

# Pupil Premium Strategy

2020-21

1. Summary information					
School	Canonbury Primary School				
Academic Year	2020-21	PP Grant per pupil	£1345	Total PP budget	£207,440
Total number of pupils	439	Number of pupils eligible for PP	156	Date for next internal review of this strategy	October 2021

Canonbury Key Stage Two 2019 - % 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.	Literacy 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.	By July 2021, ensure that school standards for all reported DfE outcomes are in-line with or exceed the most recent national data for PPG pupils	Standards for PPG pupils are restored to at least 2019 levels in relation to current age-expectations  At end of Key Stage, the number of PPG children who achieve their targets in Reading, Writing and Maths in 2021 is in line with or above National averages for all pupils
B.	Specific, targeted interventions as part of Quality first Teaching and extra provision have significant impact on progress of identified PPG pupils across the school	Standards for PPG pupils are restored to at least 2019 levels in relation to current age-expectations  Evaluations show that children have made the expected progress in SMART interventions
C.	Accelerated progress in Writing (Y2-6) and Communication & Language (EYFS/Y1) for children eligible for the Pupil Premium Grant	The number of PPG children who achieve the 'expected' level and 'greater depth' in Writing is restored to at least 2019 standard in 3-5 and is at National or Above for Y2 and Y6.  The number of PPG children who achieve ELG in Communication and Language in EYFS is at National or Above

### 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?
<p>Early Reading and Phonics</p> <p>Facilitate English Leaders to train, support and monitor teachers and support staff in meeting needs of PPG pupils at all levels</p> <p>1,500</p>	<p>Reading of PPG pupils improves in EYFS/KS1 through renewed approach to Reading, Phonics</p>	<p>To sustain Year 1 and 2 achievement in Phonics at above national average</p> <ul style="list-style-type: none"> <li>-renew schematic approach to Phonics from EYFS to Year 2</li> <li>- renew approach to Reading lessons in KS1 so that fluency, comprehension and vocabulary is improved for PPG pupils</li> </ul>	<p>English Leaders to work together on a Phonics plan that ensures progression from Nursery into KS2, including training for teachers and TAs</p> <p>English Leaders to devise schematic Reading lesson format with teacher and TA training and ongoing monitoring and support</p>	<p>English Leaders</p>	<p>English Leaders and AHTs to monitor implementation through regular visits to timetabled phonics/ reading lessons followed by support where needed throughout Autumn 2/Spring Term – review and adjust where necessary for Summer Term</p>
<p>AHT KS2 reduced class teaching commitment to lead, support and monitor Quality First Teaching and Learning that supports recovery following school closure</p> <p>30,233</p> <p>17,000</p>	<p>Accelerated progress in English and Maths for pupils eligible for Pupil Premium across KS2</p> <p>PPG pupils' achievement for current age-related expectations is at or above 2019 standards</p>	<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 restoring standards to at pre-closure levels, accelerating progress for PPG pupils in KS2 before Year 6</p>	<p>AHT to devise a specific, manageable, achievable plan to accelerate progress in order to recover lost learning</p> <p>Monitoring Cycle, including regular pupil progress meetings with teachers</p>	<p>AHT responsible for KS2</p>	<p>Headteacher will attend meetings periodically to review impact and review 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?
Training to support quality of teaching, Communication and Language in EYFS/Y1  Training:1,584  Cover for Training: 650	Extend knowledge and skills of teachers and support staff in supporting development of vocabulary and talk	Impact of school closure on the youngest children 's opportunities to develop communication and language skills:vocabulary and speaking in sentences	AHT responsible for EYFS/Y1 will devise and implement a training and monitoring approach with Early Years Adviser	AHT responsible for EYFS/KS1	Spring 2
Bespoke Teacher Training in the Attachment Regulation Competency(ARC) element of Trauma-informed Practice  5,500: Educational Psychology Svc,  1,000: Cover to support	Teachers employ an extended range of strategies to support the Social, Emotional and Mental Health of pupils so that they can thrive at school	Significant proportion of PPG pupils with social and emotional needs that affect their wellbeing and readiness to learn	DHT Inclusion to devise a bespoke training programme with Educational Psychologist, with INSET time allocated and timetable of in class support and out of class training	DHT Inclusion	Termly review of stages
<b>Total budgeted cost</b>					40,467

