



# **Pupil Premium Strategy**

## **2016-17**



## 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 2016-17

In the 2016-17 financial year, schools receive funding for each child from Reception to Year 6 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

Schools also receive **Early Years Pupil Premium** funding to improve the education they provide for disadvantaged 3- and 4-year-olds. In addition to the above criteria, families are eligible if they receive certain income-based allowances or tax credits.

Our pupil premium funding for 2016-17 is £232,120.

### Characteristics of the School 2016

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 (43%) and pupils from minority ethnic groups (56%). 21% of our pupils' first language is not English. Our 'deprivation indicator' is 0.32, above the national figure of 0.21.

## Barriers to learning for our pupils eligible for Pupil Premium

The following are key barriers to learning for our pupils, although they do not apply to all.

**Social, Emotional and Behavioural:** A significant proportion of our eligible pupils find it a challenge to manage emotions in social and learning situations and to settle into a learning routine.

**Limited opportunities to read and talk:** Pupils' experience of reading and talking about books is limited in range and they are less likely to become absorbed in and comprehend texts as they increase in complexity. Some pupils who achieve the expected level for reading at the end of Reception show less confidence as the comprehension becomes increasingly challenging during Key Stage 1. This barrier also affects confidence in sustaining their understanding of multi-step problems in Maths.

**Narrow range of experience:** Many pupils have limited cultural experience beyond their immediate locality. This puts them at a disadvantage when learning calls for the linking of information and ideas to form a deeper understanding.

## Pupil Premium at Canonbury Primary School

At Canonbury Primary School we are committed to providing opportunities for all children to make the best progress that they can in Reading, Writing, Maths and in a wider curriculum that is meaningful and rewarding.

In order to achieve this aspiration, our aim this year is to make daily provision in class even better at matching the needs of pupils eligible for pupil premium, both academically and socially and emotionally. Our purpose is to ensure that all pupils have the right learning at the right time, all the time. For this reason we are directing a substantial proportion of our funding to support the continuous development of 'quality first teaching' strategies that facilitate the best learning for pupils eligible for pupil premium at our school. Alongside this, we are investing in additional Inclusion leadership time to look in depth at individual and common barriers to learning and identify the right specific interventions to address academic, social and emotional barriers - and develop support staff practice. Finally, we ensure that our pupils eligible for pupil premium have access to educational visits and events that enrich their learning and experience.

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

Developing Quality First Teaching	Developing Inclusion and Specific Interventions	Overcoming barriers to learning and enrichment
<ul style="list-style-type: none"> <li>• Senior Leadership focus in Key Stage 1 leading teaching and learning to ensure improved progress between Reception and Year 2</li> <li>• Phase Leadership in Lower and Upper Key Stage 2 to support effective implementation of English and Maths initiatives and to lead consistent, sustained best practice for pupils eligible for pupil premium</li> <li>• Subject leader initiatives to support quality first teaching in line with school priorities and the needs of pupils identified from assessment information.</li> <li>• Additional provision and support in Y2 and Y6 to secure good and better progress towards age expectation and higher</li> </ul>	<ul style="list-style-type: none"> <li>• Senior Leadership of Inclusion to identify individual and common needs and renew school Provision Map with interventions that are proven to be effective for specific needs</li> <li>• Targeted interventions that are consistent, time bound, monitored and evaluated</li> <li>• Strategic training and deployment of support staff to deliver effective interventions</li> <li>• Structures to support good and better progress overtime: <ul style="list-style-type: none"> <li>-Learning Conferences to support ambitious targets and effective provision focus pupils eligible for Pupil Premium</li> <li>-Inclusion Meetings to identify and plan to overcome barriers to learning for specific pupils</li> <li>-Pupil Progress Reviews to monitor and plan for progress of all pupils</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Senior Leadership of pastoral care to ensure that families are supported effectively at school level and participate in tailored wider support where appropriate</li> <li>• Learning Mentor support for vulnerable pupils to address social and emotional barriers and develop a readiness to learn</li> <li>• Opportunities for all pupils, including disadvantaged pupils, to participate in enrichment activities and events that deepen learning and increase engagement: Residential visits, educational visits, extended school.</li> </ul>

