

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	Cape Primary School
Number of pupils in school	561
Proportion (%) of pupil premium eligible pupils	43.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Review 2024-25 Plan 2025-2028
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sally Baker (Head Teacher)
Pupil premium lead	Sally Baker (Head Teacher)
Governor / Trustee lead	Jade Campbell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£337,440
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Cost of UIFSM	£59,997
Free school meals	£122,512
<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	£337,440

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, lack of first hand experiences and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved. (EEF – Teaching)
- To allocate a 'Catch Up' HLTA - providing small group work focussed on overcoming gaps in learning (EEF – Targeted academic support)
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations. (EEF – Teaching)
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations as well as those less able. (EEF – Targeted academic support)
- Additional learning support. (EEF – Targeted academic support)
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom. (EEF – wider strategies)
- Creative therapy, learning mentor support. (EEF – wider strategies)

## Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across reading, writing, maths and Science.
2	Attendance and punctuality
3	Parental engagement with home learning
4	Attainment gap in children achieving greater depth in writing at the end of key stage.
5	Language acquisition, particularly in EYFS/KS1
6	Some children have barriers to learning due to social, emotional and mental health issues.
7	Ability to fund educational visits and experiences

## 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
Percentage of pupils reaching the expected standard in writing to increase.	An uplift in the number of children reaching the expected standard by 5%.
Percentage of pupils reaching the expected standard in maths to increase.	An uplift in the number of children reaching the expected standard by 5%.
Percentage of pupils reaching the expected standard in reading to increase.	An uplift in the number of children reaching the expected standard by 5%.
Percentage of children achieving the GLD by the end of reception to increase.	Following a particular focus on oracy, language development and phonics the children will have greater understanding of 'see it, say it, write it, read it' when writing their own sentences. Uplift of 5% GLD by the end of reception.
Improved attendance for disadvantaged pupils	Attendance improves to meet national 96.9% and PA reduces to 10%.

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: £ Time for release

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1 – Embed our teacher toolkit including; developing the use of story mapping and knowledge organisers in non-core subjects.	<ul style="list-style-type: none"> <li>Embed the use of knowledge organisers and story maps in order to help children secure their knowledge in non-core subjects.</li> <li>Children to use the tools to talk about their understanding in non-core subjects.</li> </ul>	1,4,5
Priority 2 – EEF teaching assistant intervention +4 months Support staff specific CPD for interventions, targeted and specialised CPD	<ul style="list-style-type: none"> <li>EEF Teaching assistant interventions</li> <li>Specialised LSPs that target specific children across a phase rather than general 'in class support'</li> <li>Allows the inclusion team to target support wisely for swift intervention.</li> <li>Continue with the principle of quality over quantity when considering which intervention to implement and when.</li> </ul>	1,4,5
Priority 3 – Develop the PSHE curriculum to support children in their readiness to learn and resilience	<ul style="list-style-type: none"> <li>PSHE days and ongoing curriculum work supports resilience and the cape 8 value – I push myself to succeed.</li> <li>Children are clear about the learning intentions and utilise the metacognitive strategies to develop their independence.</li> </ul>	6

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

Budgeted cost: £250,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Priority 1 – all pupils To narrow attainment gaps for all pupils including disadvantaged.	<ul style="list-style-type: none"> <li>Ensure catch up plans are closely followed by all staff.</li> <li>Regular review meetings with subject leaders to triangulate provision against catch up plans.</li> <li>Target support staff to deliver intervention to support pupils.</li> <li>HLTA (Baksho) to complete catch up intervention ½ term per year group Y1-6</li> </ul>	1,4

