

Pupil premium strategy statement – Captain Webb Primary School

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	392
Proportion (%) of pupil premium eligible pupils	29.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Sarah Passey
Pupil premium lead	Sarah Passey
Governor / Trustee lead	Lyn Hough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,875
Recovery premium funding allocation this academic year	£17,545
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
Total budget for this academic year <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>	£189,420

Part A: Pupil premium strategy plan

Statement of intent

At Captain Webb Primary we believe that ‘everyone’ has the right to be successful and achieve. The focus of our pupil premium strategy is to support all disadvantaged pupils and families, irrespective of background or ability level. Our disadvantaged pupils and families may face a diverse range of challenges and already be supported by a wide range of external agencies. It is important to remember, some of our non-disadvantaged pupils may also face these challenges and we believe it is only right to support these families, through the activities outlined in this strategy.

We believe that first and foremost, it is essential that there is quality first teaching and learning on a day-to-day basis. We only use interventions to ensure that all children keep up rather than catch up. We understand the importance of ensuring all pupils are independent learners, are developing thinking skills and clear assessments support the progress being made by Pupil Premium Pupils. The work we have undertaken to ensure that the curriculum delivers the correct amount of substantive and disciplinary knowledge is designed to support our disadvantaged pupils to know and remember more of their learning, leading to increased outcomes at all ability levels. Through high quality research, we know that it is a curriculum such as this, combined with high quality teaching, which will have the greatest impact on closing the disadvantaged attainment gap.

Whilst still recovering from the pandemic, staff monitor and assess curriculum plans and adjust these to ensure they meet the needs of the pupils. Our wider school recovery offers encompasses curriculum re-mapping, opportunities for social and emotional development and enhanced offer through the school led recovery programme. Access to this aspect has been based on need – those pupils who have been the most affected by the pandemic have been identified and will access high quality tuition sessions, led by experienced school staff. We also undertake Project 20 a school devised program that supports the needs of the lowest achieving twenty percent of pupils. Pupil Premium Pupils have first access to this to ensure that they are on track to achieve ARE in R, W and M at the end of KS2. We know that if children achieve this outcome, it gives them the best possible chance at secondary school. Emerging needs are swiftly identified, and support is put in place to ensure that these pupils receive what they need, when they need it. We do not make assumptions on disadvantage, nor do we apply blanket support – careful diagnostic assessment is carried out to ensure that the support offered is bespoke and will ensure that the pupils go on to make further progress across the curriculum and beyond. We have very high expectations of the children and instil a ‘can do’ attitude.

We intend to use our 2022/23 pupil premium and catch-up funding to enable the school to:

- Increase the level of Pastoral Support provided by the school enabling the school to provide support in a variety of ways to the most vulnerable children and their families.
- Improve the progress rates for PP children particularly in all core subjects
- Support pupils at break times, lunchtimes and after school clubs.
- Provide enhanced support for a small group of PP pupils who find it difficult to access the curriculum.
- To subsidise the cost to pupils in receipt of PPG for attendance at breakfast club. Ensuring that they have a good breakfast and attend school on time on a daily basis.
- To subsidise educational visits to provide real contexts for learning and widen experiences.
- Provide additional support time in class to enable teachers and Teaching Assistants to work with groups of children who are under-achieving or to improve attainment, particularly in Literacy & Maths.
 - To improve the speech and language skills of PPP’s especially in the Foundation Stage and Year 1

Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Social and Emotional
3	Speech and Language
4	Safeguarding concerns
5	Behaviour for Learning

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
<i>To ensure outcomes are in line with non-PPP's nationally in all core subjects</i>	The percentage of PPP's attaining ARE and greater depth at the end of KS1 and 2 is in line with National outcomes of non-PPP's
To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational outcomes	Children make consistently good progress as a result of the emotional support they receive from internal and external staff
To improve the language skills of identified PP skills to ensure appropriate understanding and vocabulary – Particular focus in Early Years	An increased percentage of pupil premium pupils achieve a GLD and pass the phonics screening test due to improved Speech and Language intervention
To ensure that attendance of the Pupil Premium children is 96.5% which is in line with the school target	All Pupil Premium Pupils have attendance above 96.5%

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: £109,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To lessen the opportunity for gaps to open between the PPP's and Non-PPP's by providing additional support in the Foundation stage by Additional adults in the EYFS to address the S and L and emotional needs</p> <p>The employment of a TA to undertake 1:1 speech and Language interventions. The TA to follow advice from a Speech and Language therapist that visits school once every 6 weeks to review progress children are making and provide new programs and targets for the children to follow. (1:1</p> <p>The introduction of Wellcom (a Speech and Language program focusing on increasing vocabulary and understanding</p> <p>Employing an additional Pastoral support</p> <p>The Assistant Headteacher to be non-class based to support in the Foundation Stage delivering high quality phonics teaching and 1:1 phonic interventions</p>	<p>Close observations in the EYFS stage have shown the greatest barriers to learning for the pupils are:</p> <ul style="list-style-type: none"> • Poor Speech and Language skills (including listening and concentration) • High levels of emotional needs <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>How will we monitor</p> <p>Through the monitoring of the quality of teaching and Learning</p> <p>Data is suggesting that PPPs are on track to attain in line with national outcomes for all pupils</p> <p>Data from monitoring of S and L interventions- Soundswell</p> <p>Phonics data</p>	<p>Challenge Number 2</p> <p>Challenge Number 3</p>
<p><i>To ensure outcomes for all PPP's nationally in Reading, Writing and Mathematics by:</i></p> <p><i>Continuing with the employment of an increased number of TA's to release teachers to carry out focused interventions for children PPP's in Maths</i></p> <p><i>Increased number of TA's</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>(Linked to Outcome A)</p>
<p>To ensure outcomes for all PPP's are in line with non-PPP's nationally in Reading, Writing and Mathematics by:</p> <p>Continuing with the employment of an increased number of TAs to release teachers to carry out</p>	<p>Data is suggesting that the identified pupils need to make rapid and sustained progress to ensure that they are on track to achieve at least age expected outcomes.</p> <p>Research suggests that progress is more rapid when the interventions are carried out by qualified teachers and focused around pre tutoring rather than catch up strategies</p>	<p>(Linked to Outcome A)</p>

<p>focused interventions for children PPPs in Maths</p> <p>Increased number of TAs to carry out interventions to develop the reading skills of the bottom 20% of achieving children</p>	<p>How will we monitor:</p> <p>Monitoring of interventions being undertaken by H/T Book scrutiny Data analysis</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>To ensure outcomes for all PPP's are in line with non-PPP's nationally in Reading by:</p> <p>Continuing with reading incentive that includes 6 x yearly rewards for all pupils that complete this challenge. All PPPs are to complete the challenge as they will be supported in school.</p>	<p>Reading records are showing that PPPs are reading less regularly at home when compared to non-PPPs Data is showing that PPP's are more likely to have a reading age below that of their chronological age</p> <p>How will we monitor:</p> <p>Reading ages will be monitored every 6 weeks to ensure rapid progress is occurring due to the intervention Reading records to be monitored every 3 weeks to ensure interventions are occurring as described</p>	<p>(Linked to Outcome A)</p>
<p>To ensure outcomes for all PPP's are in line with non-PPP's nationally in Reading by:</p> <p>Purchasing a wide range of books to encourage PPPs to gain a love of reading (PPPs to choose books)</p> <p>Encouraging a love of reading by inviting visiting authors into school to motivate and engage PPPs in reading</p> <p>To have visiting theatres in school to encourage a love of reading</p>	<p>Pupil voice is suggesting that PPPs are now reading well but don't have a love of reading</p> <p>How will we monitor:</p> <p>Pupil voice through questionnaires will monitor the impact and children's love of reading.</p> <p>Pupils will be asked to describe strategies that would encourage them to gain a love of reading</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>(Linked to Outcome A)</p>

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

Budgeted cost: £47,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational outcomes by:</p>	<p>36% of PPP's have been identified as having Social and Emotional issues which are a barrier to learning</p> <p>Research suggests that impact of this strategy is high for moderate cost</p>	<p>(Linked to outcome B)</p>

