

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 2024 to 2025 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	618
Proportion (%) of pupil premium eligible pupils	24.76%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2024 to July 2027
Date this statement was published	November 2024
Date on which it will be next reviewed	July 2025
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	£229,499
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£229,499

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	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 2024, 49/78 Reception children did not pass the baseline WELLCOMM assessment (section 8). Of the 14 disadvantaged children in our current Reception cohort, 12 of them did not pass this assessment. In our current Year 1 WELLCOMM intervention group, 7 out of the 9 children in the group are disadvantaged.
2	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.
3	Assessments and observations have identified social and emotional difficulties and increased levels of anxiety amongst pupils of all ages since the COVID-19 pandemic. Some of our disadvantaged children have high SEMH needs which impact on their learning. 3/5 (60%) of children on the waiting list for STS services are PP. 15/27 children (55.6%) who are currently seeing our school counsellor are Pupil Premium. 43% of the children on our SEND register or on an EHCP are also Pupil Premium children (43/100 children). 12/19 (63.2%) children on an EHCP are Pupil Premium.
4	On the whole, internal and external assessments indicate there is a gap between the progress and attainment of disadvantaged pupils and nondisadvantaged pupils in all areas of the curriculum.

5	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. Last academic year (2023-2024), whole school attendance was 94% - attendance of Pupil Premium children was 90.8%. Pupil Premium children also had more unauthorised absences than non-PP children, as well as more late marks. In Autumn 1 2024, Pupil Premium attendance was 93.6% and whole school attendance was 95.7%. Again, PP children have more minutes late than non-PP children and PP children have more unauthorised absences than non-PP children. In Autumn 2 2024, Pupil Premium attendance was 91.78%. Attendance of non-PP children was 94.28%.
6	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. In the academic year 2023-2024, 65.6% of Reception children achieved a Good Level of Development compared to 44.4% of our Pupil Premium children.
7	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.
8	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.

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
Language skills and use of vocabulary among disadvantaged pupils will be improved.	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.

The gap in phonic knowledge for disadvantaged pupils will be reduced leading to improved attainment in Reading.	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. The percentage of Pupil Premium children who pass the 2025 Phonics screen will be in line with, or above, the national average.
Social and emotional challenges will not impact the achievement of disadvantaged children.	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 Nurture Room, sensory breaks).
	Improved academic performance for disadvantaged pupils due to improved regulation strategies. All children presenting with SEMH difficulties will have received support through the school counsellor or the Inclusion Team.
Improved attainment for disadvantaged pupils.	Termly assessments to indicate that the gap is narrowing between disadvantaged and non-disadvantaged pupils.
Attendance of disadvantaged pupils will improve to be broadly in line with non-disadvantaged pupils.	The gap between disadvantaged and non-disadvantaged children will be reduced. Pupils and families experiencing difficulties with attendance will have received targeted support and/or intervention.

Financial pressures on families will be reduced. Families will be signposted to appropriate support and, where appropriate, will be offered Early Help. Children will not be hungry in school.	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. Bagels and milk will be available for all pupils on a daily basis.
All disadvantaged pupils will be a focus/priority for enrichment experiences and opportunities that will develop their cultural capital.	Disadvantaged children will have represented the school at a range of sporting events, music opportunities, school leadership responsibilities, and school performances. Any barriers to attending after-school clubs will have been removed (e.g. financial barriers). 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.
All pupils will receive Quality First Teaching.	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.
Anybody who is eligible for Free School Meals will receive them.	The OFSM programme will identify any child who is eligible for FSM within the new intake to allow us to offer the relevant support. All reception children at the point of entry will be assessed for eligibility for FSM.
Children with high level SEND will have access to The Nurture Room for targeted intervention and to support self-regulation, including lunchtime support where necessary. Staff working in EYFS will access training specific to the needs of the high level SEND children.	<i>EYFSP area: Personal, Social and Emotional Development (Self-Regulation, Managing Self, Building Relationships)</i> Identified children will use the room to regulate and to access small group or 1:1 intervention from the Nurture Room lead or other trained staff. The Nurture Room will be used to enable identified children to have a positive experience at lunchtimes and to eat their lunch with adult assistance.

	Adults working in Reception will receive specific training to enhance the provision for high level SEND.
The EYFS outdoor learning environment will be enhanced to meet the needs of the new Reception intake.	Outdoor areas will be improved to provide improved opportunities for the development of gross motor skills and improved mental health and wellbeing. These areas will also be developed with a specific focus on language acquisition, knowledge of the natural world and opportunities for expressive arts and design.