<p>Priority 2 EEF teaching assistant intervention +4 months</p> <p>EEF whole class grouping +2 months</p> <p>EEF Small group tuition +4 months Year 6</p>	<ul style="list-style-type: none"> <li>Targeted intervention for pupils not on track, pupils identified from Summer data collection. Includes, pre-teach and specific intervention for pupils also SEND.</li> <li>Y6 target pupil premium group to ensure percentage of children reaching the higher standard</li> </ul> <p>Children continue to utilise Reading Plus outside of school to support reading for pleasure and comprehension.</p>	1,4
<p>Priority 3 – EEF Oral Language Interventions +6 months</p> <p>Across the school pupils who require access to SaLT and are PP</p> <p>Targeted support for children with speech and language development needs through additional resources e.g. enhanced SaLT therapist.</p>	<ul style="list-style-type: none"> <li>Intervention provided beyond the budgeted support provided by LA through purchase of 1 day per week enhanced therapist.</li> <li>Therapist will work alongside trained members of staff to screen all Year 3 children using WELLCOMM Primary to inform intervention and assessment needs.</li> </ul>	5
<p>Priority 4 – EEF Phonics +4 months</p> <p>Continue to build upon the progress being made by the SSP.</p>	<ul style="list-style-type: none"> <li>It is a systematic, synthetic phonics programme which has been validated by the DfE.</li> <li>All staff including LSPs have been trained.</li> <li>Refresh training and complete training needs analysis for new academic year to target those who are untrained.</li> <li>Commission support from the English hub for phonics to work alongside early reading lead and provide support for staff embedding phonics.</li> </ul>	5
<p>Priority 5 – EEF Reading Comprehension Strategies +6 months</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p>	<ul style="list-style-type: none"> <li>Targeted reading groups delivered by additional staff SLT to target pupils in year 5 and year 6 for additional reading intervention.</li> </ul>	5

<p>Priority 6 EEF Mastering Number at Reception and KS1 – trial +5 months</p> <p>Trial to test the impact of the NCETM Mastering Number at Reception and KS1 programme, a whole-class approach to teaching maths aimed at developing number sense and mastery behaviours. The trial focuses on impact in the Reception year.</p>	<ul style="list-style-type: none"> <li>• To ensure children in reception and key stage one have regular opportunities to master number through the implementation of regular fluency sessions. This is a trial that the school have applied for in the academic year 2025-26.</li> </ul>	1,4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority 1 - EEF parental engagement +6 months</p> <p>To embed parental engagement to improve outcomes in all subjects</p>	<ul style="list-style-type: none"> <li>• There will be a greater uptake of children accessing Reading Plus, Collins e- books, Activ learn.</li> <li>• Parents will commit to supporting their child with the 3 key requests of homework reading, fluency &amp; spellings/phonics.</li> <li>• Parent workshops will be well attended to identify how to support children at home.</li> </ul>	3
<p>Priority 2 - EEF parental engagement +6 months</p> <p>To improve attendance of disadvantaged pupils and ensure a readiness to learn.</p>	<ul style="list-style-type: none"> <li>• Use of attendance officer and brokered EWO for the school to target parents in order to support improving attendance for disadvantaged pupils to ensure a readiness to learn.</li> <li>• 1xEWO meetings with parents monthly, plus weekly monitoring by in house attendance officer.</li> <li>• Use of FFT attendance and tracking data and DfE sign in attendance data to track live cases across school and target families.</li> <li>• Ensuring the LA support the school to fulfil their statutory responsibilities and interventions.</li> </ul>	2
<p>Priority 3 – EEF social and emotional support +4 months</p> <p>Ensuring children are socially and emotionally ready to learn</p>	<ul style="list-style-type: none"> <li>• Additional brokered support of a creative therapist 1 day per week.</li> <li>•</li> </ul>	6

<p>Priority 4 Ensuring all disadvantaged pupils have access to and can engage with clubs, trips and first-hand experiences.</p>	<ul style="list-style-type: none"> <li>• Subsidise trips and experiences for pupils through a part payment scheme whereby school will pay for part of the visit reducing parental contribution.</li> <li>• Subsidy for y3/4/5 pupils attending residential trip so that the trip is available and accessible for all pupils who wish to go.</li> </ul>	7
<p>Priority 5 Increase the number of children attending after school clubs to enhance their experiences</p>	<ul style="list-style-type: none"> <li>• Continue with the range of clubs and activities on offer to children during the academic year.</li> <li>• Utilise pupil voice to identify the types of clubs the children would like to attend.</li> <li>• Analyse the impact of attendance at clubs.</li> </ul>	7

**Total budgeted cost: £337,440**

## 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.

### 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
Maths support	Local maths hub
English support	Sandwell PEIA

### Review: last year's aims and outcomes

Outcomes for funding:	Progress towards outcomes – Autumn update Spring update, Summer Update
Teaching Priority 1 – EEF metacognition +7 months Embed our teacher toolkit including; metacognition to support children's ability to	<ul style="list-style-type: none"> <li>• Subject leads developing new knowledge organisers.</li> <li>• Maths yearly overviews created to show opportunities for strengthening and deepening across the year.</li> <li>• INSET FEB 25 curriculum day with subject leaders to map out curriculum content for the second half of the year.</li> <li>• Subject leads have attended SCOS curriculum development days.</li> </ul>

<p>know more, remember more.</p>	<ul style="list-style-type: none"> <li>• Ongoing support from the Maths Hub, delivery of PDM for staff and work alongside the maths lead.</li> <li>• Peer to peer review held between 3 schools identifying good practice and suggestions for school improvement.</li> <li>• Continued menu of PDMs for staff relating to teaching and learning.</li> <li>• Teachers working with each other to identify good practice and develop their own practice.</li> </ul>
<p>Teaching Priority 2 – EEF teaching assistant intervention +4 months Support staff specific CPD for interventions, targeted and specialised CPD</p>	<ul style="list-style-type: none"> <li>• Adaptive teaching PDMs, ½ day INSET, additional twilight for SaLT support</li> <li>• Weekly links for CPD including EEF support materials – ongoing</li> <li>• Additional CPD for support staff NASEN workshops Feb 2025</li> <li>• Additional CPD for support staff using NASEN workshops</li> <li>• WELLCOMM training for support staff July 25</li> </ul>
<p>Teaching Priority 3 – Develop the role of senior mental health lead in school.</p>	<p>Mental Health policy updated July 2025</p>
<p>Targeted Support Priority 1 – all pupils to narrow attainment gaps caused by COVID-19 and school closure for all pupil pupils including disadvantaged.</p>	<ul style="list-style-type: none"> <li>• HLTA support provided to year 3 and year 4 in the autumn term for PP catch up intervention.</li> <li>• Y6 provided with additional LSP support autumn 2 for PP children</li> <li>• HLTA provided additional support in the spring term for PP pupils in Y5&amp;6,</li> <li>• LSP provided additional booster groups in spring term for Y6 PP pupils</li> <li>• DHTs/HT providing additional reading groups for Y6 pupils.</li> <li>• DHTs/HT providing additional reading groups for Y5 pupils.</li> <li>• HLTA continued targeted support for PP children across the summer term</li> </ul>
<p>Targeted support Priority 2 EEF teaching assistant intervention +4 months EEF whole class grouping +2 months EEF Small group tuition +4 months Year 6</p>	<ul style="list-style-type: none"> <li>• HLTA support provided to year 3 and year 4 in the autumn term for PP catch up intervention.</li> <li>• Y6 provided with additional LSP support autumn 2 for PP children</li> <li>• SLT reading catch up groups for Y6</li> <li>• HLTA provided additional support in the spring term for PP pupils in Y5&amp;6,</li> <li>• LSP provided additional booster groups in spring term for Y6 PP pupils</li> <li>• DHTs/HT providing additional reading groups for Y6 pupils.</li> <li>• DHTs/HT providing additional reading groups for Y5 pupils.</li> <li>• HLTA continued targeted support for PP children across the summer term</li> </ul>
<p>Targeted support Priority 3 – EEF Oral Language Interventions +6 months Across the school pupils who require access to SaLT and are PP Targeted support for children with speech and language development needs through additional resources e.g. enhanced SaLT therapist.</p>	<ul style="list-style-type: none"> <li>• Enhanced SaLT therapy sessions have continued weekly across the autumn term.</li> <li>• Parent workshops established for EYFS parents and enhanced SaLT therapist</li> <li>• Peer to peer review held between 3 schools identifying good practice and suggestions for school improvement looking at speaking and listening across the school.</li> <li>•</li> </ul>
<p>Targeted support Priority 4 – EEF Phonics +4 months Continue to build upon the progress being made by the SSP.</p>	<ul style="list-style-type: none"> <li>• Phonics final audit completed by phonics hub November 2024 – audit shows 'A' gradings across the board.</li> <li>• Phonics screening results demonstrate 77% of pupils in Y1 passed the phonics screening.</li> </ul>

