

Pupil Premium Strategy

2019-20

1. Summary information					
School	Canonbury Primary School				
Academic Year	2019-20	PP Grant per pupil	£1320	Total PP budget	£209,860
Total number of pupils	454	Number of pupils eligible for PP	159	Date for next internal review of this strategy	October 2020

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

END OF KS2 2019		READING		WRITING		MATHS		READING WRITING MATHS COMBINED		GRAMMAR PUNCT. SPELLING	
Results		CPS	NAT	CPS	NAT	CPS	NAT	CPS	NAT	CPS	NAT
2019 All	% EX+	86	73	81	78	91	79	72	65	88	78
	% GD	37	27	23	20	32	27	13	11	35	36
2019 Pupil Premium (25 Pupils)	% EX+	73		73		85		62		85	
	% GD	15		8		4		4		15	

Attainment & progress

Pupils		Attainment			Progress				
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap		
Summary	All Pupils	25	31	104.3 ↑	108.7 ↕	-4.4	2.9 ↕↑	3.8 ↕↑	-0.9

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

3. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	A significant proportion of quality first teaching and learning for children eligible for the Pupil Premium Grant (PPG) has developed from 'good' to 'outstanding'	The number of PPG children who achieve their targets in Reading, Writing and Maths in 2020 is in line with National for all pupils – from 60% in 2019 to 65% in 2020 All teaching and learning is consistently 'good' and 40% is outstanding over time
B.	PPG pupils across the school are provided with specific, targeted interventions as part of Quality first Teaching and as part of extra provision	In all year groups PPG pupils make more steps of progress than last year from their starting points in Reading, Writing and Maths
C.	Accelerated progress in Early 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

3. Planned expenditure

Academic year	2019-20
---------------	---------

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 34,700	Diminish differences between PPG and non-PPG pupils nationally in English and Maths. PPG pupils attain in line with their peers nationally, particularly at the 'expected' and 'greater depth' standards.	An effective 2 year learning strategy in Years 5 and 6 will support improved secondary readiness In the short term, extra capacity in current Year 6 will ensure PPG pupils can receive targeted support to reach national expectation Educational Endowment Foundation (EEF) research identifies that quality first teaching is the most significant factor in improving achievement for PPG pupils.	Release time for AHT to support and monitor Y5 and 6 teaching. Learning Overviews to monitor teaching and learning Regular pupil progress reviews Senior Leadership meetings to review impact	Assistant Head Teacher, KS2 Leader	Half termly
Phonics and Handwriting 5000 2000 2000	Writing of PPG pupils improves across the school through renewed approach to Phonics	Year 1 achievement in the Phonics check is above national average. In order to strengthen progress in Writing, a renewed approach to Phonics from EYFS to Year 2 and handwriting across the school aims to improve spelling and writing fluency so that PPG pupils have more depth of knowledge and skills to apply in writing composition	English Leaders, AHT EYFS/Y1 and AHT Standards to work together on a plan that ensures progression from Nursery into KS2. Staff to have input to Handwriting element of policy and leaders to instruct staff on implementation and timetabling	English Leaders	English Leaders and AHTs to monitor implementation through regular visits to timetabled phonics/handwriting followed by support where needed throughout Spring Term – review and adjust where necessary for Summer Term

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?
AHT Progress Meetings 17,500	Accelerated progress in English and Maths for pupils eligible for Pupil Premium across KS1 and 2	<p>In 2018-19 achievement of PPG pupils was good and an improvement on the previous year, following PPG strategy for Year 6</p> <p>The aim is to support teachers systematically in accelerating progress for PPG pupils before Year 6</p>	AHT Standards and Assessment to devise a specific, manageable, achievable preparation and agenda format that ensures meetings are focussed on identifying issues and agreeing achievable actions.	AHT Standards and Assessment	Headteacher will attend meetings periodically to review impact and review in Spring 1
Total budgeted cost					61,200

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?
<p>Action Tutoring Y6/5 Tutoring for 20 pupil premium children in Y6 in Reading and Maths until May – Then Y5</p> <p>Cost: 6150</p>	<p>Diminish the difference in attainment between PPG and non-PPG pupils at end of KS2</p>	<p>Evidence form schools in local network indicates that the tutoring programme has significant impact on attainment</p> <p>Capacity to give intensive support to pupils</p>	<p>Year 6 teacher to be 'lead teacher' and liaise with tutors and parents to ensure good attendance and be point of contact for any issues</p>	<p>Y6 Teacher</p>	<p>Spring 1</p>
<p>Reading Intervention Y3 Cost for lead TA to manage and resources for programme</p> <p>Cost: 2,200 1,500</p>	<p>Pupils working towards Year 2 expectations in Year 3 make sustained progress in reading</p>	<p>Significant number of PPG SEND pupils and PPG pupils who do not meet the threshold for SEND in Y3 -majority working towards age expectation for Year 2.</p> <p>Intensive support to address early reading skills so that they can catch up over time in KS2</p>	<p>Lead TA to ensure all TAs resourced and know how to implement the programme</p> <p>DHT Inclusion to manage and monitor</p>	<p>TA/Librarian</p>	<p>Spring 1</p>
<p>HLTA in Y2</p> <p>Cost: 7,000</p>	<p>Majority of PPG pupils working below the expected level at Y1 achieve End of Key Stage expectations</p>	<p>HLTA to act as a leader of learning in the classroom, working alongside teacher, increasing capacity to give more intensive, high impact support for a greater number of pupils</p>	<p>HLTA to attend part of PPA planning</p> <p>Teacher to share specific learning goals for pupils HLTA is working with over time</p> <p>HLTA and Teacher to rotate groups</p>	<p>Y2 Teacher</p>	<p>Termly and according to Pupil Progress Meeting outcomes</p>

