

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 | 19% (34 PP pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2023 2023-2024 2024-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Anthony Richards |
| Pupil premium lead | Rebecca Twinn |
| Governor / Trustee lead | Lauren Coker |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £50,320 |
| 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 | £50,320 |

Part A: Pupil premium strategy plan

Statement of intent

Objectives for disadvantaged children:

- To provide quality first teaching and narrow any gap between the achievement and attainment of disadvantaged children and their peers.
- Disadvantaged children have appropriate levels of academic support to diminish differences in learning and achievement.
- To ensure disadvantaged children have equal access to a full range of school activities, experiences and opportunities in line with their peers.
- To ensure that the educational experience of disadvantaged children seeks to broaden their horizons and raise their aspirations.
- To ensure that the social, emotional and mental health of disadvantaged children does not become barriers to becoming successful and happy learners.

How we work to achieve those objectives:

- Improve quality first teaching, by providing appropriate training for class-based staff and leaders at all levels.
- Use of adaptive teaching techniques within individual lessons and classrooms to ensure an equitable approach to learning.
- Adapting staffing, groups of children and resources to support the delivery of quality first teaching and appropriate intervention.
- Supporting families in need of transportation who 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.
- Monitoring attendance and punctuality, specifically for this group, taking action with families to improve this where necessary.
- Access to opportunities to complete home learning in a staffed environment, with access to technology that may not be accessible at home.
- Providing Nurture and pastoral intervention for children who require additional support for any social and/or emotional barriers to learning.
- Planning individualised support by reflecting on barriers to learning for our disadvantaged children. Seeking opportunities for intervention to close gaps and help children in this group to keep up with their peers.
- Actively seeking and providing opportunities to support the personal development and broaden the horizons of disadvantaged children through both curricular and extra-curricular opportunities.

Key Principles of strategy plan:

- Inclusivity – Quality First Teaching
- Appropriate resourcing, staffing and staff training
- Academic success through targeted teaching and learning
- Nurturing approach, SEMH and Well-being support including counselling
- Equity of opportunity
- Broadening horizons and raising aspirations

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p>Oracy and Vocabulary</p> <p>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.</p> |
| 2 | <p>Missed Learning and Development</p> <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils were hugely impacted by partial school closures (during the pandemic) to a greater extent than for other pupils. In younger years, children have missed crucial developmental mile-stones, particularly socially and physically.</p> |
| 3 | <p>External Barriers and Family Circumstances</p> <p>Parental engagement is low with some apathy of education. Parental support for children at home is variable, especially with regards to learning at home including completion of homework. This can lead to attainment gap widening and a lack of cultural capital development. This can all be because of financial barriers, single parent challenges, apathy to education and negative experiences of education.</p> |
| 4 | <p>Anxiety and Mental Health</p> <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. School has also seen a rise in EBSA and a lack of enjoyment of school.</p> |
| 5 | <p>Attendance</p> <p>Attendance data shows that, on average, attendance of disadvantaged children is consistently lower than non-disadvantaged children. In 2022-23, there was 3.5% difference, followed by a 2.28% difference from Sept '23 to Sept '24. Reasons for absence varies from holidays to school-based anxiety.</p> |
| 6 | <p>Pedagogy</p> <p>There are a number of cognitive barriers to disadvantaged children's ability to retain knowledge. The school recognise the challenges of cognitive overload for children and the range of needs which can affect the way children process information (dyslexia processing).</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 |
|---|--|
| To accelerate the progress of PP eligible children in reading, writing and maths to be at least in line with that of their peers with similar academic starting points. | <ul style="list-style-type: none"> • Various mechanisms show that teachers are carefully planning, adjusting and reviewing their support for PP eligible children, including adapted approach within lessons. • Where children need additional support teachers are planning effectively and approaching openly to ensuring the PP eligible children keep up with their peers. • Year 1 and 2 phonics screen will show diminishing difference between advantaged and disadvantaged children. • In school data shows increased percentages of disadvantaged children making better or expected progress. • Key data markers such as reading age checks, subject based assessments and teacher judgements show that at least 80% of disadvantaged children are making either good or accelerated progress based on Early Years data. • Pupil Progress reviews show a positive academic outcome. • Annual reviews for disadvantaged children with EHC plans will show accelerated progress towards meeting/ exceeding of academic targets. |
| Improved oral language skills and vocabulary among disadvantaged pupils. | <ul style="list-style-type: none"> • 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 good levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • Boxall, Leuven and PASS assessment outcomes • Participation and engagement in enrichment activities (clubs) and trips of disadvantaged children is in line with or higher than disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils (post pandemic), particularly our disadvantaged pupils. | <p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • 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 to 2%. • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers. |

