# 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

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| Detail | Data |
| School name | Canon Burrows CE Primary School  |
| Number of pupils in school  | 422 |
| Proportion (%) of pupil premium eligible pupils | 21%  |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | LArnold  |
| Pupil premium lead | LArnold |
| Governor / Trustee lead | Donna Whiteley |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £105,240 |
| Recovery premium funding allocation this academic yearCovid Recovery Premium | £11,020 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0  |
| **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 | £116,260 |

# Part A: Pupil premium strategy plan

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| Statement of intent At Canon Burrows CE Primary School, we aim to strategically use pupil premium funding to offer additional support to ensure all children access curriculum to reach their full potential. Education at Canon Burrows is based on the premise that each person is made in the image of God and is special, precious and unique. Each person has the right to develop morally, spiritually, academically and physically to his or her full potential and will do so, given the right educational context regardless of their background or need. Our pupil premium strategy supports initiatives that benefit our wider cohort of PP students, such as: well-being, cultural capital, dedicated teaching groups and attendance as well as targeted programmes based on internal data, to identify barriers to learning. This is reviewed termly to ensure money is used effectively and continues to work towards overcoming these.Demography and School ContextCanon Burrows Church of England Primary is a community school located in Ashton-under-Lyne. We are a two form entry school with a number of classes over pupil admission numbers as the demand for places is high. The map below shows ‘lower super output areas’ (LSOAs) which surround the school and are colour coded according the which national decile they belong to: decile 1 being the most deproved and decile 10 being the least deprived (IMD rankings). The areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country. Large mage of Ashton under Lyne showing different levels of deprivation. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Historical low on entry abilities particularly around speech and language, vocabulary and social skills. This is exacerbated by covid19 |
| 2 | Increasing numbers of SEN pupils, pupils with social, emotional and mental health issues and pupils with multiple risk factors |
| 3 | High % of FSM and SEN combined in particular cohorts |
| 4 | Key skills in English and Maths – exacerbated by covid19 |
| 5 | Pupil attendance, although generally good, it is weaker for PP eligible pupils compared to non-PP children and there are persistent absences  |
| 6 | High social deprivation – majority of pupils live in the bottom 30% of the most deprived areas in the country. Adult literacy means many pupils receive little support from home; lack of parental engagement in school in relation to children’s progress, pupil attendance and attendance at parents’ meetings all contribute to poor communication skills and an underdeveloped vocabulary  |

## 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.

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| Intended outcome | Success criteria |
| Progress in Reading  | Achieve above national average reading scores in KS2 reading  |
| Progress in Writing  | Achieve above national average reading scores in KS2 writing  |
| Progress in Maths | Achieve above national average reading scores in KS2 maths |
| Progress in Phonics  | Achieve above national average expected standard in PSC  |
| Other | Attendance of disadvantaged pupils above 95% |

## 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: £62,941.47

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Staff CPD (£6000) Staff attending EEF Breakfasts – supply | High quality staff CPD is essential to follow EEF principles – training from the following consultants Tara Loughran, John Murray, Phonics Fairy, Talk4Writing | 4 |
| National Tutoring Programme Cost (£2835 – school led tutoring 25% top up) | National Tutoring Programme – top up fundingStaff tutoring – Targeting Y4/5 PP children not meeting ARE but did meet in Y2 | 1,3,4 |
| Reception TA (£16,995) | Support for PP child with additional needs – 1:1 supportThe additional teaching staff sees progress accelerate | 2 |
| TA Level 4 (£23899.47) | Support for children in Year 3/4 – high number of PP children in these Year groups  | 4 |
| Speech and language therapist – Speech Leap 1 x day per week and staff CPD £11340Staff meetings x 3 Reception TA to work alongside and deliver in classroom  | Speech, language and communication needs identified across school. Focus on Reception Autumn, Year 1 in SpringAdditional children across school with S&L need. Impact across curriculum.CPD for staff through school to support speech and language needs TA to work alongside speech therapist to deliver individual and group therapy programmes | 1 |
| Progress and data meetings (cover allocation)12 x days cover £1872 | Termly 1:1 progress meetings with a focus on pupil premium children and SEND children tracking progressAll subject leaders to track the progress of PP learners | 4 |

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

Budgeted cost: *£34900*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Speech and language therapist £11340 – Speech Leap, remaining cost from Covid Catch Up Funding | Poor language and communication skills on entry. Screened by speech therapist and 50% of children require support. Recommended spend by EEFTA to work alongside speech and language therapist to deliver individual and group therapy programmes. Staff training to support speech and language needs through school  | 1 |
| NELI (Funded DFE) | Funded training through the DFE for Reception staff Targets children with Speech, Language and Communication difficulties  | 1 |
| Century Tech (Funded Covid Catch Up)  | Catch up on missed learning. To support in class through individualised learning. Diagnostic completed for each child.Lunchtime and after school club to support disadvantaged children who are not completing work at home | 4,6 |
| Learning Mentor (£23,650)Support wellbeing and behaviour around school | Learning mentor runs targeted interventions for PP children * Lego Therapy
* Bereavement Support
 | 2 |
| Restock reading books to ensure all children have access to high quality texts linking to phonics to accelerate reading (£8000 – library)(£2350 – books for disadvantaged children to take home)(£500 reading shed) | Restock library with texts to engage all children and support a love of reading Update reading scheme to ensure books link to the phonics programme Purchase outdoor reading shed for EYFS/KS1 to enable outdoor reading and phonics sessionsAll children entitled to pupil premium funding will receive five books throughout the year of their choice to keep at home The introduction of the pop-up book stall will increase engagement with reading – relies on donations from local community  | 1,4,6 |
| Nessy online intervention programme supports children’s phonics, reading and writing (£400) | IMPACT | 4,6 |

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

Budgeted cost: £18663.80

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Mentor (£23,650)  | Supports disadvantaged families, builds relationships. Runs breakfast club, supports parents with attendance Works with other agencies to offer advice and support mental health/ongoing family issues  | 1,5,6 |
| Breakfast Club (cost of Anne/food/milk/Haley)Haley - £2289.98Anne – £3613.80Milk - £307Food – £900Games and activities - £300 | Supports attendance, PP children can attend breakfast club free of charge (what % PP children attend breakfast club)Ensures each child has had a healthy breakfast  | 5,6 |
| Residential Costs Robin Wood £1470 | We want each child to leave school with a wealth of experiences.  | 6 |
| School Trips (Panto £1344)Other trips throughout year (£2000) | We want each child to leave school with a wealth of experiences. | 6 |
| After school and holiday clubs After school clubs - £3600Swimming for LAC child £600Little Rocky’s – £2240 | Offer the Pupil Premium children the opportunity to attend all after school clubs and holiday clubs when required Little Rocky’s – to target behaviour identified with some of our disadvantaged childrenGives children opportunity to experience a range of activities  | 2,6 |

**Total budgeted cost: £116,505.27**

# 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.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.**If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*  |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

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| Programme | Provider |
| Reading  | Nessy |
| Speech, Language and Communication  | NELI |
| Speech and Language Therapists | Speech Leap  |
|  | Century Tech |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| Measure | Details  |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |