

An amazing place to learn!

from nursery to Year 6!

'When I visited Captain Shaw's, it just lifted me off my feet and nourished my heart. The students, young as they are, are sharp, inquisitive, familiar with current issues, full of optimism and keen to engage and make a difference. Thanks for a truly visionary, encouraging and informative visit.'

Pushpanath Krishnamurthy
International campaigner for Fairtrade and Climate Justice

'Oh my goodness! I am still buzzing from the amazing day we had with you and your wonderful school! I love the way you have designed your curriculum so that every lesson has a purpose and is part of an immersive experience, rather than just learning things in isolation.'

Gaye Holmes - Senior Presenter, Imoves



'The **conduct** of pupils at this school is **exemplary**. They demonstrate **warmth** and **kindness** towards each other. Pupils enjoy **respectful relationships** with the adults at school who care deeply for them.'

'Pupils respond well to the **high aspirations** that the school has of their achievement.'

'Pupils demonstrate a **high level of motivation** towards their learning. They **work exceptionally well together**. They are **well prepared** for each stage of their education.'

Ofsted 2023



Captain Shaw's C of E Primary School

PUPIL PREMIUM STRATEGY STATEMENT

2026-29 (with previous strategy review)

Our approach

At Captain Shaw's, a child's circumstances should not determine what they are able to achieve. Our Pupil Premium strategy is part of our wider commitment to inclusion and our vision of Serving the Common Good.

We begin by knowing pupils well, identifying the barriers that are having the greatest impact, and combining that knowledge with strong evidence about what works. High-quality teaching is our first priority. Targeted academic support and wider strategies are added where assessment shows they are needed.

Our Inclusion Framework and 20 evidence-informed Classroom Practice Guides provide the common teaching architecture beneath this strategy: strengthening everyday teaching, maintaining ambitious expectations, improving participation and developing pupils' independence. We do not assume that all disadvantaged pupils have the same needs, and we do not narrow the curriculum in response to disadvantage.

School overview

Detail	Data
Number of pupils in school	23
Proportion (%) of pupil premium eligible pupils	17.4% (4 pupils)
Strategy period	2026–2029
Date this statement published	August 2026
Statement authorised by	T Jackson
Pupil premium lead	T Jackson
Governor lead	Catherine Vance – Inclusion & Vulnerable Learners Governor

2026/27 context: 4 of 23 pupils are Pupil Premium eligible (17.4%). The school's confirmed Pupil Premium allocation is £6,200.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,200
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£6,200



Serving the Common Good:

Seek what is best for everyone, beginning with the last, the least, the lost, the most vulnerable and the most forgotten.

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that disadvantaged pupils at Captain Shaw's experience the same ambitious curriculum, strong teaching, sense of belonging and rich opportunities as their peers, and that any barriers associated with disadvantage are identified and reduced early.

The strategy is built around five principles:

- Know the child, not the label. We use assessment, professional judgement, pupil and family voice and contextual knowledge rather than making assumptions about disadvantage.
- Put excellent teaching first. Our Inclusion Framework and Classroom Practice Framework strengthen universal provision for all pupils, with particular benefit for those most vulnerable to gaps in learning.
- Add targeted support precisely. Additional teaching, intervention or adult support is used where diagnostic assessment identifies a clear barrier and a plausible route to improvement.
- Protect belonging and opportunity. Financial or contextual disadvantage should not prevent pupils from accessing the curriculum, enrichment, clubs, visits or the wider life of school.
- Evaluate what changes for the pupil. We judge provision by its impact on attainment, progress, participation, attendance, confidence and independence rather than by the amount of support delivered.

We also consider the needs of other vulnerable pupils, including pupils with SEND, children known to social care, young carers and pupils who join the school at different points. Pupil Premium activity may benefit these pupils where the identified approach also addresses the needs of disadvantaged pupils.

Challenges

Challenge	Detail
1	Some disadvantaged pupils need greater confidence and independence when approaching unfamiliar or demanding learning, including knowing which strategies to select when they are stuck.
2	Assessment identifies gaps in foundational knowledge, fluency or vocabulary for some disadvantaged pupils. The precise curriculum area varies by pupil and cohort and requires diagnostic rather than generic intervention.
3	Some disadvantaged pupils need additional support with reading fluency, comprehension and learning to read for pleasure and purpose, particularly pupils who join the school at different points.
4	For a small number of pupils, social, emotional, family or attendance-related factors can create barriers to consistent participation and readiness to learn.
5	Financial disadvantage can create barriers to wider participation and opportunity unless school systems actively prevent cost from limiting access.