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: £18,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p><u>CPD for Teaching Staff</u></p> <ul style="list-style-type: none"> Teaching of writing, maths (Maths Mastery) and on-going training in teaching of reading 'Principles in Action' by Rosenshine to support development of lesson structure and retention of knowledge Adaptive teaching in order to meet the needs of all children without compromising content learnt. Pace of lessons. Approach to scaffolding of learning. SEND training and development Staff meetings safeguarding for training and development. | <p>'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' EEF School Planning Support May 2021</p> <p>'promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes' EEF Guidance Report October 2021</p> <p>'high quality teaching is essential to promoting social mobility and closing the attainment gap'. Reason for success highlighted as 'investing in teachers' professional development' Ofsted Evidence Report</p> <p>'good leadership of teaching and learning makes the biggest difference to school standards. The report found that talented leadership is particularly important in schools that serve the most disadvantaged communities' Ofsted Evidence Report</p> <p>"Allows teachers to develop new skills and approaches...Increasing the amount of high-quality feedback or 1:1 attention learners receive" (20 learners or fewer) EEF Teacher Toolkit</p> <p>'communication and language are fundamental to every aspect of young children's thinking and learning. The rate of children's development depends on their interactions with adults. Every interaction between a practitioner and a child is a teaching opportunity. The quality of interactions is likely to be more important than the quantity' Ofsted Best Start in Life Research Review 2023</p> <p>'Ensure that teaching assistants have the necessary training and expertise to make interventions and provide feedback' Kent Pupil Premium Select Committee</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace. EEF: Mastery Learning</p> | <p>1, 2, 3, 5 and 6</p> |
| <p><u>Speaking and Listening for Language Development</u></p> <ul style="list-style-type: none"> Promote the importance of adult talk and interactions in EYFS. Increase opportunities for speaking and Listening in the framework for writing. Spelling Shed to be used daily in all | <p>'The range of vocabulary within texts provides purposeful and varied opportunities for language development. Following introduction to this rich vocabulary, a breadth of opportunities to hear, embed, and use new language is crucial to enable the child to then use it precisely when expressing themselves' EEF Improving Literacy in Key Stage 2</p> <p>'Language provides the foundation of thinking and learning and should be prioritised' and 'High quality adult-child interactions are important and are sometimes described as talking with children rather than just talking to children' EEF Improving Literacy in Key Stage 1</p> <p>"all pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for ... pupils from disadvantaged backgrounds" EEF Toolkit: Oral language intervention</p> <p>"Language acquisition must be a high priority in schools with explicit strategies for extending vocabulary as well as a language rich environment"</p> | <p>1-6</p> |

