

# Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Capel-le-Ferne Primary
Number of pupils in school	179
Proportion (%) of pupil premium eligible pupils	24.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Anthony Richards
Pupil premium lead	Rebecca Twinn
Governor / Trustee lead	Sarah Leonard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,750
Recovery premium funding allocation this academic year	£4,850
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£47,600

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. For example a number of pupils live outside of the village and are eligible for free transportation to school. Some families fall outside of the boundary lines for free transport but due to the cost of living increases and other extenuating factors are finding it difficult to transport their children to school.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

We are highly committed to ensuring that disadvantaged pupils are able to access enrichment activities to enhance their wider development and nurture individual talents and skills.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through OSHL catch-up sessions and the EDF Switch on Reading programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>
4	<p>Our assessments (including wellbeing Boxall survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to heightened levels of anxiety, loss of social interaction, decreased support networks and in some cases bereavement. These challenges have particularly affected some of our disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 30 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs. (12 of whom are disadvantaged) receiving small group interventions.</p>
5	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 5 - 10% lower than for non-disadvantaged pupils.</p> <p>15-20% of disadvantaged pupils have been 'persistently absent' compared to 3-5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Help to diminish the difference between national expectations.	<p>KS2 combined assessment outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.</p> <p>Increased % of pupil premium children matching or exceeding the attainment level of their peers.</p> <p>Pupils transfer the skills gained within interventions into their classroom work resulting in learners that are more independent.</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
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.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Boxall, Leuven and PASS assessment outcomes</li> </ul> <p>A significant increase in participation and engagement in enrichment activities, particularly among disadvantaged pupils and their families.</p>
To achieve and sustain improved attendance for all pupils (post pandemic), particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 10%</li> <li>• the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>

## 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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can 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>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Enhancement of our reading teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access ALS phonic resources Spelling Shed,</p>	<p>DFE reading guidance: <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a></p> <p>Switch on Reading: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading</a></p> <p>ALS phonic testimonials: <a href="https://alsphonics.co.uk/testimonial-4/">https://alsphonics.co.uk/testimonial-4/</a></p>	<p>2, 3</p>

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

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
OSHL TA led Recovery Groups in Reading, Writing and Maths	NCB back to school recovery Briefing <a href="https://www.ncb.org.uk/sites/default/files/uploads/files/back-to-school-recovery-briefing.pdf">https://www.ncb.org.uk/sites/default/files/uploads/files/back-to-school-recovery-briefing.pdf</a>  Gov guidance on school Recovery programmes: <a href="https://www.gov.uk/government/publications/education-recovery-support">https://www.gov.uk/government/publications/education-recovery-support</a>	1, 2, 3
KS2 Teacher Led Phonic Interventions	DFE reading guidance: <a href="https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy">https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</a>	2, 3
1:1 Funded tutoring for pupils with specific vulnerabilities.	<a href="https://www.gov.uk/government/publications/education-recovery-support">https://www.gov.uk/government/publications/education-recovery-support</a>	2, 4

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on 'Nurture Provision'.  Whole school approach linked to 'Nurturing Kent' Delivered by Nurture UK	Based on research the Nurture approach is proved to be "highly successful in its primary aim of achieving improvements in the social, emotional and behavioural skills of children from deprived areas exhibiting significant difficulties" <a href="https://www.nurtureuk.org/nurtureuk-to-provide-countywide-nurture-provision-across-kent/">https://www.nurtureuk.org/nurtureuk-to-provide-countywide-nurture-provision-across-kent/</a>	5

<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues.</p>	<p>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.</p>	All
<p>Opportunity for pupils to access wider curriculum experiences.</p>	<p>Children to attend irock sessions to learn to play musical instruments through small group tuition.</p>	3, 5
<p>Providing transport to and from school</p>	<p>Providing transport for non-eligible pupils who live outside of the village.</p>	5

**Total budgeted cost: £ 49,000**

## 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 2021 to 2022 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

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. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 90%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 10% higher than their peers and persistent absence 15% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily 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. We are building on that approach with the activities detailed in this plan.

### 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
ALS Phonics (subscription update)	Ann Louise Smalberger – Independent Phonics Provider <a href="https://alsphonics.co.uk/">https://alsphonics.co.uk/</a> <a href="https://alsphonics.co.uk/testimonial-4/">https://alsphonics.co.uk/testimonial-4/</a>
Spelling/ Phonics Shed	Spelling Shed <a href="https://www.spellingshed.com/en-gb/">https://www.spellingshed.com/en-gb/</a>
Cornerstones	Cornerstones: <a href="https://cornerstoneseducation.co.uk/">https://cornerstoneseducation.co.uk/</a>
Jigsaw	Jigsaw: <a href="https://www.jigsawpshe.com/?gclid=EAlaIQobChMIgfHT8Orq9AIV0evtCh39_gtnEAYASAAEgLNc_D_BwE">https://www.jigsawpshe.com/?gclid=EAlaIQobChMIgfHT8Orq9AIV0evtCh39_gtnEAYASAAEgLNc_D_BwE</a>

## Part B2: 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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was still lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were therefore not fully realised. By the end of 2021/22 the gap between disadvantaged pupils and other pupils within the school had narrowed.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. Although this was the first full 'normal' academic year post pandemic, the school was still recovering. Two teaching members of staff suffered with long Covid and as a consequence required long periods of time out of the classroom. There was also a high level of cases of COVID among staff and pupils, which impacted on attendance and attainment. The impact was mitigated by our resolution to maintain a high quality curriculum, including during peaks of infection, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2021/22 was slightly higher than 2020/21 at 91.5%, it was slightly below the national average for that academic year. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 8% higher than their peers and persistent absence 12% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current PP plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily 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. We are still building on that approach with the activities detailed in this plan

## 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
ALS Phonics (subscription update)	Ann Louise Smalberger – Independent Phonics Provider <a href="https://alsphonics.co.uk/">https://alsphonics.co.uk/</a> <a href="https://alsphonics.co.uk/testimonial-4/">https://alsphonics.co.uk/testimonial-4/</a>
Spelling/Phonics Shed	Spelling Shed <a href="https://www.spellingshed.com/en-gb/">https://www.spellingshed.com/en-gb/</a>
Cornerstones	Cornerstones: <a href="https://cornerstoneseducation.co.uk/">https://cornerstoneseducation.co.uk/</a>
Jigsaw	Jigsaw: <a href="https://www.jigsawpshe.com/?gclid=EAlaIqobChMIgfHT8Orq9AIV0evtCh39_gtnEAAYASAAEgLNc_D_BwE">https://www.jigsawpshe.com/?gclid=EAlaIqobChMIgfHT8Orq9AIV0evtCh39_gtnEAAYASAAEgLNc_D_BwE</a>
Nurture UK	<a href="https://www.nurtureuk.org/what-we-do/awards/">https://www.nurtureuk.org/what-we-do/awards/</a>