

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Canonbury Primary School
Number of pupils in school	418
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years
Date this statement was published	xx.11.2021
Date on which it will be reviewed	xx.11.2022
Statement authorised by	Patrick Mildren, Headteacher
Pupil premium lead	Patrick Mildren, Headteacher
Recovery lead	Jo Davey, Deputy Headteacher
Governor / Trustee lead	X Curriculum and Standards Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,820
Recovery premium funding allocation this academic year	£22,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£236,420</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We intend for all children to leave Canonbury as confident, resourceful and respectful individuals ready to thrive at secondary school and beyond. Continuous good progress in all subjects year on year, leading to high attainment, is central to this intent. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this progress, including those who are already high attainers.

Our approach to our Pupil Premium Strategy is based on the following principles

- Consistently excellent 'quality first teaching' across the school has the most significant impact on progress for both disadvantaged and non-disadvantaged pupils
- Focussed assessment for learning that identifies individual gaps, followed by precisely targeted teaching, is essential to accelerating progress
- Addressing common gaps with whole school strategies has a high impact on the quality of teaching and learning for disadvantaged pupils and all pupils
- Early interventions that are specific, time bound and measurable, run by staff trained to deliver them, are the key to achieving impact when providing targeted support
- Consideration for the needs of vulnerable children, including those experiencing long-term or temporary emotional challenges, is essential to ensure that all pupils receive the support they need to be ready to learn and thrive in their education

In order to achieve an efficient, cohesive approach that is effective in recovering and extending learning for all, our Pupil Premium Strategy is integrated with the Recovery Premium Strategy for pupils whose education has been worst affected by the Covid-19 pandemic, including non-disadvantaged pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Oracy – monitoring and assessment shows that language and communication skills tend to be less developed for pupils eligible for pupil premium, including skills in talking at length for different purposes and using precise vocabulary in extended sentences. This can restrict depth and breadth of thinking and learning as well as attendant writing skills
2	Reading: assessment and monitoring show that fluency tends to be less developed in younger children eligible for pupil premium, who often move less quickly through 'book bands' and benefit from extra opportunities to practice reading and to build up words they recognise on sight, as well as increase their vocabulary. Older children can find it harder to infer meanings that are not explicit in texts, or to join multiple pieces of information together to form an overall comprehension.
3	Writing: moderation shows that where children are working towards age expectation, the majority are pupils eligible for pupil premium who are developing age appropriate sentence structure, vocabulary, and skills in writing cohesively at length.
4	Maths: assessment and monitoring show that where children are working towards age expectation, the majority are pupil premium eligible pupils who are developing their skills in managing calculations with multiple steps and skills in understanding a problem where they need to use reasoning and choose a method.
5	Attendance/ Punctuality: monitoring shows that the children whose attendance is less than 90% tend to be pupil premium eligible children and that a significant proportion of them benefit from family support to come to school every day and on time.
6	Social, emotional and mental health: monitoring, support plans and reviews show that vulnerable pupils experience individual challenges that can present specific barriers to engaging fully in their learning
7	Enrichment and well-being: Monitoring and knowledge of families shows that taking up opportunities for enrichment via in-school and extra-curricular experiences such as educational visits and clubs can be a challenge due to family circumstances