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><b>Action Tutoring Y6/5</b> 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 and nationally 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><b>Reading Intervention and coordination</b> Cost for lead TA to deliver and administrate Literacy intervention programmes and resources</p> <p>Cost:19,216 - - - -</p>	<p>Diminish the difference between pupils' current attainment and age-related expectations, for pupils significantly behind</p>	<p>Significant number of PPG SEND pupils and PPG pupils who do not meet the threshold for SEND-majority working significantly below age expectation</p> <p>Intensive support to address early reading skills so that they can catch up over time in KS2</p>	<p>TA to ensure all TAs resourced and know how to implement the programmes</p> <p>DHT Inclusion to manage and monitor</p>	<p>TA/Librarian</p>	<p>Spring 1</p>
<p><b>HLTA in Y4</b></p> <p>Cost: 7,000 28,467</p>	<p>PPG pupils working below the expected level at Y4 make accelerated progress from starting point</p>	<p>Significant number of PPG Y4 pupils below expected standard in Y2 and then missed half of Y3-high priority for intervention to ensure secondary ready. HLTA to work alongside teacher, increasing capacity to give 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>Y4 Teacher</p>	<p>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 and have been intensified during school closure.</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.</p> <p>Pastoral manager with Inclusion Team will identify pupils and prioritise support, liaising with families, teachers and managing interventions and timetables</p>	<p>Pastoral Manager</p>	<p>Termly</p>
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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>Additional Teaching Assistant in Y3, Y5, Y6 team</p> <p>Cost: Y3: 13,726 Y5: 27,452 Y6: 27,452</p>	<p>Increased capacity for team to provide targeted small group learning in QFT, SMART interventions and specific SEMH support</p>	<p>PPG pupils who are below expected level have fallen further behind during school closure.</p> <p>Planned SMART support using EEF principles will supplement Catch-up tutoring to ensure strong provision for all disadvantaged pupils.</p> <p>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</p>	<p>AHT Phase Lead and DHT Inclusion Lead conduct Progress Meetings to support specific teaching and learning actions and in-class interventions for pupils</p> <p>DHT to lead teachers in effective deployment of teaching assistants in QFT and to ensure SMART interventions in place.</p>	<p>DHT Inclusion</p>	<p>Half Termly</p>
<p>Specific intervention resourcing and training for Teaching Assistants</p> <p>Cost: 3000</p>	<p>Targeted groups of pupils across the school make accelerated progress in English and Maths</p>	<p>Interventions have the most impact when they are specific, measurable, achievable and reviewed within a time frame</p>	<p>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</p>	<p>DHT Inclusion</p>	<p>Termly</p>
<p>Art Therapy: 1,500 CAMHS: 6,669</p>	<p>Improved mental health for identified pupils</p>	<p>Good mental health must be in place for pupils to be ready to learn</p>	<p>Pastoral Manager will lead and manage providers, parents and children to ensure appropriate provision is allocated and reviewed</p>	<p>Pastoral Manager</p>	<p>Termly</p>
<b>Total budgeted cost</b>					<p>174.069</p>



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?
Breakfast Club, Free of Charge places for targeted pupils Cost: 1000	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: 1000	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
Residentials subsidy:Y6 Cost: 2000	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
<b>Total budgeted cost</b>					<b>6,000</b>
<b>Total Budgeted Spend for Pupil Premium Strategy</b>					<b>220,536</b>
<b>Total Pupil Premium Budget</b>					<b>207,440</b>

**4. Review of expenditure 2020-21**

**i. Quality of teaching for all**

<b>Action</b>	<b>Impact</b>

**ii. Targeted support**

<b>Action</b>	<b>Impact</b>

**iii. Other Approaches**

<b>Action</b>	<b>Impact</b>