## Achievement 2016

EYFS 2016 Good Level of Development	Canonbury	National
Standards at the end of reception are <i>above national</i>	78	66
Differences between eligible for Disadvantaged and Other pupils	Disadvantaged: 74	Disadvantaged: 52
	Other: 82	Other: 69

Y1 Phonics Check		
All	Disadvantaged	Other
60	22	38
95	90	100
81	70	83

KS1	Reading			Writing			Maths		
Attainment	All	Disadvantaged	Other	All	Disadvantaged	Other	All	Disadvantaged	Other
Cohort No.	60	20	40	60	20	40	60	20	40
School %	83	60	95	72	40	88	75	55	85
National %	74	n/a	78	65	n/a	70	73	n/a	77

KS2	Reading			Writing			GPS			Maths			R,Wr,Ma Combined		
Attainment	All	Disadvantaged	Other	All	Disadvantaged	Other	All	Disadvantaged	Other	All	Disadvantaged	Other	All	Disadvantaged	Other
Cohort No.	53	28	25	53	28	25	53	28	25	53	28	25	53	28	25
School %	70	57	84	75	61	92	74	57	92	64	43	88	57	36	80
National %	66	n/a	71	74	n/a	79	72	n/a	78	70	n/a	75	53	n/a	60
Progress Score	1.00	0.08	2.31	1.10	-0.92	4.07	n/a	n/a	n/a	-0.25	-1.32	1.33	n/a	n/a	n/a

The above data is used as an indicator for directing our pupil premium spend and fuels our ambition to:

- accelerate progress for Disadvantaged pupils in all subjects between EYFS and KS1 in order to close the gap with Other pupils nationally
- Secure better progress for Disadvantaged pupils between KS1 and KS2 in Writing and Maths in order to close the gap with Other pupils nationally

## Pupil Premium Strategy 2016-17

Phase	Approximate Cost	Item, Objective	Outcome
Whole School	£6,500	<p><b>Continue to 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>-effective Guided Reading and follow up activities</li> <li>- Writing, Spelling and Grammar</li> <li>-timely challenge for all pupils in maths</li> <li>-ensure implementation of best practice across the school and monitoring to ensure consistency</li> <li>-continue to develop the assessment for learning cycle to sharpen focus on Pupil Premium pupils</li> </ul>	<p>Pupils make targeted progress to Secure and Secure +</p> <p>Increased percentage of good and better teaching demonstrates continuous improvement of subject knowledge</p> <p>Consistent implementation of practice and expectations</p>
	£31,000	<p><b>DHT Inclusion role to include leadership of provision for pupils eligible for Pupil Premium</b></p> <ul style="list-style-type: none"> <li>-Improve identification of specific needs and provision of right teaching strategies and support for pupils</li> <li>-Ensuring effectiveness of support staff</li> <li>-Training for support staff in specific interventions</li> <li>-Ensuring effective, time bound intervention</li> <li>-Rigorous monitoring and adjustment of input to secure impact</li> </ul>	<p>Good and better progress of pupils working below the expectation of their age group that is sustained over time</p>
	£4,440	<p><b>Release for class teachers to conduct progress reviews, moderation and standardisation of Reading, Writing and Maths :</b></p> <ul style="list-style-type: none"> <li>-Learning Conferences to review progress and plan for focus pupils eligible for Pupil Premium</li> <li>- Inclusion meetings to identify specific barriers to learning, plan and review strategies to address them</li> </ul>	<p>Accurate assessment for learning</p> <p>Identified pupils make good and better progress over time</p>
	£2,200	<p><b>Increasing engagement of parents in learning:</b></p> <ul style="list-style-type: none"> <li>-structured conversations with parents of focus pupils who are below expected level for their age group</li> </ul>	<p>Identified pupils make good and better progress over time</p>

