

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	All Cannings Primary School
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	10.1% (16/159) This % is based on November 2023 census and includes service children.
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 – detailed plan outlining the intent of successful strategies and related actions to be continued until 2024.
Date this statement was published	31 st December 2023
Date on which it will be reviewed	January, March and July 2023 (after data drops)
Statement authorised by	Richard Borman (Head)
Pupil premium lead	Polly Andrews
Governor / Trustee lead	Thom Wilson (PP Link Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,720 (<i>covers April 2023 – March 2024</i>)
Recovery premium funding allocation this academic year	£2000 (<i>runs from September 2022 – August 2023</i>)
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	£27,720

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- To close the attainment gap between disadvantaged and non-disadvantaged pupils.
- All disadvantaged pupils to make or exceed nationally expected progress over the course of the 3-year strategy.
- Address non-academic barriers to attainment such as attendance, behaviour and emotional wellbeing. All PP children to have good attendance of >94%.
- Ensure that all disadvantaged pupils have opportunities to boost their cultural capital and engage in the wider curriculum.
- Ensure that PPG reaches the pupils who need it most.

How does your current pupil premium strategy plan work towards achieving those objectives?

At All Cannings, we believe in maximising the use of the pupil premium grant (PPG) and recovery premium by utilising a long-term strategy aligned to the school improvement plan (SIP). This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. When creating the PP strategy, we recognise the importance of considering the context of the school. We are using research conducted by the EEF and recognised literature to support decisions made around the usefulness and implementation of different strategies.

Overcoming barriers to learning is at the heart of our PPG use at All Cannings. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or for individuals, and allocate a budget accordingly. We also recognise that the challenges for PP pupils are varied and there is no 'one size fits all'.

At All Cannings, we recognise that we have a relatively small number of pupils eligible for PPG. Therefore, we strongly believe that this is all the more reason for each pupil to receive individualised support that is tailored to meet their needs, emotional as well as academic.

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the school's and pupils' priorities change.

For the 2023-24 academic year, we have 14 pupils on-roll who are classed as economically disadvantaged, three of whom are LAC. When the term 'disadvantaged' is used in this statement, we are referring to Pupil Premium pupils excluding those who are eligible for SPP. It is interesting to note that out of our total of 14 disadvantaged pupils, there are three families who account for this number (8/14 pupils).

What are the key principles of your strategy plan?

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensure all pupils receive quality first teaching (QFT) in all subject areas.
- Promote an ethos of attainment for all rather than stereotyping.
- Close the attainment gap between disadvantaged pupils and their peers.
- Provide targeted academic support for pupils who are not making the expected progress.
- Address non-academic barriers to attainment such as attendance, behaviour and emotional wellbeing.
- Ensure that the PPG reaches the pupils who need it most.
- Make decisions informed by data and professional dialogue between senior leaders, governors and class teachers.

Challenges

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

Challenge number	Detail of challenge
1	<u>Attainment</u> As at Summer 2 data collection (July 2023), 50% of PP children are working at age-related expectations (ARE) in Reading, Writing and Maths combined, which is a 17% increase since Autumn 1 (baseline October 2022). This statistic excludes missing data and represents Years 1-6. Five out of 12 pupils are 'doubly disadvantaged' i.e. PP and SEND overlap. 0% of these pupils have combined expected attainment. The former figure is in contrast to the 79% of non-PP pupils who attained at/above expected (combined) at the end of last year (Summer 2 2023). 10 pupils in the school receive SEND support but are not disadvantaged. 40% of these pupils have combined expected attainment. <u>Progress</u> During the 2022-23 academic year, 89% of pupils eligible for PPG made expected or better than expected progress in reading, which is the same as 2021-23. 89% made at least expected progress in writing – an increase of 11% compared to the previous year. 67% made at least expected progress in maths – an increase of 12%.
2	<u>Attainment gap for core subjects</u> There is an attainment gap of 29% between disadvantaged and non-disadvantaged pupils for Reading, Writing and Maths as at Summer 2 (July 2023). 50% of disadvantaged pupils are working at least ARE in Reading compared to 88% of their non-disadvantaged counterparts. This figure is excluding services pupils.

