

Pupil Premium Strategy Statement

Canon Barnett Primary 2022-23

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by the Headteacher	<i>Sarah Jane Bellerby</i>
Pupil premium lead	Agata Glonek, Deputy headteacher
Governor	Anowar Hussain - lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	116,340
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium) funding carried forward from previous years	
Total budget for this academic year	£116,340

Pupil Premium Strategy 2022 - 2023

Canon Barnett Primary School

Statement of intent

At Canon Barnett, we are committed to striving for excellence in all that we do. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are well motivated and effectively guided. This year, we aim to adapt the curriculum provision more fully to meet the needs of those children who are disadvantaged. More specifically and through tailored provision, we aim to improve standards in Writing and Mathematics for this group.

We aim to build relationships with the wider community, create positive role models and understand the challenges that families face, to reduce barriers to learning. We foster a culture of collective responsibility to ensure that all children are able to achieve their full potential.

At Canon Barnett, 84 pupils are eligible for Pupil Premium and we aim for them all to make expected progress in all areas, through quality first teaching and increased opportunities for targeted support. We aim for vulnerable children to have access to a wide range of support in school to meet their individual needs, including those with Special Educational Needs, a Disability or with an Educational Health Care Plan.

20 of the 90 (22%) children on our Pupil Premium register also have an additional SEND need.

We provide an intensive pastoral support service for children, identified by the school as vulnerable or in need. We aim to increase the self-esteem of those children who are disadvantaged and to close that may exist between them and non-disadvantaged children.

We facilitate children accessing a wide range of enrichment experiences both in and out of school, which positively impacts on their academic achievement and well-being.

Challenges

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

Challenge number	Detail of challenge
1	Assessments have indicated that a proportion of pupils started school below the expected development phase for language acquisition. This relates to English as an additional language, speech and language needs and variances in the early exposure to language.

2	Assessments have indicated that a proportion of pupils have limited storytelling and early reading skills. They have little access to good quality reading material
3	Gaps are getting bigger in reading, writing and maths between disadvantaged and non disadvantaged pupils
4	Pupil's mental health has been significantly affected post pandemic
5	Assessments indicate there are significant gaps in number knowledge
6	Attendance is low for some pupils. Attendance meetings with parents have indicated that school could offer additional support with: - healthy routines - behavior boundaries - medical/professional guidance (school nurse) - parent mental health support

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, conversations with pupils and ongoing formative assessment.
Improve attainment in Writing	Increased % achieve better than expected progress
Improved reading attainment among disadvantaged pupils.	Linking to the Oracy outcome above, pupils will be at the expected level for reading when assessed under the Early years assessment framework. Phonics teaching will be robust and pupils will make accelerated progress.
All children will feel school is a safe space for them to express how they are feeling and feel confident with seeking support for their mental health	All staff members will feel equipped with how to follow pathways to support pupil's mental health. Pupils will feedback how they feel supported by the school
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: · the overall unauthorised absence rate for all pupils being no more than 3%, and the attendance gap between

	<p>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 lower than their peers.</p> <p>· Parents will feel supported and be equipped with the skills to ensure their child is participating in healthy habits and attends school regularly.</p>
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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: 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language trained TAs leading groups	<p>Speech and language data shows that if gaps in language are targeted early on then progress is accelerated.</p> <p>Speech and language is one of the main barriers to children progressing in Reading/Phonics, Writing, Maths and the wider curriculum.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	1,2,3
Learning Support Mentor	<p>EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment</p>	4,6
Specialist teacher support from TH	<p>Specialists modelling and working alongside staff has greater impact on</p>	

English service for English leader and for teaching across school	<p>pupil progress from staff feedback i.e. TH specialist Literacy Lead</p> <p>Sutton Trust – Quality First Teaching has direct impact on student outcomes.</p> <p>Education Endowment Fund (EEF) guide to Pupil Premium – tiered approach – teaching is the top priority, including CPD.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £33,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group work with a teacher ~ Numbers Count	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maths-counts	5
Small group work with a teaching assistant ~ First Count Numbers	EEF -2 months progress - fyi	5
Numbers Counts maths intervention	Training and supporting highly qualified teachers to deliver targeted support	5
1 to 1 support Catch up reading	EEF + 5 months	1,2
Pixl therapies	Leadership Collaboration and shared support	1,2,5
Extended school provision with booster classes	UN Accelerated Education Working Group	1,2,5
Catch up Reading Interventions		1,2

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

Budgeted cost: £33,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Mentor and Parent Support Worker Attendance/extended curriculum/parent outings/clubs/mentoring/specific wellbeing programmes	EEF Working with Parents Emotional wellbeing support	

Total budgeted cost: £116,340

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 - July 2022

Group	Reading	Writing	Maths	GPS	Combined
Whole cohort (44) EXS	77%	61%	70%	73%	52%
Excluding new arrivals EXS(41)	83%	67%	66%	79%	58%
Whole cohort(44) GDS	20%	2%	16%	32%	2%
Girls(20)	85%	65%	55%	70%	50%
Boys(24)	67%	58%	83%	75%	62%
Disadvantaged (Pupil Premium) (13)	69%	46%	54%	77%	46%

KS1 data July 2022

Group	Reading	Writing	Maths	Combined
Whole cohort (30) EXS	56%	56%	56%	50%
Whole cohort(30) GDS	13%	3%	10%	3%
Girls(17)	70%	65%	59%	59%
Boys(13)	38%	46%	69%	38%

Disadvantaged (Pupil Premium) (14)	50%	50%	57%	50%
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