

Pupil Premium Strategy

2018-19

1. Summary information

| | | | | | |
|-------------------------------|--------------------------|---|-------|---|--------------|
| School | Canonbury Primary School | | | | |
| Academic Year | 2018-19 | PP Grant per pupil | £1320 | Total PP budget | £217,800 |
| Total number of pupils | 421 | Number of pupils eligible for PP | 168 | Date for next internal review of this strategy | October 2019 |

Canonbury Key Stage One 2018 - % at Expected and above level for Pupil Premium

| % at Expected and above 2018 Pupil Premium | Roll | Reading | | Writing | | Mathematics | |
|--|------|-----------------------|----------|-----------------------|----------|-----------------------|----------|
| | | % Expected and above: | | % Expected and above: | | % Expected and above: | |
| | | school | National | school | National | school | National |
| All School | 59 | 76 | 75 | 66 | 70 | 71 | 76 |
| Pupil Premium | 23 | 65 | 60(FSM) | 52 | 53(FSM) | 61 | 61(FSM) |
| Not Pupil Premium | 36 | 83 | 78 | 75 | 73 | 78 | 79 |

Canonbury Key Stage Two 2018 - % at Expected and above level for Pupil Premium

| % at Expected and above 2018 Pupil Premium | Roll | Reading | | Writing (Teacher Assessment) | | Maths | | RWM Combined | |
|--|------|-----------------------|----------|---------------------------------|----------|-----------------------|----------|-----------------------|----------|
| | | % Expected and above: | | % Expected and above: | | % Expected and above: | | % Expected and above: | |
| | | School | National | School | National | School | National | School | National |
| All Pupils | 58 | 81 | 75 | 74 | 78 | 81 | 76 | 64 | 64 |
| Pupil Premium | 23 | 61 | | 48 | | 57 | | 30 | |
| Not Pupil Premium | 35 | 94 | 80 | 91 | 83 | 97 | 81 | 86 | 70 |

| 2. Barriers to future attainment (for pupils eligible for PP) | | |
|--|--|--|
| Academic barriers | | |
| A. | Writing skills | |
| B. | Communication and language skills | |
| Additional barriers | | |
| C. | Social and Emotional development and Mental Health | |
| D. | Attendance and Punctuality of a significant minority | |
| 3. Intended outcomes (specific outcomes and how they will be measured) | | Success criteria |
| A. | A significant proportion of quality first teaching and learning for children eligible for the Pupil Premium Grant has developed from 'good' to 'outstanding' | The number of PPG children who achieve their targets in Reading, Writing and Maths in 2019 is significantly higher than in 2018 All teaching and learning is consistently 'good' and 40% is outstanding over time |
| B. | Accelerated progress in Writing for children eligible for the Pupil Premium Grant | The number of PPG children who achieve the 'expected' level and 'greater depth' in Writing is significantly higher in all classes |
| C. | An increase in the number of children eligible for the Pupil Premium Grant who are working at 'greater depth' by the end of Key Stage One | The number of PPG pupils achieving 'greater depth' targets in Key Stage One is higher than in 2018 |

3. Planned expenditure

Academic year

2018-19

How we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|---|--|---|------------------------------------|--------------------------------------|
| Assistant Headteacher, KS2, to lead learning for Y5-6 from base as additional teacher in Year 6 | <p>Diminish differences between PPG and non-PPG pupils nationally in English and Maths.</p> <p>PPG pupils attain in line with their peers nationally, particularly at the 'expected' and 'greater depth' standards.</p> | <p>An effective 2 year learning strategy in Years 5 and 6 will support improved secondary readiness</p> <p>In the short term, extra capacity in current Year 6 will ensure PPG pupils can receive targeted support to reach national expectation</p> <p>Educational Endowment Foundation (EEF) research identifies that quality first teaching is the most significant factor in improving achievement for PPG pupils.</p> | <p>Release time for AHT to support and monitor Y5 and 6 teaching.</p> <p>Learning Overviews to monitor teaching and learning</p> <p>Regular pupil progress reviews</p> <p>Senior Leadership meetings to review impact</p> | Assistant Head Teacher, KS2 Leader | Half termly |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|--|--|---|--------------------------------------|
| Assistant Headteacher to work as leader of Teaching and Learning with a focus on Key Stage 2 practice | <p>Increase in Outstanding Teaching and Learning in Years 3 and 4</p> <p>Diminish differences between PPG and non-PPG pupils in Writing and Maths</p> <p>Increase in the number of PPG pupils meeting their targets across the school in Writing and Maths</p> | <p>A consistently effective learning journey in Years 3 and 4 will support improved security in the fundamentals so that pupils are ready to accelerate learning in Years 5 and 6</p> <p>Ongoing support for individual teachers and teams will help embed the subject knowledge and strategies that lead to outstanding teaching and learning for PPG pupils</p> <p>This work will inform a renewed Teaching and Learning policy with approaches that have a sustained impact on PPG pupil progress</p> | <p>Release time for AHT to support and monitor teaching across the school.</p> <p>Learning Overviews to monitor teaching and learning</p> <p>Regular pupil progress reviews</p> <p>Senior Leadership meetings to review impact</p> | Assistant Head Teacher, Teaching and Learning | Half termly |
| English Adviser strategic support and CPD for planning, teaching and learning of Writing | <p>Diminish differences between PPG and non-PPG pupils in Writing</p> <p>Increase in the number of PPG pupils meeting their targets across the school</p> | Writing progress for PPG pupils from KS1-2 is below national average in 2017-18 | <p>Adviser to conduct Learning Walk to establish priority for support.</p> <p>Ensure time given to support is appropriately intensive to have required impact</p> <p>SLT to monitor impact and adjust support where required</p> | AHT Teaching and Learning | Termly |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|---|---|------------------------------|--------------------------------------|
| Continuous Professional Development, Coaching and Mentoring for KS1 Teachers | <p>KS1 teachers plan highly effective differentiated learning for pupils at all levels</p> <p>Diminished difference between PPG and non-PPG pupils and increase in number of PPG pupils achieving greater depth</p> | <p>Development of Early Career teachers into expert KS1 practitioners will ensure that pupils at all levels make progress to achieve targets</p> <p>Improving continuity of learning from EYFS to KS1 will ensure pupils are secure in the foundations required to make effective progress towards end of key stage attainment targets</p> | <p>DHT Standards will coach Year 2 teachers in teaching and learning, including planning, teaching and assessment support</p> <p>UPR Teacher will be released to support Y1 in Integrated Learning strategies</p> | DHT Standards and Curriculum | Half Termly |
| Continuous Professional Development for EYFS practitioners in planning and resourcing Communication and Language and Writing opportunities | Pupils participate in effective C&L and Writing activities in a range of contexts, with engaging continuous provision and adult- led learning that supports basic skills | <p>Communication skills and language for thinking are essential in order to develop the characteristics of learning and specific areas such as writing.</p> <p>An effective balance of adult led learning and provision that prompts child-initiated opportunities to talk and write will support PPG pupils and especially PPG boys.</p> <p>EYFS moderation in 2017-18 indicated that some children would benefit from adult interaction to prompt readiness for writing</p> | DHT Standards will engage EYFS Adviser in planning and delivering support for practitioners and monitoring the outcomes and impact of training | DHT Standards and Curriculum | Half termly |
| Total budgeted cost | | | | | 86,500 |

ii. Targeted support

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|---|--|----------------------------|---|
| Pastoral support leader to lead and manage SEMH interventions and family liaison | Support from additional TAs, mentors and agencies is specific, implemented effectively and reviewed | <p>A significant proportion of PPG pupils have Social, Emotional and Mental Health needs that are barriers to learning.</p> <p>High quality leadership is required to ensure pupils get the right support from the right person at the right time</p> | DHT Inclusion will identify pupils and prioritise support, liaising with families, teachers and managing interventions and timetables | DHT Incusion | Termly |
| Additional Teaching Assistant in Y6 team | Increased capacity for team to provide targeted small group support | <p>EEF research shows that TAs have high impact when they are well-prepared with good training and deployed carefully to deliver interventions well-matched to needs</p> <p>There is a large minority of PPG pupils in Y6 who could reach national expectation if they make an extra 2-3 months' progress this year</p> | AHTs in year 6 will deploy TAs to lead targeted groups in precise, well-matched learning activities according to a cycle of plan/do/review | Assistant Headteacher, KS2 | Termly |

| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|---|--|--|--|---------------|--------------------------------------|
| Additional, trained Teaching Assistant to conduct Early Interventions | Improved learning in the fundamentals for KS1 pupils well below age expectation | There is a minority of PPG pupils who are working well below age expectation in KS1. Early intervention increases the potential for pupils to achieve at age expectation by end of Primary or before. | DHT Inclusion will manage TA, devise timetable, arrange training in specific interventions and monitor according to a plan/do/review cycle | DHT Inclusion | Half Termly |
| Additional Teaching Assistant SEMH support 3 days per week | Improved readiness to learn for targeted pupils in KS1 and 2 | Pupils learn more when they are able to manage their emotions, have good attachments with key adults/peers and have self-esteem | DHT Inclusion will manage TA, devise timetable, arrange training in and monitor according to a plan/do/review cycle | DHT Inclusion | Half Termly |
| Specific intervention resourcing and training for Teaching Assistants | Targeted groups of pupils across the school make accelerated progress in English and Maths | Interventions have the most impact when they are specific, measurable, achievable and reviewed within a time frame | DHT Inclusion will deploy TAs to lead targeted groups in specific interventions matched precisely to learning needs according to a cycle of plan/do/review | DHT Inclusion | Termly |
| CAMHS incl. additional days 1:1 Mentoring Art Therapy | Improved mental health for identified pupils | Good mental health must be in place for pupils to be ready to learn | DHT Inclusion will manage identification of pupils and prioritising of support, liaising with agencies where appropriate | DHT Inclusion | Termly |
| Total budgeted cost | | | | | 119,500 |

| iii. Other approaches | | | | | |
|---|--|--|---|---------------|--------------------------------------|
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Homework Club for targeted pupils | Consistently completed homework contributing to progress | This provision supports a significant minority of PPG pupils who do not otherwise complete homework to do so at school | Teachers will identify pupils Club will be monitored by AHT Teaching and Learning to ensure good attendance and effective practice | AHT KS2 | Termly |
| Breakfast Club: Free of Charge places for targeted pupils | Improved punctuality | Breakfast club is effective each year in supporting late arrivals in getting to school in good time, eating a nutritious breakfast and being settled and ready to learn | DHT Inclusion will monitor attendance and punctuality, identify pupils who would benefit, communicate with parents and monitor | DHT Inclusion | Termly |
| Playcentre, After School Clubs: Free of Charge places for targeted pupils | Improved social and emotional development | The offer of after school activities allows PPG pupils with Social, Emotional barriers to enjoy and achieve in a wider range of activities, enriching their experience and supporting self-esteem. This supports their readiness to learn. | DHT Inclusion will identify pupils who would benefit, communicate with parents and monitor | DHT Inclusion | Termly |

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|--|--|---|--|----|----------------|
| Educational Visits subsidy | Pupils have access to a deeper level of learning in the curriculum topics | The provision of hands on experiences and opportunities to connect with places, people and artefacts provides inspiration and support for children to extend their learning | HT will ensure that all classes attend at least 3 educational visits per year | HT | End of Year |
| Residentials subsidy:Y5 and Y6 | All PPG pupils have opportunity to experience a week at Farms for City Children and a week at an Activity Centre | The residentials support children in building and finding reward in vital skills such as collaboration, innovation and characteristics including perseverance, resilience, | Effective communication with parents to ensure all pupils are encouraged and able to take part regardless of financial circumstances | HT | End of Year |
| Total budgeted cost | | | | | 13,000 |
| Total Budgeted Spend for Pupil Premium Strategy | | | | | 219,000 |
| Total Pupil Premium Budget | | | | | 217,800 |

4. Review of expenditure 2018-19

i. Quality of teaching for all

| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
|--------|------------------|--|--|------|
| | | | | |
| | | | | |

ii. Targeted support

| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
|--------|------------------|--|--|------|
| | | | | |
| | | | | |

iii. Other approaches

| Action | Intended outcome | Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate). | Lessons learned (and whether you will continue with this approach) | Cost |
|--------|------------------|--|--|------|
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