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: £37,285

Activity	Evidence that supports this approach	Challenge numbers addressed
Wellcomm and NELI language programmes and follow up interventions to be used in EYFS.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,4
Class teacher absence will be covered by teachers already employed by the school to ensure high quality teaching.	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. https://educationendowmentfoundation.org.uk/supportforschools/schoolplanningsupport/1-highqualityteaching	1, 3, 4, 8

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
Assessment of speech and language needs and follow up intervention to be provided by an independent speech and language therapist.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

Wellcomm and NELI interventions to be provided for all reception pupils identified through assessment.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1
Provision of teaching assistants as additional adults in the classroom or at lunchtimes to provide high needs support for individual pupils. (Currently there are 7 pupils who benefit from this.)	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	3,4 , 6, 8

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.	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> https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidancefor-teachers/pupil-premium/guide_to_the_pupil_premium__2024.pdf?v=1727884053	
Designated TA to deliver the EPATT reading and spelling schemes (Accelerating Reading and Spelling). Priority will be given to our disadvantaged children.	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition <i>'Teaching assistants can provide a large positive impact on learner outcomes.'</i> https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions	2

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

Budgeted cost: £33,766

Activity	Evidence that supports this approach	Challenge numbers addressed

The provision of a play therapist/school counsellor	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3
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The provision of specialist teachers to carry out assessments, identify need as soon as possible and recommend strategies and support. Specialist teachers will also provide identified training for staff to help them to meet the complex needs of the new Reception intake.	<i>‘Schools should aim to understand individual pupil’s learning needs using the graduated approach of ‘assess, plan, do, review’ approach.’</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send <i>‘Supporting high quality teaching is pivotal in improving children’s outcomes.’</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3, 4
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Family Support workers will provide Early Help 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.	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. 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.	5, 7
The provision of a weekly homework club	Children who regularly complete homework have better school outcomes than children who do not. 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. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/homework	4

The provision of after school clubs and enrichment opportunities. 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.	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.' https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf	
Provision of free fruit and bagels for all children to access.	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.	7
To make the EYFS learning environment an	Approaches supporting physical development and activity in young children can have a valuable positive effect on their learning of five months	
active learning space with a more social aspect.	additional progress, on average. https://educationendowmentfoundation.org.uk/earlyyears/toolkit/physical-development-approaches	

Total budgeted cost: £232,629

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (reviewed July 2024)

Pupil Premium Review- July 2024

Intended outcome	Review
Language skills and use of vocabulary among disadvantaged pupils will be improved.	All reception pupils were screened using the Wellcomm screen on entry to reception and were screened using the NELI screen at the end of the Autumn Term. These screens identified those pupils requiring interventions. At the beginning of the Autumn Term in reception 43 pupils were identified for Wellcomm intervention and in January 2024, 7 pupils scored red (NHS SALT received) and 12 scored amber. All pupils identified received either direct Wellcomm/NELI intervention or NHS SALT. NELI – 3 group sessions per week (30 minute sessions) plus 2x 1:1 sessions (15 minute sessions) Wellcomm – 3 group sessions per week (20 minute sessions) An independent speech and language therapist was employed by the school for 2 days each week. All children that required a speech and language assessment received one and target children received direct therapy.

The gap in phonic knowledge for disadvantaged pupils will be reduced leading to improved attainment in Reading.	18 out of 21 Pupil Premium children passed their Phonics screening in Year 1. 2 children in Year 2 didn't pass. The relaunch of RWI is going really well. We have had 5 development/training days altogether. On the 2 development days, the RWI lead came into school to work with the reading lead and to observe and monitor staff who teach Phonics. We have had 3 full training for those who teach RWI groups. These consisted of speed sounds sessions, 1:1 tuition (fast-track tutoring) and the reading element of RWI. We have started RWI Tuition - our Reading Lead has quickly identified any children who are below the expected level at any point in the year. These children have received 1:1 tuition every day from a trained TA. 57 children in Reception, Year 1, Year 2 and Year 3 were identified as needing extra RWI tuition – 28 of these were disadvantaged children. - 8 out of 15 from Reception - 6 out of 17 from Year 1
	- 11 out of 17 from Year 2 - 3 out of 7 from Year 3 (Some children received just AR instead of Phonics Tuition.) Year 1 phonics result 96% Disadvantaged Year 1 phonics result 86% Our Accelerating Reading programme has also been very successful this year (as part of the Educational Psychology Accelerating Tuition programme). 39 children were identified as needing additional support altogether – 16 of these children were disadvantaged. 24 children have now completed the programme, 7 of which are disadvantaged children. 15 children are still working on the programme, 7 of these are disadvantaged children. (2 disadvantaged children came off the programme because it wasn't suitable for them – they are now working on an alternative provision.)