<p>Wider Strategies Priority 1 - EEF parental engagement +6 months</p> <p>To embed parental engagement to improve outcomes for reading.</p>	<ul style="list-style-type: none"> <li>• Reading workshops for parents completed for children in YR, Y1/2,</li> <li>• Welcome meetings for parents completed for all year groups targeting the importance of reading at home,</li> <li>• Telephone calls home/homework letters given to parents for children not accessing reading plus or Collins e-books.</li> <li>• Maths workshops for parents in year 1 – spring 2025</li> <li>• LTD held and parent survey completed.</li> <li>• Continued workshops for parents across the summer term.</li> </ul>
<p>Wider Strategies Priority 2 - EEF parental engagement +6 months</p> <p>To improve attendance of disadvantaged pupils and ensure a readiness to learn.</p>	<ul style="list-style-type: none"> <li>• Whole school PDM around the importance of attendance</li> <li>• Additional focus on weekly attendance Pupil premium attendance HT1 94.76% compared to 93.79% LA FFT National 92.9%, PA for PP children 13.04% for HT1 compared to 21.84 LA, 24% FFT national.</li> <li>• Attendance data for PP pupils 94.4%, PA 14.4% compared to national all pupils 93.3% 18.8% PA</li> <li>• Attendance data for PP pupils 93.8%, PA 18.1% compared to national all pupils 92.01% 27.4% PA We are in decile 3, top 20-30% of schools (overall) and decile 4, top 30-40% of schools for PA.</li> </ul>
<p>Wider Strategies Priority 3 EEF Metacognition +7 months</p> <p>Embed metacognition strategies to support pupil's ability to self-regulate their learning in order to become more independent learners. ie) give children the tools they need to be able to prepare for the next stage of their lives and know how to access their learning.</p>	
<p>Wider Strategies Priority 4 – EEF social and emotional support +4 months</p> <p>Ensuring children are socially and emotionally ready to learn</p>	<ul style="list-style-type: none"> <li>• All staff received the principles of NVCI verbal intervention training October 2024. This enables all staff to know and understand how our trained NVCI staff deal with risky behaviours. It gave staff the opportunity to understand the stages of escalation and the strategies that they could use to de-escalate if pupils are becoming deregulated.</li> <li>•</li> </ul>
<p>Wider Strategies Priority 5</p> <p>Ensuring all disadvantaged pupils have access to and can engage with clubs, trips and first hand experiences.</p>	<ul style="list-style-type: none"> <li>• Clubs have started again in the autumn term. So far this year we have a running club, TT Rock stars, Numbots &amp; reading club set up and in place.</li> <li>• Additional reading clubs, running club and maths clubs in place spring term</li> <li>• Clubs have continued across the summer term with numbers remaining steady across the year.</li> <li>• Trips have continued to take place across the summer term, including Y6 Shrewsbury Prison, Y1 Forge Mill Farm, YR Dudley Zoo, Y2 Seaside</li> <li>• Experiences in school have taken place across the summer term, including Greek workshops Y5, Roman workshop Y3, Fire safety workshops Y4</li> </ul>

## Service pupil premium funding N/A

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

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

Further information (optional) Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.