<p>Continuing with the employment of an additional member of staff to support the Pastoral manager to carry out interventions to support identified pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>How will we monitor: HT to monitor the quality of interventions</p> <p>Monitor the outcomes of interventions through teacher and pupil voice</p>	
<p>To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational outcomes by: Continuing with the employment of a councillor to support PPPs to ensure that they are emotionally able to learn</p>	<p>36% of PPP's have been identified as having Social and Emotional issues, which are a barrier to learning.</p> <p>How will we monitor: Headteacher to monitor the progress of pupils who receive support from the councillor on addressing their Social and Emotional needs as well as educational progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>(Linked to outcome B)</p>
<p>To improve the confidence, self-esteem and resilience of PPPs through outdoor activities by: All PPPs in year 3, 4, 5 and 6 to participate in Arthog Outreach activities.</p>	<p>36% of PPP's have been identified as having Social and Emotional issues, which are a barrier to learning.</p> <p>Children report following this type of activity they feel higher rates of confidence and self-belief</p> <p>How will we monitor: Pupil voice questionnaires to ascertain improvements in confidence levels</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>(Linked to outcome B)</p>
<p>To improve the language skills of identified PP skills to ensure appropriate understanding and vocabulary - Particular focus in Early Years by: The introduction of language-based interventions to support the development of pupil's language skills and comprehension skills</p>	<p>37% of PPP's have identified Speech and Language issues related to either limited vocabulary or poor comprehension Research suggests that impact of this strategy is high for moderate cost</p> <p>How will we monitor: SEND and Literacy Co-ordinator to monitor the quality of interventions. Monitor the outcomes of interventions through teacher and pupil voice.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>(Linked to outcome C)</p>

<p>To improve the language skills of identified PP skills to ensure appropriate understanding and vocabulary - Particular focus in Early Years by:</p> <p>Purchasing a Speech and Language identification tool to ensure early identification and intervention for pupils in the Early Years</p>	<p>37% of PPP's have identified Speech and Language issues related to either limited vocabulary or poor comprehension Research suggests that impact of this strategy is high for moderate cost</p> <p>How will we monitor: Progress of children will be monitored as outlined by the Speech and Language tool</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>(Linked to outcome C)</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £36,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve attendance of all PPP's by: Offering free breakfast club place for all PPP's Pastoral support manager to monitor attendance of PPP's and create action plans for all pupils below 95%. A contribution to the cost of EWO working for school to monitor attendance of PPP's</p>	<p>36% of PPP's attendance is below 95%</p> <p>How will we monitor: Monitor attendance levels weekly Monitor attendance at breakfast club</p>	<p>(Linked to outcome D)</p>
<p>To improve attendance of all PPP's by: Strategic use of taxi's, booked through school, to enable PP children to attend where family difficulties affect attendance.</p>	<p>36% of PPP's attendance is below 95%</p> <p>How will we monitor: Monitoring individuals' attendance levels</p>	<p>(Linked to outcome D)</p>
<p>To ensure outcomes for all PPP's are in line with non-PPP's nationally in writing by: All PPP's children to attend educational visits to ensure they are writing from real life experiences To enhance the cultural capital of PPPs</p>	<p>Data shows that we need to narrow the gap between the attainment of PPP's and non-PPPs in writing.</p> <p>How will we monitor: Monitoring of writing through book scrutinies and lesson observations Data analysis</p>	<p>(Linked to Outcome A)</p>
<p>To improve attendance of all PPP's by:</p>	<p>36% of PPP's attendance is below 95%</p> <p>How will we monitor:</p>	<p>(Linked to outcome D)</p>

<p>Offering free breakfast club place for all PPP's</p> <p>Pastoral support manager to monitor attendance of PPP's and create action plans for all pupils below 95%.</p> <p>A contribution to the cost of EWO working for school to monitor attendance of PPP's</p>	<p>Monitor attendance levels weekly</p> <p>Monitor attendance at breakfast club</p>	
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Total budgeted cost: £194,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data Headlines for Summer 2022		
National Results		
Early Years		
GLD		National
All Pupils	70%	65%
PPP	67%	
Non -PPP	71%	
PPPs performance was 2 percentage points above national outcomes for all pupils nationally		
PPP's performance was 3 percentage points behind non-PPP's (1 pupil)		
Phonics – Year 1 – National outcomes		
	Captain Webb	National
All children	81%	75%
PPP	67%	
Non-PPP's	86%	
PPPs performance was 7 percentage points below national outcomes for all pupils nationally		
PPP's performance was 19 percentage points behind non-PPP's (1 pupil)		
Key Stage 1 –		
Reading	Captain Webb	National
All children	75%	67%
PPP	88%	
Non-PPP's	70%	
PPP's performance was 21percentage points above national outcomes for all pupils nationally		
The percentage point difference between PPP's and Non-PPPs was +18 percentage points		
Reading (Greater Depth)	Captain Webb	National
All children	28%	
PPP	31%	
Non-PPP's	25%	
The percentage point difference between PPP's and Non-PPPs was +6 percentage points		
Key Stage 1 –		
Writing	Captain Webb	National
All children	72%	58
PPP	88%	
Non-PPP's	60%	
PPP's performance was +30 percentage points above national outcomes for all pupils nationally		
The percentage point difference between PPP's and Non-PPPs was +28 percentage points		
Writing (Greater Depth)	Captain Webb	National
All children	22%	
PPP	25%	
Non-PPP's	20%	
The percentage point difference between PPP's and Non-PPPs was +5 percentage points		
Key Stage 1 –		
Maths	Captain Webb	National
All children	75%	68%

