



School overview

Detail	Data
School name	Captain's Close Primary School
Number of pupils in school	177
Proportion (%) of pupil premium eligible pupils	24.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2024 Review of 2020 - 2021
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sarah Sadler, Executive Headteacher
Pupil premium lead	Olivia French-Gray
Governor / Trustee lead	Ruth Malkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,280
Recovery premium funding allocation this academic year	£ 7,346
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	£ 39,626

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Asfordby Captain's Close is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

As a school and wider, as a Trust, we commit to ensuring that we will consider the challenges faced by vulnerable pupils. We have children in school who have social workers, children who are who are adopted or in care and we have outlined in this statement how we support their needs, regardless of whether they are disadvantaged or not. Our school is supported by the Advisory Board, with a lead AB member who has worked alongside the PP lead on school projects. As a school we strongly believe that all stakeholders have a part to play and we work closely with our community, AB and pupils to ensure that our offer supports all pp pupils. We ensure that pupils of all abilities are supported and challenged to ensure progress, this includes interventions to close the gap as well as to those targeted at pupils who are learning at a greater depth level.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We have invested significantly in the development of practice and as a result have given teachers time to research best practice, reflect on the support they are giving and implement approaches to secure outcomes for all. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our SLT monitor the impact interventions and ensure that all staff are accountable for the attainment and progress children in receipt of pupil premium through half termly

pupil progress meeting, the use of Insight and regular reporting to the AB. To ensure that we use the school's resources to improve the attainment of disadvantaged pupils for this current year, we have considered evidence on what will have the most impact for our children using educational research such as EEF Teaching and Learning Toolkit. The use of our Enrichment Fund allows pupils to access a range of curriculum enrichment opportunities, such as music lessons, afterschool clubs such as football and art as well as trips.

Challenges

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

Challenge number	Detail of challenge
1	<i>COVID 19 – closing gaps from lockdown</i>
2	Assessments, observations, and discussions with pupils suggest that phonics and Early Reading in EYFS and KS1 is not in line with non PP
3	Our assessments and observations indicate that reading progress for KS2 pupils is not in line with non pp
4	Our assessments and observations indicate that Writing progress is not in line with non pp
5	Our assessments and observations indicate that Maths progress is not in line with non pp
6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to COVID 19, parent mental health difficulties, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.
7	Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils.
8	SALT screening and subsequent analysis shows that SALT needs for pupils entering EYFS or new to the school
9	Increased numbers of children requiring TUF or EHCP

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
To be above National expectations for the Phonics screening, gaps with non pp closed.	Progressive, well-sequenced and rigorous phonics program in place - RWInc National data – Autumn for Year 2. Summer for Year 1
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
High quality first teaching and specific needs of children identified, planned for and tailored intervention to take place where necessary to ensure progress of all children	High quality CPD for all members of staff. Evidence-based research used for high quality interventions.
Improved reading attainment among disadvantaged pupils	Key Stage 2 reading outcomes show that more disadvantaged pupils meet the expected standard and the gap is closing in other year groups between disadvantaged pupils and their non-disadvantaged peers.
Improved attainment for disadvantaged pupils at the end of Key Stage 2 in maths	Assessments indicate improved attainment in maths and writing for disadvantaged pupils in Key Stage 2, especially for those where additional support has been given.
To achieve and sustain improved attendance for pupils particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall attendance for all pupils improving and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced • the overall percentage for persistently absent pupils decreasing and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced for persistently absent pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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)

Budgeted cost: £4,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 3, 4,5 6
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Progress in Reading in KS2</p> <p>Embed the use of whole class guided reading, daily one to one reading and the use of Accelerated Reader to assess</p>	<p>Reading comprehension strategies + 6 months Research states it is imperative that the right level of text is identified to support pupil progress, so the use of AR will enable this.</p> <p>EEF: Research into high reading comprehension strategies shows high impact for very low cost based on very extensive research.</p>	1,3
<p>Progress in Writing</p> <p>Support & training from Lead Practitioner in English to ensure that planning for the teaching of writing is high quality and that feedback is used effectively.</p>	<p>There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with studies suggesting gains equating to more than two years' progress in one year.</p> <p>EEF: Research into strategies shows the following high impacts for low costs. Feedback + 6 months</p>	1, 4
<p>Enhancement of our maths teaching and curriculum</p>	<p>EEF: Research into strategies shows the following high impacts for low costs.</p>	1, 5

