

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Captain Webb Primary School
Number of pupils in school	372 (+ 80 Nursery)
Proportion (%) of pupil premium eligible pupils	29.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	10 th December 2021
Date on which it will be reviewed	10 th October 2022
Statement authorised by	S Passey
Pupil premium lead	S Passey
Governor / Trustee lead	Mrs L Hough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 171,365
Recovery premium funding allocation this academic year	£ 18,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

The table below contain a summary of Years 2 and 6 internally assessed performance data, at the end of summer term 2021.

Year 6: Summer 2 (2021)																
Attainment	% Pupils achieving ARE					% Pupils working at GD					National (End KS2) Comparison 2018					
											ARE/High					
	Com	W	R	M	GPS	W	R	M	GPS	C	W	R	M	GPS		
Cohort (59)	72	78	83	76	78	25	32	27	25	65 / 10	78 / 20	73 / 27	79 / 27	78 / 36		
Disadvantaged (26)	60	68	80	64	58	12	16	16	19	65 / 11	78 / 20	73 / 17	79 / 27	78 / 36		
Non Disadvantaged (32)	80	85	86	80	82	34	43	34	41	71	83 / 24	78 / 31	84 / 32	83 / 38		
Progress (in year)	% Pupils Making Expected Progress					% Pupils Making Better Than Expected Progress										
	Com	W	R	M	GPS	W	R	M	GPS	W	R	M	GPS			
Cohort (60)	91	98	100	93		24	24	17								
Pupil Premium (26)	96	97	100	96		23	26	13								
Non-Pupil Premium (34)	87	94	100	90		23	23	19								
Year 2: Summer Final (2021)																
Attainment	% Pupils achieving ARE					% Pupils working at GD					National (End KS1) Comparison 2018					
											ARE			GD		
	Com	W	R	M	GPS	W	R	M	GPS	W	R	M	W	R	M	
Cohort (49)	78	78	78	78	78	27	31	26	27	69	75	76	15	25	22	
Disadvantaged (23)	65	65	65	65	65	22	17	17	22	55	62	62	7	14	12	
Non-Disadvantaged (26)	89	89	89	89	86	31	42	35	31	73	78	79	17	28	24	
Progress (in year)	% Pupils Making Expected Progress					% Pupils Making Better Than Expected Progress										
	Com	W	R	M	GPS	W	R	M	GPS	W	R	M	W	R	GPS	
Cohort (49)	98	100	100	98		17	17	15								
Disadvantaged (23)	100	100	100	100		18	14	14								
Non-Disadvantaged (26)	96	100	100	96		16	20	16								

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Although we were able to partially mitigate this effect, by maintaining a high quality curriculum during periods of partial closure, and by the use of quality online resources (including live TEAMS session with class teachers), it was primarily our pupil premium children who struggled most to access these resources. We therefore encouraged the most vulnerable of these learners to attend during lock down.

We intend to use our 2021/22 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	Social and Emotional issues
2	Speech and Language
3	Child Protection concerns
4	Behaviour for Learning
5	Attendance

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
To ensure outcomes for all PPP's are in line with non-PPP's nationally in all core subjects	The percentage of PPP's attaining ARE and greater depths 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 support they receive
To improve the language skills of identified PP skills to ensure appropriate understanding and vocabulary - Particular focus in Early Years	The percentage of PPP's attaining a good level of development is in line with national outcomes of non-PPP's
To ensure PPPs remain on track or make accelerated progress to become on track to achieve age expected outcomes	The percentage of PPP's attaining ARE and greater depths at the end of KS1 and 2 is in line with national outcomes of non PPP's in mathematics
To improve attendance of all PPP's	That the attendance of every PPP is at or above 96%

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: £ 45,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To lessen the opportunity for gaps to open between PPP's and Non-PPP's by providing additional support in the Foundation Stage by:</p> <p>Additional adults in the EYFS to address the S and L and emotional needs of PPPs in the EYFS stage</p> <p>All staff in the Early Years to receive S and L training (EKLAN)</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>How will we monitor: 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 all pupils</p> <p>Data from monitoring of S and L interventions – Soundswell</p>	(Linked to Outcome A)
<p>To lessen the opportunity for gaps to open between PPP's and Non-PPP's by providing additional support in the Foundation Stage by:</p> <p>Providing additional resources to improve the quality of play and thus Speech and Language in the Early Years</p> <p>CPD for EYFS on providing quality play opportunities</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>How will we monitor: 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 all pupils</p> <p>Data from monitoring of S and L interventions – Soundswell</p>	(Linked to Outcome A)
<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 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>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>How will we monitor: Monitoring of interventions being undertaken by H/T</p> <p>Book scrutiny</p> <p>Data analysis</p>	(Linked to Outcome A)

<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 (PPP's 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>(Linked to Outcome A)</p>

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

Budgeted cost: £84,700

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>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>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>How will we monitor:</p> <p>HT to monitor the quality of interventions</p> <p>Monitor the outcomes of interventions through teacher and pupil voice</p>	<p>(Linked to outcome B)</p>
<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>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:</p> <p>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>(Linked to outcome B)</p>

<p>To improve the confidence, self-esteem and resilience of PPPs through outdoor activities by:</p> <p>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>	(Linked to outcome B)
<p>To improve the language skills of identified PP skills to ensure appropriate understanding and vocabulary - Particular focus in Early Years by:</p> <p>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</p> <p>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>	(Linked to outcome C)
<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</p> <p>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>	(Linked to outcome C)
<p>To ensure PPPs remain on track or make accelerated progress to become on track to achieve age expected outcomes in Reading and Maths by:</p> <p>The use of TAs to undertake timely and precise interventions to narrow the current attainment gap between PPP's and Non-PPP's in Maths and Reading</p>	<p>Data shows that we need to narrow the gap between the attainment of PPP's and non-PPP's in maths and reading</p> <p>How will we monitor: Literacy, Numeracy and SENCO to monitor the quality of the interventions Data to be used to assess the impact of the interventions being undertaken</p>	(Linked to Outcome A)

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

Budgeted cost: £ 59,800

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</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>	(Linked to outcome E)

<p>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>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 E)</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-PPP's in writing.</p> <p>How will we monitor: Monitoring of writing through book scrutinies and lesson observations</p> <p>Data analysis</p>	<p>(Linked to Outcome A)</p>

Total budgeted cost: £ 190,200

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that whilst the performance of disadvantaged pupils was still lower than non-disadvantaged in key areas of the curriculum, their progress was higher. This evidenced that for those vulnerable children that attended during the lockdowns the interventions that we were able to put in place were effective, although we still have some further actions to take on improving attainment for this cohort.

Many of our interventions were carried out, in part, but were limited to those who were able to attend throughout the partial lockdowns. Some had to be delayed until the school was able to fully open and as a result are still being monitored for their effectiveness.

School closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. This was primarily because these children were less able to engage via home learning due in part to a lack of home resources, and in part to parental engagement. To offset this we established a loan agreement for IT equipment, and set up daily Teams meetings with class teachers to give additional support. Furthermore, we resolved to maintain a high quality curriculum, by sharing videoed lessons, sending home learning packs, loaning out reading books, and setting up direct contact with the class teachers.

The attendance strategies implemented in our PP Plan 20/21, of employing a pastoral support and offering free breakfast club places, had a positive impact on attendance for disadvantaged pupils in 20.21 as it increased to 95.45 %, compared to 94.96% in 19.20, and 95.12% in 18.19.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, due to COVID-19-related issues. 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. The pupils voiced that they felt calmer and more supported, and staff reported that it was having a positive impact on learning in general.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Utilising the [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.