helps prevent learning loss and ensures timely progress. All intervention targets are SMART (specific, measurable, achievable, realistic, and timely) and closely monitored to maintain effectiveness.

We are committed to enabling all pupils to become resilient, lifelong learners and thinkers who are well prepared for life in today's diverse society. Our ambition is for every pupil to make good progress and achieve at least the Expected Standard, with as many as possible reaching Greater Depth in their core subjects, while also attaining highly across the wider curriculum.

We also recognise that attendance and wellbeing play a crucial role in securing strong academic outcomes. To support this, our Pastoral Lead works closely with pupils, families, and staff to promote good attendance, remove barriers to engagement, and ensure that every child feels safe, supported, and ready to learn. In addition, ELSA (Emotional Literacy Support Assistant) sessions provide targeted emotional and social support, helping pupils to build confidence, manage their feelings, and develop positive relationships.

At Captain Cook Primary School, we believe in educating and nurturing the whole child. Part of our Pupil Premium funding is directed towards the development of skills

that are vital for both personal growth and academic success. Through an inclusive approach, we aim to ensure that all children leave our school well-prepared for the next stage of their education and for life beyond school.

## Challenges

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

Challenge number	Detail of challenge
1	SEMH – nurture/pastoral (behaviour, wellbeing and attendance) Observations, assessments and discussions with parents and staff indicate an increase in the number of children requiring support from our pastoral lead due to mental wellbeing, which is having an impact on attendance and behaviour in school. This prevents many children from making expected progress and keeping pace with age-related expectations and a significant number of these are PPG pupils.
2	RWM outcomes – foundational skills The attainment gaps between PPG pupils and their peers needs to continue to be reduced, with a particular emphasis on maths. Internal assessment data and discussions with staff indicates that key, foundational skills are holding some of these children back from reaching their full potential, which is reducing combined scores.
3	Phonics – KS1 There has been a significant rise in the proportion of children with identified additional needs. Data also shows a significant increase in the number of PPG pupils falling behind their peers in the Year 1 phonics screening check.
4	Life experiences Many of our PPG pupils do not have access to rich and varied experiences, as limited funds may make it difficult for families to attend museums and theatres, access hobbies or other valuable enrichment experiences; this has an impact on their language acquisition and knowledge of the world.
5	Service children These are bespoke to each individual. There are some children who require clear instructions to support their early development and some who benefit from ELSA support to help improve their wellbeing and increase attendance. In terms of academic achievement, some require targeted interventions to help them make effective progress and reach the expected standard in reading, writing and maths, whereas others who need additional challenge to help them meet their full potential of reaching the highest standards.

## 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 pupils to have access to and enjoy a wide range of enrichment opportunities to maximise their life experiences.	PPG pupils to be offered one free club per half term and an increase to 50% participation in enrichment opportunities among PPG pupils will be evident. PPG pupils to be supported to participate in all available extra curriculum visits over the course of the year, including the Year 6 residential.
PPG pupils to receive pastoral support in order to enhance emotional regulation and resilience; to improve behaviour and attendance and ensure mental wellbeing.	Attendance data to indicate increase in attendance among PPG pupils to rise above 95%. Pupil voice/survey results to demonstrate that at least 80% of children feel well supported in school. Behaviour records to highlight an improvement in behaviour across school with de-escalation approach embedded.
Improve outcomes in maths as well as combined reading, writing and maths scores for PPG pupils through quality first teaching, robust assessment and targeted intervention.	Half termly fluency checks to show improvement in the recall of key maths facts over time among PPG pupils. End of KS2 outcomes to show an increase to above 60% in the number of PPG pupils who have reached the expected standard or above in maths. End of KS2 outcomes to show an increase to above 50% in the number of PPG pupils who have reached the expected standard or above in reading, writing and maths combined.
Improve phonics outcomes in Year 1 for PPG pupils through quality first teaching, robust assessment and targeted intervention.	Y1 PSC outcomes to show an increased number of PPG pupils reaching the threshold – at least 2/3 children.

## 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: £16,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 1 teacher now appointed as phonics lead and due to start NPQSL course.	EEF research guidance report 'Effective Professional Development' states that 'Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.' <a href="#">Phonics   EEF</a>	2,3
Nursery practitioners to receive CPD around the use of Early Boost and Launch pad for literacy. DHT, EYFS lead and EYFS TA to receive CPD around the use of Nuffield Early Language Intervention in Reception.	The EEF has funded two randomised controlled trials of NELI, which both found secure evidence of positive effects on pupil's language skills. The most recent results indicating an average of 3 months additional progress. <a href="#">Nuffield Early Language Intervention   EEF</a>	3
KS2 support staff to receive CPD around the implementation of reading fluency blast intervention.	Research indicates that enhancing reading fluency and automaticity not only dramatically improves comprehension skills but also enables better access to the wider curriculum, which in turn influences the opportunities they have available to them in the future. <a href="#">RS Network   Reflections on the Key Stage 2 Reading Fluency Trial</a>	2
Sounds write CPD to be delivered to EYFS and KS1 staff by new phonics lead.	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. <a href="#">Phonics   EEF</a>	2,3
All teaching staff to receive CPD from Trust school improvement advisor and maths lead around the implementation of a new maths scheme including the delivery of daily maths fact fluency sessions.	EEF research supports the mastery approach for maths - an approach that underpins NCETM, which helped form the basis of the trust scheme. Strong evidence suggest that incorporating coherence, representation and structure, mathematical thinking, fluency and variation in daily maths instruction will positively impact children's mathematical attainment. <a href="#">Guest Blog: Mastery and maths - how our guidance can help   EEF</a>	2

Teaching staff to receive CPD around the revised writing curriculum and its effective implementation.	Revising the curriculum and allowing staff time to plan out any new reading and writing units will be beneficial for staff and children. An integrated approach to reading and writing can promote both the understanding of content and critical ways of thinking across the curriculum according to research, so this will support wider development for PPG pupils. <a href="#">EEF blog: Combining reading with writing instruction: an...   EEF</a>	2
CPD for two members of staff to become TeamTeach trainers. Further CPD for all members of staff to support whole school approach to the management of behaviour across school.	Research shows that there's a clear need for schools to have consistent and clear behaviour policies that promote positive behaviour in lessons. <a href="#">Improving Behaviour in Schools   EEF</a>	1
Recruit SEN TA to support with SEMH needs in EYFS and KS1.	Provision of a dedicated member of staff to support children with SEMH will enable school to offer the support recommended (such as physical activities, building positive relationships and interactions, child-initiated play, outdoor learning etc) <a href="#">Supporting children's mental health and wellbeing in the early years   Education Endowment Foundation</a> 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. <a href="#">Social and emotional learning   EEF</a>	1

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Daily high quality phonics sessions to be taught in Reception, Year 1 and Year 2 by fully trained practitioners. Regular, robust phonics assessments to identify gaps in children's learning.</p> <p>Designated TA to deliver high quality phonics interventions every afternoon.</p>	<p>Research shows that on top of quality first teaching, targeted interventions (offering 4 or 5 sessions per week over a 14 week period) is the most successful structure when supporting the development of phonics skills.</p> <p><a href="#">Phonics   EEF</a></p>	2,3
<p>Nursery practitioners to identify children with delayed speech and language and deliver daily Early Boost intervention.</p> <p>Launchpad for literacy approach adopted within the Nursery setting to provide the children with the skills they need for all aspects of literacy.</p> <p>All children in Reception completed Nuffield Early Language Intervention (NELI) screen to identify those requiring additional support with the development of early language skills.</p> <p>Designated TA to deliver daily NELI 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.</p> <p><a href="#">Oral language interventions   EEF</a></p>	2,3
<p>DHT and Year 6 staff to lead the delivery of reading and writing booster sessions.</p>	<p>Research indicates that on top of quality first teaching, targeted intervention is an effective approach when improving maths and reading attainment.</p> <p><a href="#">Improving Literacy in Key Stage 2   EEF</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></p>	2
<p>Pupil progress meetings to inform the delivery of a range of</p>	<p>Research indicates that on top of quality first teaching, targeted intervention is an</p>	2,3



reading, writing and maths interventions across school, including same day interventions, 1:1 reading, group reading (KS1), reading fluency blast (KS2), fact fluency, handwriting and spelling.	effective approach when improving maths and reading attainment. <a href="#">Improving Literacy in Key Stage 2   EEF</a> <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a>	
Lunchtime nurture groups to be in place providing necessary support to children identified as benefitting from them.	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. <a href="#">Social and emotional learning   EEF</a>	1

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

Budgeted cost: £54,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Y1 badge reward system in place to encourage children and parents to practise key phonics skills at home.	Research is limited in this area but EEF have discovered a positive and significant improvement in effort in children as a result of incentive schemes. <a href="#">Increasing Pupil Motivation - trial   EEF</a>	2,3
Y4 MTC badge reward system to encourage speed and accuracy with times tables recall.	Research is limited in this area but EEF have discovered a positive and significant improvement in effort in children as a result of incentive schemes. <a href="#">Increasing Pupil Motivation - trial   EEF</a>	2
Continue to develop behaviour expectations across school and introduce/embed new virtues	Research shows that there's a clear need for schools to have consistent and clear behaviour policies that promote positive behaviour in lessons. <a href="#">Improving Behaviour in Schools   EEF</a>	1
Continue to raise aspirations through the delivery of a careers programme	Children begin to form ideas about their future lives as early as age 6. These early perceptions are shaped by what they see at home, in school, and in their communities. Without intentional exposure to a wide range of careers,	4



	<p>many children rule out options before they even begin secondary school.</p> <p><a href="#">RS Network   Careers Learning in the Primary Years</a></p>	
<p>Encourage the take-up of extra-curricular activities (after school clubs and educational visits) through the provision of one free club per half term for PPG pupils.</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive - about an additional three months progress. Improved outcomes have been identified in English, mathematics and science, but wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="#">Arts participation   EEF</a></p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access, without which some pupils may have limited experiences to draw upon. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can also support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p><a href="#">Outdoor adventure learning   EEF</a></p>	4
<p>Offer targeted social and emotional support (including pastoral lead support, ELSA sessions and nurture groups).</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (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>	1

