

# Capenhurst CE Primary School

## Pupil premium strategy statement

### Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	94
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25
Date this statement was published	2023
Date on which it will be reviewed	September 2024
Statement authorised by	Claire Green Headteacher
Pupil premium lead	Claire Green Headteacher
Governor / Trustee lead	Jemma Leach

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,235
Recovery premium funding allocation this academic year	£2,175
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£25,410

## Part A: Pupil premium strategy plan: Statement of intent

***We are a nurturing, inclusive, learning community, that celebrates all possibilities, through a journey of curiosity, compassion and resilience, nourishing each other spiritually, emotionally, intellectually and physically with God as our companion.***

### ***Shared story: Feeding the Five Thousand John 6:1-14***

Our intention is that we will live out our vision through the support that this pupil premium strategy is designed to deliver to all our pupils so that they 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.

We will consider the challenges faced by all vulnerable pupils, such as those who have, and have previously had, a social worker, young carers and those whose family society may refer to as the 'working poor'. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are categorised as disadvantaged or not.

High-quality pastoral support and education are at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all the pupils in our school. Implicit in the intended outcomes detailed below, is the intention that attainment for each pupil will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for school development for staff and pupils in terms of emotional and intellectual development.

Our approach will be responsive to common challenges and individual needs, based on assessment rather than assumption of what individual children can do and needs. The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

- recognise each child as an individual and seek to develop the, holistically
- ensure disadvantaged pupils are challenged in the work that they are 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

The strategy has been written using guidance from EEF ([EEF Pupil Premium Guide](#)) and the DfE ([Pupil Premium Guide DfE](#))

## Challenges

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

Challenge number	Detail of challenge
1	Some of our pupils have social and emotional needs which impact on their readiness to learn. These are exacerbated by vulnerable family situations for some of those pupils. This can also impact on punctuality and attendance at school.
2	A high proportion of our disadvantaged pupils are also affected by their Special Educational Needs or Disabilities.
3	Assessments have highlighted those areas of mathematics such as the application of basic arithmetic to problem solving and reasoning continue to be less secure for a number of pupils in each cohort.
4	Pupils early spoken language has been impacted by numerous factors over years, increasingly so during and because of covid lockdowns. Observations during assessment on entry to school and for the NELI programme would support this.  This can impact on phonics skill acquisition and early reading. Phonics screening scores have been below national for sequence of years prior to June 2022.

## 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
Support for vulnerable families is effectively focussed on the child/children's needs to ensure they are attending school, developing socially and emotionally and engaging with academic learning. Children will be supported to improve their social and emotional well-being. Children can explain when they are feeling 'low' and have access to resources to help them improve their mood and readiness to learn. Punctuality continues to improve with reduced late marks on registers.	Children will be better able to express their emotional needs. Families will be supported in accessing help from external agencies as required. Children can explain when they are feeling 'low' and have access to resources to help them improve their mood and readiness to learn. Lateness will be reduced and children will be in school on time and ready to learn.
Children's SEND needs will be accurately identified and children will be supported accordingly. SEND profiles will be updated termly and accurately reflect the support and impact of the support	Children will make progress in all areas that is at least in line with their peers.
Improved maths attainment for all pupils, including disadvantaged at the end of KS2. A check at the end of Y4 will provide clear indication of progress towards this target.	KS2 outcomes in 2024/25 show that attainment and progress scores for all pupils is in line or better than national, with most disadvantaged pupils achieving in line with their peers.
Improved oral and language skills amongst pupils. Improved acquisition of phonics skills and attainment in reading as a result for pupils in KS1.	EYFS outcomes will indicate a rise in the number pupils achieving expected level and language and communication and GLD. Phonics screening % will be in line or better than national for all pupils and improve for 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: £2700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to purchase of standardised diagnostic assessments, e.g. NVR, Language Screen, SWST, Salford Reading etc.</p> <p>Enter a trial for online maths and reading tests with a view to assess accessibility for all users.</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	4
<p>Purchase of data tracking system that allows for the input of test scores, teacher assessment, interventions and pastoral support.</p>	<p>Comprehensive tracking of data and additional information enables the whole child to be known; impact of support to be evaluated and impact of barriers to be acknowledge.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2, 3, 4
<p>Purchase of 'Little Wandle Letters and Sounds' resources to embed the delivery of strong phonics teaching for all pupils, building on the success of 2022/23.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	3

<p>We will enrol two members of staff on the Embedding Mastery Maths programme with the local Maths Hub following on from successful participation and implementation of the initial part of the Mastry approach in 2022/23. There will be the need to pay for release time so they can complete follow up tasks and staff training during the programme.</p>	<p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
<p>Children’s SEND needs will be accurately identified and children will be supported accordingly. SEND profiles will be updated termly and accurately reflect the support and impact of the support</p>	<p>Accurate identification of SEND enables the pupil to be supported appropriately and staff to be trained to meet their needs. Regular review of provision ensures that it continues to be relevant and effective. <a href="#">EEF Guidance Reports SEND</a></p>	<p>2, 3, 4</p>

