



Captain's Close Pupil premium strategy statement

School overview

Detail	Data
School name	Captain's Close Primary School
Number of pupils in school	177 172
Proportion (%) of pupil premium eligible pupils	30.2%
Academic year/years that our current pupil premium strategy plan covers (3 Year plans are recommended)	2024-2027 (year 2 of plan)
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025 September 2026
Statement authorised by	Natalie Willcock
Pupil premium lead	Natalie Willcock
Governor / Trustee lead	Clare Howe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,655 £63, 488
PLAC Previously Looked after Children x 4 (£2,530 per pupil)	£5060 £10120
SCE Service Children Education x1 (£2,530 per pupil)	£5060 £2530
Recovery premium funding allocation this academic year	£ 0
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	£74,835 £76, 138

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Captain's Close is that all pupils, irrespective of their background or the challenges they face, 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 ensure that high-quality teaching is at the core of our approach. We also focus on areas in which disadvantaged pupils require the most support. It is evident that this will have the greatest impact on closing the disadvantage attainment gap.

At Captains Close Primary School we believe that Quality First Teaching has to be at the heart of our approach and will focus on the most disadvantaged and lowest attaining pupils. 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

Our SLT monitor the impact interventions and ensure that all staff are accountable for the attainment and progress children in receipt of pupil premium through half termly pupil progress meeting, the use of Insight and regular reporting to the AB. To ensure that we use the school's resources to improve the attainment of disadvantaged pupils for this current year, we have considered evidence on what will have the most impact for our children using educational research such as EEF Teaching and Learning Toolkit. The use of our Enrichment Fund allows pupils to access a range of curriculum enrichment opportunities, such as music lessons, afterschool clubs such as football and art as well as trips.

Challenges

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

Challenge number	Detail of challenge
1	<p>Speech, language and vocabulary delay</p> <p>Students across all grade levels have shown weak speaking, listening, language skills and vocabulary gaps. The school is working to identify gaps early working with the EPIC speech team and deliver interventions to narrow the gap. The school is embarking on Voice 21 to support and develop the oracy skills of the whole school.</p> <p>Research shows that helping children early with speech and language delay is very important in narrowing future gaps. If not addressed soon, these problems can affect their learning, social life, and overall growth.</p>
2	<p>Self-Regulation / Learning Behaviour difficulties</p> <p>Our school has a larger number of pupils with complex needs including in our SEMH hub who sometimes display challenging behaviours. Research in primary schools indicates that socio-emotional regulation is crucial for effective learning. Many pupils struggle with managing their emotions and behaviours, which affects their academic performance. Studies suggest that implementing ongoing strategies and interventions, such as social-emotional learning programs and behavioural support plans, can significantly help these pupils improve self-regulation and engage more productively in their learning environments.</p>
3	<p>Early reading – Phonics</p> <p>Assessments, observations, and discussions with pupils suggest that phonics and Early Reading in EYFS and KS1 is not in line with non PP. Captains Close Primary School phonics data for 2024 indicates that 40% of pupils require additional help with phonics following year 1 2024 phonics screening assessment.</p> <p>Reading across school</p> <p>Assessments, observations, and discussions show that disadvantaged pupils generally have lower reading ages and comprehension skills compared to their peers. Many pupils do not share books at home and early indication from child voice indicate a lack of range of reading for pleasure.</p> <p>Monitoring also reveals a significant vocabulary gap between disadvantaged</p>