<p>UPR teacher to lead Y1 learning 2 days per week</p> <p>Cost: 17,573</p>	<p>Increase in number of pupils on track to meet end of key stage expectations as they enter Y2</p>	<p>Y1 is key year for establishing early reading, writing and maths skills. Planning effective learning experiences according to developmental stages as pupils transition from EYFS is essential. UPR teacher leading planning and working alongside teachers gives capacity to ensure PPG pupils have right learning at right time and achieve well</p>	<p>UPR to act as lead teacher supported by AHT EYFS/Y1.</p> <p>Action plan to be developed so that SMART targets are set for this year.</p> <p>Pupil Progress Meetings to support teaching and learning focus Shared PPA time for all 3 teachers in Year Group</p>	<p>AHT EYFS/Y1</p>	<p>Half-termly and according to Pupil Progress Meeting outcomes</p>
<p>Pastoral support leader to lead and manage SEMH interventions, attendance and family liaison</p> <p>Cost: 40,437</p>	<p>Pupils with SEMH barriers show increased readiness to learn</p> <p>Improved attendance for pupils with persistent absence, or nearing the 90% threshold</p>	<p>A significant proportion of PPG pupils have Social, Emotional and Mental Health needs that are barriers to learning.</p> <p>Absence below or just above 90% predominantly PPG pupils</p> <p>High quality leadership is required to ensure pupils get the right support from the right person at the right time</p>	<p>DHT Inclusion will line manage the role so that workload is manageable according to agreed priorities. Inclusion Team will identify pupils and prioritise support, liaising with families, teachers and managing interventions and timetables</p>	<p>DHT Inclusion</p>	<p>Termly</p>

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 Teaching Assistant in Y3 team Cost: 28199	Increased capacity for team to provide targeted small group learning and SEMH support	There is a significant number of PPG pupils in Y3 who did not reach national expectation at end of KS1 who would benefit from 1:1 or small group support. There is a significant number of PPG pupils with SEMH needs who would benefit from targeted support as well as responsive support at time of need	AHT Phase Lead and DHT Inclusion Lead conduct Progress Meetings to support specific teaching and learning actions and in-class interventions for pupils	Assistant Headteacher, Phase Leader Y2/3/4	Half Termly
Additional, trained Teaching Assistant to conduct Early Interventions Cost: 22,846	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 line manage TA, devise timetable, arrange training in specific interventions and monitor according to a plan/do/review cycle	DHT Inclusion	Half Termly
Specific intervention resourcing and training for Teaching Assistants Cost: 3000	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
Art Therapy ; CAMHS + additional days ; Mentoring Cost: 1500 9000 3000	Improved mental health for identified pupils	Good mental health must be in place for pupils to be ready to learn		DHT Inclusion	Termly
Total budgeted cost					152,291

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 Cost: 1000	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 Cost: 2000	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 Club, Free of Charge places for targeted pupils Cost: 2000	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
Educational Visits subsidy Cost: 2000	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

Residential subsidy: Y5 and Y6 Cost: 4000	All PPG pupils have opportunity to experience a week at Farms for City Children and a week at an Activity Centre	The residential 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					11,000
Total Budgeted Spend for Pupil Premium Strategy					224,491
Total Pupil Premium Budget					209,860

4. Review of expenditure 2018-19

i. Quality of teaching for all

Action	Impact
Additional Teacher Y6	Significant improvement in progress and attainment in Reading, Writing and Maths – Strategy to be continued
AHT leading teaching and learning in Y3 and 4	Progress was good and quality of writing improved. Staffing strategy in Year 3 and 4 in 2019-20 removes need for this action to continue
English Adviser Support	Support for planning across the school had high impact on sequences of learning from reading to writing, with improved writing outcomes-staff to sustain approach
DHT Coaching for KS1 Teachers	New to year 2 teachers ready to progress from Good to Outstanding following support
Additional Teaching Assistant Y6 Team	Significant improvement in progress and attainment in Reading, Writing and Maths-in 2019-20, discontinued with one TA moved to Y5 to use similar approach

ii. Targeted support

Action	Impact
Additional TA, Early Interventions	Significant impact on school's capacity to support pupils with complex needs, leading to effective intervention, communication with parents and more efficient, timely referral for external support where relevant
Additional TA, SEMH	Worked with small minority of pupils for large amount of time, due to their needs-discontinued this year with objective for children to work more independently in lower key stage two
Intervention training for TAs	School priorities altered to conduct training in Attachment and Trauma, in response to school need –intervention training to take place in 2019-20
Art Therapy CAMHS + Mentoring	All art therapy, mentoring CAMHS provision used to support pupils. CAMHS extra days used and will continue this year

iii. Other approaches	
Action	Impact
Homework Club	Homework Club spaces used successfully to support PPG pupils in completing homework. Specialist Intervention TA to lead club in 2019-20 to improve level of support for pupils
Breakfast Club free of charge places	Places offered to specific PPG pupils to support punctuality, attendance and positive start to the day were taken and impact was good
Playcentre & After School Club free of charge places	Places offered to specific PPG pupils both temporary and long term were taken up, improving their after school experience and supporting social development
Educational Visits subsidy	All PPG pupils included in educational visits
Residential subsidy: Y5 and Y6	All PPG pupils with parental permission attended residential