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

Budgeted cost: £3624.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions for those pupils who require further support.</p>	<p>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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4</p>
<p>NELI</p>	<p>Supporting early language has a positive impact on the child’s ability to engage with others socially, emotionally and academically. This will have a positive impact on the child’s attainment and progress.</p>	<p>4</p>

	<a href="#">NELI Evidence</a> <a href="#">EEF Early Language</a>	
<p>Engaging with the School-Led Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3, 4

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

Budgeted cost: £19504

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Children will be supported to improve their social and emotional well-being with staff who are trained such as an ELSA. This will include access to therapies such as 'Drawing and Talking', 'Sand Play' and others. Continue to use volunteers from Passion 4 Learning to support vulnerable pupils.</p> <p>Books and resources purchased for staff and pupils to use in these sessions.</p> <p>Headteacher and ELSA will engage in a Research and Development group linked to mental health strategies in school.</p>	<p>Evidence shows that children who are supported with their emotional and social development are better placed to become emotionally aware and learn across the curriculum.</p> <p><a href="#">EEF Social and Emotional Learning</a></p>	<p>1</p>
<p>Support for vulnerable families is effectively focussed on the child/children's needs to ensure they are attending school, developing socially and emotionally and engaging with academic learning. Use TAF as required.</p> <p>Subsidise trips and other extra-curricular activities to enrich school life for these pupils.</p>	<p>Parent involvement plays a key role in children's academic attainment. The balance of evidence suggesting that it holds regardless of socio-economic status and across grade levels, although some studies suggest that it may be stronger in the early years while others suggest that it is stronger for older children (because they can articulate what they are doing/need). The association is strongest if parental involvement is defined as parental expectations for their children's academic achievement.</p> <p><a href="#">EEF Parental Engagement</a></p>	<p>All</p>
<p>Contingency fund for acute issues</p>	<p>Based on experience over time, we have identified a need to set aside a small amount of funding so that we can swiftly respond to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £25,828**

Part B: Review of the previous academic year

**Outcomes for disadvantaged pupils**

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

When compared to national results, national results are in brackets, results for all pupils show:

KS2

<b>Attainment</b>		
	Expected standard	High standard
Reading (test)	54% (73%)	31% (28.9%)
Writing (teacher assessment)	69% (71%)	8% (13.6%)
Grammar, Punctuation and Spelling (test)	54% (72%)	8% (30.1%)
Maths (test)	69% (73%)	8% (23.9%)
Reading, writing and maths (combined)	46% (59%)	8% (8%)
<b>Progress scores</b>		National comparison
Reading	+2.1	In line
Writing	+2.5	In line
Maths	-0.2	In line
<b>Average scaled scores</b>		
	Capenhurst	National
Reading	104	105
Spelling, punctuation and grammar	100	105
Maths	100	104

KS1

<b>Attainment</b>		
	Expected standard	High standard
Reading	92% (68.3%)	17% (18.8%)
Writing	83% (60.2%)	0% (8%)
Maths	83% (70.5%)	0% (16.4%)
Phonics (Y1 pupils)	81% (school)	78% (national)

Data from national tests and in-school assessments for pupils identified as disadvantaged is as follows (no. of pupils – 15):

	Below expected	Working towards	At expected	above expected
Reading	27%	7%	40%	7%
Writing	13%	40%	47%	0%
Maths	13%	40%	47%	0%

Data from tests and assessments suggest that the progress and attainment of the school's disadvantaged pupils in 2022/23 was in line with their peers and their individual prior performance. Our analysis suggests that the reason for this is primarily the ongoing quality of



care and education that pupils continue to receive in school. The improvement in phonics scores is as a result of the high quality delivery of the new phonics scheme.

The attainment of our disadvantaged pupils was at least in line with, if not better than, national when compared for 2022/23.

Attendance of disadvantaged pupils compared to non-disadvantaged was mixed. Some of our disadvantaged pupils attended as well as, in not better their peers. The attendance of individual pupils was impacted on family circumstances, often beyond their control. Support to improve attendance for these pupils will continue to be in place for 2023/24.

Our observations and assessments demonstrated that pupil learning behaviour improved last year, building on the improvements of 2021/22. Support will continue for the mental health and well-being of children and families in school.

These results mean that we are on-track to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We will continue to review and refine our strategy plan and make changes as appropriate to best meet the needs of the children present in school.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Mental Health and Well-being	Mental Health Support Team from the local health authority.
Mental Health and Well-being	Passion 4 Learning