Social and emotional challenges will not impact the achievement of disadvantaged children	During the academic year 2023/2024, 47 pupils received play therapy/counselling from our school counsellor, Nancy. All stakeholders benefitted from the early identification of need. Six pupils benefitted from 1:1 support from a teaching assistant to support them with their emotional regulation. This has allowed
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	them to access their learning and prevented their behaviour being a distraction to the learning of others. Of these six children, five are in receipt of pupil premium funding. The Jigsaw PSHE programme has been fully implemented throughout the school and pupils use the strategies taught through out the school to self regulate their emotions. Teacher absence has been covered internally in all instances, which has improved outcomes for those pupils with increased anxiety and those who struggle with change. Our specialist SEND teachers from the Specialist Teacher Service have carried out 2 Communication and Interaction assessments, 27 Cognition and Learning assessments and reviews, 7 Single Needs Assessment Reviews, 3 Sensory Screens, 16 EHCP Annual Reviews, 1 PSP and 6 SEMH/THRIVE Assessments. Our EP has carried out 6 EP Reviews, 4 EP Assessments/Consultations and 4 EHCP Statutory Assessments. Of the 32 children seen by the STS Service, 18 are disadvantaged children. As a result of these assessments and reviews, support and recommendations were given to class teachers to inform the pupil's classroom provision.
Improved attainment for disadvantaged pupils	Academic year 2023/2024: Some of the planned tutoring has not been as consistent as we would have liked as a result of staff absence this year. Children in year groups 1 to 6 have had access to a weekly homework club, which has provided; support with homework, a quiet place to work and resources as required. Two new roles (one teacher and one TA) have been created to support disadvantaged children academically across the school. This has included small intervention groups, 1:1 tuition or support within the classroom setting.

	All Pupils	Disadvantaged Pupils
Good level of development	65.6%	44.4%
Phonics screen	96%	86%
KS1 Reading Expected level (Teacher Judgement)	58.89%	34.62%

KS1 Writing Expected level (Teacher Judgement)	55.56%	19.23%
KS1 Maths Expected level (Teacher Judgement)	60%	26.92%
KS2 Reading Expected level (SATs results)	85.9%	68%
KS2 Writing Expected level	84.8%	68%
KS2 Maths Expected level (SATs results)	81.5%	63.6%
KS2 GPVS Expected level (SATs results)	85.9%	72.7%

Attendance of disadvantaged pupils will improve to be broadly in line with non disadvantaged pupils	Attendance in general has continued to be a challenge this year. As of July 16th 2024: Current whole school attendance is 94.1% Current attendance for disadvantaged pupils is 90.75% Current attendance for non-disadvantaged pupils is 95.22% Our FSWs have had a big impact on improving attendance. They have collected children from their homes and brought them to school, as well as taking them home at the end of the day. They have had regular meetings with the WAS officer and letters have been sent to those families where attendance may have been an issue. Attendance is monitored on a fortnightly basis and actions are created accordingly. Unannounced home visits are completed for persistent absence. Our FSWs have worked closely with families to support them with children's attendance. Children are encouraged to take responsibility for elements of their attendance using rewards and incentives for improved attendance. Some absences require a more robust plan, potentially the offer of Early Help.
Financial pressures on families will be reduced. Families will be signposted to appropriate support and, where appropriate, will be offered Early Help. Children will not be hungry in school.	Our two family support workers have provided support/signposting regarding finances for over 30 families this year. We have supported families with the purchase of school uniform and the payment of school trips, as well as providing food packages, referrals to community grocery, summer and Christmas gifts. They have also arranged HAF codes for families who are facing financial difficulty. Early help has been offered to 12 families this academic year.
	All children have access to bagels throughout the school day and milk at lunchtime. This has proved to be extremely popular with many of our children relying on this snack on a daily basis.

All disadvantaged pupils will be a focus/priority for enrichment experiences and opportunities that will develop their cultural capital.	Throughout the year, parents have had the opportunity to seek support with special days, for example, donations of Christmas jumpers for the children to wear for Christmas Jumper Day, costumes for the children to wear for World Book Day and access to pre-loved uniform throughout the year. We held a pre-loved book sale for World Book Day, selling books for 10p each. Clubs, responsibilities and leadership positions have been monitored to ensure that they are as representative as possible. Disadvantaged children have been supported in applying for the role of House Ambassador – this is something we would like to build on next year.
All pupils will always receive Quality First Teaching.	All staff absences have been covered internally this year by teachers who know the school and the children. This includes our Music and Computing teachers.