

# Pupil premium strategy statement

This statement details our school's use of pupil 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	445
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 Years 2023--2026
Date this statement was published	08.12.2025
Date on which it will be reviewed	Annually, December by Governing Body
Statement authorised by	Patrick Mildren, Headteacher
Pupil premium lead	Patrick Mildren, Headteacher
Governor / Trustee lead	Henry Jones, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£297,090
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£297,090

# 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 phonics stages and benefit from precision teaching, 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. Of the children at the expected level, fewer achieve greater depth than non-pupil premium.
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, summative assessment)</i>
Improved Reading attainment among disadvantaged pupils	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	KS2 Writing outcomes for disadvantaged pupils are in line with non-disadvantaged in school and above national average
Improved Maths attainment among disadvantaged pupils	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	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.	% 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: £105,000**

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 and wider staff</p>	<p>Evidence shows that the language skills of the most disadvantaged children are 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 – EYFS-Y3</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><a href="#">TalkforWriting</a></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. <b>The key focus in 2025-6 is to reinforce grammar practice and the application of grammar in writing composition</b></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</p>	4

:	<p>problems and problems requiring reasoning.</p> <p>In 2025-6, the focus is on adapting teaching of the White Rose maths scheme to meet needs of pupils with more precision, while remaining faithful to the objectives, content and sequence of the programme.</p> <p><a href="#">Bar Model NCETM</a></p>	
<p><b>‘Planning in the moment’ in EYFS</b></p> <p>Embedding strategies to strengthen the characteristics of learning in the continuous provision</p> <p><b>Strong Foundations</b></p> <p>Establishing strong foundations in pencil grip, letter/number formation, word reading and writing, number knowledge</p> <p>We will fund resources and facilities in the environment, fund staff training, release time.</p>	<p>‘Planning in the moment’ is an approach that centres on the child’s interest in an activity, supporting them to become deeply engaged and extending their learning through teachable moments.</p> <p>In 2025-6 we will focus on establishing strong foundations in core literacy and maths learning before the transition to Key Stage One</p> <p><a href="#">Planning in the moment</a></p> <p><a href="#">Strong Foundations</a></p>	1,2,3,4

<p><b>Targeted support for Quality First Teaching</b></p> <p>Funding for release of senior leader to lead, support and monitor Quality First Teaching in specific subjects and year groups where accelerating progress for pupil premium eligible pupils is a priority</p> <p><b>SEND TA and Intervention TA input to Quality First Teaching and Interventions</b></p> <p>Additional support staff to work alongside teacher, increasing capacity to give targeted, high impact support for a greater number of identified pupils in targeted classes</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>In 2005-6 the main focus year group is Year 3, where there is a significant number of pupils who in the context of substantial mobility and missing some Early Years education during 2020-2021.</p> <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></p> <p>We will provide school-led tutoring to pupils in Year 5</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></p> <p>Conduct focussed 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.</p> <p>We will fund the release of teachers, SENDCo and leaders to enable substantial time for</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.</p> <p>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>

evidence-based discussion and action planning		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £167,145**

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.</p> <p>Capacity to give intensive support to pupils <a href="https://actiontutoring.org.uk/">https://actiontutoring.org.uk/</a></p>	2,4
<p><b>Reading Intervention and coordination</b> ReadWriteInc Tutoring, 15 minutes a day, We will fund equivalent of 2.5 days per week Teaching Assistant to 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>	2
<p><b>English, Maths and Oracy Interventions</b> We will fund equivalent of 3 x Additional Teaching Assistants to implement teacher-directed and SMART interventions in reading, writing and maths We will fund specific intervention resourcing and training for KS1 and 2 TAs</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>SMART Intervention Programmes used as appropriate:</p> <p>English and Maths: Precision Teaching approach English: 15 minutes a day</p>	1,2,3,4

	<p>Daily book band reading Red Box</p> <p>Oracy: Talk Boost (EYFS)</p> <p>Maths: Power of Two Numicon Big Ideas Number Box</p>	
<p><b>Early Reading Programme</b></p> <p>We will fund ongoing management, training and resourcing of Read Write Inc scheme, including release time for reading leader</p>	<p>Strong evidence that accredited phonics scheme has high impact on early reading fluency when</p> <ul style="list-style-type: none"> <li>-well-implemented and managed with fidelity to the scheme</li> <li>-comprehensively resourced with teaching materials</li> <li>-comprehensively staffed to allow precise groupings of children according to stage</li> </ul>	1,2,3
<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>	2,3,4,

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

**Budgeted cost: £25,730**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Social and Emotional Support</b></p> <p>We will fund a 1 day equivalent support staff resource to provide timetabled SEMH support for pupils without EHCPs who find it hard to self-regulate and engage with learning.</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>ELSA is a recognised course supervised by Educational Psychologists that trains Teaching Assistants to support children in identifying and removing barriers to being happy in school, and to help them</p>	5,6,7

<p>TA to undertake Emotional Literacy Support Assistant (ELSA) training.</p> <p>8,730</p>	<p>to thrive in their social, emotional and academic development.</p>	
<p><b>Social, Emotional and Mental Health Support</b></p> <p>We will fund CAMHS 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></p> <p>We will subsidise costs for pupil premium eligible children, vulnerable children and children experiencing challenging circumstances to take part in residential educational visits and day trips and attend after school clubs</p> <p>17,000</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 cost: £297,875**

**Total Pupil Premium budget: 297,090**

## 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 2023-24 academic year.

Pupil Premium activities for quality first teaching, intervention and tutoring had a strong impact on attainment for Reading and Maths in Key Stage Two.

In 2025 Key Stage Two statutory assessment for Reading and Maths, attainment for pupils eligible for pupil premium (PPE) was in line with non-PPE pupils in the school and significantly above the national average for both PPE and all pupils nationally. At the higher standard, PPE pupils scored above the national average for PPE pupils. Meanwhile the % of PPE pupils attaining the expected standards in teacher assessment of Writing increased this year and was in line with national average. The combined score for Reading, Writing and Maths was significantly above national average for PPE pupils and all pupils nationally. Progress scores between Key Stage One and Two are not available for this cohort as statutory assessments were suspended in 2020.

In Year 4, almost all pupil premium eligible pupils achieved well and scored in the 1st or 2nd quartile in the Multiplication Check.

The % of pupils achieving the pass mark in the Year One Phonics Check was above national average and in line with last year's results. Of the 12% of Year 1 pupils overall who scored below the pass mark for the Phonics check, the majority were pupil premium eligible and most identified with SEND. The establishment of the Read Write Inc scheme is aimed at ensuring every child is a reader by the end of Key Stage One. The scheme has had sustained impact on the the % of Year 2 pupils achieving the pass mark in the Phonics re-check, with 100% attaining the expected standard, in the 1<sup>st</sup> percentile nationally.

In Reception, the majority of the children who did not reach a 'good level of development' are free school meals eligible, due to low attainment on entry in 'communication and language' and 'personal, social and emotional' areas of learning - this is an annual pattern and these areas will continue to be a focus in pupil premium activity.

### Externally provided programmes

Programme	Provider
Year 6 and Year 5 tutoring	Action Tutoring