PPP	88%	
Non-PPP's	70%	

PPP's performance was +30 percentage points above national outcomes for all pupils nationally

The percentage point difference between PPP's and Non-PPPs was +28 percentage points

Maths (Greater Depth)	Captain Webb	National
All children	19%	
PPP	31%	
Non-PPP's	10%	

Timetables test – Year 4 (test was out of 25)

	All children	PPs	Non-PP's
25-23	45	24	21
22-19	3	1	2
18-15	2	1	1
14-11	1	0	0
10-7	0	0	0
7-4	0	0	0
3-0	0	0	0
Below level	7	1	6

(Number of children)

Key Stage 2 –

Reading	Captain Webb	National
All children	77%	74%
PPP	70%	
Non-PPP's	85%	

PPP's performance was -4 percentage points above national outcomes for all pupils nationally

The percentage point difference between PPP's and Non-PPPs was +28 percentage points

Reading (Greater Depth)	Captain Webb	National
All children	29%	
PPP	30%	
Non-PPP's	28%	

The percentage point difference between PPP's and Non-PPPs was +8 percentage points

Key Stage 2 –

Writing	Captain Webb	National
All children	73%	69%
PPP	78%	
Non-PPP's	69%	

PPP's performance was +9 percentage points above national outcomes for all pupils nationally

The percentage point difference between PPP's and Non-PPPs was +9 percentage points

Writing (Greater Depth)	Captain Webb	National
All children	21%	
PPP	17%	
Non-PPP's	23%	

The percentage point difference between PPP's and Non-PPPs was -6 percentage points

Key Stage 2 –

Maths	Captain Webb	National
All children	63%	71%
PPP	70%	
Non-PPP's	59%	

PPP's performance was -1 percentage points below national outcomes for all pupils

The percentage point difference between PPP's and Non-PPPs was +11 percentage points

Maths (Greater Depth)	Captain Webb	National
All children	16%	
PPP	13%	
Non-PPP's	18%	

The percentage point difference between PPP's and Non-PPP's was -5 percentage points

Key Stage 2 –

SPAG	Captain Webb	National
All children	76%	72%
PPP	74%	
Non-PPP's	77%	

PPP's performance was +2 percentage points above national outcomes for all pupils

The percentage point difference between PPP's and Non-PPP's was -3 percentage points (1 pupil difference)

SPAG (Greater Depth)	Captain Webb	National
All children	19%	
PPP	22%	
Non-PPP's	18%	

The percentage point difference between PPP's and Non-PPP's was +4 percentage points

Results show that PPP money is supporting the academic performance of pupils well. Areas to develop with new PP monies will be ensuring that the phonic scheme and interventions are supporting PPP's with early reading (Phonics). This will be closely monitored by the Early Reading Lead throughout the Year to ensure this gap is closed. We will need to see evidence of this in our KS1 reading data in 2023.

The attendance strategies implemented in our PP Plan 21.22, of employing a pastoral support and offering free breakfast club places, had a positive impact on attendance for disadvantaged pupils.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted by COVID-19-related issues, and this is continuing even in 21/22. 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 by the employment of weekly counsellor sessions, and the use of 1-1 sessions with the additional pastoral support officer. We have also engaged the services of a play therapist. The pupils voiced that they felt calmer and more supported, and staff reported that it was having a positive impact on learning in general.