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils	Observations and assessment show that Voice 21, Talk for Writing and EYFS oracy strategies are improving language for learning, talking and writing across the curriculum. <i>(Teaching and learning observations, pupil voice, work scrutiny )</i>
Improved Reading attainment among disadvantaged pupils	In 2023/4, KS2 Reading outcomes for disadvantaged pupils are in line with non-disadvantaged in school and significantly above national average for all pupils
Improved Writing attainment among disadvantaged pupils	In 2023/4, KS2 Writing outcomes for disadvantaged pupils are in line with non-disadvantaged in school and significantly above national average
Improved Maths attainment among disadvantaged pupils	In 2023/4, KS2 Maths outcomes for disadvantaged pupils are in line with non-disadvantaged in school and significantly above national average for all pupils
Improved attendance and punctuality for all pupils, particularly disadvantaged and vulnerable pupils	In 2023/4, no more than 5% of disadvantaged pupils attending below 95% All disadvantage pupils are attending above 90%
Increased attendance of after school clubs and maximised attendance of educational visits including residential experiences.	In 2023/4, % pupil premium eligible children attending after school provision is in line with school contextual profile  All pupils, irrespective of disadvantage, background and challenge, attend educational visits, including residential experiences, barring special circumstances.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £61,347**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>3 Year Oracy Project</b> Developing teaching and learning in Oracy via 3-year project with Voice 21.</p> <p>We will subscribe to Voice 21 and fund CPD and release time for project leader, Oracy Champions and wider staff</p>	<p>Evidence shows that the language skills of the most disadvantaged children are already significantly behind those of their non-disadvantaged peers by age 3.</p> <p>Voice 21 has supported a large number of schools across the UK to develop and implement strategies to improve oracy, with effective impact.</p> <p><a href="#">Voice 21</a></p>	1,3
<p><b>Talk for Writing</b> Embedding T4W strategies in English teaching and learning to improve cohesion, vocabulary and sentence structure in writing</p> <p>We will buy texts, fund staff training, release time for English Leaders and advisory support</p>	<p>Talk for Writing is a well-established framework that is effective in supporting the development of language to improve writing skills.</p> <p>Children should make stronger progress over time through the implementation of a consistent, whole school approach to developing language for writing, including composition, sentence structure, vocabulary and ideas,</p> <p><a href="#">TalkforWriting</a></p>	1,3
<p><b>Maths</b> Embedding 'concrete' and 'pictorial' teaching and learning strategies that including Bar Model; Numicon</p> <p>We will buy resources, fund staff training, including release time and advisory support</p>	<p>Concrete and pictorial representations help children to see the structure of a number problem so that they can identify the mathematics that are needed to solve it.</p> <p>An improved understanding of numerical structure will help children to apply the mathematical skills with greater confidence in multi-step problems and problems requiring reasoning.</p> <p><a href="#">Bar Model NCETM</a></p>	4

<p><b>Communication and Language in EYFS</b> Embedding strategies to improve communication and language development.</p> <p>We will buy resources, fund staff training, release time and advisory support</p>	<p>Developmentally appropriate strategies to support language for thinking and learning in play-based activities can have a significant impact on communication and the characteristics of learning that support good progress in Key Stages 1 and 2</p>	<p>1,2,3,4</p>
<p><b>Targeted support for Quality First Teaching</b> Funding for release of senior leader to lead, support and monitor Quality First Teaching in year groups where accelerating progress for pupil premium eligible pupils is a priority – in 2021-2, the focus is to support secondary readiness for Years 5 and 6, who have the shortest time left to recover learning at Primary:</p> <p><b>HLTA input to Quality First Teaching and Interventions</b> HLTA to work alongside teacher, increasing capacity to give targeted, high impact support for a greater number of identified pupils in targeted classes – (in 2021-2, Year 5 Summer Term):</p>	<p>Increased teaching resource can facilitate</p> <ul style="list-style-type: none"> <li>- more high quality feedback for pupils at the point of learning</li> <li>- provision of small group tuition to identified pupils to master the learning in a unit of work, especially in Maths</li> <li>- CPD to teachers to enhance quality of teaching and learning in areas that disadvantaged pupils commonly find challenging</li> </ul> <p>There is evidence that effective feedback and small group tuition have strong impact on progress.</p> <p><a href="#">EEF Guidance on Feedback</a></p>	<p>2,3,4,6</p>
<p><b>Tutoring</b> We will provide school-led tutoring and fund the 25% school contribution to the National Tutoring Grant, which pays for 75% of allocated tutoring hours:</p>	<p>Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs</p>	<p>2,3,4</p>

<p><b>Assessment for Learning</b>  Conduct detailed pupil progress review meetings to discuss achievement of all children and agree teaching priorities and interventions, with particular attention on pupil premium eligible pupils at all levels.  We will fund the release of teachers, SENDCo and leaders to enable substantial time for evidence-based discussion and action planning</p>	<p>In order to make the most impact on progress, teachers need to teach the right things in the right order at the right time. Pinpointing with precision both the individual and common learning needs of pupils will support teachers in having the most impact on progress for all pupils and disadvantaged pupils in particular.  These evidence-based discussions will also support Senior Leaders in strategic decisions about how best to use resources to support teachers and pupils</p>	<p>2,3,4</p>
---	---	--------------

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £121,620**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Action Tutoring Y6/5</b>  Tutoring for 20 pupil premium children in Y6 in Reading and Maths until May –followed by 20 Y5 pupils from May</p>	<p>Evidence internally, from schools in local network and nationally indicates that the tutoring programme has significant impact on attainment.  Capacity to give intensive support to pupils  <a href="https://actiontutoring.org.uk/">https://actiontutoring.org.uk/</a></p>	<p>2,4</p>
<p><b>Reading Intervention and coordination</b>  15 minutes a day  Catch Up Literacy  We will fund a Teaching Assistant deliver and administrate Literacy intervention programmes and resources for pupils</p>	<p>Strong evidence that Teaching Assistant interventions are effective in accelerating progress when they are SMART and staff are well-trained and supervised in delivery.  <a href="#">EEF Guidance on Teaching Assistants</a></p>	<p>2</p>