£15,500	<b>Pastoral Care</b> Work with families to overcome social and emotional barriers to a positive learning experience for pupils <ul style="list-style-type: none"> <li>- Pastoral support planning for pupils</li> <li>- Parent liaison and support</li> <li>- Agency liaison</li> </ul>	Reduced 'red card' incidents show improved learning behaviours  Evidence of pupils meeting success criteria more consistently in learning tasks  Identified pupils make good and better progress over time
£11,100	<b>Learning Mentor to provide support for social and emotional development</b> Reinforce social and emotional development to support conditions conducive to learning <ul style="list-style-type: none"> <li>- Monitoring and supporting behaviour and well-being throughout school day</li> <li>- 1:1 and small group nurture sessions</li> <li>- In class support</li> <li>- Implementation of whole school behaviour systems</li> </ul>	Reduced 'red card' incidents show improved learning behaviours  Evidence of pupils meeting success criteria more consistently in learning tasks  Identified pupils make good and better progress over time
£4,000	<b>Provide ½ day counselling for pupils and parents as appropriate -CAMHS</b> <ul style="list-style-type: none"> <li>• Reinforce social and emotional development to support conditions conducive to learning</li> </ul>	Pupils involved show improved personal, social and emotional well-being
£2,000	<b>Art Therapist</b> To support emotional well-being, communication	Pupils manage emotions in school
£7,000	<b>Senior Midday Meals Supervisor support for developing positive playground behaviour</b> <ul style="list-style-type: none"> <li>• Develop Peer Mentors in Y5/6 -pupils taking responsibility</li> <li>• Develop structured, collaborative play opportunities to ensure inclusion of all children at playtimes</li> </ul>	Pupils demonstrate effective strategies for managing social and emotional situations in both open and competitive play.  Red card incidents are rare and the exception to the rule  Pupils' learning shows good learning behaviours are sustained in the afternoon
£1200	<b>Mentoring support , Lunchtime</b> <ul style="list-style-type: none"> <li>• Mentoring games/activities to improve self-esteem, self-management</li> <li>• Organised sports to improve teamwork</li> </ul>	Good 'ready to learn' start to the afternoon for children. Children develop ability to make 'good choices' independently,

£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 premium eligible pupils</li> </ul>	Pupils know how to design and apply a computer program
£1,200	<b>Support pupils in completing homework</b> <ul style="list-style-type: none"> <li>Teacher/ Teaching Assistant support in timetabled weekly sessions: Homework Club</li> </ul>	Pupils make good and better progress over time

£1,500	<b>Provide opportunities for more pupils to attend after school clubs, via free of charge places</b>  <b>Provide opportunities for more pupils to attend Playcentre, via free of charge places</b>	Pupils' education is enriched through wider experiences  Pupils can talk about and demonstrate their successes
£1,500	<b>Provide opportunities for more pupils to attend Breakfast Club, via free of charge places</b>	Identified pupils' attendance and punctuality is improved  Pupils start the school day settled and ready to learn
£4,500	<b>Provide opportunities for pupils to engage in structured, purposeful activities in summer holidays, via free of charge places to all year round holiday clubs</b>	Improvement in learning behaviour, self esteem  Pupils education is enriched through wider experiences  Pupils can talk about and demonstrate their successes
£1,000	<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
£1,600	<b>Provide regular reading and discussion activities with adults, via Reading Volunteers</b>	Pupils make good and better progress over time in Reading



