

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 on pupil premium had within our school.

School Overview

Detail	Data
School name	Capella House
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Dominic Sunderland
Pupil premium lead	Maria Landeira
Governor / Trustee lead	Simon Gordon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,880
Recovery premium funding allocation this academic year	-
PE Grant	£16,220
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	£45,100

Part A: Pupil premium strategy plan

Statement of intent

At Capella House, we are committed to ensuring that all pupils, regardless of their starting points or individual needs, make strong progress academically, socially, and personally. We use the Pupil Premium (PP) funding to support this commitment, providing tailored interventions and resources to help each pupil overcome barriers to learning and reach their full potential.

Our Approach:

- 1. Personalised Assessment and Targeted Support**
We recognise the unique academic abilities and needs of each pupil. Through comprehensive assessments, we identify individual learning barriers and areas for growth. This data informs targeted strategies designed to help pupils achieve their specific educational, social, and life skill outcomes.
- 2. Integrated and Additional Interventions**
In addition to our inclusive curriculum, we utilise PP funding to provide supplementary support that enriches our pupils' development. This may include academic interventions, personalised learning resources, therapeutic support, and initiatives to build social skills and promote well-being. The focus is to enable all pupils to make at least good progress, exceeding where possible, from their individual starting points.
- 3. Enrichment and Life Skills Development**
A key component of our strategy is to ensure that pupils have access to enriching experiences that promote essential life skills. We use PP funding to support activities that encourage independence, resilience, and teamwork, preparing our pupils for successful transitions in education and beyond.

Eligibility and Funding Allocation:

The Pupil Premium funding is allocated based on the number of pupils who:

- are eligible for Free School Meals (FSM),
- are Looked After Children (LAC),
- have been adopted or are under special guardianship,
- have parents serving in the armed forces.

We ensure that our Pupil Premium spending aligns with evidence-based practices, and we regularly review and adjust our approach based on pupil progress and feedback. This commitment ensures that the Pupil Premium funding makes a positive, measurable impact on our pupils' achievements and personal development.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and maths skills
2	Emotional regulation
3	Economic disadvantage
4	Independence and life skills

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
<p>Equitable Attainment in Literacy and Maths Pupils in receipt of Pupil Premium Grant (PPG) and Looked After Children (LAC) will achieve similar levels of attainment in literacy and maths as their peers, with no significant gap in performance.</p>	<ul style="list-style-type: none"> Standardised assessments will show no significant attainment gap between disadvantaged pupils and their peers in literacy and maths. An increased percentage of disadvantaged pupils will access and complete GCSE subjects.
<p>Enhanced Self-Regulation and Attention Pupils will develop skills to improve their self-regulation and attention, supporting their ability to engage effectively with learning and classroom activities.</p>	<ul style="list-style-type: none"> Behaviour monitoring records will reflect improvement from each pupil's starting point. Pupils will demonstrate effective use of the Zones of Regulation language and strategies to manage dysregulation and heightened emotions.
<p>Access to Personalised Emotional Support All pupils will receive high-quality emotional support tailored to their individual needs, ensuring their well-being is prioritised.</p>	<ul style="list-style-type: none"> Behaviour monitoring and attendance records will show sustained improvement from baseline levels, indicating enhanced engagement and well-being.
<p>Equitable Access to Enrichment Activities and Resources No pupil will miss out on school educational visits, enrichment activities, or necessary resources (such as uniforms) due to financial constraints. Pupils will have opportunities to explore and develop their talents and interests.</p>	<ul style="list-style-type: none"> All Pupil Premium (PP) pupils will participate in educational trips and enrichment activities. All pupils will have their basic needs met within the school environment, including access to nutritious food and appropriate clothing. Opportunities will be created to nurture individual talents, removing barriers to accessing the full curriculum and enrichment experiences.
<p>Development of Life Skills and Independence The school will provide structured opportunities for pupils to develop essential life skills and independence, preparing them for future challenges both within and beyond school.</p>	<ul style="list-style-type: none"> All pupils will show progress in everyday life skills (e.g., cooking, crossing the road, personal care), with achievements documented and monitored through their Education, Health, and Care Plan (EHCP) targets on platforms like Earwig. Evidence of progress in Personal, Social, Health and Economic (PSHE) education and other lessons will demonstrate the opportunities provided to foster practical skills and independence throughout the year.

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: £ 13,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Enhanced small-group support in reading, writing, and math, alongside targeted one-to-one interventions such as Precision Teaching, Catch-Up programs, targeted maths support, and Active Literacy.</i>	These efforts aim to strengthen literacy and numeracy skills, ensuring that all Pupil Premium (PP) students can access the curriculum more effectively. This approach will lead to improved progress and attainment for all PP students.	1, 3
<i>Ongoing staff training on how to deliver group and individual interventions (targeting but not limited to academic, social, and independent skills). Training to use associated software for interventions and assessments</i>	Improved progress for PP pupils in targeted areas. All teachers understand how to teach students to read, write and communicate effectively in their subjects. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Training-Phonics' principles, how to adapt it to SEN and how this links to reading. The Little Wandle programme training	1, 2, 3, 4
<i>Vocational Qualifications provided</i>	Access to a broad and balanced curriculum for pupils requiring a more vocational pathway e.g ASDAN Bike Maintenance	3, 4
<i>AfC package (support Maths and English)</i>	Specialists from AfC work closely with the Primary Head of the Centre and the Headteacher to develop both primary and secondary curriculum that can meet the needs of all pupils. They also deliver training to all staff to further develop the teaching of early literacy and numeracy skills as well as the improvement of curriculum delivery across all ages. This will support pupils who haven't got access to tuition to develop literacy and maths skills which will support their future independence.	1, 3,4