	50% of disadvantaged pupils are working at least ARE in Writing compared to 85% of their non-disadvantaged counterparts. This figure is excluding services pupils. 67% of disadvantaged pupils are working at least ARE in Maths compared to 91% of their non-disadvantaged counterparts. This figure is excluding services pupils. <u>Overlap of SEND and PP</u> Out of the 14 pupils who are disadvantaged (i.e. PP excluding services), 5 are also in receipt of SEN support. Therefore, 35% of our disadvantaged pupils also have SEN. None of our disadvantaged pupils who also have SEN are working at expected level for reading and writing, however, one pupil is working at expected level for maths. <i>N.B. All of the figures above are excluding missing data.</i>
3a	Possible continued long-term detrimental impact of Covid-19 on pupils' educational outcomes, albeit to an arguably lesser extent compared to 2022-23 and prior. Arguably, there continues to be a social and emotional impact for some children, but for others, the impact is academic – we address this on a case-by-case basis.
3b	In 2023-24, Pupil Premium pupils had an average attendance of 93.24%. Average attendance for non-PP counterparts was 94.95%.
4a	Staff observations suggest that behaviour and self-efficacy of a very small minority of PP pupils has a negative impact on their engagement and readiness to learn. A minority of our PP pupils have poor learning attitudes.
4b	Our observations indicate a marked lack of confidence, resilience and/or self-efficacy due to poor mental health and wellbeing of some of our PP pupils.
5	In just some cases, effective parental support with home learning (including reading) is lacking where disadvantaged pupils are concerned. We recognise that some parents may be lacking in confidence when it comes to supporting children in this way. However, it is important to note that there are also disadvantaged learners who are well supported at home.
6	Limited access to wider opportunities resulting in lower cultural capital.

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
Close the attainment gap between disadvantaged pupils and their peers by making greater than expected progress.	Teachers and TAs consistently use evidence-based interventions to close the gap between disadvantaged pupils and their non-disadvantaged counterparts. Whilst the expectation is that disadvantaged pupils will always make at least expected

	progress, those who are currently working below ARE will make better than expected progress over the course of the strategy plan. As a result, they will be working at ARE or at least the gap will have narrowed (i.e. closer to expected level than before). All staff use Insight to track pupil progress and attainment (4 data drops per year – 3 of which being progress data drops and 1 at the beginning of the year being grade predictions). Pupil progress meetings led by SLT. PA to meet with staff at time of pupil progress to review data and provision for disadvantaged learners, including those who are 'doubly disadvantaged' (PP + SEND).
Improve reading, writing and maths attainment outcomes for PP children.	As above. Disadvantaged children who are already working at or above ARE will be challenged appropriately in order to extend their learning to achieve their full potential and potentially, to attain greater depth. Pupil Premium Lead meets with teachers each long term (3x a year) to discuss progress/attainment of targeted children and what interventions they are receiving, and review what is working and what need to change to best meet pupils' needs.. Pupils' progress and attainment continues to be closely tracked using Insight (4 data drops per year, 3 of which are progress data drops).
Since it has been introduced (during 2021-22), Little Wandle phonics scheme is embedded within EYFS2 and KS1 and is positively impacting outcomes for disadvantaged learners.	Disadvantaged pupils in Year 1 make at least expected progress in phonics. Pupil attainment assessed using end of Year 1 Phonics Screening. N.B. 2 of our disadvantaged Year 2 pupils will resit the Phonics Screening this year.
Positive impact of 5-a-day approach on learning outcomes and attitudes of disadvantaged learners.	Staff effectively use explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and technology. Each teacher to work alongside CB to plan and deliver CPD regarding their allocated strand of the 5-a-day (one per term during 2023-24).
Disadvantaged pupils make at least expected progress in Reading, Writing and Maths.	Pupils' progress tracked using Insight (4 data drops per year – first one being predicted grades; the other three being progress data drops). SLT liaise with PA when monitoring progress made by disadvantaged pupils.

