

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 2022 to 2023 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	622
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2022 to July 2024
Date this statement was published	November 2022
Date on which it will be next reviewed	July 2023
Statement authorised by	Michaela Fallon, Head teacher
Pupil premium lead	Sharon Richards
Governor / Trustee lead	Geoff Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£183,975
Recovery premium funding allocation this academic year	£17980
Tutoring grant for this academic year	£17334
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£219,289

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 the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on 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 working 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.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 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

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.
2	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This is having a negative impact on both Reading and Writing.
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. Teacher referrals for support remain high- 5 pupils currently receive one to one support in the classroom (of this 4 pupils are disadvantaged).
4	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.
5	The attendance of some pupils has been negatively impacted by COVID 19. Attendance of disadvantaged pupils in the first half of the Autumn Term is 93% Attendance of non disadvantaged pupils in the first half of the Autumn Term is 94.7%
6	Many families are experiencing financial difficulties which in turn affects their ability to provide uniform and pay for after school clubs. There has been an increase in pupils arriving in school without breakfast.

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 indicate significantly improved oral language among disadvantaged pupils.

	In particular the progress of pupils in receipt of Wellcomm and NELI interventions is 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. Improved reading outcomes in 2024/2025 show that more than % of disadvantaged pupils met the expected standard
Social and emotional challenges will not impact the achievement of disadvantaged children.	Sustained high levels of wellbeing by 2024/2025 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from pupils and parents • Reduced need for social and emotional intervention • Improved achievement for disadvantaged pupils
Improved attainment for disadvantaged pupils	Termly assessments 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	Sustained high attendance by 2024/2025
Financial pressures on families will be reduced. 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.

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: £43,216

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
Implementation of Word Aware across the school		
Relaunch of Read Write Inc, including training for English lead with the English hub and training for all staff from Read, Write, Inc	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2,4
Release of subject leads and outstanding		3,4

practitioners to ensure improved standards.		
Implementation of The Jigsaw Programme	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
Class teacher absence will be covered by teachers already employed by the school to ensure quality first 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/support-for-schools/school-planning-support/1-high-quality-teaching	4
Participation in The Beacon Project which is providing the following CPD- Behaviour that Challenges, Attachment and Trauma and Emotion Coaching.	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,	3,4

This project is helping the school in its support of pupils with social and emotional difficulties.	behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £123,813

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		1
One to one and small group tuition as part of the School led National Tutoring Programme.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	2,4

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Provision of and Outdoor Learning Intervention	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.	3,4
Provision of teaching assistants as additional adults in the classroom to provide high needs in class support for individual pupils.		3,4
Family support workers will provide home visits to monitor absence/attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	5

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

Budgeted cost: £96,990

Activity	Evidence that supports this approach	Challenge numbers addressed
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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)	3,4
The provision of a specialist teacher to carry out assessments, identify need as soon as possible and recommend strategies and support.	“Schools should aim to understand individual pupil’s learning needs using the graduated approach of ‘assess, plan, do, review’ approach” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	3,4
Family Support workers will provide Early Help and will signpost vulnerable families for support		5, 6
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.	4

The provision of bagels		4
The provision of after school clubs and enrichment opportunities		6
Provision of school uniform		6

Total budgeted cost: £264,019

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes (reviewed July 2023)

