

## Pupil Premium Funding

Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

## Funding for 2014 to 2015

In the 2014 to 2015 financial year, schools receive funding for each child registered as eligible for free school meals at any point in the last 6 years. Funding is also provided for each child who:

- has been looked after for 1 day or more
- has been adopted from care
- has left care under:

- a special guardianship order
- a residence order
- a child arrangement order

## Characteristics of the School 2015

Canonbury is a two-form Primary School including a Nursery, with a roll of 460 pupils.

In the national context, Canonbury is among the 20% of schools that have the highest proportion of pupils eligible for free school meals(46%) and pupils from minority ethnic groups (55%).

22% of our pupils' first language is not English.

In 2015, end of Key Stage Two Results were:

Year 6: SATs Results 2015								Progress**			
SATs		No.	Reading	Writing (TA)	Maths	R, W, M combined	G,P,S	50 ch.	Reading Progress	Writing Progress	Maths Progress
All Pupils	L4+	60	93%	87%	95%	83%	75%	BE	0%	4%	2%
	L4b+		85%	(87%)	83%	75%*	65%	EP+	100%	96%	98%
	L5+	60	57%	33%	52%	30%	50%	MEP	42%	28%	20%
	L6%		0%	0%	8%	0%	5%				
Pupil Premium Pupils	L4+	25	92%	84%	96%	76%	56%	BE	0%	8%	4%
	L4b+		72%	28%	76%	32%	48%	EP+	100%	92%	96%
	L5+	25	32%	12%	24%	8%	28%	MEP	52%	28%	16%
	L6%		0%	0%	0%	0%	8%				

\*RWM Combined 4b+: Reading 4b+/ Writing 4+/ Maths 4b+ (Teacher Assessment for Writing is reported as Level 3,4 or 5 -not in sub-levels)

\*\*Progress Key:

BE = below expected AE = at expected EE = Exceeding expected attainment EP = Expected Progress, MEP = More than Expected Progress

## End of Key Stage One Teacher Assessments:

Year 2: Outcomes for 2015 end of Key Stage 1 assessments							Progress (Provisional, unvalidated)			
	No. of pupils	Reading	Writing	Maths	R, W, M combined	EYFS to KS1 Progress	Reading Progress	Writing Progress	Maths Progress	
All Pupils	L2+	56	95%	86%	93%	86%	BE	10%	12%	14%
	L2b+	56	80%	68%	79%	63%	EP+	90%	88%	86%
	L3+	56	30%	5%	23%	5%	MEP	71%	52%	43%
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	L3+	22	14%	0%	14%	0%	MEP	77%	64%	32%

Pupil Premium Pupil Progress 2015									
Years 1,2 Target: 5 points			Years 3-6, Target: 4 points						
			Y1	Y2	Y3	Y4	Y5	Y6	
PP Reading			5.0	4.8	3.3	4.0	4.3	3.7	
Non PP Read			6.0	4.4	4.0	4.6	4.8	3.9	
PP Writing			5.2	4.6	3.4	3.8	3.4	3.7	
Non PP Writ			6.2	4.7	4.1	4.4	4.4	3.4	
PP Maths			5.4	5.0	3.3	4.0	3.9	4.0	
Non PP Maths			6.2	5.5	4.1	4.2	4.3	4.5	

## Pupil Premium at Canonbury Primary School

At Canonbury Primary School we are committed to providing opportunities for all children to fulfill their potential in Reading, Writing, Maths and the wider curriculum. Our aspiration is for all pupils to thrive in an environment that promotes enthusiasm for learning, the expression of individual talent and the development of strong personal skills. When planning how we use Pupil Premium, our objective is to ensure that eligible pupils accelerate their learning by

- continuous development of class teaching to address gaps in achievement
- provision of 1:1 and group interventions matched to the needs of pupils
- using achievement data to ensure we provide the right support at the right time
- supporting pupils to develop the social and emotional skills needed to thrive as a person and learner
- ensuring access to a wide range of educational visits that increase engagement and add depth to learning

We use the funding to benefit all pupil premium children and support higher, middle and lower achievers by matching provision to their needs.

