

Pupil premium strategy statement – All Cannings 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	158
Proportion (%) of pupil premium eligible pupils	11.4% (18/158) – 17 FSM + 1 LAC 12.7% (20/158) including Services
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Richard Borman
Pupil premium lead	Polly Andrews
Governor / Trustee lead	Thom Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£27,730 N.B. £680 SPP

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- Develop a holistic approach so that all disadvantaged learners are happy, engaged and curious pupils who love coming to school.
- To close the attainment gap between disadvantaged and non-disadvantaged pupils, with a focus on reading and writing.
- 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. Increase number of disadvantaged learners who have a good attendance of >95%.
- Ensure that all disadvantaged pupils have opportunities to boost their cultural capital and engage in the wider curriculum.
- Equip disadvantaged pupils with technology needed – where appropriate – to remove barriers to learning and
- 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 2024-25 academic year, we have 17 pupils on roll who are classed as economically disadvantaged, plus another pupil who is in care. Therefore, we have 18 disadvantaged pupils

in total. When the term 'disadvantaged' is used in this statement, we are referring to Pupil Premium pupils excluding those who are eligible for Services Pupil Premium (SPP - two pupils are eligible for this).

Challenges

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

Challenge number	Detail of challenge
1	Engagement and readiness to learn is impacted by the higher frequency of emotional, social and behavioural challenges observed by staff.
2	Attendance of disadvantaged learners – 29.4% (5/17) of pupils eligible for FSM have persistent absence (since 02.09.24). Overall attendance of these pupils is 93.4% (as at December 2024).
3	Observations and discussions with staff and pupils indicate that children of disadvantaged backgrounds often demonstrate a lack of fluency when using technology to support their learning, which is a barrier to achieving their personal best.
4	Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Reading outcomes for disadvantaged learners needs to improve. 50% of pupils were working either just below or well below age-related expectations by the end of the Summer Term 2024.
5	Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils generally have greater difficulties with writing than their peers. Writing outcomes for disadvantaged learners needs to improve. 50% of pupils were working either just below or well below age-related expectations by the end of the Summer Term 2024.
6	Our observations and discussions with pupils and families have identified a lack of cultural capital for disadvantaged pupils.

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
<u>Quality First Teaching using the 5-a-day approach</u> 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.
<u>Readiness to learn and thrive</u> Pupils demonstrate learning behaviours required for a positive and productive learning experience. They are emotionally and behaviourally 'ready' to learn. Their social relationships and emotional wellbeing are largely sound, which positively impacts on their attitudes to learning and overall engagement. They are equipped with skills needed to better self-regulate their emotions.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, pupil surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupils self-report that they feel happy and safe at school, and that they enjoy learning. Staff observations and reports indicate an improvement in pupils' engagement with their learning and readiness to learn. Staff and pupils report positive impact of ELSA sessions and lunch club on targeted pupils' wellbeing, and consequently, their readiness to learn.
<u>Attendance</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026-27 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 0.8%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 10% higher than their peers. Due to school intervening where required with ELSA interventions as well as academic, pupils report improved self-esteem and feel

	positive about school. They love coming to school and thrive at All Cannings.
<u>Technology</u> Pupils have increasingly fluent touch-typing and word processing skills. This breaks down barriers and enables them to access areas of the curriculum (e.g. writing) that they may otherwise struggle with. Where appropriate, they are supported by staff to use carefully chosen apps, in order to close gaps and target specific areas of learning.	Targeted pupils have their own laptop. They are confident at basic word-processing and touch-typing skills required to aid their learning. Staff report that targeted pupils are competent at using designated apps. Where appropriate, pupils demonstrate competent use of speech-to-text dictation tools. This is measured by observations from staff, including Disadvantaged Lead.
<u>Attainment in Reading</u> Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/27 show that more than 70% of disadvantaged pupils met the expected standard. 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. 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. 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.
<u>Attainment in Writing</u> Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2026/27 show that more than 70% of disadvantaged pupils met the expected standard. 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. 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.
<u>Cultural Capital</u> 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. Formation of new KS2 Choir for 2024-25 – prioritise involvement of disadvantaged pupils. Disadvantaged Lead and staff to encourage PP children to participate in extra-curricular clubs. Disadvantaged Lead (PA) to monitor participation in these. Disadvantaged learners are prioritised for extra-curricular clubs and events (e.g. sports events and dance festivals). PPG is used to help fund school trips when disadvantaged families are unable to make some or all of the payments. 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.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Adaptive Teaching</u> As part of quality first teaching, the 5-a-day approach is embedded in all subjects across the school. Teachers continually assess the strengths and needs of learners and adapt teaching accordingly, so that all pupils are able to meet expectations. Adapt teaching a responsive way, in real-time. Adaptive teaching is considered evolution of differentiation. a) Technology may play a part in the adaptive teaching for disadvantaged learners, at teacher discretion. b) Scaffolding – adapt to pupils' needs when providing visual, written or verbal scaffolds c) Cognitive and metacognitive - regular, low-stakes quizzes to activate and	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teaching is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Cognitive and metacognitive strategies are said to be the 'bread and butter' of effective teaching and learning (EEF).	3,4,5

consolidate prior learning. d) Flexible grouping - monitor impact on engagement and motivation as a result of flexible grouping – regularly review, particularly for low-attaining and/or disadvantaged learners. e) Explicit instruction - clear explanations, modelling and frequent checks for understanding.		
<u>Technology</u> Parent volunteers and casual staff work alongside targeted children to teach them basic word processing typing skills. Teachers liaise with parents regarding the value of touch-typing at home (e.g. Dance Mat) to aid progression of skills – a ‘little and often’ basis works best. Introduction of Doodle Maths for targeted pupils.		3,5

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

Budgeted cost: £9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Teaching assistant deployment and interventions</u> Teachers/TAs lead interventions out of class to close gaps. These can be in the form of pre-learning or overlearning. Every term, staff review structured interventions and assess impact. IEPs are in place, where required. Pupils and parents are aware of targets. Time is allocated during school day to practise targets, which are reviewed on a termly basis. Disadvantaged learners are prioritised for TA support, especially those who are doubly disadvantaged (SEND + economic disadvantage).	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teaching is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Cognitive and metacognitive strategies are said to be the 'bread and butter' of effective teaching and learning (EEF).	4,5
<u>One-to-one / small group tuition</u> Two targeted pupils are given 2:1 bespoke maths tuition led by a highly experienced TA on a daily basis. This increases their independence when set off to complete related learning activity.		1

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

Budgeted cost: £4230

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Readiness to learn</u> Staff identify and prioritise pupils in need of emotional and/or social support. Each case is carefully considered and prioritised. Designated member of staff to ensure that ELSA interventions are delivered – this is on a needs basis and is reviewed every term. Ongoing training and CPD provided in addition to handover from former SEND manager. Staff to encourage disadvantaged pupils to join extra-curricular clubs, where they will build social skills as well as club-specific skills. Art therapy provided for a looked after child.		1, 2 and 6
<u>Attendance</u> Disadvantaged Lead to collate attendance data and discuss with Head. Identify targeted pupils and families who require support with improving attendance. Head contacts families at risk of persistent absence or where this is already an issue. Closely monitor. Parents' evenings – office staff and if needed, teachers, to speak directly with parents who have not booked an appointment in order to		2

arrange a mutually convenient time.		
<u>Wrap Around Care and Meal Times</u> PPG used to fund Breakfast Club, After School Club and hot lunches where required. This ensures that disadvantaged pupils have access to a smooth transition to the start of the school day and activities / opportunities to socialise with a range of peers after school. They have access to a daily hot lunch, where required.		1

Total budgeted cost: £ 27,730

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 **2024-25** academic year.

Review of the first year (2024-25) of the 2024-27 Pupil Premium Strategy Plan

KS2 SATs

Our Year 6 cohort in summer 2024 included four disadvantaged pupils. These pupil's outcomes were as follows:

	WTS	EXS	GDS
Reading	50%	25%	25%
Writing	50%	25%	25%
Mathematics	50%	50%	0%

We celebrate that one of our disadvantaged pupils achieved GDS in both Reading and Writing, and EXS in Mathematics. Another disadvantaged pupil achieved EXS across all three subjects. The two disadvantaged learners who did not meet the expected standard were working at least two academic years behind. They had received daily 2:1 maths pre-learning led by a highly experienced TA. This enabled them to access the related learning in class with greater confidence and independence. These pupils also received three hours a week of 2:1 ICT tutoring, to support them with using their laptops in order to remove barriers to learning (including for writing lessons). These laptops had been purchased using PPG.

Year 1 Phonics

Both disadvantaged pupils (100%) who sat the Year 1 phonics screening test met age related expectations.

Year 4 Multiplication Tables Check

Three disadvantaged learners sat the MTC, one of whom met the standard by achieving 24/25. The other two disadvantaged learners scored 16/25, which was not sufficient

in order to meet the standard. However, the teacher noted that these children had historically found times tables really challenging. They were both part of a Times Tables Rockstars intervention group and were given priority when using the iPads at school. These children made good progress despite not having met the standard and one of them in particular was said to have developed a great deal of resilience.

Attainment for Disadvantaged Learners Across the School

Outcomes for our 14 disadvantaged learners:

	WTS	EXS	GDS
Reading	29%	64%	7%
Writing	43%	57%	25%
Mathematics	29%	57%	14%

The above figures are based on summer term summative assessments combined with formative teacher assessments based on the teachers' understanding of these pupils across the academic year. Good progress for our disadvantaged cohort has taken place. It is important to remember that progress for these pupils is slower than their non-disadvantaged peers.

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?	ELSA support including a Lunch Club for those with need support with emotional regulation.
What was the impact of that spending on service pupil premium eligible pupils?	Staff report that these pupils are better able to regulate their emotions as a result of receiving emotional literacy, where appropriate.