<p><b>English, Maths and Oracy Interventions</b></p> <p>We will fund 3 x Additional Teaching Assistants to implement teacher-directed and SMART interventions in reading, writing and maths</p>	<p>Strong evidence that Teaching Assistant interventions are effective in accelerating progress when they are SMART and staff are well-trained and supervised in delivery.</p> <p><a href="#">EEF Guidance on Teaching Assistants</a></p> <p>SMART Intervention Programmes used:  15 minutes a day Reading  Daily bookband reading and talk  Reading Planet  Red Box  Talk Boost  Catch Up Literacy  Numicon Big Ideas (Maths)</p>	<p>1,2,3,4</p>
<p><b>Educational Psychologist Service</b></p> <p>We will fund 10 extra days of EP support:</p>	<p>EP service supports the school in identifying and providing for complex and enduring needs so that children can be allocated effective support through school action and Educational Healthcare Plans as appropriate</p>	<p>2,3,4,</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £53,306**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance and Pastoral Support</b> We will fund a Pastoral Manager to lead and manage family support, SEMH interventions for pupils and attendance (employing LBI 'Attendance Matters!' and DfE <a href="#">Improving School Attendance</a>) strategies</p>	<p>Evidence shows correlation between attendance and progress. Vast majority of pupils below 90% attendance are eligible for pupil premium, including vulnerable children and families in circumstances that present long term or temporary challenge</p>	<p>5,6,7</p>
<p><b>Social, Emotional and Mental Health Support</b> We will fund CAMHS and Art Therapy to support pupils with social, emotional and mental health needs</p>	<p>CAMHS support can help children to overcome and manage social and emotional needs that can be barriers to engagement in learning, and provide guidance and advice to the school in giving day to day support. The vast majority of children meeting the threshold for CAMHS are disadvantaged pupils.</p>	<p>5,6</p>
<p><b>Enrichment and well-being</b> We will subsidise costs for pupil premium eligible children, vulnerable children and children experiencing challenging circumstances to: Take part in residential educational visits Take part in educational visits Attend after school clubs</p>	<p>Evidence shows that non-disadvantaged children tend to access more experiences that develop the 'cultural capital' that supports achievement in school and in later life. In school, disadvantaged children can benefit from support to access extra-curricular experiences.</p>	<p>7</p>

**Total budgeted cost: £236,483**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In 2019 attainment in all areas at the end of Key Stage 2 was above national average and progress was in the top 10% of schools nationally for Reading and Maths. The difference in attainment between disadvantaged and non-disadvantaged pupils was narrow.

During the school closure we targeted our pupil premium resources and extra government provision on supporting our disadvantaged pupils to engage with remote learning. Strategically, we designed a programme that included lessons and work being posted daily, with Teachers and Teaching Assistants checking in on remote learning software. This was to maintain a sense of daily routine to the learning. Teachers and Teaching Assistants called families to give encouragement and where vulnerable or disadvantaged children who were not engaging online did not come to the in school provision, remote small group and individual tuition was provided by Teaching Assistants, under the guidance of teachers. All children without computer access were issued with a Chromebook. The planned Action Tutoring for year 6 pupils went ahead remotely and was delivered to Year 5 during the Summer Term. Although these measures ensured that children were making progress, it is evident that the pandemic has led to Pupil Premium pupils in particular missing out on the in school support and routines that support them to achieve at their best.

In 2021, internal non-statutory assessments across the school showed that non-disadvantaged pupils were broadly in line with pre-pandemic achievement with the vast majority on track to catch up in 2021-2. Meanwhile a significant proportion of disadvantaged pupils who were at the expected level or below had fallen behind or further behind.

It is evident that the school closures have had the most significant impact on disadvantaged pupils, with the gap between disadvantaged and non-disadvantaged pupils widening significantly and this is in line with the national picture.

On the return to school, our observations showed that behaviour was good. Through the work of our Pastoral Manager and SENDCo, we were aware of a minority of vulnerable children whose wellbeing and mental health were significantly impacted, due to family circumstances or COVID-19-related issues. The majority were disadvantaged children who we supported to return and settle back into their school life

and learning. This meant that attendance for all children was in line with pre-pandemic levels.

## Externally provided programmes

Programme	Provider
Year 6 and Year 5 tutoring	Action Tutoring