	<a href="#">Social and emotional learning   EEF</a>	
Team Teach approach to managing behaviour to be adopted across school.	Research shows that there's a clear need for schools to have consistent and clear behaviour policies that promote positive behaviour in lessons. <a href="#">Improving Behaviour in Schools   EEF</a>	1
Develop sensory room in lower school building to be accessed by EYFS and KS1 pupils requiring a movement break.	Provision of a dedicated sensory room to support children with SEMH will enable school to offer the support recommended (such as physical activities, building positive relationships and interactions, child-initiated play, outdoor learning etc) <a href="#">Supporting children's mental health and wellbeing in the early years   Education Endowment Foundation</a>	1
Regular attendance checks and weekly support from EWO.	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.	1
Service children to receive the necessary pastoral support, extra curricular opportunities and focussed interventions for reading, writing and maths.	Based on best practice from schools with high levels of service pupil premium, support is bespoke to each individual. The provision of effective interventions has been proven to support both attainment and progress in the core curriculum and social/emotional support improve well-being and attendance. <a href="#">DCYP SPP booklet final V2.pdf</a>	5

**Total budgeted cost: £ 85,840**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Review			
PPG children will improve their vocabulary and develop their 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.</li><li>Work in children’s writing books will show that most PPG 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>	<ul style="list-style-type: none"><li>All PPG children in reception received targeted intervention to develop oral communication skills and learning walks indicated that high quality oracy was embedded practice within both classes</li><li>All PPG children showed progress in communication and language skills over the course of the year with increased use of Tier 2 and 3 vocabulary evident in books and discussions with children</li><li>Writing book looks revealed notable progress in children’s use of vocabulary and the understanding of sentence structures within each year group becoming embedded throughout each unit of writing.</li></ul>			
Improve outcomes in reading, writing and maths for PPG children through high quality teaching and additional	<ul style="list-style-type: none"><li>Phonics data will show an increase in the percentage of PPG children who are meeting age related expectation in phonics in reception to Y2.</li><li>Teacher assessment will indicate an increase in the percentage of PPG children who are meeting age related</li></ul>	<ul style="list-style-type: none"><li>Phonics data showed that 17% of PPG children met the expected standard in the phonics check across school</li><li>PPG year group data for reading, writing and maths:</li></ul>			
		%	R	W	M
		Rec	100	75	100

targeted support.	<p>expectations in reading, in the majority of year groups across school.</p> <ul style="list-style-type: none"><li>Teacher assessment will indicate an increase in the percentage of PPG children who are meeting age related expectations in writing, 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 in maths, in the majority of year groups across school.</li></ul>	<table><tr><td>Y1</td><td>17</td><td>17</td><td>33</td></tr><tr><td>Y2</td><td>66</td><td>66</td><td>66</td></tr><tr><td>Y3</td><td>73</td><td>45</td><td>64</td></tr><tr><td>5Y4</td><td>80</td><td>50</td><td>60</td></tr><tr><td>Y5</td><td>50</td><td>56</td><td>56</td></tr><tr><td>Y6</td><td>69</td><td>62</td><td>62</td></tr></table>	Y1	17	17	33	Y2	66	66	66	Y3	73	45	64	5Y4	80	50	60	Y5	50	56	56	Y6	69	62	62
Y1	17	17	33																							
Y2	66	66	66																							
Y3	73	45	64																							
5Y4	80	50	60																							
Y5	50	56	56																							
Y6	69	62	62																							
Children will benefit from opportunities to maximise 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><li>All children have access to career related learning embedded within current foundation subject and science curriculums.</li></ul>	<ul style="list-style-type: none"><li>All PPG children offered free club access in all terms.</li><li>Increase in PPG children taking up club offer</li><li>All PPG children accessed at least one curriculum trip during the year</li><li>85% of PPG Y6 pupils attended the residential trip to Robinwood</li><li>Comprehensive careers programme in place across school</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/ case work will indicate improving attendance patterns for PPG pupils.</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><li>Zones of regulation approach embedded and positively received.</li></ul>	<ul style="list-style-type: none"><li>50% of PPG children accessed Pastoral support over the course of 2024-25</li><li>PPG pupil attendance is above national averages for all pupils.</li><li>Zones of regulation approach rolled out and fully embedded across school with positive impacts noticeable</li></ul>																								

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**Service pupil premium funding (optional)**

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<ul style="list-style-type: none"><li>• After school club/extra curricular provision</li><li>• Focussed interventions</li><li>• Pastoral support</li></ul>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<ul style="list-style-type: none"><li>• 40% (2/5) service pupil premium children working at GDS in reading, writing and maths at the end of the academic year</li><li>• 80% (4/5) service pupil premium children at EXS+ in reading, writing and maths (or the equivalent EYFS areas of learning and development).</li><li>• 100% of service pupil premium children making at least expected progress in reading, writing and maths.</li></ul>