<b>Years 5/6</b>	£6,000	<p><b>Phase Leader with release time to develop and monitor consistent, effective implementation of SIP priorities</b></p> <ul style="list-style-type: none"> <li>• Share best practice, via team teaching, focussed peer observations</li> <li>• Ensure effective, sustained implementation of School Improvement priorities: <ul style="list-style-type: none"> <li>-<i>Spelling, writing and grammar</i></li> <li>-<i>timely challenge for all pupils in Maths</i></li> <li>-<i>effective lesson types for Maths</i></li> </ul> </li> <li>• Ensure implementation of agreed best practice for Learning Overview focus pupils</li> <li>• Carry out monitoring and moderation that sharpens focus on Pupil Premium pupils</li> <li>• Ensure Teaching Assistants are being deployed effectively in lessons</li> </ul>	<p>Pupils make targeted progress to Secure and Secure + due to consistent application of teaching and learning policy</p> <p>Increased % of children working at or above age related expectations</p> <p>Identified pupils make targeted progress to national Expectation and above</p>
	£16,000	<p><b>Additional Teacher</b>  <b>2 days equivalent per week – Spring and Summer Terms</b></p> <ul style="list-style-type: none"> <li>- Team Teaching</li> <li>- Specific, time bound 1:1 and group interventions to fill gaps</li> </ul>	<p>Identified pupils make targeted progress to national expectation and above</p>
	£1,100	<p><b>Maths Leader-led Boosters</b>  2x per week</p>	<p>Identified pupils make targeted progress to national expectation and above</p>
	£3,000	<p><b>Additional Maths, English and GPS Boosters:</b>  Address gaps in Maths and English learning , reinforcing concepts and skills needed to reach age expectation/ be secondary ready</p>	<p>Identified pupils make targeted progress to national expectation and above</p>
	£15,500	<p><b>Additional Teaching Assistant</b> in Year 6 to provide capacity for intervention and booster groups in English and Maths</p>	<p>Pupils make expected progress and above from KS1 to KS2</p>
	£3,500	<p><b>Ensure inclusion of all pupils in Y5 Farms for City Children Residential trip, via assisted places</b></p>	<p>Pupils participate in personal, social and emotional enrichment experience</p>
	£3,000	<p><b>Ensure inclusion of all pupils in Y6 Residential trip, via assisted places</b></p>	

<b>Years 3/4</b>	£6,000	<p><b>Phase Leader with release time to develop and monitor consistent, effective implementation of SIP priorities</b></p> <ul style="list-style-type: none"> <li>• Share best practice, via team teaching, focussed peer observations</li> <li>• Ensure effective, sustained implementation of School Improvement priorities: <ul style="list-style-type: none"> <li>-<i>Spelling, writing and grammar</i></li> <li>-<i>timely challenge for all pupils in Maths</i></li> <li>-<i>effective lesson types for Maths</i></li> </ul> </li> <li>• Ensure implementation of agreed best practice for Learning Overview focus pupils</li> <li>• Carry out monitoring and moderation that sharpens focus on Pupil Premium pupils</li> <li>• Ensure Teaching Assistants are being deployed effectively in lessons</li> </ul>	<p>Pupils in phase make sustained good and better progress from starting points towards to Secure and Secure + due to consistent application of teaching and learning policy</p>
	£4,200	<p><b>Intervention Teacher for Y3, to prevent pupils from ‘plateauing’ in Maths and Writing on entry into KS2</b></p> <ul style="list-style-type: none"> <li>- Number interventions, linked to misconceptions identified in Quality First Teaching during the week</li> <li>-Guided writing workshops, applying grammatical learning more accurately in context</li> </ul>	<p>Pupils make good and better progress towards Secure and Secure +</p>

<b>Years 1/2</b>	£31,000	<b>DHT Teaching and Learning role - tuning Quality First Teaching to needs of Pupil Premium pupils in KS1 at all levels:</b> -Team planning and teaching -Coaching and mentoring KS1 Teachers in Quality First teaching provision for pupils -Targeted professional development -Ensure effective TA deployment (Equivalent 2 days per week)	All pupils eligible for pupil premium make expected progress or above in Reading, Writing and Maths  Teaching and learning is consistently good and better
	£42,000	<b>Continue 2 additional Teaching Assistant roles in Years 1 and 2 to provide capacity for more intensive support in English and Maths</b> - Specific guided support for pupils identified via Learning Conferences and Overviews -Provide capacity for teacher to work with groups and 1:1 -Carry out specific interventions with identified pupils	Identified pupils make good and better progress to Secure and Secure+
	£1,000	<b>Provide 1:1 15 Minutes a Day Reading support</b> - Reinforcement of early reading skills through 1:1 daily support	Identified pupils make accelerated progress according to intervention timeframe
<b>EYFS</b>	£4,500	<b>Develop teaching for language and communication in the inside and outside learning areas</b> -providing professional development opportunities via Islington Advisers -release for school visits to view best practice -resources to support implementation of best practice -conducting review	High quality teaching and learning of Speech and Language, Reading, Writing and synthetic phonics
<b>Total Spend</b>	<b>£233,540</b>		
<b>EYPP</b>	£4,500		
<b>PP</b>	£227,620		
<b>Total PP</b>	<b>£232,120</b>		