Phase	Approximate Cost	Item, Objective	Outcome	Impact																																																								
Whole School	£24,000	<p><b>Establish new DHT Teaching and Learning role - tuning Quality First Teaching to needs of Pupil Premium pupils:</b></p> <ul style="list-style-type: none"> <li>-Team planning and teaching</li> <li>-Lesson Study to develop new teaching strategies</li> <li>-Targeted professional development and staff meetings</li> </ul> <p><b>Provide opportunities for teachers to enhance practice:</b></p> <ul style="list-style-type: none"> <li>-Lesson Study with DHT to develop new teaching strategies</li> </ul>	<p>Increased progress for pupils</p> <p>Increased percentage of good and better teaching (lesson observations)</p> <p>Consistent implementation of practice and expectations across school</p>	<p>Whole School PP progress in Writing 2013-14 = 3.7 APS 2014-15 = 4.0 APS</p> <p>Targeted year groups: PP progress in Writing 2014-15 Year 1 = 5.2 APS Year 3 = 3.4 APS Year 4 = 3.8 APS</p> <p>% of good and better observations English obs (Summer '15) Whole School: 82% 'good' When re-observed: 100% Year 1: 100% 'good' Year 3: 100% 'good' Year 4: 100% 'good'</p>																																																								
	£2,150	<p><b>Provide opportunities for English and Maths Leaders to develop and monitor effective teaching strategies across the school</b></p> <ul style="list-style-type: none"> <li>-ensure implementation of best practice across the school and monitoring to ensure consistency</li> <li>-develop the assessment for learning cycle to sharpen focus on Pupil Premium pupils</li> </ul> <p><i>English focus: Reading</i> <i>Maths focus: New curriculum objectives</i></p>	<p>Pupils make 2 sub levels (4 points) progress</p> <p>Improved subject knowledge for teachers</p> <p>Increased percentage of good and better teaching)</p> <p>Consistent implementation of practice and expectations</p>	<p>Reading: Systematic Guided Reading Lessons with focused tasks for all children is having impact across the school. Progress for pupils has improved in almost all year groups in 2015</p> <table border="1"> <thead> <tr> <th colspan="7">Pupil Premium Pupils</th> </tr> <tr> <th>Reading: Points Progress Comparison</th> <th>Tgt =5 Y1</th> <th>Tgt =5 Y2</th> <th>Tgt =4 Y3</th> <th>Tgt =4 Y4</th> <th>Tgt =4 Y5</th> <th>Tgt =4 Y6</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>N/A</td> <td>N/A</td> <td>6.7</td> <td>2.7</td> <td>2.8</td> <td>2.9</td> </tr> <tr> <td>2015</td> <td>5.5</td> <td>4.8</td> <td>3.3</td> <td>4.0</td> <td>4.3</td> <td>3.7</td> </tr> </tbody> </table> <p>Maths: Abacus Maths Scheme is used consistently with all pupils working towards new National Curriculum Objectives and established subject knowledge for teachers. In 2015/16 the focus is on extra challenge for pupils who are secure in year group expectations.</p> <table border="1"> <thead> <tr> <th colspan="7">Pupil Premium Pupils</th> </tr> <tr> <th>Maths: Points Progress Comparison</th> <th>Tgt =5 Y1</th> <th>Tgt =5 Y2</th> <th>Tgt =4 Y3</th> <th>Tgt =4 Y4</th> <th>Tgt =4 Y5</th> <th>Tgt =4 Y6</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>N/A</td> <td>N/A</td> <td>6.7</td> <td>2.7</td> <td>2.8</td> <td>2.9</td> </tr> <tr> <td>2015</td> <td>5.4</td> <td>5.0</td> <td>3.3</td> <td>4.0</td> <td>3.9</td> <td>4.0</td> </tr> </tbody> </table>	Pupil Premium Pupils							Reading: Points Progress Comparison	Tgt =5 Y1	Tgt =5 Y2	Tgt =4 Y3	Tgt =4 Y4	Tgt =4 Y5	Tgt =4 Y6	2014	N/A	N/A	6.7	2.7	2.8	2.9	2015	5.5	4.8	3.3	4.0	4.3	3.7	Pupil Premium Pupils							Maths: Points Progress Comparison	Tgt =5 Y1	Tgt =5 Y2	Tgt =4 Y3	Tgt =4 Y4	Tgt =4 Y5	Tgt =4 Y6	2014	N/A	N/A	6.7	2.7	2.8	2.9	2015	5.4	5.0	3.3	4.0	3.9	4.0
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£10,000	<p><b>Establish AHT role to lead robust Intervention programme:</b></p> <ul style="list-style-type: none"> <li>-Providing targeted support for pupils to address underachievement, according to need</li> <li>-Ensuring effectiveness of support staff</li> <li>-Rigorous monitoring and adjustment of input to secure impact</li> </ul>	<p>Accelerated progress for pupils below national expectation</p>	<p>Intervention data shows vast majority of pupils make 4 points+ progress following interventions for: Reading and Maths (calculation).</p>																																																									