| | | |
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| <p>classes to support sound recognition, oracy and spelling.</p> <ul style="list-style-type: none"> Phonics lessons taught daily with fidelity to the ALS scheme. Ensuring a delivery is through physical actions, written and verbal techniques. Embed strategies used in DR and DSR promoting more effective and engaging guided reading sessions. | <p>'A high-quality early education is particularly beneficial for children from disadvantaged backgrounds' EEF Guide to the Pupil Premium 4.</p> <p>'Since the reintroduction of Talk for Writing across Reception to Year 2, we've seen a deepening of our pupils' metacognitive awareness, especially when combined with the rich oracy culture we have carefully embedded. We chose to reintroduce the Talk for Writing scheme because of its proven impact on developing children's language, storytelling, and comprehension skills. Having used it successfully in the past, we recognised its strong alignment with our focus on oracy and metacognitive development, providing a consistent and engaging framework to support pupils' thinking and communication across the curriculum.' Stanley Park Infants, an Advanced Accredited Thinking School</p> | |
| <p><u>Personalised Learning</u></p> <ul style="list-style-type: none"> SEND/Nurture Clinics and Pupil Progress Meetings -identify barriers to learning for disadvantaged children in pupil progress meetings. Interventions then put in place. Boxall Profiling, whole school 3x annually. This is used to ensure wellbeing interventions are targeted correctly and have the biggest impact on pupils. Quality transitions for pupils to ensure potential barriers are continually minimised or eliminated. Moderation of pupils work to ensure that assessments are accurate and consistent across the school. Feedback ensures children get in the moment support to develop and is personalised. | <p>"Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments' Supporting the Attainment of Disadvantaged Pupils – DFE</p> <p>"The impact of oral feedback is higher, on average, than the impact of feedback overall. The average months progress is 7 months" EEF: Feedback</p> <p>'Whether a child or young person is starting primary school, secondary school, further education, changing schools, or leaving school for university or work, this transition period needs to be carefully managed. If a child struggles with a transition it can have a negative impact on their wellbeing and academic achievement.' Anna Freud: Mentally Healthy Schools</p> | 1-6 |
| <p><u>Reading</u></p> <ul style="list-style-type: none"> Accelerated Reader used as a whole school approach to promoting reading and build reading skills competence. Embed strategies used in DR and DSR promoting more effective and engaging | <p>"targeted reading aloud and book discussion with young children" "explicitly extending pupils' spoken vocabulary" Rather than phonics: "children aged 10 or more require a different approach such as comprehension" "carefully tailored to pupils' reading capabilities and involve activities and texts that provide effective but not over-whelming challenge" EEF Teacher Toolkit: Successful approaches</p> <p>"Reading requires two broad skills: word recognition and language comprehension..." and "A good assumption for young readers is that both skills need equal attention". EEF: Improving Literacy in Key Stage 1: Guidance Report</p> | 1,2,3, 6 |

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| <p>guided reading sessions.</p> <ul style="list-style-type: none"> Focus on the importance of early reading in EYFS and Year 1. | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £18,600

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><u>Teacher Led Phonics Interventions</u></p> | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>“Phonics is particularly beneficial for younger learners” EEF Teacher Toolkit</p> <p>Reading Comprehension Strategies “greater feedback from teacher”, “more sustained progress”, “work closely matched to learner need” EEF Teacher Toolkit</p> <p>Small group tuition “Successful Strategies: Paired or small group additional teaching” Supporting the Attainment of Disadvantaged Pupils – DfE</p> | <p>1,2,4,5,6</p> |
| <p><u>Reading Interventions</u></p> <ul style="list-style-type: none"> Daily 1:1 reading intervention for disadvantaged children who are in bottom 20% of readers within each class Regular 1:1 reading support for disadvantaged children who are not making good progress or reaching age-related attainment. Embed strategies used in DR and DSR promoting more effective and engaging guided reading sessions. | <p>“Carefully tailored to pupils’ reading capabilities and involve activities and texts that provide effective but not over-whelming challenge” EEF Teacher Toolkit:</p> <p>Reading Comprehension Strategies “greater feedback from teacher”, “more sustained progress”, “work closely matched to learner need” EEF Teacher Toolkit</p> <p>Small group tuition “Successful Strategies: Paired or small group additional teaching” Supporting the Attainment of Disadvantaged Pupils – DfE</p> | <p>1-6</p> |

