



Pupil premium strategy statement

Canterbury Road Primary School

This statement details our school's use of pupil 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	208
Proportion (%) of pupil premium eligible pupils	35% (73)
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	25.11.25
Date on which it will be reviewed	31.07.26
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	£104,369
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£104,369

Part A: Pupil premium strategy plan

Statement of intent

1. Context and School Vision

Our school serves a community facing significant socio-economic challenge: we are ranked 44th most deprived out of 460 schools in Kent. We recognise that many of our pupils encounter barriers outside and inside school that can inhibit their learning and limit their life chances. In this context, our commitment is rooted in our core values: **opportunity**, **character** and **motivation**.

We believe that children benefit enormously from rich, experiential learning before being asked to write about or reflect on it. To that end, we place a high value on enabling real-world experiences — school excursions, visits and first-hand learning — as an integral part of raising aspirations and embedding understanding.

2. Purpose of Pupil Premium Use

We use the additional funding from Pupil Premium in line with the government's guidance: to improve educational outcomes for disadvantaged pupils, close the attainment gap, and raise the life chances of all our pupils. <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

We adopt a three-tiered approach, reflecting the recommended model: high-quality teaching; targeted academic support; and strategies to address non-academic barriers — including social, emotional, and experiential learning.

3. Identified Barriers to Learning

Based on our cohort and community data, the main barriers we seek to address with Pupil Premium funding are:

- **Early language development and delayed speech and language skills**, hindering access to the curriculum.
- Underdeveloped **early reading and phonics skills**, especially among younger pupils, affecting early literacy.
- Limited opportunities for **cultural capital** and experiential learning outside the classroom (e.g. visits, trips, enrichment) because of family financial constraints.
- High **pupil-to-adult ratio** which can limit individualised support, hamper early identification of needs, and restrict access to group interventions or excursions.

4. Strategic Use of Funding

To address the barriers above, we intend to deploy Pupil Premium as follows:

a. High-quality teaching and staffing:

- Maintain robust staff-to-pupil ratios to ensure all children benefit from adult support in class; this makes provision for whole-class teaching as well as targeted small-group work.
- Invest in professional development for all teaching and support staff focusing on early language development, speech and language awareness, and effective phonics instruction.

b. Targeted academic support:

- Provide a rigorous, systematic phonics programme for early years and KS1 children, ensuring those behind receive timely and effective support.
- Deliver speech and language interventions for pupils identified with communication needs.
- Offer small-group and one-to-one support where needed, particularly in early reading, speaking and listening, and foundational literacy.

c. Enrichment and experiential learning:

- Ensure that all pupils — regardless of background — can access school excursions, visits, and enrichment activities; funding supports additional adult supervision so trips can run safely and inclusively.
- Use excursions and first-hand experiences as a foundation for later writing and deeper learning, enabling children to draw on lived experience rather than rely solely on abstract or second-hand descriptions.

5. Intended Impact

Through this strategy we expect to see:

- Improved early language and communication skills across the cohort, particularly among disadvantaged pupils.
- Higher rates of phonics and early reading attainment, closing the gap between disadvantaged and non-disadvantaged pupils.
- Increased engagement, motivation and participation in learning, borne out by improved attendance, behaviour, and readiness to learn.
- Broader horizons and raised aspirations, fostered by access to experiences that many children would not otherwise have — leading over time to stronger attainment, better writing, and richer vocabulary.
- A culture in which all pupils, irrespective of background, have high expectations — both academically and personally — and become self-motivated, resilient learners with strong character.

6. Monitoring, Review and Accountability

In line with the requirements of the Pupil Premium grant, we will report annually on our website using the official DfE template. <https://www.gov.uk/government/publications/pupil-premium>

Our reporting will include:

- The total Pupil Premium allocation received.
- How funding has been spent across teaching, targeted support, and enrichment.
- The barriers we identified, and how the interventions address them.
- Data on intended outcomes and measurable impact (e.g. phonics screening results, reading attainment, attendance, levels of participation in trips).
- A review date for the next strategy evaluation.

Our leadership and governing body will review the effectiveness of this strategy at the end of each academic year — adjusting allocation and focus in response to outcomes and evolving needs.

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 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 opportunities due to lockdown and associated health anxiety
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 in writing meaning that the gap between disadvantaged and their peers narrows.	The writing attainment gap is currently an average of -1.5 across the 6 classes.
Support wellbeing through targeted support to enable children to focus on learning and make good progress/achieve.	Pastoral lead will be engaging with key PP children and intervention notes will evidence progress.
Children have a wide and varied learning experiences so that learning is exciting, embedded, extended and deepened.	Pupil engagement in learning excursions are inclusive of PP children with costs being minimised where possible – additional financial support accessed.

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: £30,421 £5040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead – delivering wellbeing support and specialist interventions	EEF research into the Healthy Minds project https://d2tic4wvo1iusb.cloudfront.net/production/documents/projects/Healthy-Minds-Report-Final-Version.pdf?v=1764751945	
Training to deliver Makaton	School is successful in supporting children’s communication needs and is developing the use of Makaton as a strategy to support language development and communication. Some support staff and teachers are to undertake Level 3 Makaton training. They will improve and develop their signing and symbol skills and how to use them effectively every day.	
Speech and Language Therapist To screen children on entry and bespoke programmes are put in place	We know that our children typically enter our school with a speech and language deficit. In this academic year (25/26) the cohort are 43% on track to meet the ELG for Communication and Language meaning that 57% require significant intervention to meet the expectation. EEF guidance on the teaching of communication and language development provide us with quality strategies to implement - https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language	

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

Total budgeted cost: £104,369

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