

Pupil premium strategy statement – Capel St Mary CEVC Primary School 2025-26

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	263 (Reception – Year 6)
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Andrew Frolish
Pupil premium lead	Andrew Frolish
Governor / Trustee lead	Alison Huard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,834
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£49,834

Part A: Pupil premium strategy plan

Statement of intent

At Capel St Mary CEVC Primary School, inclusion is central to our Christian vision and ethos. We recognise the extra challenges that pupils in receipt of pupil premium may face. Recently, these challenges have increased as a result of the cost-of-living crisis and have impacted children beyond those in receipt of Pupil Premium monies. As a school, we use the Pupil Premium funding to mitigate against these challenges.

Our aim is that children will be the best that they can be, reaching their full potential academically, socially, emotionally and spiritually. They will leave Capel St Mary with firm foundations in all curriculum areas. They will have been immersed in a wealth of enriching experiences and will hold learning behaviours that will enable them to be learners for life. We aim to raise the attainment of all pupils, including pupils who are disadvantaged. We aim to reduce the attainment gap between groups of pupils across the whole school. We believe strongly in providing equal opportunities and treating pupils as individuals, recognising their strengths and their particular personal and academic needs. We believe that pupils will be more 'ready to learn' if we prioritise their personal and emotional wellbeing and an emphasis is placed on using funding to ensure the structures and staff are in place to provide a nurturing, supportive environment. We know that children thrive academically when they feel safe and secure, so we pride ourselves on offering a curriculum that educates the whole child, and we ensure that we celebrate both academic and non-academic success.

We analyse the school's performance data and the achievement of individual pupils, in order to plan Pupil Premium expenditure strategically. Once whole-school and individual priorities have been identified, we put in place a range of strategies, interventions, programmes and other supportive actions. Pupil Premium funding is not a personal budget for individual children. The school manages the Pupil Premium allocation and expenditure is strategically planned for the benefit of the cohort of eligible pupils and according to children's needs.

In the context of this school vision, the key principles of our pupil premium strategy are:

- Providing high quality teaching and learning experiences for all pupils;
- Ensuring early identification of pupils' pastoral and academic needs;
- Emphasising pastoral support, pupils' emotional and mental wellbeing and supporting emotional and social development, in order that pupils are ready to learn;
- Ensuring that structures, systems and staffing are in place to provide individualised early help and support to overcome barriers to success, which may be contextual, social, emotional, behavioural or academic barriers;
- Engaging pupils in learning through purposeful experiences, so they take personal responsibility and develop the skills and qualities that will prepare them for future learning;
- Using targeted intervention and academic support to improve pupils' knowledge, skills and understanding in core subjects;

Accessing all areas of school life, including enrichment opportunities.

Challenges

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

Challenge number	Detail of challenge
1	<i>In some cases, pupils are not meeting age related expectations in reading (including phonics), writing and mathematics is a barrier to learning; this may be addressed through resources, learning opportunities, interventions and high-quality teaching for all.</i>
2	<i>Pupils' social, emotional and mental health needs can impact on their readiness to engage with learning.</i>
3	<i>In some cases, we may need to support parental engagement actively.</i>
4	<i>Speech, language and communication skills and breadth of vocabulary need development in some cases.</i>
5	<i>In some cases, there is limited access to resources and enriching sporting and wider cultural life experiences.</i>

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
<i>The quality of teaching and learning in all subjects is of a high standard and meets the needs of all learners.</i>	<i>All pupils benefit from high quality teaching. Monitoring shows that teaching is effective and teachers use a range of strategies to deliver a coherent, sequenced curriculum to a high standard. Pupils' average progress at least matches national average from starting points in reading, writing and maths. The majority of pupils achieve the expected standard in reading, writing and maths.</i>
<i>Pupils are fluent and confident readers, writers and mathematicians. They achieve well and are prepared for the next step in their education. Where there are gaps in pupils' learning, teachers respond rapidly with targeted support for pupils at risk of under achievement.</i>	<i>Pupils' average progress at least matches national average from starting points in reading, writing and maths. The overwhelming majority of pupils achieve the expected standard in reading, writing and maths.</i>
<i>All pupils are included and able to access the school's full provision. The curriculum is enriched with appropriate experiences, visits and visitors, developing pupils' cultural capital.</i>	<i>Club attendance registers show that those eligible for Pupil Premium attend clubs at similar levels to their non-Pupil Premium peers.</i>

<i>The range of cultural and sporting opportunities, including after-school clubs, is accessible to all pupils.</i>	<i>All pupils access trips, visits and other learning and enrichment experiences, including the residential trip. No pupils will miss out on opportunities due to lack of funding.</i>
<i>Pupils' emotional and mental health needs are met and they are ready to access learning.</i>	<i>Key staff are timetable to work directly with pupils identified as needing additional mental health support. Monitoring of behaviour incidents indicate that pupils are generally well-regulated. The majority of pupils achieve the expected national standards in statutory assessments and achieve the expected standard in internal teacher assessments.</i>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1,730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To develop high quality pedagogy and teaching practice through 'Walkthrus' training – allocation supports training and release for monitoring and coaching</i> £1,400	Sutton Trust found that: 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils will make 1.5 years worth of learning with very effective teaching. DFE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.	1
<i>Spelling Frame licence to ensure all pupils have access to appropriate learning and reinforcement at school and home (spelling identified as a key barrier to success)</i> £330	EEF (Education Endowment Foundation) research shows moderate impact for low cost for homework.	1, 4

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

Budgeted cost: £ 45,443

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teaching Assistant support through targeted interventions, including maths, phonics, handwriting, vocabulary building, speech and language. This includes targeted learning support timetabled across the school from Reception to Year 6</i></p> <p>£45,443</p>	<p>Kamps, D et al 2007 Use of evidence-based, small group reading instruction for English learners in elementary grades: Secondary tier intervention Learning Disability Quarterly, 30(3) pp153 – 168</p> <p>Sharples, J., Blatchford, P. and Webster, R., 2016. Making best use of teaching assistants.</p> <p>EEF research shows moderate impact for moderate cost for Teaching Assistant interventions; moderate impact for low cost for phonics programmes and interventions; and very high impact for very low cost for oral language interventions</p>	1, 4

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

Budgeted cost: £ 19,433

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Allowance for uniform, school-based clubs and educational visits to ensure all pupils have access to opportunities and enrichment and to provide financial support for families</i></p> <p>£3,300</p>	<p>Lucas, P.J et al 2008 Financial benefits for child health and well-being point to the fact that improvements in financial well-being of families leads to an improved educational performance of children and so to a better future performance in life</p> <p>EEF research shows unclear impact for very low cost for support with school uniform. However, we believe that the financial burden and lack of uniform can have an impact on pupil wellbeing and engagement in learning</p> <p>EEF research shows moderate impact for very low cost for arts participation; low impact for low cost for physical activity</p>	5
<p><i>Allowance for Year 6 pupils to attend planned residential trip</i></p> <p>£1,900</p>	<p>Lucas, P.J et al 2008 Financial benefits for child health and well-being point to the fact that improvements in financial well-being of families leads to an improved educational performance of children and so to a better future performance in life</p>	5