Pupil Premium Review- July 2023

Intended outcome	Review
<p>Language skills and use of vocabulary among disadvantaged pupils will be improved.</p>	<p>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.</p> <p>At the beginning of the Autumn Term in reception 17 pupils were identified for Wellcomm intervention and in December 2023 5 pupils were identified for NELI intervention.</p> <p>All pupils identified received direct Wellcomm and NELI intervention.</p> <p>An independent speech and language therapist was employed by the school for 2 days each week.</p> <p>All children that required a speech and language assessment received one and target children received direct therapy.</p> <p>The therapist delivered training to teachers and teaching assistants in the identification of speech and language difficulties and how to support these children in the classroom.</p> <p>All teachers and teaching assistants also received training in Word Aware.</p>
<p>The gap in phonic knowledge for disadvantaged pupils will be closed leading to improved attainment in Reading and Phonics</p>	<p>There was a relaunch of Read, Write Inc which included a training day dedicated to re training all staff.</p> <p>Termly phonics screens were carried out to identify those children requiring additional support/intervention.</p> <p>39 pupils were identified and received additional support throughout the academic year 2022/2023 and the final phonics results were as follows</p> <p>Whole school phonics result 83%</p> <p>Disadvantaged pupils phonics result 63%</p>
<p>Social and emotional challenges will not impact the achievement of disadvantaged pupils</p>	<p>During the academic year 2022/2023 52 pupils received play therapy/counselling from our school counsellor, Nancy.</p> <p>In particular, pupils in reception and new to the school became a focus for early identification of pastoral support (for them and their families)</p> <p>All stakeholders benefitted from the early identification of need.</p> <p>Six pupils benefitted from 1:1 support from a teaching assistant to support them with their emotional regulation. This has allowed them to access their learning and prevented their behaviour being a distraction to the learning of others.. Of these six, five are in receipt of pupil premium funding.</p>

	<p>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.</p> <p>Teacher absence has been covered internally, where possible (in almost every case) which has improved outcomes for those pupils with increased anxiety and those who struggle with change.</p> <p>Staff have received training as part of The Beacon Project in Attachment and Trauma and Emotion Coaching. This is evident through out the school when observing staff supporting children who are dis regulated. These strategies have resulted in more positive outcomes for these pupils.</p> <p>Our specialist SEND teacher from the Specialist Teacher Service carried out 21 full learning assessments, 21 assessment reviews, 6 pastoral support plans, 11 communication and interaction assessments, 5 Boxall profiles and 4 sensory screen assessments. As a result, support and recommendations were given to class teachers to inform the pupil's classroom provision.</p>																																			
Improved attainment for disadvantaged pupils	<p>Academic year 2022/2023</p> <p>61 pupils have received tutoring in line with the school led National Tutoring programme. This has resulted in improved outcomes for these pupils.</p> <p>Some of the planned tutoring has not been as consistent as we would have liked as a result of increased staff absence this year.</p> <p>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.</p> <table border="1" data-bbox="464 1182 1281 1980"> <thead> <tr> <th></th> <th>All Pupils</th> <th>Disadvantaged Pupils</th> </tr> </thead> <tbody> <tr> <td>Good level of development</td> <td>73%</td> <td>75%</td> </tr> <tr> <td>Phonics screen</td> <td>83%</td> <td>63%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>KS1 Reading Expected level</td> <td>71%</td> <td>42%</td> </tr> <tr> <td>KS1 Writing Expected level</td> <td>61%</td> <td>43%</td> </tr> <tr> <td>KS1 Maths Expected level</td> <td>73%</td> <td>58%</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>KS2 Reading Expected level</td> <td>83%</td> <td>64%</td> </tr> <tr> <td>KS2 Writing Expected level</td> <td>88%</td> <td>57%</td> </tr> <tr> <td>KS2 Maths Expected level</td> <td>86%</td> <td>43%</td> </tr> </tbody> </table>				All Pupils	Disadvantaged Pupils	Good level of development	73%	75%	Phonics screen	83%	63%				KS1 Reading Expected level	71%	42%	KS1 Writing Expected level	61%	43%	KS1 Maths Expected level	73%	58%				KS2 Reading Expected level	83%	64%	KS2 Writing Expected level	88%	57%	KS2 Maths Expected level	86%	43%
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<p>Attendance of disadvantaged pupils will improve to be broadly in line with non disadvantaged pupils</p>	<p>Attendance in general has continued to be a challenge this year. Current whole school attendance is 95% Current attendance for disadvantaged pupils is 92%</p>
<p>Financial pressures on families will be reduced. Children will not be hungry in school.</p>	<p>Our two family support workers have provided support/signposting regarding finances for at least 30 families this year. We have supported families with the purchase of school uniform and the payment of school trips. 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.</p>