



# Pupil premium strategy statement – Canterbury Road Primary School

‘a friendly happy place to learn’

**This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	31.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Governing Body
Pupil premium lead	Timothy Pye
Governor / Trustee lead	Nina Cook

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£98,305
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6186.67
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£104,497.67



## Part A: Pupil premium strategy plan

### Statement of intent

We believe that all children should achieve their best, regardless of their economic background and are committed to ensure that all children achieve well at Canterbury Road. 2 Some of the strategies we use to support children who are entitled to this funding include –

- ✓ Ensuring that all staff know which children are entitled to Pupil Premium so these pupils can be provided for
- ✓ Targeting disadvantaged pupils for interventions and boosters (as those described below)
- ✓ Expecting all children to attain at least the 'expected' standard at the end of each year and key stage (or 'exceeding' if this is appropriate to their ability)
- ✓ Expecting all children to make good progress regardless of Pupil Premium provision
- ✓ Analysing data termly to ensure any child falling behind has provision put into place so they catch up
- ✓ Ensuring that day to day teaching (called Quality First teaching) meets the needs of each pupil
- ✓ Checking that interventions/boosters are working and adjusting these as needed
- ✓ Ensuring that all staff have the knowledge and skills they need to support all children
- ✓ Ensuring that marking for improvement supports pupils to improve their work and so make progress and attain highly.
- ✓ Tracking attendance and following up low attendance regularly to support parents in ensuring that children attend regularly and on time
- ✓ Having an ethos where expectations are high and all children are valued and known
- ✓ Providing a rich and varied curriculum that is enjoyable, stimulating and supports learning in the broadest sense so that all children achieve.

### Challenges

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

Challenge number	Detail of challenge
Not all children who are entitled to the Pupil Premium funding will necessarily require any additional interventions or measures. However, as a school, we are mindful that these barriers might be present –	
1	little nursery/pre-school experience which impacts on pupil readiness for school and academic, social and language skills and/or interrupted early school education due to lockdowns

2	additional needs which impact on learning
3	emotional/social/behavioural difficulties which impact on their ability to focus on learning
4	speech and language difficulties including limited vocabulary which means children do not have the vocabulary, language skills or knowledge to express themselves and /or understand and access the curriculum fully
5	less reading for pleasure at home and/or parental difficulty with reading
6	some parents may have had a difficult time at school themselves and not be able or willing to support their child's learning
7	some pupils have narrow life experiences so do not have the breadth of knowledge or skills to bring to their learning
8	some children had very few experiences outside the home and so their social, emotional and academic needs are higher than peers.

## 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
Boost progress and attainment.	Accelerated progress of targeted children so that they regain that which was lost and/ or meet expectation
Support wellbeing through targeted support to enable children to focus on learning and make good progress/achieve.	Children exhibit good behaviour for learning. They are able to self-regulate and seek support when needed. Families supported and children able to focus on learning and not be worried about issues at home.
Children have a wide and varied learning experiences so that learning is exciting, embedded, extended and deepened.	Children experience real life events outside lessons which extend vocab and deepens their understanding of the world

## 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: £58,280.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS and KS1 Additional TAs to provide more support for children who have missed early experiences due to limited or no preschool experience.	Most children had interrupted preschool experience due to lockdowns and CV19 management strategies. But even as these barriers have started to subside, it is clear that our pupils exhibit lower speech and language skills, lower social and resilience skills and lower academic levels than in previous years. EEF T&L Toolkit – clear impact on attainment through oral language interventions. High impact from reading comprehension strategies'. Careful deployment of teaching assistants provide 'a large positive impact on learner outcomes'.	1, 2, 3, 4, 7, 8
Leaders to monitor learning and teaching across the school and using outcomes to inform bespoke CPD.	EEF Pupil Premium Guide – Quality teaching helps every child High quality curriculums inspire learners. Development and retention of staff is key. Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality, bespoke opportunities for professional development	1, 2, 3, 4, 5, 6, 7, 8

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

Budgeted cost: £15,118.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted reading support over the year for 6 children who need additional time and	Data tracking shows that targeted children have low levels of progress and achievement and less support at home for reading.	1, 3, 5

confidence to improve their reading accuracy and confidence.	EEF T&L Toolkit – clear impact on attainment through oral language interventions and high impact from reading comprehension strategies.	
Speech Therapist for 1 day monthly to assess, write programmes, review progress and train and advise staff	No NHS care after the age of 5 means children with needs have no access to specialist support. EEF T&L Toolkit – clear impact on attainment through oral language interventions.	2, 4
Children with speech and language needs are supported and have their programmes taught in school so that they are able to access learning and make appropriate progress/achieve. TA also provides additional phonics support.	20 pupils require support for S&L needs or social communication needs or phonics from specialist TA. EEF T&L Toolkit – clear impact on attainment through oral language interventions.	1, 2, 3, 4
Pastoral Lead provides support in and out of class to minimise the impact of children's emotional needs on learning (see also 'Wider Strategies')	10 pupils require support in class to enable to focus on learning – need changes throughout year' EEF T&L Toolkit shows moderate impact on attainment from social and emotional learning but anecdotal in-school evidence shows a clear improvement in children's focus, resilience and confidence.	1, 3, 8

