

## Pupil premium strategy statement for The Canons CE Primary School

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	The Canons CE Primary School
Number of pupils in school	626
Proportion (%) of pupil premium eligible pupils	26.2%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	September 2024 to July 2027
Date this statement was published	December 2025
Date on which it will be next reviewed	July 2026
Statement authorised by	Michaela Fallon, Head teacher
Pupil premium lead	Sharon Richards and Megan Hobson
Governor / Trustee lead	Rev Dave Poultney

Detail	Amount
Pupil premium funding allocation this academic year (2025 – 2026)	£241,620

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£241,620

### **Funding overview**

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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## Part A: Pupil premium strategy plan

### Statement of intent

At The Canons CE Primary School, we are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across all areas of the curriculum. We are a Christian community built on gospel values and want all pupils to 'Live life in all its fullness'. To achieve this, our Pupil Premium strategy takes a tiered approach to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to targeted academic support and benefit from a range of wider strategies (including pastoral support for social and emotional difficulties, attendance and behaviour) which will impact on their success in school.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged pupils, our non-disadvantaged pupils will also benefit. The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership with pupils and families.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The actions within this strategy are intended to support their needs, regardless of whether they are disadvantaged or not. We will also consider the needs of our new Reception intake and respond to this with the Pupil Premium grant where applicable.

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 a 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.

As a school, we strive to ensure that all children have the means to develop cultural capital. This includes educational visits, which can be funded or subsidised for our disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is especially evident in Reception and KS1 and is more prevalent amongst our disadvantaged pupils. In September/October 2025, 47/88 Reception children did not pass the baseline WELLCOMM assessment (section 8). Of the 20 disadvantaged children in our current Reception cohort, 7 of them did not pass this assessment. In our current Year 1 WELLCOMM intervention group, 9 out of the 13 children in the group are disadvantaged. In our current Year 2 WELLCOMM intervention group, 4 out of the 5 children in the group are disadvantaged.</p>
2	<p>Assessments and observations suggest disadvantaged pupils can have greater difficulties with phonics than their peers. This is having a negative impact on both Reading and Writing. We have also observed that some of our disadvantaged children do not read regularly at home.</p>
3	<p>Assessments and observations have identified social and emotional difficulties and increased levels of anxiety amongst pupils of all ages. Some of our disadvantaged children have high SEMH needs which impact on their learning.</p> <p>4/13, 31% of children on STS New caseload are Pupil Premium.</p> <p>15/36 children (41.67%) who are currently seeing our school counsellor are Pupil Premium.</p> <p>43.75% of the children on our SEND register or on an EHCP are also Pupil Premium children (49/112 children).</p> <p>12/21, 57% EHCP are Pupil Premium.</p> <p>11/18 (61%) children on an EHCP are Pupil Premium.</p>
4	<p>On the whole, internal and external assessments indicate there is a gap between the progress and attainment of disadvantaged pupils and non-disadvantaged pupils in all areas of the curriculum.</p>

5	<p>We are aware there is a gap between attendance of disadvantaged children and their peers, however there has been an upward trend for the attendance of disadvantaged children recently.</p> <p>Last academic year (2024-2025), whole school attendance was 95.03% - attendance of Pupil Premium children was 92.84%.</p> <p>Last year (2024-2025), Pupil Premium children also had more unauthorised absences than non-PP children (PP - 2.29% Non-PP - 1.01%), as well as more late marks (Before registers close: PP - 0.76% and non-PP - 0.32%. After registers close: PP - 0.63% and Non-PP - 0.08%).</p>
6	<p>Pupils enter school below age related expectations in a range of areas, including speech and language, early reading, early number, fine motor skills and toileting.</p> <p>In the academic year 2024-2025, 79.4% of non-PP Reception children achieved a Good Level of Development compared to 27.3% of our Pupil Premium Reception children.</p>
7	<p>The need for family support (for both parents and children), including referrals of support for financial, housing, parenting, mental health, domestic abuse, health (school nurse), and neurodevelopmental referrals, for example, remains high as a result of the cost-of-living crisis.</p>
8	<p>There is a lack of Alternative Provision and Specialist provision available for children with particularly high levels of need. This then impacts on the children who have higher needs, as well as other children and staffing.</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
<p>Language skills and use of vocabulary among disadvantaged pupils will be improved.</p>	<p>Assessments and observations to indicate significantly improved oral language among disadvantaged pupils. In particular, the progress of pupils in receipt of Wellcomm and NELI interventions will be good.</p>