Intended outcomes

Intended outcome	Success criteria
Disadvantaged pupils become increasingly independent, strategic learners.	Classroom evidence shows pupils can recognise difficulty, use taught strategies and supports, persist appropriately and seek help effectively. Disadvantaged pupils participate in appropriately challenging learning and make strong progress from their starting points.
Disadvantaged pupils secure the essential knowledge, fluency and vocabulary needed to access the curriculum.	Diagnostic assessment shows identified gaps are reducing. Pupils retain and apply key knowledge with increasing fluency. Attainment and progress are considered pupil-by-pupil because cohort sizes are small.
Disadvantaged pupils become confident readers who read for pleasure and purpose.	Reading assessment, fluency/comprehension evidence and pupil voice show improved access to texts, confidence, comprehension and engagement. Pupils can use taught reading strategies across fiction and non-fiction.
Disadvantaged pupils belong, participate and attend well.	Pupil/family voice and school evidence show pupils feel known and supported, participate fully in school life and can communicate worries or barriers. Attendance concerns are identified early and supported in partnership with families.
No pupil misses an important curriculum or enrichment opportunity because of financial disadvantage.	Participation review shows equitable access to visits, clubs, curriculum experiences and wider opportunities. Where a cost or practical barrier is identified, a proportionate solution is put in place.

Activity in this academic year

The 2026/27 strategy follows the DfE/EEF three-tiered model. Costs below are intentionally left for completion once the final 2026/27 allocation and staffing/resource decisions are confirmed.

Teaching

Budgeted cost: £4,000

Activity	Evidence / rationale	Challenges addressed	How we will monitor
Implement the Captain Shaw's Inclusion Framework and sequenced development of the 20 evidence-informed Classroom Practice Guides, with particular attention to explicit teaching, modelling, vocabulary, retrieval, checking for understanding, adaptive scaffolding, cognitive load, feedback and independence.	High-quality teaching is the first priority for Pupil Premium. The framework brings evidence-informed practices into everyday teaching rather than creating a separate disadvantaged-pupil pedagogy.	1, 2, 3	Learning walks; coaching/reflection; planning and work scrutiny; pupil voice; assessment evidence.
Strengthen metacognition and self-regulated learning within subjects, moving from generic 'stuck' strategies towards explicit modelling of when, why and how particular strategies are useful.	This develops the previous strategy's successful metacognition work while embedding it more precisely within subject teaching.	1, 2	Observation of strategy use; pupil explanation; independence; curriculum assessment.
Continue evidence-informed development of reading teaching, including the school's adapted PALS/peer-supported approach where appropriate, extending strategy use across fiction and non-fiction.	The school's previous strategy records positive engagement, fluency and comprehension from PALS and identifies reading as an ongoing priority.	2, 3	Reading assessments; fluency/comprehension checks; pupil voice; implementation review.

Targeted academic support

Budgeted cost: £1,000

Activity	Evidence / rationale	Challenges addressed	How we will monitor
Short, diagnostic one-to-one or small-group teaching for identified gaps in reading, mathematics, vocabulary or foundational knowledge.	Targeted support is used only where assessment identifies a specific barrier. It complements classroom teaching and is reviewed for transfer back into everyday learning.	1, 2, 3	Entry/exit assessment; work in class; teacher review; stop/adapt/continue decision.
Focused teaching for pupils who need additional rehearsal in metacognitive, organisational or independent-learning strategies.	Some pupils require more explicit practice before strategies become fluent and independently selected.	1, 2	Prompt level; independence; task completion; pupil explanation of strategy choice.
Carefully deployed teaching-assistant support, using the school's prompt hierarchy and independence principles.	Adult support should increase access and participation without creating avoidable dependence. The class teacher remains responsible for learning.	1, 2, 3, 4	Observation; prompt reduction; participation; independence; progress against agreed outcomes.

Wider strategies

Budgeted cost: £1,200

Activity	Evidence / rationale	Challenges addressed	How we will monitor
Maintain Breakfast Club free at the point of use for all pupils.	This removes a potential cost barrier without identifying or separating disadvantaged pupils and supports a positive, settled start to the day.	4, 5	Take-up; punctuality/attendance where relevant; family feedback.
Use school transport and practical family support strategically where transport or family circumstances create a barrier to attendance or participation.	The previous strategy identified transport and family support as useful responses for individual barriers. Support will remain needs-led rather than assumed.	4, 5	Attendance and punctuality; participation; review with family.
Poverty-proof curriculum and enrichment: identify and remove financial barriers to visits, clubs, resources, uniform/equipment or other important opportunities.	The previous review found no enrichment access barriers; this strategy aims to sustain that position through proactive review.	5	Participation audit; pupil/family voice; no child excluded from an important opportunity because of cost.
Early relational and pastoral support where social/emotional or family circumstances affect readiness to learn.	Support is matched to identified need and connected to classroom participation rather than treated as a generic intervention for disadvantaged pupils.	4	Pupil voice; engagement; attendance; teacher/family review.

Total budgeted cost

Planned allocation for 2026/27

Teaching: £4,000 | Targeted academic support: £1,000 | Wider strategies: £1,200 | Total: £6,200

A note about our small-school context

Captain Shaw's receives a relatively small Pupil Premium allocation. We therefore do not attempt to create separate provision for disadvantaged pupils or artificially attribute small elements of everyday expenditure to the grant. Instead, funding is used strategically to strengthen high-quality inclusive teaching, provide responsive targeted support where assessment identifies a need, and ensure that financial disadvantage never prevents a child from participating fully in school life.