£4,000	<b>Focussed Assessment for learning to address gaps :</b> -Supporting effective use of data and gap analysis -Moderation of pupil outcomes	Increased confidence  Improved subject knowledge	Focussed Moderation tasks in writing led to improved progress in majority of year groups, this will continue to be a focus area for improvement in 2015-16 <table border="1" data-bbox="847 181 1461 394"> <thead> <tr> <th colspan="7">Pupil Premium Pupils</th> </tr> <tr> <th>Writing: Points Progress Comparison</th> <th>Tgt =5 Y1</th> <th>Tgt =5 Y2</th> <th>Tgt =4 Y3</th> <th>Tgt =4 Y4</th> <th>Tgt =4 Y5</th> <th>Tgt =4 Y6</th> </tr> </thead> <tbody> <tr> <td>2014</td> <td>N/A</td> <td>N/A</td> <td>5.5</td> <td>3.5</td> <td>3.4</td> <td>2.8</td> </tr> <tr> <td>2015</td> <td>5.2</td> <td>4.6</td> <td>3.4</td> <td>3.8</td> <td>3.6</td> <td>4.1</td> </tr> </tbody> </table>	Pupil Premium Pupils							Writing: Points Progress Comparison	Tgt =5 Y1	Tgt =5 Y2	Tgt =4 Y3	Tgt =4 Y4	Tgt =4 Y5	Tgt =4 Y6	2014	N/A	N/A	5.5	3.5	3.4	2.8	2015	5.2	4.6	3.4	3.8	3.6	4.1
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£1,200	<b>Increasing engagement of parents in learning:</b> -targeted parents' meetings	Increased engagement in learning  Evidence of accelerated progress in pupil outcomes	4 families met periodically through the year.																												
£33,500.00	<b>Develop leadership role for personal, social and emotional well-being</b> Reinforce social and emotional development to support conditions conducive to learning <ul style="list-style-type: none"> <li>- 1:1 and small group nurture sessions</li> <li>- Parent liaison</li> <li>- Attendance support</li> <li>- Monitoring behaviour and well-being</li> <li>- Implementation of whole school behaviour systems</li> </ul>	Increased engagement in learning  Evidence of pupils meeting success criteria more consistently in learning tasks  Pupils make at least national expectation of progress, with vast majority making accelerated progress	1:1 and small group nurture: The vast majority of pupils receiving nurture support throughout the year made good progress of 4 points+ in Reading, Writing and Maths.  While targeted parent communication and support meetings have taken place throughout the year , absence of pupils eligible for pupil premium is still high compared to Islington at 6%. Increased messages to the community about attendance and formal procedures to persistent absentee families will be a focus for 2015-16  Renewed behavior policy with emphasis on positive reinforcement has motivated pupils to strive in their learning, contributing to the increase in progress in above tables.  "Behaviour is good and often very good. Pupils' relationships with each other and with adults are harmonious. Attitudes to learning seen during the review were positive across the school and contribute to a calm purposeful environment and ethos. Behaviour outside lessons is excellent. Pupils take care of the environment and are very courteous to adults. They enter and leave the building in an orderly fashion and move around the school responsibly." Local Authority review, 2015:																												
£3,880.00	<b>Provide ½ day counselling for pupils and parents as appropriate</b> -Reinforce social and emotional development to support conditions conducive to learning	Pupils involved show improved personal, social and emotional well-being	3 pupils were supported intensively for complex social and emotional needs. Supported 1 pupil to engage successfully in learning, making 4 points progress in Reading, Writing, Maths. 2 pupils escalated to more intensive support, both internal and external.																												

£6,750	<b>Supervisor support for collaborative playskills</b> <ul style="list-style-type: none"> <li>Encourage positive behaviour in the playground.</li> <li>Develop structured, collaborative play opportunities to ensure inclusion of all children at playtimes</li> </ul>	<p>Improved behaviour at lunchtime, Improved start to the afternoon for children.</p>	<p>“Pupils enter and leave the building in an orderly fashion and move around the school responsibly. Playtimes are orderly and extremely well managed. “ Local Authority Review, 2015</p> <p>In 2015-16, the objective is to enhance the Peer Mentor provision as well as to provide targeted support to Key Stage 2 boys for collaboration in games and managing feelings when things don't go their way.</p>
£6,750	<b>Provide TA Mentoring targeted at pupils requiring support for personal development and learning behaviour</b>	<p>Pupils involved show improved personal, social and emotional well-being</p> <p>Pupils make good and better progress in learning</p>	<p>8 Year 5 pupils received support. No. making 4 points progress: Reading: 7/8 Writing: 4/8 Maths: 6/8</p>
£500	<b>Increase opportunities to develop computing skills outside of school hours</b> <ul style="list-style-type: none"> <li>Code club, free of charge places targeted at pupil</li> </ul>	<p>Pupils know how to design and apply a computer program</p>	<p>4 pupils attended the club-outcomes show pupils using programming skills effectively over time</p>
£1500	<b>Support pupils in completing homework</b> <ul style="list-style-type: none"> <li>Teacher/ Teaching Assistant support</li> </ul>	<p>Pupils make at least national expectation of progress, with vast majority making accelerated progress</p>	<p>Majority of pupils who attended the club made 4 points+ progress</p>
£1,100	<b>Provide opportunities for more pupils to attend after school clubs, via free of charge places</b>	<p>Pupils education is enriched through wider experiences</p> <p>Pupils can talk about and demonstrate their successes</p>	<p>2 pupils accepted play centre places free of charge for the year. Although attendance was sporadic, the children benefitted from increased opportunities to play.</p>
£3,000	<b>Provide opportunities for more pupils to attend Playcentre, via free of</b>		
£1,500	<b>Provide opportunities for more pupils to attend Breakfast Club, via free of charge places</b>	<p>Pupils attendance and punctuality is improved</p> <p>Pupils start the school day settled and ready to learn</p>	<p>4 pupils accepted Breakfast Club places to support better punctuality or a smoother start to the school day.</p>
£4,500	<b>Provide opportunities for pupils to engage in structured, purposeful activities in summer holidays, via free of charge places</b>	<p>Improvement in learning behaviour, self esteem</p> <p>Pupils education is enriched through wider experiences</p> <p>Pupils can talk about and demonstrate their successes</p>	<p>8 pupils attended 3 week Summer Holiday Club, experiencing a range of activities and visits</p>
£1,500	<b>Support Healthy Eating for families via Family Kitchen Programme</b>	<p>Parents and children know how to prepare a wider range of healthy menus</p>	<p>6 families attended, involving 9 children.</p>

£2,000	<b>Ensure inclusion for all in Class Educational Visits, via free of charge places</b>	All pupils have equal opportunities to enrich learning via wider experiences	All classes conducted at least one visit per term and all pupils were included whether or not they were able to provide a voluntary contribution
£1,600	<b>Provide regular reading and discussion activities with adults, via Reading Volunteers</b>	Pupils make at least 2 sub-levels progress in reading	Volunteer read with 4 Level 1 children below expectation– All 4 achieved Level 2 (1=2c, 3=2b)