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

Budgeted cost: £ 25560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>(Capella Primary) Attention Autism</i>	Improved focus and attention to adult-led teaching. Improved ability to follow instructions.	1,2, 4
<i>Cued Articulation (Capella Primary)</i>	Improved phonics skills knowledge and sound discrimination which improves encoding and decoding	1, 3
<i>Clicker/DocsPlus Software Purchased</i>	Supporting struggling writers overcome barriers to progress in writing and remove barriers to participation in exams and assessments	1, 4
<i>Widgit online Annual subscription</i>	Widget is a tool that helps visualise text to support pupils' understanding, particularly those whose literacy skills are lower due to not only their SLCN but also low exposure outside school.	1,4
<i>Phonics targeted interventions i.e GPC, blending etc</i>	Supporting pupils with SLCN in accessing reading. Those pupils who additionally are not supported at home, are even more likely to not access reading due to lack of exposure and practice . We used these focus groups to support those pupils.	1,3,4
<i>Phonics SEND programme Annual subscription and resources</i>	Capella has bought into the new SEND programme developed by Little Wandle Letters and Sounds as this best suits our learners' needs, specially those who are in a more disadvantage situation and can't be supported at home.	1,3,4
<i>Learning with parents Annual subscription</i>	Online reading log that supports parents/ school sharing of reading experiences and practices. This log has a feature that allows voice recording, allowing and encouraging parents who find writing difficult, to do reading at home and sharing with school via the portal. This voice tool also allows pupils to record their reading which improves their independence. The tracking of the reading together with the NGRT shows that PPG pupils are making progress in line with non PPG pupils.	1,3,4
<i>Working memory intervention</i>	Working memory is an ongoing intervention at Capella Primary, using the magic memory programme (which we purchased) and other tools. Working memory is a basic tool to develop early numeracy and literacy skills. Working memory skills for our pupils need to be explicitly developed and we are delivering out of class interventions to those pupils whose working memory is interfering with their learning the most despite all the strategies used in class.	1,3,4

<i>Specialist Interventions from Literacy and Numeracy support service</i>	This focuses on providing targeted support to pupils with specific reading, writing, and literacy needs. It also includes specialised maths intervention for one particular student. Key components include weekly sessions delivered by the Literacy and Numeracy support service, designed to help these students significantly improve their academic skills.	
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Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA, art therapy, Yoga sessions</i>	Improved mental health and emotional well-being of targeted pupils. Progress in self-regulation skills, reduced behaviour incidents and exclusions.	2,3
<i>Zones of regulation sessions for staff, pupils and parents</i>	Improved mental health and emotional well-being of targeted pupils. Supports pupils in identifying feelings and finding strategies that will mitigate those which negatively impact on their behaviour and wellbeing.	2, 3
<i>Breakfast/snacks for break time/ school educational trips/ school uniform if required</i>	Some of our PPG recipients' parents have found it difficult to purchase uniforms and some of our pupils have felt self-conscious which was affecting their wellbeing. The school has purchased uniforms/ clothing for 3 PPG pupils this year.	4
<i>Kind minds Annual subscription</i>	This is delivered through our Therapy sessions and PSHE curriculum at the primary site and aims to support and improve pupils' wellbeing by equipping them with a set of tools from a very early age. The programme is delivered from EYFS to Y6. This programme allows our most disadvantaged pupils to gain a set of tools, emotional literacy and strategies that will support their mental health and wellbeing in their day to day and will also develop their independence. Early stages to see impact?	2,3,4
<i>Development of an Emotional Literacy tool in partnership with an Education Psychologist from AfC</i>	This will support pupils whose emotional development is well below expected for their age. This is often more prevalent with disadvantaged pupils.	3,4
<i>Capella Town</i>	Pupils at primary practice literacy, maths and life skills within the school where they	1, 2,4

<p><i>(Weekly resources purchased)</i></p>	<p>apply for jobs, attend interviews, carry out their jobs as well as learn to use money and save etc responsibly.</p> <p>They also work on their mental and physical wellbeing within our Capella Town where they do activities like yoga, physical development and others.</p> <p>Furthermore, since it's a contained but less structured environment, pupils also experience situations where they require the use of their emotional regulation toolbox.</p>	
<p><i>New PE Equipment</i></p>	<p>Primary only opened a few years ago and we are slowly building a set of resources to offer a comprehensive PE offer that contributes not only to our pupils' physical development but also well-being and independence. Our focus is to ensure that those pupils that are unable to access any other activity that involves physical development, have the maximum amount of opportunities and resources to do this at school so that they can further develop their independence and physical health.</p>	

Total budgeted cost: £28,880 +£16,220 (PE Grant)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher-administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

In 2021/22, academic PPG interventions aimed at closing attainment gaps in English and maths were demonstrated to have been very effective. (Although numbers are small in a setting like Capella, those below are statistically significant).

- In reading (standardised testing - NGRT), pupils in receipt of PPG performed broadly in line with their non-PPG peers.
- In maths (standardised testing), pupils in receipt of PPG pupils performed in line with their non-PPG peers.
- In maths (teacher assessment) pupils in receipt of PPG pupils performed in line with their non-PPG peers.

All PPG pupils were offered financial support to attend educational visits and trips.

Students who are identified as having gaps in their attainment throughout the year after monitoring points have been withdrawn for 1-1 or small group lessons for core subjects by teachers or HLTAs. These are time-limited, assessed, reported and reviewed regularly.

We have one member of ELSA-trained staff who works across all year groups to provide targeted interventions for pupils with social and emotional needs under the supervision of educational psychologists. Students are referred by parents, and staff and where the need for intervention has been identified.

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
n/a	