Planned allocations are indicative and may be adjusted during the year in response to pupils' needs. Any changes will retain the priorities and intended outcomes set out in this strategy. The £1,200 wider-strategies allocation is deliberately protected to help remove financial or practical barriers to clubs, visits, educational experiences, resources or other important opportunities. It is needs-led rather than divided equally between eligible pupils.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils – 2025/26

Because the number of pupils eligible for Pupil Premium at Captain Shaw's is very small, our published evaluation is deliberately proportionate. We report sufficiently to evaluate the effectiveness of our strategy while avoiding combinations of attainment, SEND, care, attendance or contextual information that could identify individual children. Governors receive appropriate additional information through the school's confidential monitoring arrangements.

Academic outcomes and progress

Our evaluation indicates that the strategy had a positive impact on disadvantaged pupils during 2025/26.

Across the small cohort, pupils made positive progress from their individual starting points. Some disadvantaged pupils achieved the expected standard across the curriculum, with evidence of particularly strong attainment in some areas. Where pupils also had additional needs, carefully adapted provision enabled them to make progress and, in some cases, achieve age-related expectations.

For pupils with more significant barriers to learning, progress was particularly evident where teaching was carefully matched to their current stage of development. Individualised support, reducing cognitive load, careful adaptation and the use of curriculum stepping stones helped pupils access learning that might otherwise have been difficult, particularly in subjects where unfamiliar concepts and subject-specific language create additional demands.

This has reinforced an important principle for our future strategy: maintaining ambition does not mean providing every child with identical learning experiences. Carefully identifying the barrier and adapting the route into learning can enable pupils to participate successfully in the same ambitious curriculum.

Reading, language and curriculum access

Our focus on reading, vocabulary, comprehension and access to curriculum language continued to be important. Evidence from assessment and classroom learning showed positive outcomes, including for pupils who experience additional barriers to literacy.

We have also learned that support for reading cannot sit separately from the wider curriculum. For some pupils, explicit vocabulary teaching, oral rehearsal, visual support, retrieval of prior knowledge and carefully managed cognitive load are particularly important when accessing subjects such as history, geography and science.

This learning is now being strengthened through our Inclusion Framework and the development of the school's 20 evidence-informed Classroom Practice Guides.

Belonging, engagement and attendance

There were no significant concerns regarding attendance or engagement amongst disadvantaged pupils during the year. Pupils participated positively in learning and the wider life of school.

This is important evidence for our strategy. Our aim is not simply to respond once disadvantage has affected attendance or engagement, but to create a school environment in which children feel that they belong, are known well and can access the support they need before barriers become entrenched.

For pupils who experienced significant changes or challenges in their lives, a combination of consistent relationships, confidence-building, carefully sequenced learning and responsive individual support helped maintain engagement and support continued academic progress.

Access to opportunities

Pupil Premium funding also helped ensure that financial circumstances did not prevent disadvantaged pupils from participating fully in school life.

Funding was used to support access to educational visits, residential experiences and after-school clubs where appropriate. Our review found no evidence that disadvantaged pupils were excluded from these important opportunities because of cost.

We will therefore continue to protect part of our Pupil Premium allocation specifically for access and opportunity in 2026/27.

What have we learned?

Our 2025/26 evaluation suggests that the greatest impact comes from combining strong universal provision with precise responses to individual barriers rather than creating a separate programme for disadvantaged pupils.

In 2026/27, we will strengthen this further through our Inclusion Framework and 20 evidence-informed Classroom Practice Guides. In particular, we will continue to develop explicit teaching and modelling, vocabulary, retrieval, careful management of cognitive load, adaptive teaching and scaffolding, checking for understanding and the deliberate development of pupil independence.

We will continue to use targeted support where assessment identifies a specific need, while protecting access to the wider experiences and opportunities that form an important part of a child's education at Captain Shaw's.

Learning carried forward from the previous strategy

The 2025/26 review provides useful evidence for this strategy. It reported that pupils were increasingly recognising when they were stuck and using problem-solving approaches; disadvantaged pupils were participating fully in curriculum learning; mathematics foundations and fluency were strengthening for many pupils; attendance for the disadvantaged group was strong at that review point; and the school's review of curriculum and enrichment found no barriers to participation. It also identified further work in subject-specific problem-solving and reading comprehension strategies.

For 2026/27, these strands are not discarded. They are absorbed into the school's wider Inclusion Framework so that metacognition, reading, adaptive teaching and independence are developed through a coherent evidence-informed classroom model rather than as disconnected initiatives.

Externally provided programmes

No externally provided programmes were funded through Pupil Premium during 2025/26.

Programme	Provider
None	Not applicable

Service pupil premium funding

Not applicable.