Year 6: SATs Results 2015								Progress**			
SATs		No.	Reading	Writing (TA)	Maths	R, W, M combined	G,P,S	50 ch.	Reading Progress	Writing Progress	Maths Progress
All Pupils	L4+	60	93%	87%	95%	83%	75%	BE	0%	4%	2%
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\*RWM Combined 4b +: Reading 4b+/ Writing 4+/ Maths 4b+ (Teacher Assessment for Writing is reported as Level 3,4 or 5 -not in sub-levels)

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Years 5/6	£1,800	<b>Boosters (before school and lunchtime) Y6:</b> Maximising learning time through before school and lunch time provision	Increased % of children working at or above age related expectations(Assessment data)	Results for Year 6 2015 (above)indicate that achievement of pupil premium pupils is above floor targets.  In Year 5, progress between Year 4 and 5 was: Reading:4.3 Writing:3.6 Maths: 4.3 (Where 4 points is the target)  Data indicates that the school needs to continue the focus on improving progress in Writing In order to close the gap internally.
	£3,000	<b>Easter School, Y6:</b> Address gaps in Maths and English learning , reinforcing concepts and skills needed to reach age expectation/ be secondary ready	Children make 2 sub levels progress (Assessment data)	
	£31,000	<b>Additional Teacher-led small group and 1:1 interventions in Maths and English, Y6:</b> -Develop maths and English skills through small group targeted support in Maths and English	Higher attainment and progress in English and maths at KS1/2	
	£24,700	<b>Teacher led small group and 1:1 interventions in Maths and English, Y5:</b>	Pupils develop personal, social and emotional skills, including self-confidence and independence	
	£2,415	<b>Ensure inclusion of all pupils in Y5 Farms for City Children Residential trip, via assisted places</b>		
	£1,997	<b>Ensure inclusion of all pupils in Y6 Residential trip, via assisted places</b>		

<b>Phonics Check</b>	% Passed	National 2014
Y1	95	74
Y2 Retakes (6 pupils)	50	66

Year 2: Outcomes for 2015 end of KeyStage 1 assessments							Progress (Provisional, unvalidated)			
		No. of pupils	Reading	Writing	Maths	R, W, M combined	EYFS to KS1	Reading Progress	Writing Progress	Maths Progress
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<b>Years 1/2</b>	£20,500.00  £34,700.00  £1,000	<p><b>1:1 &amp; Small Group Interventions, Y2, led by Additional Teacher</b></p> <ul style="list-style-type: none"> <li>- Reinforce learning in early reading, writing and maths</li> </ul> <p><b>Intensive support for early learning in English and Maths – 2 additional Teaching Assistant roles (1 Y2, 1 Y1)</b></p> <ul style="list-style-type: none"> <li>- Encourage independence through small group work.</li> <li>- Development of English and Maths through targeted group work and 1:1</li> </ul>	<p>Higher attainment in English and Maths</p> <p>Improved attitudes to learning. Increased attainment in reading, writing and maths.</p> <p>Other adults provide effective support (Lesson observations of support staff/discussion)</p>	<p>Attainment in line with all pupils except writing, which will continue to be a focus in 2015-16</p>
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% pupils at Expected or Exceeding	Roll	Communication		Literacy	
		Sch	LBI	Sch	LBI
All Pupils	60	88.3	80.3	78.3	67.1
Eligible for Free Meals	21	81.0	72.2	71.4	57.8

<b>EYFS</b>	£400 (Islington CPD)  £12,000	<p><b>Develop early literacy skills</b> through</p> <ul style="list-style-type: none"> <li>-providing cpd</li> <li>-modelled lessons</li> <li>-team teaching</li> <li>-Every Child a Talker programme</li> </ul> <p><b>Develop teaching strategies to support language and early literacy skills, via team planning and teaching, intervention with EYFS Leader</b></p>	<p>High quality teaching and learning of Speech and Language, Reading, Writing and synthetic phonics</p>	<p>Attainment in Communication &amp; Language and Literacy above LBI average (see above)</p>
<b>Sub-Total</b>	<b>£245,634</b>			
<b>Contingency</b>	£66.00			
<b>Total:</b>	<b>£245,700.00</b>			