

Pupil premium strategy statement – The Canterbury Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement.

Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

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	412
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023
Date this statement was published	31.12.22
Date on which it will be reviewed	31.12.23
Statement authorised by	Beverly Farrell
Pupil premium lead	Viki Butler
Governor / Trustee lead	Dylan Chamberlain

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£216,060
Recovery premium funding allocation this academic year	£27,064
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£20,928
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>	£264,052

Part A: Pupil premium (PP) strategy plan

Statement of intent

At The Canterbury Primary School, we aim to provide ‘as much as possible, as often as possible to as many as possible.’ Therefore, we intend to use the Pupil Premium funding in a targeted and strategic way to ensure all children are fully included and experience a full range of opportunities. This support will allow all children to reach their full potential. This includes good tracking of pupils and the evaluation of additional intervention strategies that will be put in place. 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. We will achieve this 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
- supporting speech and language for those children who do not meet age expected outcomes
- promoting a healthy lifestyle through good nutrition and physical activity

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 and changes to working circumstances. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased over the last 3 years. 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>A higher number of 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 Key Stage 2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>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.</p>
5	<p>Internal and external assessments indicate that Reading, Writing and Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p>
6	<p>On entry to Reception class, pupils arrive below age-related expectations, including PP children.</p>
7	<p>Pupil voicing and internal tracking data, indicates that disadvantaged children do not access opportunities outside school such as trips to museums, theatres, zoos and clubs. This negatively impacts on their breadth of knowledge, vocabulary and language, ability to access certain areas of the curriculum and their social communication and interactions.</p>

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.

<p>School to maintain support, advice and an opportunity to visit and observe good practice in order to improve baseline for school starters.</p>	<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 apply 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 local nurseries as part of the transition to school process and discuss families with the focus of PP children.</p> <p>To identify children who are potentially eligible for the PP grant and to support parents to apply prior to starting school.</p>
<p>Improved SEMH of PP children, allowing them to access the curriculum and increase progress and attainment in all subject areas.</p>	<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, the use of the nurture room with a qualified nurture adult and social skills groups utilising the Solihull approach to be established and embedded in the school curriculum.</p> <p>A school councillor to be employed and work with children to support their emotional wellbeing.</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 Key Stage 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>Measures 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, the use of the attendance service.</p> <p>Overall PP attendance improves to bring them in line with our school target of 95% 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> <p>To implement non-negotiables of 'life experiences' to enable the children to have the same experiences as their non-PP peers.</p>

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: £175,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key Stage 1 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, 6
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

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language link.	<p>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.</p> <p>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</p>	3, 6
Dyslexia screening and intervention.	<p>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.</p>	3, 6
Fizzy and clever hands.	<p>The Fizzy and Clever Hands Programme has been developed by therapists 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</p>	1
Nurture and well-being	<p>Nurture is an accredited program run by NurtureUK.</p> <p>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.</p> <p>Nurture groups are supported and recommended by organisations, such as Ofsted, Estyn and HMIE.</p>	1, 2

<p>Small group, tuition and 1:1 mediation of the curriculum intervention and support.</p>	<p>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</p>	<p>3, 4, 5, 6</p>
<p>Social skills</p>	<p>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.</p>	<p>1, 3, 7</p>
<p>Place2Be</p>	<p>DFE's Counselling in schools: a blueprint for the future, outlines many benefits for counselling in schools. This includes:</p> <ul style="list-style-type: none"> • reducing the psychological distress that children and young people may experience as a result of facing a range of life difficulties, such as being bullied or experiencing bereavement; • supporting young people who are having difficulties within relationships, for example, with family or with friends; • young people who are having difficulty managing their emotions, such as anger; • as part of a graduated response to decide whether or not to put SEN support in place where difficulties are caused by events such as bullying or bereavement. 	<p>1</p>
<p>Forest School</p>	<p>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.</p>	<p>1, 7</p>

Tuition Extra	<p>Research by the Education Endowment Foundation (EEF) and National Foundation for Educational Research shows that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom. Clear, positive and encouraging communication between tutors, staff and pupils is important. Research into affordable primary tuition found that pupils who received tuition made +3 months additional progress. It also found that tuition was particularly effective when there was good communication between the tutor and school staff and between the tutor and pupil.</p> <p>The NTP is intended to close the education gap which widened due to Covid.</p>	3, 4, 5
Educational Psychologist assessment	<p>The Institute for Employment Research (IER) at the University of Warwick was commissioned by the Department for Education (DfE) to conduct research</p> <p>EPs are critical in identifying special educational needs (SEN) and providing a statutory contribution to Education, Health and Care (EHC) assessments. They also play an essential role in upskilling the education and wider workforce, thus ensuring high quality special educational needs and disability (SEND) provision is available. A fundamental part of their role is supporting the social, emotional and mental wellbeing of children and young people, families and teachers, to help address the increase in mental health problems in children and young people.</p>	1, 3, 5
Tennis and gymnastics sessions	<p>Research by NatCen shows that children who participated in organised sports and physical activities at any time during primary school had better social, emotional and behavioural skills than those who did not take part. The findings took into account background factors such as child gender, ethnicity, age and family structure, as well as parental income and occupational class.</p>	1, 7

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training costs and travel.	DFE – Standards for teachers’ professional development: Effective professional development for teachers is a core part of securing effective teaching. It cannot exist in isolation, rather it requires a pervasive culture of scholarship with a shared commitment for teachers to support one another to develop so that pupils benefit from the highest quality teaching.	3, 4, 5,
Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	2
Wrap around care, including breakfast, after school clubs and holiday clubs.	Good quality wraparound childcare has a positive impact on children’s outcomes. Research by NatCen shows that participating in organised sports and joining after school clubs can help to improve primary school children’s academic performance and social skills. Among disadvantaged children, those who attended after school clubs fared better than their peers who did not take part in such groups. They achieved on average, a 2- point higher total score in their KS2 assessments in English, maths and science at the end of primary school.	1, 7
Resources for classrooms including books as part of the phonics scheme.	The DfE states that: A complete systematic synthetic phonics (SSP) programme is one that provides: <ul style="list-style-type: none"> • all that is essential to teach SSP to children in reception and Key Stage 1 years of mainstream primary schools • sufficient support for children in reception and Key Stage 1 to become fluent readers • a structured route for most children to meet or exceed the expected standard in the year one phonics screening check • all national curriculum expectations for word reading through decoding by the end of Key Stage 1 	3, 4, 5, 7
ICT resources for across the school.	The EEF states that: Technology can improve teaching and learning. Technology can be used to improve the quality of explanations and modelling.	3, 4, 5, 7

	Technology offers ways to improve the impact of pupil practice. Technology can play a role in improving assessment and feedback.	
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
Food vouchers for the additional week holiday in October.	Kent County Council state that: We're working with schools to make sure that families who are eligible for benefits-related free school meals will receive vouchers to feed their children during school holidays. As our October half term was an additional week in length, we ensured families received vouchers for this additional week.	1

Total budgeted cost: £264,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During the academic year 2021-2022 there was a 10% increase in the number of children eligible for pupil premium from the start to the end of the academic year. Therefore, the strategy outlined at the start of the year needed to be adapted to take in to account the additional children needing support. The targets outlined in our previous pupil premium strategy were mainly addressed. There were varying successes with the outcomes as outlined below.

Attendance was maintained throughout the year between 89-91% Although this was below our in-school target of 95%, it was in year with last year's national average. PP pupils' attendance was in line with non-PP pupils.

End of year attainment shows that there were significant gaps between disadvantaged pupils and their peers. This was mostly evident in writing and included children who were in multiple vulnerable groups e.g. PP and Boys and SEN.

At the end of the academic year, children were identified for further support through the use of a newly appointment academic tutor.

All children in Year R were assessed using language link to establish their baseline of communication. Interventions were established for those who needed it and the end of Year R assessments showed good progress from the baseline at the start of the year.

Throughout the year, the Head of Early Years regularly visited and supported our local nurseries. They provided support with early phonics to ensure the gap when starting school was not as evident. The new Head of Early Years supported the transition for the new Year R cohort.

Boxhall profiles were completed for focus children and then reviewed following a variety of interventions. These included nurture sessions, forest school and support in class. The outcomes showed that children's SEMH needs were improved.

Monitoring in lessons – governor reviews, subject leader reviews, book looks have all shown that differentiation is evident in lessons. The main difference between PP pupils and their peers is the presentation in books, with PP pupils' presentation being lower quality than non-PP.

A new assessment system was brought in at the end of the year to ensure that PP pupils can be tracked effectively in all subjects. This will give subject leaders greater ownership of their subjects and how PP pupils can be supported. We are then also able to establish which children are in multiple vulnerable groups e.g. PP and Boys and SEN.

Pupil voice was carried out throughout the year. Each time, we ensured there was a sample of PP pupils in the focus group. This pupil voicing showed that PP pupils have the same opportunities as their non-disadvantaged peers. This is supported by analysis of data of attendance to clubs and wrap around care.

Support was given to vulnerable families to ensure they were all able to successfully secure secondary school places for pupils in Year 6. Our transition project was put in place in Terms 5 and 6 to help any children who would find the transition to secondary school challenging. Transition meetings took place to ensure information was passed on to their new schools.

Careful consideration was given to staffing for the new academic year to ensure that smooth transition took place for vulnerable children.

Staff training is ongoing to ensure all staff know who their PP pupils are, and the strategies that are in place to support them.

The pastoral team worked closely and successfully with vulnerable families to ensure timely safeguarding support and referrals were made. Vulnerable groups meetings took place weekly to allow staff to be aware of any concerns they had with any of our families.

Additional support for vulnerable families was provided through the form of additional food vouchers. This was to ensure families had financial support during the additional week holiday in the October half term. This was an additional week to the national holidays.

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
1:1 tuition	Tuition Extra
Play Therapy	New Beginnings

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Specialist staff from The Canterbury Academy (secondary school) come and deliver additional sessions to support across performing arts, practical learning, academic subjects and sport. This provides pupils opportunities that they would not otherwise experience.

Fund raising opportunities provide children with experiences and knowledge of working within a community and helping others.

Performing arts pupils perform on stage at a local theatre throughout the year.

Modern Foreign Languages are taught from Year 1 which is additional to the statutory expectation in Key Stage 2. PP pupils therefore have more opportunity to develop additional languages thus preparing them for the next stage in their education.

A range of visitors to the school provide PP pupils with the cultural capital that they would not otherwise experience. For example, last year we had visits from a range of authors such as Jacqueline Wilson, AF Steadman and Michelle Paver.

Our 3 school guinea pigs provide PP pupils with the experience of taking care of an animal and also with emotional support.