	<p>and non-disadvantaged pupils, affecting reading skills due to unfamiliar tier 2 and tier 3 vocabulary.</p> <p>In Year 4, 5 and 6, pupils who missed early phonics or experienced disjointed learning are continuing to catch up on their phonological knowledge which has impacted the fluency, comprehension and progress in reading.</p>
4	<p>Impact of Covid 19</p> <p>Assessments show that disadvantaged pupils suffered more from school closures than their non-disadvantaged peers. As of September 2024, this continues to affect them both academically and emotionally.</p> <p>Academic</p> <p>Disadvantaged pupils often face learning challenges due to a lack of past experiences and home support, causing disengagement and slower progress.</p> <p>Mental Wellbeing</p> <p>Lockdowns have significantly impacted the mental health of disadvantaged pupils, making self-regulation difficult and leading to reluctance in attending school or escalation in some children's behaviours.</p>
5	<p>Writing</p> <p>Our assessments and observations indicate that Writing progress is not in line with non pp particularly in EYFS and Ks1, early physical development gaps are evident alongside phonics and early letter formation.</p>
6	<p>Maths</p> <p>Our assessments and observations indicate that Maths progress is not in line with non pp, 66% of pupils in year 6 overall achieved the expected for Maths, key areas of gaps evidence across the school are mental arithmetic and reasoning.</p>
7	<p>Attendance</p> <p>Our attendance data indicates that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. 19% of pupils across the whole school were persistently absent which is higher than National average. Some areas of concerns have been increased number of late children, the impact of part time timetables on the overall school data.</p>
8	<p>Increase SEND and TUF</p> <p>There has been an increase in pupils with Special Educational Needs and Disabilities (SEND) at Captains Close, requiring inclusive and supportive environments.</p> <p>To achieve inclusivity it is important to develop the training of all staff to have</p>

	<p>an understanding of strategies which can be used to differentiate instructions or support using adaptive technologies to remove barriers. Cultivating acceptance can be done through awareness programs and training for staff and students on SEND challenges.</p> <p>Providing high quality first teaching and targeted interventions will support the regular review, assessing and adjustment of Top-Up Funding (TUF) and Education, Health and Care Plans (EHCP) effectively.</p> <p>For Pupil Premium (PP) students, funds should address specific learning barriers, such as hiring extra support staff and offering one-on-one tutoring. The school should monitor the impact of these measures to ensure they improve educational outcomes.</p> <p>By adopting these practices, Captains Close can better support SEND and PP pupils, helping them succeed academically and socially.</p>
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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 be above National expectations for the Phonics screening, gaps with non pp closed.	Progressive, well-sequenced and rigorous phonics program in place - RWInc National data – Autumn for Year 2. Summer for Year 1
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
High quality first teaching and specific needs of children identified, planned for and tailored intervention to take place where necessary to ensure progress of all children	High quality CPD for all members of staff. Evidence-based research used for high quality interventions.
Improved reading attainment among disadvantaged pupils	Key Stage 2 reading outcomes show that more disadvantaged pupils meet the expected standard and the gap is closing in other year groups between disadvantaged pupils and their non-disadvantaged peers.

Improved attainment for disadvantaged pupils at the end of Key Stage 2 in maths	Assessments indicate improved attainment in maths and writing for disadvantaged pupils in Key Stage 2, especially for those where additional support has been given.
To achieve and sustain improved attendance for pupils particularly our disadvantaged pupils	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall attendance for all pupils improving and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced the overall percentage for persistently absent pupils decreasing and the gap between disadvantaged pupils and their non-disadvantaged peers being reduced for persistently absent pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in bullying a significant increase in participation in enrichment activities, particularly among 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: £4,110

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 3, 4,5 6
Embedding dialogic activities across the school curriculum. These can	There is a strong evidence base that suggests oral language interventions, including dialogic	2

<p>support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Progress in Reading in KS2</p> <p>Embed the use of whole class guided reading, daily one to one reading and the use of Accelerated Reader to assess</p>	<p>Reading comprehension strategies + 6 months</p> <p>Research states it is imperative that the right level of text is identified to support pupil progress, so the use of AR will enable this.</p> <p>EEF: Research into high reading comprehension strategies shows high impact for very low cost based on very extensive research.</p>	1,3
<p>Progress in Writing</p> <p>Support & training from Lead Practitioner in English to ensure that planning for the teaching of writing is high quality and that feedback is used effectively.</p>	<p>There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017), with studies suggesting gains equating to more than two years' progress in one year.</p> <p>EEF: Research into strategies shows the following high impacts for low costs. Feedback + 6 months</p>	1, 4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Continue embed the mastery approach through the use of White Rose Maths to increase mathematical progress.</p>	<p>EEF: Research into strategies shows the following high impacts for low costs.</p> <p>Feedback + 6 months</p> <p>Mastery Learning + 5 months</p> <p>Metacognition + 7 months</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	1, 5
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
<p>Quality First Teaching</p> <p>To provide high quality teaching for all. To narrow the gap between disadvantaged children and their peers using mastery learning, metacognition and feedback</p>	<p>According to the NFER's research, published November 2015, greater success for disadvantaged pupils was associated with schools using fewer strategies</p> <p>EEF: Research into strategies shows the following high impacts for low costs. Feedback + 6 months Mastery Learning + 5 months Metacognition + 7 months</p>	1, 2, 3, 4, 5
<p>Improve the quality of social and emotional</p>	<p>There is extensive evidence associating childhood social and emotional skills with</p>	8

(SEL) learning.	improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17,264

Activity	Evidence that supports this approach	Challenge number(s) addressed
The use of EPIC SALT Support to identify pupils earlier and target appropriate interventions for all PP children Including weekly attendance of EPIC SALT lead. 2 x ELKLAN trained LSA's	EEF: Research into strategies shows very high impact for very low costs after extensive research Oral Language Interventions + 6 months	1, 8
Century & TTRS The use of targeted interventions and challenges in mathematics, spelling and reading in small groups with teaching assistants	EEF: Research into strategies shows the following high impacts for low costs. Feedback + 6 months Mastery Learning + 5 months Teaching Assistant interventions + 4 months Small group tuition + 4 months	1, 3, 4, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3

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

Budgeted cost: £25,716

Activity	Evidence that supports this approach	Challenge number(s) addressed																		
<p>ELSA sessions Support wellbeing of pupils and build knowledge, social skills, and resilience through interventions</p>	<p>EEF: Research into strategies shows the following moderate impacts for moderate costs. Social and emotional learning + 4 months Behaviour interventions + 4 months</p>	1, 6																		
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1,6																		
<p>Attendance Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Increase attendance of PP pupils to 97% to increase access to learning opportunities and interventions.</p>	<p>Research from DfE 2010, states that children with poor attendance are less likely to succeed academically and they are more likely not to be in education, employment, or training (NEET) when they leave school.</p> <p>Disadvantaged vs Non-Disadvantaged Attendance Measures</p> <table border="1"> <caption>Disadvantaged vs Non-Disadvantaged Attendance Measures</caption> <thead> <tr> <th>Absence Measure</th> <th>Disadvantaged (%)</th> <th>Non-Disadvantaged (%)</th> </tr> </thead> <tbody> <tr> <td>Overall Absence</td> <td>~11</td> <td>~5</td> </tr> <tr> <td>Persistent Absence</td> <td>~30</td> <td>~20</td> </tr> <tr> <td>Severe Persistent</td> <td>~4</td> <td>~1</td> </tr> <tr> <td>Authorised Absence</td> <td>~7</td> <td>~4</td> </tr> <tr> <td>Unauthorised Absence</td> <td>~4</td> <td>~1</td> </tr> </tbody> </table>	Absence Measure	Disadvantaged (%)	Non-Disadvantaged (%)	Overall Absence	~11	~5	Persistent Absence	~30	~20	Severe Persistent	~4	~1	Authorised Absence	~7	~4	Unauthorised Absence	~4	~1	1, 7
Absence Measure	Disadvantaged (%)	Non-Disadvantaged (%)																		
Overall Absence	~11	~5																		
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Severe Persistent	~4	~1																		
Authorised Absence	~7	~4																		
Unauthorised Absence	~4	~1																		
<p>Enrichment Fund Encourage all PP pupils to access a wide variety of opportunities to</p>	<p>EEF: Research into strategies shows the following moderate impacts for moderate costs. Extending the school day + 3 months Arts participation + 3 months</p>	1, 6																		

widen their experiences and increase wellbeing. Use of enrichment fund to access after school clubs, music lessons, trips and uniform		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £47,090

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 2023 to 2027 academic year.

Headline Data for PP pupils for 2023-24:

- 94% of disadvantaged pupils in Year 4 scored 20+ on the Y4 MTC.
- 75% of disadvantaged pupils in Year 1 passed the phonics screening check
- 33% of the Year 2 cohort of disadvantaged children passed the phonics retake. The remaining 33% of children have significant SEN needs and are in receipt of an EHCP. Despite not passing the phonics screening in year 2, these children will receive intensive interventions in reading and writing in the coming years to allow them to close the gap and make accelerated progress.
- Year 6 SATs data shows that 20% of disadvantaged pupils achieved EXP standard or greater in Maths, Reading and GPS.

The continued investment in TimesTables Rock Stars has increased fluency in PP pupils in multiplication and division facts in years 2-6. Numbots has been equally effective in engaging and progressing the skills of children in Early Years and KS1. Last year, we were supported by a Lead Practitioner to monitor the progression and acquisition of key skills across the school and implement additional strategies to ensure the best outcomes for all PP children. TTRS and Numbots leader boards have been shared by the maths lead with the school during a weekly celebration assembly. This has proved successful in engaging and captivating children's interest in TTRS and we have seen a significant uptake in the usage of the program both at home and school.

The purchase of programs such as Accelerated Reader, Century, Dyslexia Gold, Widgeo and PM Benchmarking have supported our disadvantaged pupils by providing high-quality resources, texts and assessments to allow them to make progress. Teachers are now able to track assessments and set targeted work or interventions using this technology. Therefore, PP pupils are receiving high-quality, personalised feedback and are beginning to verbalise what they need to do next to be successful. CPD has been provided to stall alongside the implementation of programs such as this to support Teaching and Learning alongside a blended approach to the curriculum. None of this, however, would have been possible without the funds to purchase a laptop for every child in Key Stage 2. This has significantly impacted on the progress of pupils, especially PP pupils. Children have become more fluent in using technology as a learning tool and blended learning is becoming embedded across the school. In the forthcoming year, we are becoming an Incubator School and aim to further develop the use of technology to support PP children.

CPD has been provided by the SENDCo and school leaders to support all staff with supplying targeted interventions for key groups. Staff have gained a better understanding of Quality First Teaching strategies alongside a toolkit for scaffolding and challenging learners. PP children have been tracked and progress reviewed termly to ensure they are getting the most appropriate support.

School attendance figures for disadvantaged pupils for 22-23 for children 5 years and above was

90% with 4.33% authorised absences compared to 93% for all pupils of the same age. Pupils who were absent due to COVID in this academic year continued to be given access to virtual and online lessons. Regular meetings with a consistent EWO combined with early identification and intervention has positively impacted on improving attendance for PP pupils.

The enrichment fund allowed 100% of pupil premium pupils to access school trips and educational events/activities. This has resulted in an increased engagement and sense of wellbeing which could be shared with their peers.

The ELSA sessions that we offer our children and families has proved vital in supporting children with understanding their emotions and feelings. We have observed a significant decrease in mental health and wellbeing in all year groups, likely as a response to the return from COVID and the current financial difficulties that many families are experiencing. This impact was particularly acute for disadvantaged pupils. The stresses of the cost-of-living crisis and the associated finances for our PP families has had a significant impact on parent/carers wellbeing. Our ELSA has worked tirelessly to support and signpost struggling families to places of further support. We have provided breakfast to our PP pupils and run a variety of interventions to support the growing variety of SEMH needs within the school. In addition to this, our ELSA and SENDCo has been working with local secondary schools to support the transition of year 6 pupils into secondary school to ensure that this was a smooth and positive experience. Furthermore, all Designated Safeguarding Leads (DLSs) have supported parents and carers this year with making referrals to Early Help as well as signposting families to other sources of support.

2024-2025

EYFSP

Your school's EYFSP good level of development has **increased by 8.0%** from **67.9%** in 2023/24 to **75.9%** in 2024/25. This is equivalent to approximately **2 more** pupils achieving a good level of development in 2024/25 compared to 2023/24. Our school's average for the last 3 academic year(s) is **68.4%**. 3 out of 29 children are PP, 2 achieved GLD 67%.

Disadvantaged Year 1 who passed phonics 55.6% vs 57.1% non disadvantaged who passed.
year 2 100% passed phonics screening.

Academic Year: 2024/25 Comparator: National

Phonics

Strengths Challenges

	VALUE	GAP	TREND	%ILE
★ Expected Standard (Year 1)	56.7%	-23.2%	-6.5%	96th
Expected Standard (Year 2)	100.0%	+49.9%	+25.0%	1st

KS2

Performance Data Headlines: All Pupils

			Selection	National	Diff to National
Reading, writing and mathematics	Hybrid	Expected Standard	55.0%	62.3%	-7.3%
Reading	Task/Test	Expected Standard	55.0%	75.3%	-20.3%
Writing	Teacher ass.	At or Above Expected Standard	60.0%	72.2%	-12.2%
Maths	Task/Test	Expected Standard	60.0%	74.2%	-14.2%

KS1 Prior Attainment

No data
(National = No data)



Cohort size details



Pupil Group Performance Details

Selection National

Table below

Show numbers

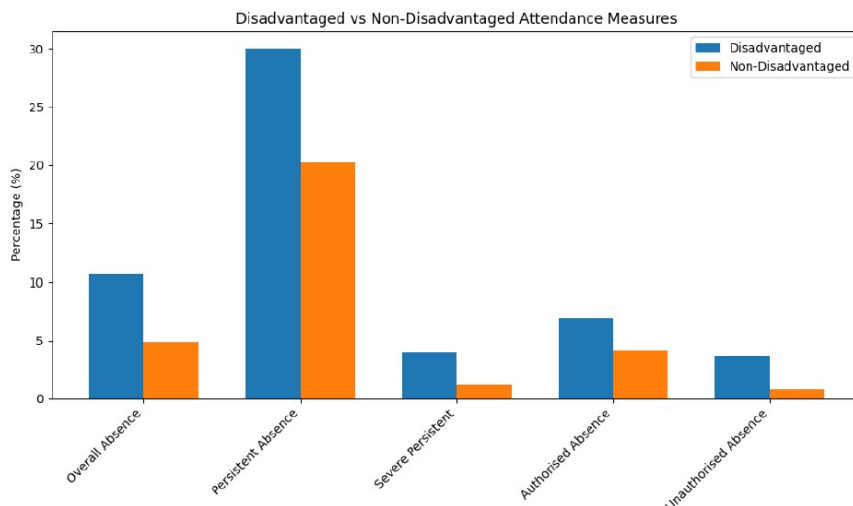
All subjects
End of Key Stage
Cohort

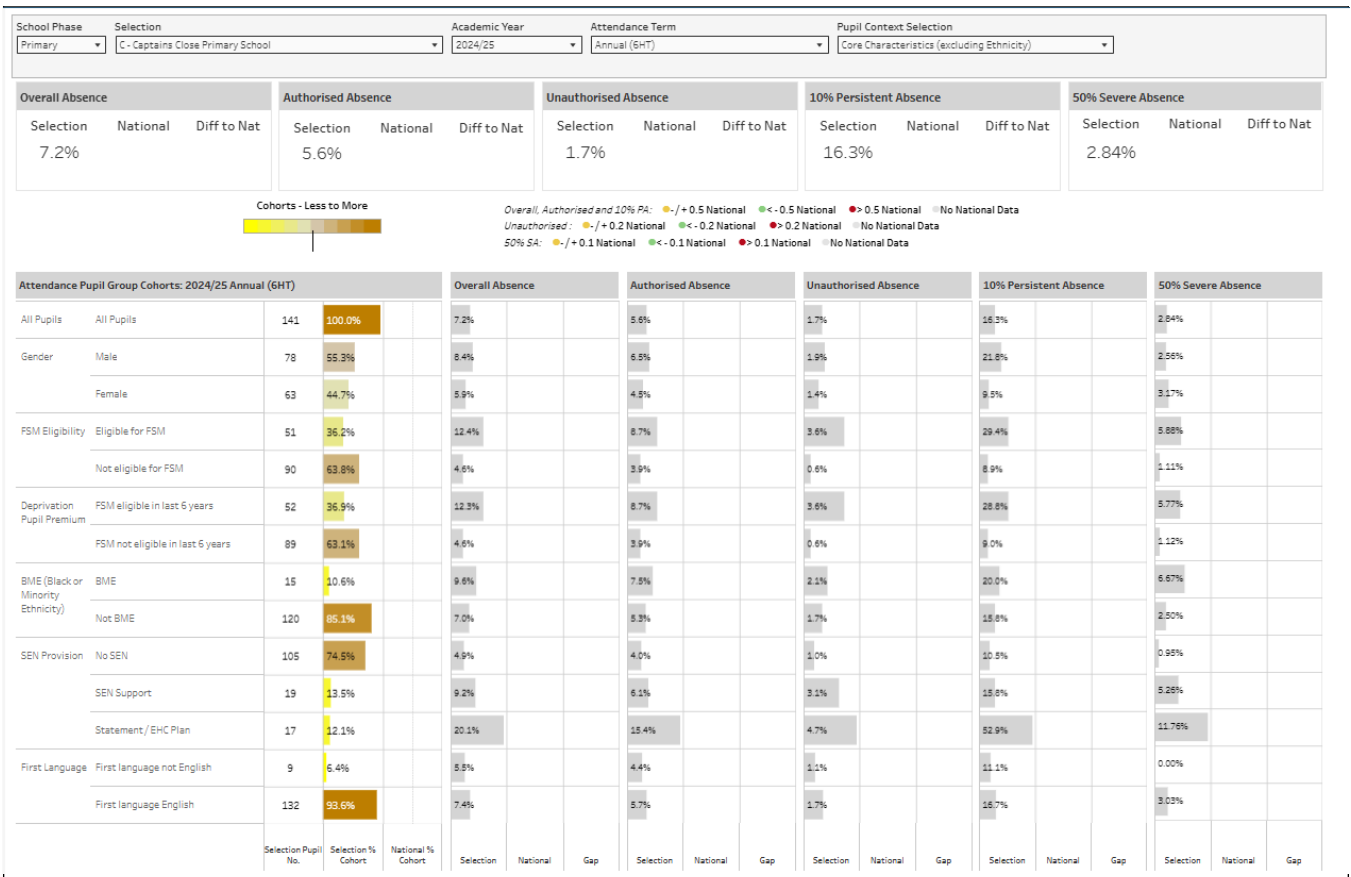
Pupil Group	Pupil Group Member	Cohort	Cohort		Pupil Group Performance Details											
			Selection	National	Reading, writing and mathematics		Writing		Maths							
			Expected Standard	Expected Standard	Hybrid	Task/Test	Teacher assessment	Task/Test								
All Pupils	All Pupils	20	100.0%	100.0%	55.0%	62.3%	-7.3%	55.0%	75.3%	-20.3%	60.0%	72.2%	-12.2%	60.0%	74.2%	-14.2%
Gender	Male	10	50.0%	51.1%	40.0%	59.2%	-19.2%	40.0%	72.3%	-32.3%	40.0%	66.3%	-26.3%	40.0%	74.9%	-34.9%
	Female	10	50.0%	48.9%	70.0%	65.6%	4.4%	70.0%	78.3%	-8.3%	80.0%	78.4%	1.6%	80.0%	73.4%	6.6%
FSM Eligibility	Eligible for FSM	10	50.0%	30.5%	40.0%	47.5%	-7.5%	40.0%	63.4%	-23.4%	50.0%	59.4%	-9.4%	50.0%	60.7%	-10.7%
	Not eligible for FSM	10	50.0%	69.5%	70.0%	68.7%	1.3%	70.0%	80.5%	-10.5%	70.0%	77.8%	-7.8%	70.0%	80.1%	-10.1%
Deprivation Pupil Premium	FSM eligible in last 5 years	10	50.0%	29.8%	40.0%	47.5%	-7.5%	40.0%	63.2%	-23.2%	50.0%	59.6%	-9.6%	50.0%	60.7%	-10.7%
	FSM not eligible in last 5 years	10	50.0%	66.8%	70.0%	68.7%	1.3%	70.0%	80.3%	-10.3%	70.0%	77.5%	-7.5%	70.0%	80.1%	-10.1%
Disadvantaged Pupil Premium	Disadvantaged	10	50.0%	31.9%	40.0%	47.5%	-7.5%	40.0%	63.4%	-23.4%	50.0%	59.3%	-9.3%	50.0%	60.6%	-10.6%
	Not Disadvantaged	10	50.0%	68.1%	70.0%	69.2%	0.8%	70.0%	80.6%	-10.6%	70.0%	78.3%	-8.3%	70.0%	80.5%	-10.5%

20 children in the cohort with 5 in the specialist enhance unit for SEMH who did not take their SAT's test papers and 2 in the mainstream school with an EHCP did not take the papers. Without these pupils unable to access the cohort with intervention, tuition, literacy gold, support staff interventions, homework club and revision club would of achieved 80% in Maths, Writing and 75% in reading. Of the 10 disadvantaged pupils 5 were out of the 7 who were unable to access the assessment. These children were all able to evidence progression from their starting points.

Attendance 2024-2025

Disadvantaged vs Non-Disadvantaged Attendance Measures





Working with the targeted support attendance officer to target persistent absence with half termly meetings. Working closely with EWO, some persistent absence affected due to part time timetable of a child in the enhanced specialist provision awaiting an SEMH provision with significant anxiety to attend school and travelling 50 minutes to school. Regular meetings held with a range of families to support, ELSA, ignite 24 therapy, therapy dog put in place to start to address and target families with persistent absence. Data still needs to approve continue to early support which has started to show some small step improvement including introductions of DFE breakfast scheme and music therapy.

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
Phonics	Read Write Inc
Maths, Spelling and Reading lessons	Century
Reading and writing	Dyslexia Gold

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?	The service pupil premium funding was allocated to the Enrichment Fund and pupils were able to select trips, afterschool clubs and or uniform. All pupils in receipt of this funding were also able to access ELSA sessions and were part of the daily reading programme. They are also included in any intervention that has been put in place for all PP children and will be based on their needs.
What was the impact of that spending on service pupil premium eligible pupils?	Using the service pupil premium in this way has enabled pupils to access a range of enrichment to improve their school experience and has enhanced learning time. Daily reading has supported the children regardless of ability. Being able to access all PP offers has supported all service pp pupils to make good progress. Children have successfully transferred to the next stage in their education and we have improved the provision for pupils with varying SEMH needs.

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 a [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.
- Further development of CPD / TDT offer for teachers and support staff
- Utilising grant funding from other sources and links with charitable organisation to support equitable access to technology for all pupils, both at school and at home.
- Engagement with Microsoft Showcase Schools Incubator programme to develop best practice in the use of technology to enhance learning for all.

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 available assessments, learning walks, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours, which supported our intention to focus on vocabulary, phonics and reading to underpin improving core curriculum attainment and progress.
- We looked at a number of reports, studies, books and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and approaches to inclusion. These inform CPD and coach for staff in an individualised basis as well as staff development goals.
- We used the [EEF's implementation guidance](#) to help us develop our strategy, leading to disadvantaged and vulnerable pupils being the focus of our Raising Achievement Plan (RAP) and teacher CPD & teacher development time (TDT). Progress towards RAP targets is reviewed and evaluated regularly throughout the year, informed by triangulation of evidence regarding pupil attainment and progress.