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

Budgeted cost: £21,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><u>Revised Behaviour and Relationships Policy</u></p> <ul style="list-style-type: none"> • PROACT SCIPr CPD for class-based staff • Policy revised, communicated and implemented in line with Rosenshine and Nurture based research • Mainstream core standards CPD | <p>'More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management' DfE Supporting the attainment of disadvantaged pupils</p> <p>'When adopting behaviour interventions – whether targeted or universal – it is important to consider providing professional development to staff to ensure high quality delivery and consistency across the school.' EEF Toolkit: Behaviour Interventions</p> | 1-6 |
| <p><u>Outdoor Learning Opportunities</u></p> <ul style="list-style-type: none"> • Embedding OPAL into the school curriculum. | <p>'Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.' EEF Toolkit: Outdoor Adventure Learning</p> | 1,3,4,5 |
| <p><u>Nurture Support</u></p> <ul style="list-style-type: none"> • FLO and Nurture TAs to support identified children directly or through support targeted interventions, Nurture Time and 1:1 check ins. • Staff CPD via Nurture UK • Continue to develop an understanding of the importance of The Six Principles of Nurture and how these impact on classroom environments through transitional activities and CPD | <p>"impacts are larger for targeted interventions matched to specific students with particular needs or behaviour issues...social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school" EEF Teacher Toolkit:</p> <p>Behaviour interventions 'increased student-teacher familiarity led to higher test scores...The benefits of getting the same teacher twice in a row were largest for minority students.' Economics of Education Review 2018</p> | 1-6 |
| <p><u>Music Lessons</u></p> <ul style="list-style-type: none"> • PP funding is used to fund/partially fund disadvantaged pupils' music lessons with irock and Music for Schools. | <p>"social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school" EEF Teacher Toolkit</p> | 1,3,4,5 |
| <p><u>Curriculum Access and Enrichment</u></p> <ul style="list-style-type: none"> • Where disadvantaged families cannot afford to make full voluntary contributions to curriculum visits, experiences (visitors) and costumes, these will be part or fully funded by school. • Promote and signpost disadvantaged children to extra-curricular clubs and opportunities. Funding for disadvantaged children to be considered where there is an associated cost. | <p>"social and emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school" EEF Teacher Toolkit</p> | 1-6 |
| <p><u>Parental Engagement</u></p> <p>Promote and embed opportunities for parents to engage with the school to support their children's learning.</p> <ul style="list-style-type: none"> • Curriculum based workshops • Stay and play sessions • Family learning sessions | <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. EEF parental engagement toolkit</p> | 2,3,4,5 |

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| <ul style="list-style-type: none"> • Online safety • Coffee mornings for parents – SEND • Parent support groups for children with SEND. | | |
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Total budgeted cost: £65,000

Part B: Review of the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.

| Teaching | |
|--|---|
| <p><u>CPD for Teaching Staff</u></p> <ul style="list-style-type: none"> • Teaching of writing, maths (Maths Mastery) and on-going training in teaching of reading • 'Principles in Action' by Rosenshine to support development of lesson structure and retention of knowledge • Adaptive teaching in order to meet the needs of all children without compromising content learnt. Pace of lessons. • Approach to scaffolding of learning. • SEND training and development • Staff meetings safeguarding for training and development. | <p>School fully engaged on the maths mastery programme with full White Rose resources being used across the school. Implementation supported by Maths leader released for 2 hours every week to support teachers with new approach. From Sept 2024 all teachers now following Mastering Number in EYFS and KS1.</p> |
| <p><u>Speaking and Listening for Language Development</u></p> <ul style="list-style-type: none"> • Promote the importance of adult talk and interactions in EYFS. • Increase opportunities for speaking and Listening in the framework for writing. • Spelling Shed to be used daily in all classes to support sound recognition, oracy and spelling. • Phonics lessons taught daily with fidelity to the ALS scheme. Ensuring a delivery is through physical actions, written and verbal techniques. • Embed strategies used in DR and DSR promoting more effective and engaging guided reading sessions. | <p>More observed practice involving importance of oracy in class. 50% (2/4) of children achieved the expected standard in Spellings, Punctuation and Grammar in Year 6. Analysis indicates children in-line with spelling accuracy up until children achieving 15+ in spelling test. Spelling Shed implemented in all classes. It is now a focus for homework too. This will carry on being taught 4 times per week. The impact not yet realised in results.</p> <p>Consideration around implementation of a new phonics approach and a new approach to supporting children with their writing.</p> |
| Targeted Support | |
| <p><u>Teacher Led Phonics Interventions</u></p> | <p>Additional support meant 67% (2/3) PP children passed phonics screen in Year 1. Daily phonics intervention for 1 child who did not pass.</p> <p>71% of Year 2 children passed phonics screen in Year 2 (5/7). 2 children having daily reading intervention (DSR) who did not pass phonics screen. This will carry on through Year 3.</p> |
| <p><u>Reading Interventions</u></p> <ul style="list-style-type: none"> • Daily 1:1 reading intervention for disadvantaged children who are in bottom 20% of readers within each class • Regular 1:1 reading support for disadvantaged children who are not making good progress or reaching age-related attainment. <p>Embed strategies used in DR and DSR promoting more effective and engaging guided reading sessions.</p> | <p>75% (3/4) of Year 6 PP children reached expected standard in reading.</p> |
| Wider Strategies | |
| <p><u>Revised Behaviour and Relationships Policy</u></p> <ul style="list-style-type: none"> • PROACT SCIPr CPD for class-based staff • Policy revised, communicated and implemented in line with Rosenshine and Nurture based research | <p>Training completed for all staff.</p> |