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

Budgeted cost: £31,098.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
To subsidise trips for disadvantaged pupils as needed to ensure range and all children can take part.	Shortfall in parental contributions for trips increased last year and subsidies necessary to enable all children to attend trips and events. EEF T&L Toolkit – clear impact on attainment through participation in the arts. Also' wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork'.	1, 7, 8
Learning Mentor provides informal and formal support through drop ins and targeted programmes to improve skills and self esteem etc. to that children are settled and	Significant number of children exhibiting low self esteem, low social skills resulting in friendship issues, lack of resilience, difficulty in leaving care-giver, anxiety and anger issues. EEF T&L Toolkit shows high impact from reading comprehension strategies.	2, 3, 4, 5, 6, 7, 8

able to access learning to their best ability.		
Enrichment events such as theatre shows to promote a wide knowledge of the world and experience and raise aspirations.	Children do not access trips theatre or cinema outside school and so miss out on invaluable learning and experiences to enhance learning and knowledge of the wider world. EEF T&L Toolkit – clear impact on attainment through participation in the arts.	1, 5, 7, 8
Pay staff to run clubs and resource clubs so that they are free to attend.	Few children attend a club or group outside school. Free clubs mean children can access opportunities to excel or develop a hobby in school. EEF T&L Toolkit – clear impact on attainment through participation in the arts.	1, 3, 4, 7, 8
Fund Family Liaison officer to support families with issues such as: debt, housing, domestic abuse, attendance etc., organise adult education/ activities, attend/ make appointments with parents, signpost, liaise with other agencies, support targeted children through specific programmes to improve self esteem/confidence. Also resource activities.	Need identified to support families to – Return to or access work and have the qualifications to do so Support with emotional and social issues Etc. So that parents/carers are confident, happy and able to support their child. Children then feel secure and happy and more able to access learning. EEF T&L Toolkit – some impact on attainment through raising parental engagement. Also, a moderate impact on attainment from social and emotional learning but anecdotal in-school evidence shows a clear improvement in children's focus, resilience and confidence.	1, 2, 3, 4, 5, 6, 7, 8
Fund attendance officer to monitor and manage attendance issues with the goal of attendance rising to 96% by end of year.	Attendance has fallen since the return from lockdown from 96% in 2018/9 to 94% at the end of the academic year 2021/2. Attendance officer monitors regularly, does first day calling, sends letters, and liaises with staff and agencies to improve attendance. EEF evidence shows that personalised letters are an effective strategy and that children with poor attendance .	1, 6
Fund mental health worker to provide 1:1 support weekly	Children showing anxiety and need to provide an outlet for them to explore and work on this. This provides an 'outside' person that children self-refer to or are referred to for more targeted work. approx. 18 children per term access this = 108 sessions per year. EEF T&L Toolkit shows moderate impact on attainment from social and emotional learning but anecdotal in-school evidence shows a clear improvement in children's focus, resilience and confidence.	3, 6

**Total budgeted cost: £104,497.67**





## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

All Year Six end of year data shows that all Pupil Premium children made at least appropriate progress, this exceeded the progress measures of non PP pupils by approximately 5%. Attainment across the core subjects still trails Non disadvantaged by an average of 15% highlighting the need for continued action.

End of year data for the Year 5 cohort highlights the need for targeted intervention for PP children as the gap between PP and Non PP is currently 23% on average. However 3 PP are pupils with SEND including 2 with EHCPs which adds a complicating factor.

Year 4 reports that, again, PP children outperformed their non PP counterparts in all core subject areas.

Across KS1 progress is broadly in line with their Non Disadvantaged peers however there is a clear attainment deficit which still remains. Support to target the fundamentals of learning behaviours/attitudes as well as a school-wide deficit in Sp&L is essential to build on successes and lessons learned this year.

S&L interventions – vast majority of children attained their targets.

Intervention data analysis shows that interventions are successful with the vast majority of children achieving their target each term.

Learning mentor end of intervention data shows that children are achieving their target and an improvement in self-esteem/lessened anxiety etc. This is evidenced in day to day interactions and from wellbeing records.

Approximately 35% of our PP children also have SEND and so additional challenges must be acknowledged as having impact on the data.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider