



**Captain Cook
Primary School**

Captain Cook Primary School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment and wellbeing of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Captain Cook Primary School
Number of pupils in school	369 + 39 Nursery
Proportion (%) of pupil premium eligible pupils	17%
Academic year that our current pupil premium strategy plan covers	2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Amy Young
Pupil premium lead	Leanne Acheson
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75630
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	£75630

Part A: Pupil premium strategy plan

Statement of intent

We have high aspirations for all our pupils to be able to make strong progress in school – regardless of their background and circumstances – to achieve at least the Expected standard or Greater Depth standard wherever possible in their core subjects and to achieve well across the whole school curriculum. Furthermore, we want all of our children to thrive in order to become successful and valuable future members of society. We are aware that some of our pupils have additional challenges and barriers to overcome in order to make progress both in their learning and in their personal development. Ensuring that we address these barriers and support these children to achieve their full potential is at the core of our pupil premium strategy.

Quality first teaching underpins everything that we do and is intended to promote strong progress for all our pupils. Through careful diagnostic assessment we will identify where pupils may need additional support and through the use of PPG and school led catch up tuition we will address individual needs.

Our school tries to use carefully selected evidence- informed interventions, including our own observations of their impact in our school. Through a range of tailored interventions, we will ensure that children are appropriately challenged and that this is done as early as we can to avoid cumulative learning loss. Intervention targets will be regularly reviewed. Data from these interventions will help us to assess their impact and suitability for our school and pupils.

We want our children to develop cultural capital and to have an extensive vocabulary, to be able to express themselves orally and in their writing, clearly and accurately. By offering a range of educational experiences and enrichments we will enable them to make learning more meaningful and to develop independence and self-confidence.

Challenges

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

Challenge number	Detail of challenge
1	Limited vocabulary and lack of accurate modelling to help children develop oral and written composition skills.
2	Lack of family engagement in supporting reading and other homework. Some of our disadvantaged families do not have the capacity to support with reading at home, therefore these children struggle to keep up with developing automaticity and comprehension skills as well as securing and consolidating maths skills which have been learned in class. This leads to some children struggling to keep up with their peers.

3	Many of our pupils in disadvantaged circumstances have limited experiences to draw upon to help develop their comprehension of text and writing skills. Limited funds may make it difficult for families to attend museums, theatres, to travel and to have holidays, access to hobbies or enrichment experiences.
4	Some of our pupil premium children have consistently high rates of absence. Our persistent absences data indicates that disadvantaged pupils are disproportionately represented. In addition, children's lack of mental wellbeing and/or behaviour for learning inhibits progress. We have seen a significant increase in the number of parents seeking help from our pastoral lead, with a disproportionately high percentage of PPG families experiencing difficulties and requesting support.

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 children will improve their vocabulary and develop their ability to children develop an understanding of coherent written work.	<ul style="list-style-type: none"> • Assessment e.g. using Nuffield Early Language Intervention will show good progress in oral language in PPG Reception age pupils. • 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. • 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.
Improve outcomes in reading, writing and maths for PPG children through high quality teaching and additional targeted support	<ul style="list-style-type: none"> • Phonics data will show an increase in the percentage of PPG children who are meeting age related expectation in phonics in reception to Y2. • Teacher assessment will indicate an increase in the percentage of PPG children who are meeting age related expectations reading, in the majority of year groups across school. • Teacher assessment will indicate an increase in the percentage of PPG children who are meeting age related expectations writing in the majority of year groups across school. • Teacher assessment will indicate an increase in the percentage of PPG children who are meeting age related expectations maths in the majority of year groups across school.

<p>Children will benefit from opportunities to maximise their life experiences in order to reduce the gap between their knowledge and understanding of the world and those of their peers.</p>	<ul style="list-style-type: none"> • All PPG children offered one free after school club session each half term. • Increased percentage of uptake of PPG children accessing after school clubs (2023/24 - 80%). • All PPG children supported to participate in at least one curriculum trip over the course of the year, including residential trip for Y6 pupils. • All children have access to career related learning embedded within current foundation subject and science curriculums
<p>Children will be supported with their attendance, mental health and behaviour to enable them to make good progress with their learning.</p>	<ul style="list-style-type: none"> • Attendance data and case work will indicate improving attendance patterns for PPG pupils. • School will remain above national average for attendance rates in the current year. • Parent/pupil questionnaires demonstrate children feel well supported in school. • Zones of regulation approach embedded and positively received

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed Sounds Write phonics approach across school, including targeted interventions for pupils requiring further support.</p> <p>Consistently high-quality daily phonics sessions delivered to all pupils in Reception-Y2.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2</p>

<p>Targeted intervention SW sessions to be delivered across Rec-Y3 and to SEND pupils across KS2.</p>	<p>Disproportionate benefit to PPG pupils</p>	
<p>Focus on oral language-centred approach throughout EYFS, including CPD on the delivery of Nuffield Early language Intervention.</p>	<p>The EEF has funded two randomised controlled trials of NELI, which both found secure evidence of positive effects on pupils' language skills. The most recent trial of the programme found that children made on average +3 months of additional progress</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-nelioral-language.</p> <p>Disproportionate benefit to PPG pupils</p>	<p>1</p>
<p>All teachers receive high quality CPD and individualised support in the planning and delivery of Trust maths approach in order to ensure consistency of approach across school, thereby reducing cognitive load</p>	<p>Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom/</p> <p>Disproportionate benefit to PPG pupils</p>	<p>2</p>
<p>All KS2 teachers receive high quality CPD and individualised support in the planning and delivery of new school approach to the teaching of reading in KS2 in order to ensure consistency of approach across school, thereby</p>	<p>Cognitive science principles of learning can have a real impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom/</p> <p>Disproportionate benefit to PPG pupils</p>	<p>1,2</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support for writing including feedback and oral language work.	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1,2
Targeted one to one reading practice and implementation of phonics/comprehension interventions	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2
Establish dynamic small group individual and small group precision interventions for identified pupils falling behind in reading, writing and maths	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance checks and support weekly from	Our use of this approach in the previous academic year led to an improvement in persistent absence and overall attendance.	4

family liaison/attendance officer.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance	
Embed new whole school approach to behaviour support alongside specific intervention: Team Teach training, individual behaviour support	Evidence for how to improve behaviour in schools suggests that understanding individual pupils, training teachers in classroom management, and having a consistent approach across the school will support better behaviour. (EEF)	4
Targeted social and emotional support – including pastoral support, ELSA therapy sessions, nurture groups	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Implementation of 'zones of regulation approach' in school, including staff CPD and support in relation to this	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Priority for and subsidised access to extended school clubs: PP pupils given priority places and receive 1 free place at a club of their choice per half term. Adventurous and outdoor learning: Wild Things forest schools after school club – priority free places to PPG children Residential week for Year 6 pupils. Pupils on PP receive a free place.	Limited experiences to draw upon to help develop their understanding of text types in reading. Outdoor learning is rated highly in the EEF Teaching and Learning Toolkit (+4 months) Evidence is moderately strong. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	3
Raising aspirations through careers related learning. Implementation of a structured approach of	The literature suggests that careers education is optimally facilitated when interventions are personalised and targeted to individuals' needs from an early age. There is compelling evidence that career learning should begin in primary school. (EEF)	3

CRL across school to motivate and inspire children in working towards careers related goals, thereby increasing cultural capital	https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance/Careers_review.pdf?v=1733262371	
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Total budgeted cost: £75630

Part B: Review of outcomes in previous academic year

Pupil premium strategy outcomes 2023-24

Intended outcome	Success criteria	Review
PPG children will improve their vocabulary and develop their ability to children develop an understanding of coherent written work.	<ul style="list-style-type: none"> Assessment e.g. using Nuffield Early Language Intervention will show improvement in oral language in PPG Reception age pupils. 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 and can draw upon first hand experiences. Work in children's writing books will show that 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. 	<ul style="list-style-type: none"> All PPG children in reception received targeted intervention to develop oral communication skills All PPG children showed progress in communication and language skills over the course of the year Lesson observations in reception commented on the high quality oracy that was embedded practice within both classes End of KS2 data showed increase in percentage of PPG pupils meeting expected standards in writing: 86% (up from 73% in 2023)
Improve outcomes in reading, writing and maths for PPG children.	<ul style="list-style-type: none"> Phonics data will show an increase in the percentage of PPG children who are passing their phonics check. Teacher assessment will indicate an increase in the percentage of PPG children who are meeting age related expectations reading Teacher assessment will indicate an increase in the percentage of PPG children who are meeting age related expectations in writing 	<ul style="list-style-type: none"> Phonics data showed that 100% of PPG children met the expected standard in the phonics check across school (up from 40% in 2022) End of KS2 data showed increase in percentage of PPG pupils meeting expected standards in all subjects: GPS: 86% (up from 82% in 2023) Reading 100% (up from 82% in 2023) Writing 86% (up from 73% in 2023) Maths 86% (up from 73% in 2023) Combined RWM 86% (up from 64%)
Children will benefit from opportunities to maximise life experiences in order to reduce the	<ul style="list-style-type: none"> All PPG children offered one free after school club session each half term. Increased uptake of PPG children accessing after school clubs. All PPG children supported to participate in at least one curriculum trip over the course of 	<ul style="list-style-type: none"> All PPG children offered free club access in all terms. Increase in PPG children accessing extended school clubs: 83%

<p>gap between their knowledge and understanding of the world and those of their peers.</p>	<p>the year, including residential trip for Y6 pupils.</p>	<ul style="list-style-type: none"> • All PPG children accessed at least one curriculum trip during the year • All PPG Y6 pupils attended the residential trip to Robinwood
<p>Children will be supported with their attendance, mental health and behaviour to enable them to make good progress with their learning.</p>	<ul style="list-style-type: none"> • Attendance data/ case work will indicate improving attendance patterns. • School will remain above national average for attendance rates in the current year. • Parent/pupil questionnaires demonstrate children feel well supported in school. 	<ul style="list-style-type: none"> • School above national attendance rates for the academic year • 69% of PPG children accessed Pastoral support over the course of 2023-24 • Parent survey stated that 94% of parents feel their child is safe/supported at school