| | |
|---|---|
| Mainstream core standards CPD | |
| Outdoor Learning Opportunities Embedding OPAL into the school curriculum. | Different areas finalised in the playground including a mud kitchen, a tunnel, a boat, 120 tyres and a small world area. Significantly more children engaged with play than previously. More engagement with greater area of outside playing area in October 2024 than in July 2024. |
| Nurture Support <ul style="list-style-type: none"> FLO and Nurture TAs to support identified children directly or through support targeted interventions, Nurture Time and 1:1 check ins. Staff CPD via Nurture UK Continue to develop an understanding of the importance of The Six Principles of Nurture and how these impact on classroom environments through transitional activities and CPD | FLO has now left the school. Insufficient funds to continue to operate this role within the school. |
| Music Lessons <ul style="list-style-type: none"> PP funding is used to fund/ partially fund disadvantaged pupils' music lessons with irock and Music for Schools. | |
| Curriculum Access and Enrichment <ul style="list-style-type: none"> Where disadvantaged families cannot afford to make full voluntary contributions to curriculum visits, experiences (visitors) and costumes, these will be part or fully funded by school. Promote and signpost disadvantaged children to extra-curricular clubs and opportunities. Funding for disadvantaged children to be considered where there is an associated cost. | All PP children have been able to access and go on all school trips, including the Year 6 school residential. Children who did not attend a school trip was due to a reason or reasons that were not financial. School partially funded some trips and for 2 children on Year 6 residential. Funding allocated for outside activities/clubs. This was for swimming lessons and gymnastics lessons. Confidence of 3 different children has grown enormously. |
| Parental Engagement Promote and embed opportunities for parents to engage with the school to support their children's learning. <ul style="list-style-type: none"> Curriculum based workshops Stay and play sessions Family learning sessions Online safety Coffee mornings for parents – SEND Parent support groups for children with SEND. | Curriculum based workshops completed with some varying attendance. Coffee mornings with a focus on SEND now happening on a termly basis (4 completed so far) with good attendance. Focused speaker is paid for and provided through LA services. Stay and Play sessions praised by parents in helping children transition effectively from Nursery to Reception. |
| Attendance | Attendance for all children for 23/24 is now at 94%, higher than the previous 2 years. Attendance for Ever 6 children for 23/24 academic year is now at 91.7%. Persistent absence is at 31.4%. |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-------------------------------|------------------------------|
| Accelerated Reader | Renaissance |
| Boxall Profile | Nurture UK |
| Destination Reader | Hackney Services for Schools |
| Daily Supported Reader | Hackney Services for Schools |
| Spelling Shed | Literacyshed.com |
| NCETM Prioritisation document | NCETM |

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|--------------------------|--|
| Speech and Language Link | Speech Link Multimedia Limited |
| OPAL Primary Programme | Outdoorplayandlearning.org.uk |
| KAPOW | KAPOW Primary |
| Jigsaw | Jigsawpshe.online |