

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:	The Canterbury Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	39.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	31.12.2021
Date on which it will be reviewed	31.12.2022
Statement authorised by	Bev Farrell
Pupil premium lead	Viki Butler
Governor / Trustee lead	Dylan Chamberlain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,335
Recovery premium funding allocation this academic year	£21,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£25,703
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£239,408

Part A: Pupil premium strategy plan

Statement of intent

The Canterbury Primary School intends to use the Pupil Premium funding in a targeted and strategic way to support all children in reaching their full potential.

The Canterbury Primary School will ensure that this funding is directed towards the students for whom it is intended so that it impacts positively on their educational development and future life chances by:

- closing the attainment gap between disadvantaged students and their peers, in particular in maths and English
- accelerating pupil progress
- supporting and nurturing all children
- improving attendance of disadvantaged groups
- reducing the number of fixed term exclusions
- increasing participation in extracurricular activities during school time and school holidays

Challenges

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

Challenge number	Detail of challenge
1	<p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils, including physical and mental health, lack of social skills, low self-esteem and self-confidence, low aspirations, finance (Impacting on availability of appropriate nutrition), routines, bereavement, home learning environment, change of working circumstances, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. PP pupils currently require additional support with social and emotional needs, where they will be receiving small group interventions.</p>
2	<p>Our attendance data indicates that attendance among disadvantaged pupils has been lower than that of non-disadvantaged pupils.</p> <p>Disadvantaged pupils have been 'persistently absent' compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers</p>

4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
5	Internal and external (where available) assessments indicate that Reading, Writing and Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6	On entry to Reception class, pupils arrive below age-related expectations, including PP children.
7	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in Writing.

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 communication and language skills for PP pupils, leading to faster reading and writing progress, diminishing the difference at a faster rate	Pupils eligible for PP make rapid progress by the end of the Foundation Stage and Key Stage One so that most pupils achieve age related expectations in communication and language, reading and writing.
School to maintain support, advice and an opportunity to visit and observe good practice in order to improve baseline for school starters.	<p>Attainment on entry in EYFS will have shown an improvement thereby bringing the school in line with national expectations. Nursery staff will have been offered opportunities to observe outstanding teaching in school and applied appropriate strategies within their own setting. This will in turn upskill nursery staff and impact positively on the baseline assessments.</p> <p>EYFS staff will visit the local nurseries as part of the transition to school discuss families with the focus for PP children within the nursery.</p> <p>To identify children who are potentially eligible for PPG and to support parents to apply prior to starting school.</p>
Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.	<p>Children will have improved SEMH, allowing them to make progress in line with their peers.</p> <p>Input from STLS and training sessions will improve staff knowledge and application of strategies.</p> <p>The Boxall Profile will be completed for the PP children and will demonstrate an improved mind set for self- learning.</p>

	<p>Safe spaces (Headstart) will be embedded as a supportive strategy to help children self-regulate their emotions and overcome issues across the school.</p> <p>Staff will record behaviour concerns on red incident forms and these will be tracked and analysed throughout the year. The behaviour entries on the red incident forms (and logged on the safeguarding document) will reduce.</p> <p>Interventions such as Forest School provision, use of the nurture room from a qualified nurture adult, Solihull approach to be used and social skills groups established and embedded in the school curriculum.</p>
<p>Pupils eligible for PP will have similar attainment to non-PP children nationally in Reading, Writing and Maths. Accelerated rates of progress across KS 1 and 2 for all pupils eligible for pupil premium, including high attaining pupils eligible for pupil premium.</p>	<p>Pupils eligible for PP will have similar attainment to non-PP children nationally in Reading, which will then impact positively in Writing and Maths, therefore diminishing the difference by the end of Key Stage 2.</p> <p>Pupils eligible for PP make as much progress as other pupils across Key Stage 2 in Reading, Writing and Maths.</p> <p>Measured from Year 1-6 by teacher assessments and successful in-school moderation practices, as well as moderations across our collaborative schools.</p> <p>Established school specific curriculum in place with ongoing CPD from subject specialists to accelerated and enhance learning.</p>
<p>Pupils eligible for PP will have the same participation rates as all pupils for activities provided in school.</p>	<p>Equal participation in residential trips, events, holiday clubs, activities and extra-curricular activities.</p>
<p>Improved attendance rates for pupils eligible for PP.</p>	<p>Reduce the number of persistent absentees among pupils eligible for PP e.g. attendance incentives and where appropriate use the attendance service.</p> <p>Overall PP attendance improves to bring them in line with our school target of 97% and in line with their non-PP peers.</p>
<p>An increased level of aspiration as a result of engagement of parents in structured conversations.</p> <p>Resilience develops in both parents and children by giving strategies to support sustained effort when tackling learning and challenges in school.</p>	<p>Parents will be more empowered, leading to pupils having increased aspiration resulting in improved progress and attainment.</p> <p>To implement the education philosophy of growth mind and metacognition set throughout the school, with particular focus on PP children.</p>

	To implement non-negotiables of 'life experiences' to enable the children to have the same experiences as their non-PP peers.
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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: £ 165,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training in Reciprocal reading. Specific intervention training for Key staff.	Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension	5
KS1 and 2 update training for statutory assessments.	Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support. Effective feedback will be an important element of teachers' response to assessment. Feedback should be specific and clear, encourage and support further effort, and be given sparingly.	5
Moderation and monitoring of core subjects, including moderating with other schools.	Assessment – particularly teacher assessment – is one of the great unclaimed prizes of learning. EEF resources, including the Teaching and Learning Toolkit, the growing number of independent evaluations of projects and Guidance Reports, put a heavy emphasis on the value of identifying pupils in need of additional support. This requires good diagnostic assessment, and the effective monitoring of pupil progress.	5
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	4

ECT mentor training and release time.	There is a demand from schools for evidence on the best way to retain early career teachers, because the stress and difficulty associated with working as an ECT can make it hard for schools to recruit and retain them. In addition, existing evidence indicates that teachers' first few years on the job are a formative period during which improvements to teaching practice are easiest to achieve.	3, 4, 5, 6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language link.	Speech and language link interventions refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Speech and language link interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression	3, 6
Dyslexia screening and intervention.	Toe by Toe is a highly structured phonics-based reading manual to help children who find reading difficult. It requires daily coaching for immediate improvements in reading confidence.	3, 6
Fizzy and clever hands.	The Fizzy and Clever Hands Programme has been developed by therapist in Kent Community NHS Trust. The FIZZY and Clever Hands Programmes are recommended by occupational therapy as programmes for schools to use to assist in the development of motor skills for those children who find this challenging	1
Nurture and well-being	Nurture is an accredited program run by NurtureUK. It is a focused, short-term intervention for early years, primary or secondary school pupils with social, emotional and behavioural difficulties which make it harder for them to learn in a mainstream class. Nurture groups are supported and recommended by organisations, such as Ofsted, Estyn and HMIE.	1, 2, 7

Small group, tuition and 1:1 mediation of the curriculum intervention and support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4, 5, 6
Social skills	Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job.	1, 7

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

Budgeted cost: £ 49,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on equality and diversity approaches with the aim of developing our school ethos and improving behaviour across school	Both targeted interventions and universal approaches can have positive overall effects	1, 7
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2
Wrap around care, including breakfast, after		1, 7

school clubs and holiday clubs.		
Forest School/Play-based learning	The evidence base for play-based learning is weak and inconsistent, but does indicate a positive relationship between play and early learning outcomes. On average, studies of play that include a quantitative component suggest that play-based learning approaches improve learning outcomes by approximately five additional months. However, there is substantial variation in effects, suggesting that additional, high-quality research is needed in this area. Play-based therapy can have substantial benefits for children who are identified as having social, emotional, or educational difficulties.	1, 7
Life Skills and Enrichment activities to enhance and support the curriculum.	The evidence in our Toolkit and the EEF's literature review on non-cognitive skills suggest that character-related approaches can be most effective for improving attainment when they are specifically linked to learning. The overall impact of enrichment activities on academic achievement tends to be positive, but small.	1, 7
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5, 6, 7

Total budgeted cost: £ 239,000

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised. More emphasis will need to be placed on the academic interventions such as pre-teaching, precision teaching, number interventions and reading interventions and we will continue to improve the quality of interventions.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as using our Dojo system and those provided by Oak National Academy.

Overall attendance in 2020/21 was lower than in the preceding years. At times when all pupils were expected to attend school, absence among disadvantaged pupils was higher than their peers and persistent absence was higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Primarily due to COVID-19-related issues, our wrap around care, counselling service, nursery transitions and extra-curricular activities, e.g. trips, were not able to run due to the mixing of 'bubbles' and to keep inline with government guidance. However additional support was given to families through additional food vouchers, uniform and resources.

When restrictions were lifted, Forest School learning took place, but was limited due to the mixing of 'bubbles'.

Externally provided programmes

Programme	Provider

Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Utilising a school councillor to support disadvantage pupils.
- Setting up a learning alliance in order to address the training needs of Trust staff specific to our context.
- Regular monitoring through; book scrutiny, pupil voicing, learning walks and tracking interventions.