	CK/CB support teaching staff with QFT and selecting most relevant and useful interventions to address and narrow gap between the two cohorts.
Recovery premium: Address long-term academic impact of Covid-19 for disadvantaged pupils, ensuring that any gaps in learning are closed.	Targeted pupils to participate in additionally funded interventions, delivered by an experienced TA.
Disadvantaged pupils are ready to engage and maximise learning opportunities during the school day.	Pupils who struggle with their emotions, behaviour and/or social skills are given appropriate support, led by MD (SEND Manager). This includes break and lunchtime opportunities (allocated time for pupil well-being) and 1:1 / small group support provided for targeted pupils. As a result, pupils demonstrate increased positive learning behaviours.
Enrichment opportunities provided for disadvantaged pupils in order to raise their cultural capital. This includes in-school clubs and wider curricular opportunities (e.g. trips and residential) along with access to participation in dance, sports and music festivals.	All PP children are provided with a broad and balanced curriculum through being fully involved in all wider opportunities organised by school. PSHE lessons help pupils to understand the wider world and the part they play in their own global citizenship, as well as appreciation of other cultures and backgrounds. Formation of KS2 Choir – prioritise involvement of PP children. Disadvantaged Lead and relevant staff to encourage PP children to participate in extra-curricular clubs. Disadvantaged Lead (PA) to monitor participation in these.
Improve attendance and punctuality.	Attendance for PP children > 94%. Where this falls below 94%, home, school and other appropriate agencies will work together to achieve agreed targets leading to further improvements in attendance. PP Lead to monitor attendance regularly – once a term minimum (i.e. 3x year). PP Lead will report to HT those who are on the cusp of not having good or better attendance (94-100%). HT to contact families in these instances.

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: £14,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in staff meetings and courses to focus on ways of ensuring QFT is highly effective for all pupils, including Pupil Premium. This should include deliberate strategies that target closing the gaps for PP pupils e.g. targeted questioning, additional verbal/written feedback, targeted live marking during lessons, and strategic seating plans. Subject Leaders to coach staff during staff meetings, twilights and TD days.	<i>'Classroom teaching...is perhaps the most complex, the most challenging, and most demanding, subtle, nuanced, and frightening activity that our species has ever invented'</i> (Shulman, 2004). A review of over 200 studies concluded that great teaching is simply what leads to improved student progress (Coe et al., 2014). The potential effects may also be significant for pupils from disadvantaged backgrounds, with some studies suggesting they can gain an extra year's worth of learning during a year with very effective teachers compared with less effective teachers (Sutton Trust, 2011). However, these studies don't identify the characteristics that make up great teaching, but simply demonstrate that pupil progress varies for different teachers. +4 months	1,2,3a
Employment of teacher to work in class with 19% disadvantage		
Multiplication Tables check - KW went to observe a lesson at EQUA school and shared with fellow Year 4 teacher	<i>*See above evidence for first activity.</i>	1,2
'Five a Day' course for one of our teachers. This course is about effective teaching strategies. The teacher (CB) will disseminate to staff during staff meetings. 5 a Day CPD – staff meetings + TD day	<i>*See above evidence for first activity.</i> EEF report that 'Five a Day' principle benefits pupils with SEND, which in turn, benefits those who are 'doubly disadvantaged'.	1,2

Inclusion of disadvantaged pupils in PE and pupil involvement in extracurricular and sports activities. Specifically, PE Subject Leader to attend subject leader network meeting and teach all PP chn for a block of sessions (one term).	EEF: Physical activity has important benefits in terms of health, wellbeing and physical development. +1 month impact	4b,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Disadvantaged pupils who are working below ARE will receive targeted academic interventions. Teaching assistants play a significant role in delivering pre- and over-learning in-class interventions in addition to catch-up programme (recovery). Ensure that TAs are given appropriate CPD (5 a day approach) and are up-skilled in order to deliver interventions and the catch-up programme effectively.	The way in which TAs are deployed has a significant impact on pupils' learning (Blatchford et al., 2007). When TAs are trained and supported to provide intensive support either 1:1 or in small groups, they can make a difference in pupils' learning of up to 4 months over the course of the year (Sibieta et al., 2016). Primary schools are more effective at intensive support than secondary schools (Ofsted, 2009). This may be to do with greater flexibility in the timetable, or teachers' skills and knowledge about catch-up approaches. +1 month	1,2,3a
Top up school contribution towards targeted academic support using the school-led tutoring grant). Focus on English and maths. Pay a qualified teacher	One-to-one tuition is effective and can boost a pupil's capability and confidence (EEF, 2018c). +5 months	1,2,3a,4b

