

# Pupil premium strategy statement – Captain Shaw’s C of E 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	30
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be first reviewed	December 2025
Date on which it will be reviewed again	December 2026
Statement authorised by	T Jackson
Pupil premium lead	T Jackson
Governor / Trustee lead	H Maiden

## Funding overview

Detail	Amount
Pupil premium funding allocation <b>this academic year</b>	£7575
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>	£7575

# Part A: Pupil premium strategy plan

## Statement of intent

We aim to ensure disadvantaged pupils are confident, articulate, empowered individuals who have the opportunity to engage with the highest quality teaching and learning, fulfilling all the potential they possess.

We want to build on our significant successes and continue to make sure:

*‘An effective teacher is in front of every class, and that every teacher is supported to keep improving.’*

*‘Classroom teachers and teaching assistants provide [effective], targeted academic support.’*

*[We address] ‘significant non-academic challenges—such as attendance, behaviour, and social and emotional learning’.*

*The EEF Guide to Pupil Premium*

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.
- ensure the curriculum is not narrowed in order to close the gaps.

## Challenges

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

Challenge number	Detail of challenge
1	Assessment shows that some disadvantaged pupils, especially those who have recently arrived in school, exhibit lack of confidence accessing new learning and the specific strategies needed to access / solve problems.
2	Assessments and observations show some of our disadvantaged show specific gaps in some key mathematical concepts and number fluency in both key stages.
3	There are specific cases where some disadvantaged children are struggling with social & emotional issues.
4	There are specific cases where disadvantaged pupils may struggle to attend school.
5	There are specific cases where some disadvantaged pupils (who have recently joined the school) struggle to engage with reading for purpose and pleasure.

## 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
Disadvantaged pupils learn the specific metacognition and self-regulation strategies for independent learning.	Pupils independently recognise when they are stuck 'in the pit' and proactively access specific metacognition tools to solve problems throughout the curriculum. Assessments, observations and data show disadvantaged pupils are confidently facing appropriate challenge; using these strategies to learn and succeed. They make good progress against their targets and / or meet expected standard.
Disadvantaged pupils (and others behind expectation) understand and can use key mathematical numeracy concepts.	Assessments show pupils confident with the mathematical conceptual foundations of number and place value, including the four operations and show an increased fluency. Pupils are independently accessing metacognition strategies to engage with the relationship between concrete, pictorial and abstract. The gap for disadvantaged pupils closes and these pupils meet the expected standard.
Disadvantaged pupils become confident, happy learners. They feel comfortable to share worries with their trusted adults and know they are heard.	Pupils are observed to be participating fully in the curriculum; happy to approach challenges and ask questions / communicate their struggles or feelings within lessons as part of the culture of the classroom. Pupil questionnaires and check-ins indicate children are happy at school and enjoy learning. Pupils are actively using kindness and worry boxes / worry monsters or have access to daily check-ins when a need identified.
Every day is a poverty proofing school day	The school understands the whole child and, at an early stage, identifies the barriers children living in poverty face to engaging fully with school life and its opportunities. The school puts plans in place to ensure these barriers are removed.

## 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: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further CPD for staff in <b>meta-cognition and self-regulation</b> including how to model specific strategies for pupils when accessing usual, complex curriculum problems. A focus on how particular strategies support specific subjects / tasks / challenges.</p>	<p>EEF - Evidence suggests the use of 'meta-cognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.</p> <p><a href="#">EEF - Metacognition and self-regulation</a></p>	<p>1 &amp; 2</p>
<p>CPD to provide an understanding of the <b>theory of child development</b> in early mathematics</p>	<p>EEF - On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes. There is some variation between approaches, which suggests that the choice of approach and the way in which strategies are introduced are important. Approaches tend to produce larger effects when they are designed to develop a particular mathematical skill (such a counting or estimating), commit a regular amount of time to developing mathematics (between two and three hours per week), designed specifically for the early years setting involved, and include some specific individual interaction.</p> <p><a href="#">EEF 5 key recommendations for developing numeracy in EYFS and KS1</a></p>	<p>1 &amp; 2</p>
<p>CPD to train new staff on PALS reading for KS2.</p>	<p>EEF – The school were a part of the first trial. In school, we found a really positive impact on improvement engagement in reading, fluency and comprehension.</p> <p>2<sup>nd</sup> EEF trial underway.</p>	<p>1 &amp; 5</p>

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured personalised Mathematics intervention for identified pupils – targeted one to one or small group support where identified need is similar.	<a href="#">EEF - Making the best use of Teaching Assistants</a>	1, 2 & 3
PALs UK Reading Programme: Training and delivery	EEF - Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.	5
Focussed support for pupils who are struggling to use meta-cognition strategies to independently access learning and solve problems	EEF – The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	1, 2, 3, 4 & 5

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further improving <b>targeted</b> support for identified families who are struggling with attendance or who need continued support to maintain attendance progress: <ul style="list-style-type: none"><li>- Continuing Breakfast Club free at the point of use;</li><li>- extended catchment for our school bus service for identified vulnerable children.</li><li>- Dedicated access for disadvantaged families to 'Strengthening Families'.</li></ul>	EEF - <a href="#">supporting attendance</a>	3 & 4

**Total budgeted cost: £9000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This report is a new 3-year plan (2024-2027).

Outcomes (2024-2025):

Pupils are recognising when they are stuck and understand this is a normal and planned for process. Ks2 pupils particularly understand and apply a problem-solving process when faced with new learning / challenges. Pupils are observed to be participating fully in the curriculum; happy to approach challenges and ask questions / communicate their struggles or feelings within lessons as part of the culture of the classroom. We will continue to teach particular strategies in context e.g. visualisation strategies for Maths (making models / drawing pictures) and systematic thinking / planning strategies such as breaking problems into smaller steps or reordering. Pupils will benefit from understanding the strength of certain strategies in particular situations.

Broadly, our ppm pupils show confidence with the mathematical conceptual foundations of number and place value, including the four operations and show an increased fluency. Pupils are independently accessing metacognition strategies to engage with the relationship between concrete, pictorial and abstract. Currently, in Maths, our ppm pupils are making some good progress against targets and /or attaining well. (60% of our PPM also have SEN) – 20% GD, 40% EXP, 40% WTS. A focus on particular problem-solving strategies (as mentioned above) will help target pupils further develop in Mathematics. This is a focus for this cohort in the 25-26 academic year. We will also be focussing our efforts on targeted reading strategies for our identified children (inc. PPM and CLA). Particularly developing recall, summarising, inferring and predicting, using our peer to peer coaching method.

Pupils are observed to be participating fully in the curriculum; happy to approach challenges and ask questions / communicate their struggles or feelings within lessons as part of the culture of the classroom. Pupil questionnaires and check-ins indicate children are happy at school and enjoy learning. Pupils are actively using kindness and worry boxes / worry monsters or have access to daily check-ins when a need identified. Average attendance for our PPM children sits at 97%.

The school understands the whole child and, at an early stage, identifies the barriers children living in poverty face to engaging fully with school life and its opportunities. The school puts plans in place to ensure these barriers are removed. Free breakfast club is regularly accessed by a majority of our PPM pupils. A recent review of curriculum and enrichment showed no barriers for those children regarding access. We will continue to ensure no child misses out due to disadvantage.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
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