<p>planning in line with DfE and EEF guidance.</p> <p>Continue embed the mastery approach through the use of White Rose Maths to increase mathematical progress.</p>	<p>Feedback + 6 months</p> <p>Mastery Learning + 5 months</p> <p>Metacognition + 7 months</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Quality First Teaching</p> <p>To provide high quality teaching for all. To narrow the gap between disadvantaged children and their peers using mastery learning, metacognition and feedback</p>	<p>According to the NFER's research, published November 2015, greater success for disadvantaged pupils was associated with schools using fewer strategies</p> <p>EEF: Research into strategies shows the following high impacts for low costs.</p> <p>Feedback + 6 months</p> <p>Mastery Learning + 5 months</p> <p>Metacognition + 7 months</p>	1, 2, 3, 4, 5
<p>Improve the quality of social and emotional (SEL) learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf</p>	8

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

Budgeted cost: £9,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The use of EPIC SALT Support to identify pupils earlier and target appropriate interventions for all PP children</p> <p>Including weekly attendance of EPIC SALT lead. 2 x ELKLAN trained LSA's</p>	<p>EEF: Research into strategies shows very high impact for very low costs after extensive research</p> <p>Oral Language Interventions + 6 months</p>	1, 8
<p>Century & TTRS</p> <p>The use of targeted interventions and</p>	<p>EEF: Research into strategies shows the following high impacts for low costs.</p> <p>Feedback + 6 months</p>	1, 3, 4, 5

challenges in mathematics, spelling and reading in small groups with teaching assistants	Mastery Learning + 5 months Teaching Assistant interventions + 4 months Small group tuition + 4 months	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £25,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions Support wellbeing of pupils and build knowledge, social skills, and resilience through interventions	EEF: Research into strategies shows the following moderate impacts for moderate costs. Social and emotional learning + 4 months Behaviour interventions + 4 months	1, 6
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,6
Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Increase attendance of PP pupils to 97% to increase access to learning opportunities and interventions.	Research from DfE 2010, states that children with poor attendance are less likely to succeed academically and they are more likely not to be in education, employment, or training (NEET) when they leave school.	1, 7
Enrichment Fund Encourage all PP pupils to access a wide variety of opportunities to widen their experiences and increase wellbeing. Use of enrichment fund to access	EEF: Research into strategies shows the following moderate impacts for moderate costs. Extending the school day + 3 months Arts participation + 3 months	1, 6

after school clubs, music lessons, trips and uniform		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £39,626

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. However, we had 89% of disadvantaged children attending school during lockdown with an average of 98% attendance and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. On entry to school a Bounce Back PSHE unit was taught to all children, while vigorous assessments took place to identify gaps in reading, writing, maths and phonics. All children were then targeted for interventions and QFT to close those gaps. Pupil Progress meetings took place at each assessment point to ensure that PP pupils were targeted to ensure that gaps were closed. The school introduced Insight, to track pupils at the end of the academic year and PP data was collected alongside non PP data to identify gaps moving forward.

The defined expectation from the DfE, three hours KS1 and four hours for KS2 home-schooling a day, meant an increased pressure on some of our parents. These parents were supported by our school staff. Families were supported with technology to support children with their learning, we offered all PP pupils access to devices and support with internet access. As a school we purchased 68 devices in addition to DfE supplied laptops to ensure that our pupils had access to a device in school and we worked hard to ensure that Blended Learning could take place regardless of if a child was in school or at home isolating.

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	Read Write Inc
Maths, Spelling and Reading lessons	Century

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The service pupil premium funding was allocated to the Enrichment Fund and pupils were able to select trips, afterschool clubs and or uniform. All pupils in receipt of this funding were also able to access ELSA sessions and were part of the daily reading programme. They are also included in any intervention that has been put in place for all PP children and will be based on their needs.
What was the impact of that spending on service pupil premium eligible pupils?	Using the service pupil premium in this way has enabled pupils to access a range of enrichment to improve their school experience and has enhanced learning time. Daily reading has supported the children regardless of ability. Being able to access all PP offers has supported all service pp pupils to make good progress.