to deliver this targeted support.		
SEND Manager to work with targeted disadvantaged learners on a 1:1/small group basis. These sessions will be adapted to meet the specific needs of the child (emotional / social / academic).	See above.	1,2,3a,3b,4a,4b
SEND Lead for EQUA MAT to work with targeted pupils, including those who are disadvantaged and 'doubly disadvantaged', with a focus on academic intervention.	A review of over 200 studies concluded that great teaching is simply what leads to improved student progress (Coe et al., 2014). N.B. SENDCo Lead is a very experienced teacher. One-to-one tuition is effective and can boost a pupil's capability and confidence (EEF, 2018c). +5 months	

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

Budgeted cost: £3800

Activity	Evidence that supports this approach	Challenge number(s) addressed
A block of music workshops delivered by Disadvantaged Lead (who is also Music SL) pupil premium children (including services). Term 6. Use new set of glockenspiels.	More positive attitudes to learning and increased self-confidence and wellbeing have been reported with arts-based approaches (Secker et al., 2007). Major and Higgins, authors of the Sutton Trust EEF Teaching and Learning Toolkit, report that this is especially true for music, where learning to play an instrument is associated with better education attainment. Wider benefits such as more positive attitudes to learning and increased wellbeing have been reported (Catterall, 2012). In addition, some research demonstrates direct and indirect benefits from learning to play a musical instrument (Benz et	3b,4b,6

	al., 2016), such as in reading (Standley, 2008) and reasoning (Foregeard et al., 2008). +2 months	
Economic barriers are removed for disadvantaged pupils with regards to their participation in wider cultural enrichment activities, including educational trips.	Cultural capital affects educational inequality because children from privileged backgrounds tend to possess more cultural capital than their more privileged counterparts, which gives them an unfair advantage in the education system. Research findings from Breinholt and Jaeger (2020) suggest that cultural capital fosters skills in children that enhance educational performance.	6
Art therapy and counselling as therapeutic techniques to support healthy emotional regulation	Progress in therapy or counselling can vary greatly, but generally occurs over a period of several months , not just a few weeks. While initial changes may be noticed after a few sessions, significant improvement or recovery often requires 3 to 6 months of consistent work or longer.	
'Top-up fund' for disadvantaged pupils as needs arise e.g. for trips and residential.	N/A	N/A

Total budgeted cost: £27,720

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 **2023-24** academic year.

Review of the third year (2023-24) of the 2021-24 Pupil Premium Strategy Plan

We have completed the final year of our 3-year 2021-2024 strategy plan. Both our internal assessments and SATs scores during 2023-24 suggested that the progress of pupil premium pupils was good, with most pupils making at least expected progress, and some making accelerated progress over the course of the year.

KS2 SATs

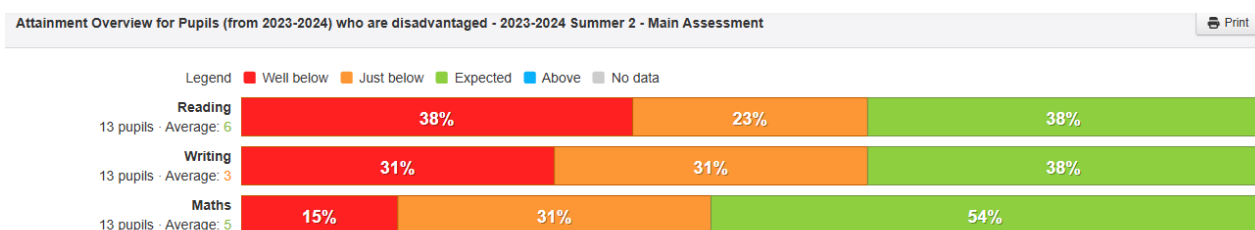
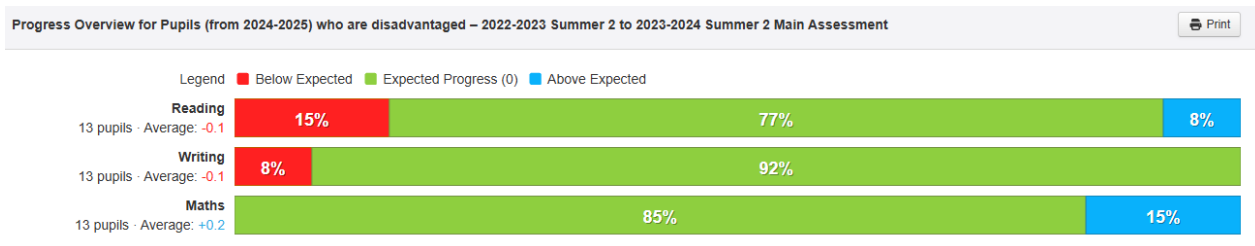
Our Year 6 cohort in summer 2024 included one disadvantaged pupil. This pupil's outcomes were as follows:

	WTS	EXS	GDS
Reading	100%	0%	0%
Writing	0%	100%	0%
Mathematics	0%	100%	0%

Progress and Attainment for Disadvantaged Learners Across the School

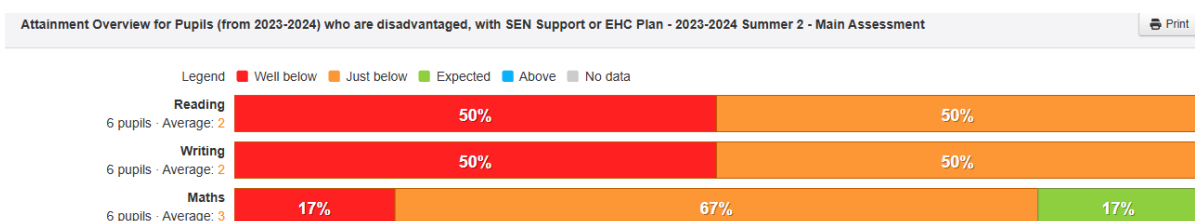
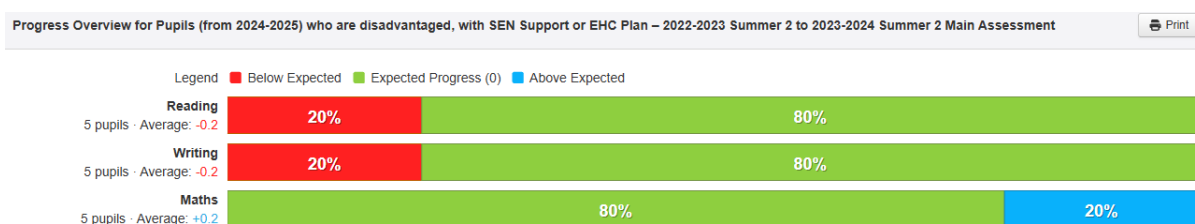
At time of writing, these figures are to the exclusion of any missing data and pupils in reception (i.e. Years 1-6 are accounted for), and represent data for Pupil Premium pupils (excluding services children). In reading, 85% made at least expected progress, with 8% making accelerated progress. This progress was measured using Insight data between Summer 2 2023 and Summer 2 2024. In writing, 92% made at least expected progress. In maths, 100% made expected progress and 15% accelerated progress. Progress figures for 2023-24 have improved since the start of our 3-year cycle in 2020-21. Our assessment of these outcomes points primarily to rigorous, targeted in school interventions, led by both teachers and TAs, that have been tailored to meet individual needs. Whilst

progress was good, we wish to narrow the attainment gap in our new cycle between disadvantaged learners and their non-disadvantaged counterparts.



Progress and Attainment for doubly disadvantaged pupils (disadvantaged and SEN)

Excluding services children, 80% of pupil premium pupils who are doubly disadvantaged (including SEN) made at least expected progress in reading and writing, whilst 100% made at least expected progress in maths including 20% accelerated progress. In terms of attainment, we have identified that reading and writing are areas that need reviewing in time for our next 3-year strategy, despite these children receiving lots of interventions and tailored support.



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

Programme	Provider
N/A	

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Spending was targeted to individual needs, covering provision of AGaT opportunities and 1:1 wellbeing & social/emotional/behaviour support with school SEND/Inclusion manager.
What was the impact of that spending on service pupil premium eligible pupils?	Wellbeing support enabled pupils to manage feelings, emotions and behaviour more effectively, so that they were able to access learning and further develop relationships with peers.