<p>The gap in phonic knowledge for disadvantaged pupils will be reduced leading to improved attainment in Reading.</p>	<p>Formative and summative assessments, along with observation and evidence of work in books, will reflect improved application of skills and knowledge. Children who are identified as needing Phonics intervention will have received small group tuition.</p> <p>The percentage of Pupil Premium children who pass the 2026 Phonics screen will be in line with, or above, the national average.</p>
<p>Social and emotional challenges will not impact the achievement of disadvantaged children.</p>	<p>Pupils will be provided with strategies and resources to support self-regulation (e.g. time with the therapy dog, check ins from key adults, access to The Enhanced Provision Room, sensory breaks).</p>
	<p>Improved academic performance for disadvantaged pupils due to improved regulation strategies.</p> <p>All children presenting with SEMH difficulties will have received support through the school counsellor or the Inclusion Team.</p>
<p>Improved attainment for disadvantaged pupils.</p>	<p>Termly assessments to indicate that the gap is narrowing between disadvantaged and non-disadvantaged pupils.</p>
<p>Attendance of disadvantaged pupils will improve to be broadly in line with non-disadvantaged pupils.</p>	<p>The gap between disadvantaged and non-disadvantaged children will be reduced.</p> <p>Pupils and families experiencing difficulties with attendance will have received targeted support and/or intervention.</p>

<p>Financial pressures on families will be reduced. Families will be signposted to appropriate support and, where appropriate, will be offered Early Support. Children will not be hungry in school.</p>	<p>Financial barriers will not impact the achievement of disadvantaged pupils. This will be evident through outcomes and full engagement in all learning opportunities and enrichment opportunities.</p> <p>Bagels and milk will be available for all pupils on a daily basis. Use of the OFSM will allow us to help parents to check eligibility for FSM as and when needed.</p>
<p>All disadvantaged pupils will be a focus/priority for enrichment experiences and opportunities that will develop their cultural capital.</p>	<p>Disadvantaged children will have represented the school at a range of sporting events, music opportunities, school leadership responsibilities, and school performances.</p> <p>Any barriers to attending after-school clubs will have been removed (e.g. financial barriers).</p> <p>On celebration days (e.g. World Book Day, Curriculum days, Christmas Jumper Day) disadvantaged pupils will be offered/provided with any clothing/costumes to allow them to be fully included.</p>
<p>All pupils will receive Quality First Teaching.</p>	<p>If cover is needed, wherever possible, quality first teaching will be delivered by teachers already employed by the school (who already know the school and the children well), e.g. their Computing teacher.</p>
<p>Anybody who is eligible for Free School Meals will receive them.</p>	<p>The OFSM programme will identify any child who is eligible for FSM within the new intake to allow us to offer the relevant support.</p> <p>All reception children at the point of entry will be assessed for eligibility for FSM.</p>

<p>Children with high level SEND will have access to The Enhanced Provision Room for targeted intervention and to support self-regulation, including lunchtime support where necessary.</p> <p>Staff working in EYFS will access training specific to the needs of the high level SEND children.</p>	<p><i>EYFSP area: Personal, Social and Emotional Development (Self-Regulation, Managing Self, Building Relationships)</i></p> <p>Identified children will use the room to regulate and to access small group or 1:1 intervention from The Enhanced Provision Room lead or other trained staff.</p> <p>The Enhanced Provision Room will be used to enable identified children to have a positive experience at lunchtimes and to eat their lunch with adult assistance.</p> <p>Adults working in Reception will receive specific training to enhance the provision for high level SEND.</p>
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## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £46,276

Activity	Evidence that supports this approach	Challenge numbers addressed
Wellcomm and NELI language programmes and follow up interventions to be used in EYFS.	<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>	1,4
Class teacher absence will be covered by teachers already employed by the school to ensure high quality teaching.	<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.</p> <p><a href="https://educationendowmentfoundation.org.uk/supportforschools/schoolplanningsupport/1highqualityteaching">https://educationendowmentfoundation.org.uk/supportforschools/schoolplanningsupport/1highqualityteaching</a></p>	1, 3, 4, 8