	EEF research shows moderate impact for very low cost for arts participation; low impact for low cost for physical activity	
<i>Provision of Pastoral intervention to support with emotional and social development and wellbeing, to build resilience and to support emotional regulation – interventions provided by Senior Mental Health Lead and Higher-Level Teaching Assistant (total 12.5 hours per week)</i> £11,293	Becker, K.D., Brandt, N.E., Stephan, S.H. and Chorpita, B.F., 2014. A review of educational outcomes in the children's mental health treatment literature. <i>Advances in School Mental Health Promotion</i> , 7(1), pp.5-23. EEF research shows high impact for very low cost for metacognition and self-regulation; moderate impact for very low cost for social and emotional learning	2
<i>To develop and resource a room dedicated to pupils' well-being and pastoral intervention</i> £1,500	Becker, K.D., Brandt, N.E., Stephan, S.H. and Chorpita, B.F., 2014. A review of educational outcomes in the children's mental health treatment literature. <i>Advances in School Mental Health Promotion</i> , 7(1), pp.5-23. EEF research shows high impact for very low cost for metacognition and self-regulation; moderate impact for very low cost for social and emotional learning	2
<i>Whole-school training on 'Therapeutic Thinking' to improve behaviour management and the school's policies, culture and ethos – contributing to improved behaviour across the school</i> £1,140	EEF research shows moderate impact for low cost for behaviour interventions; high impact for very low cost for metacognition and self-regulation; moderate impact for very low cost for social and emotional learning	1, 2
<i>'Drawing and Talking' training for Senior Mental Health Lead to support pupils' emotional literacy, wellbeing and regulation</i> £300	Becker, K.D., Brandt, N.E., Stephan, S.H. and Chorpita, B.F., 2014. A review of educational outcomes in the children's mental health treatment literature. <i>Advances in School Mental Health Promotion</i> , 7(1), pp.5-23. EEF research shows high impact for very low cost for metacognition and self-regulation; moderate impact for very low cost for social and emotional learning	2

Total budgeted cost: £ 66,606

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium funding was spent as intended in 2024-25. Funding allowed for identified pupils to access clubs free of charge, including before and after school clubs, sports clubs, art club, Lego club and music tuition. Pupil Premium pupils were able to access educational enrichment activities, such as school trips (including the Year 6 residential trip), at a subsidised rate or free of charge. This ensured that all pupils were included and able to access rich experiences acquire knowledge of the world around them and develop the cultural capital that helps achieve success in later life. Pastoral support, reinforced through staff training and including targeted interventions, helped pupils to regulate their emotions, which had a positive impact on behaviour, collaboration in the classroom and pupils' learning. Governors monitored the impact of Pupil Premium expenditure, including through pupil perception conversations and data analysis.

Statutory Assessments

Early Years Foundation Stage		% of Pupils			
	Number of pupils	Writing	Word Reading	Number	Good Level of Development
All Pupils	35	77%	89%	89%	74%
Pupil Premium	3	33%	67%	33%	33%

Year 1 Phonics Screen

	Number of pupils	Proportion of pupils passing (pass mark 32)	Average score
All Pupils	32	90.6%	34.6
Pupil Premium	3	66.7%	30.7

Year 4 Multiplication Check

	Number of pupils	Proportion of pupils achieving full marks	Average score
All Pupils	40 (39)	52.5% (53.9%)	22.7 (23.3)
Pupil Premium	8 (7)	50% (57.1%)	18.75 (21.4)

1 pupil did not participate in the multiplication check because she was working below the expected standard. The figure in brackets shows the calculation when this pupil is not included.

Year 6		GP&S <i>Nat. 73%</i>		Reading <i>Nat. 75%</i>		Writing <i>Nat. 72%</i>		Maths <i>Nat. 74%</i>		RWM Combined <i>Nat. 62%</i>	
		Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
All Pupils	38	74%	21%	84%	32%	79%	13%	68%	11%	63%	5%
Ever6 FSM	7	43%	0%	43%	0%	29%	0%	0%	0%	0%	0%

End-of-Year Internal Assessments

Below are teacher assessments from summer 2025.

End of Year Assessments (% at expected+)

Year 1	All Pupils	Pupil Premium (3 pupils)
Reading	77%	67%
Writing	71%	67%
Maths	61%	33%
Reading/writing/maths combined	58%	33%

Year 2	All Pupils	Pupil Premium (6 pupils)
Reading	86%	83%
Writing	78%	67%
Maths	81%	67%
Reading/writing/maths combined	76%	67%

Year 3	All Pupils	Pupil Premium (5 pupils)
Reading	70%	40%
Writing	43%	40%
Maths	68%	60%
Reading/writing/maths combined	40%	40%
Year 4	All Pupils	Pupil Premium (8 pupils)
Reading	85%	63%
Writing	48%	25%
Maths	78%	50%
Reading/writing/maths combined	43%	25%
Year 5	All Pupils	Pupil Premium (4 pupils)
Reading	73%	75%
Writing	59%	75%
Maths	76%	100%
Reading/writing/maths combined	57%	75%