<p>We will take part in a new pilot called <b>The Thinking Classrooms Programme</b> – National Greater Depth Pilot to support QFT across the school. This includes a module on metacognition.</p>	<p>The average impact of metacognition and self-regulation approaches is high (+8 months additional progress). Teachers should be supported to both explicitly teach metacognitive strategies and to promote metacognitive skills in lessons. Some studies suggest disadvantaged pupils are less likely to use metacognitive and self-regulation strategies unless explicitly taught to do so.</p>	<p>1, 4</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £161,578

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>Assessment of speech and language needs and follow up intervention to be provided by an independent speech and language therapist.</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:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>

<p>Wellcomm and NELI interventions to be provided for all reception pupils identified through assessment.</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:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Provision of teaching assistants as additional adults in the classroom or at lunchtimes to provide high needs support for individual pupils.</p>	<p>Teaching assistants are used to support pupils with SEMH needs, supporting their emotional regulation to allow their inclusion in the classroom and improve educational outcomes. This will generally be for children not yet in receipt of an EHCP.  <a href="https://educationendowmentfoundation.org.uk/educational-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/educational-evidence/guidance-reports/teaching-assistants</a></p>	<p>3,4,6,8</p>
<p>Providing weekly monitoring and targeted support, with a focus on disadvantaged children who are making less than expected progress (Pupil-Premium Advocate role). This includes the organisation of interventions, liaising with and supporting class teachers and liaising with the Inclusion Team and Family Support Workers regarding barriers to learning, such as attendance.</p>	<p>This links to the EEF’s 5-point plan in their ‘Guide to the Pupil Premium’. <i>‘The delivery of your Pupil Premium strategy should be a carefully staged cyclical process—not a one-off event.’</i>  <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1727884053</a></p>	

<p>Designated TA to deliver the EPATT reading and spelling schemes (Accelerating Reading and Spelling). Priority will be given to our disadvantaged children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><i>‘Teaching assistants can provide a large positive impact on learner outcomes.’</i></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>2</p>
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,766

Activity	Evidence that supports this approach	Challenge numbers addressed
<p>The provision of a play therapist/school counsellor</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p>	<p>3</p>

<p>The provision of specialist teachers to carry out assessments, identify need as soon as possible and recommend strategies and support.</p> <p>Specialist teachers will also provide identified training for staff to help them to meet the complex needs of the new Reception intake.</p>	<p><i>'Schools should aim to understand individual pupil's learning needs using the graduated approach of 'assess, plan, do, review' approach.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/send">https://educationendowmentfoundation.org.uk/educationevidence/guidancereports/send</a></p> <p><i>'Supporting high quality teaching is pivotal in improving children's outcomes.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professionaldevelopment</a></p>	<p>3,4</p>
<p>Family Support workers will provide Early Support and will signpost vulnerable families to relevant services to support with areas such as referrals of support for financial, housing, parenting, mental health, domestic abuse, health (school nurse), and neurodevelopmental referrals.</p>	<p>Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading or tailoring positive communications about learning, can prove actionable for schools.</p>	<p>5, 7</p>

<p>The provision of a weekly homework Club in Year 2 and KS2.</p>	<p>Children who regularly complete homework have better school outcomes than children who do not.</p> <p>Homework has a number of potential benefits including consolidation of what has been learned in lessons, preparation for subsequent lessons and tests, and the development of independent learning skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework</a></p>	<p>4</p>
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<p>The provision of after school clubs and enrichment opportunities.</p> <p>This includes payment for out-of-school clubs, the provision of clothing/costumes for celebration/non uniform days and the provision of kit for sporting events, e.g. football boots.</p>	<p>The report, 'An Unequal Playing Field' reports, 'a young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers – simply because of their social background and where they grew up. It is time to level the playing field.'</p> <p><a href="https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</a></p>	
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<p>Provision of free fruit and bagels for all children to access.</p>	<p>There is some evidence that providing access to healthy snacks can benefit pupils by preparing them for learning or supporting behaviour and school attendance. Those children who are late into school and do not access breakfast club can access the fruit and bagels instead to prepare them for learning.</p>	<p>7</p>
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<p>To make the EYFS learning environment an active learning space with a more social aspect.</p>	<p>Approaches supporting physical development and activity in young children can have a valuable positive effect on their learning of five months additional progress, on average.</p> <p><a href="https://educationendowmentfoundation.org.uk/earlyyears/toolkit/physical">https://educationendowmentfoundation.org.uk/earlyyears/toolkit/physical</a><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches</a><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/physical-development-approaches">development-approaches</a></p>	
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**Total budgeted cost: £241,620**