

Pupil premium strategy statement 2021 - 2022

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	Cannon Park Primary
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	27/185 (13%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	6 th September 2021
Date on which it will be reviewed	6 th September 2022
Statement authorised by	Vanessa MacDonald
Pupil premium lead	Tom Ray
Governor / Trustee lead	John Teago

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£38315
Recovery premium funding allocation this academic year	£3915
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	£42230

Part A: Pupil premium strategy plan

Statement of intent

“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others.” (Sir John Dunford, National Pupil Premium Champion)

At Cannon Park Primary School, we are committed to ensuring each individual achieves their true potential. Removing barriers to learning and developing the skills necessary for them to continue achieving success later in life is a priority for all of us.

Challenges

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

Challenge number	Detail of challenge
1	Low level emotional learning behaviour has created gaps in learning and impacted on some children’s ability to learn and retain learning
2	Lockdowns over the last two academic years have had a greater impact on specific pupils eligible for PP where usual barriers to learning have been exacerbated
3	Mobility: we have high rates of mobility especially amongst disadvantaged pupils (10/25 joined school since Reception)
4	Low attainment in English and mathematics
5	Inconsistent attendance for some PPG children

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 Learning Behaviour in lessons leads to improved engagement and achievement.	Children will consistently achieve 4 or 5 on Leuven scale of engagement during lessons.
Accelerated progress in English (reading and writing) for children who are eligible for PP to bring them closer to the attainment of 'other' children.	Over the course of their time at our school, children will close the gap to be close to or in line with their peers in reading and writing.
Accelerated progress in Maths for children who are eligible for PP to bring them closer to the attainment of 'other' children.	Over the course of their time at our school, children will close the gap to be close to or in line with their peers in maths.
Attendance becomes more consistent for pupil premium children	Over the course of their time at our school, the attendance of pupil premium children will increase, leading to more learning time to close the gap to be close to or in line with their peers

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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively.	According to EEF, Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 4
Develop reading comprehension strategies in children through staff CPD and the purchase of additional reading teaching resources.	According to EEF, Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.	2, 4
Use of Learning by Questions in Years 2 to 6 to promote English and mathematics skills.	According to EEF 'Using Digital Technology to Improve Learning', technology has the potential to increase the quality and quantity of practice that pupils undertake. Technology can be engaging and motivating for pupils. Some forms of technology, which includes Learning by Questions, can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills.	2, 4

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

Budgeted cost: £19365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group English and mathematics interventions for disadvantaged pupils falling behind age-related expectations.	According to EEF, Teaching Assistants can provide a large positive impact on learner outcomes. In line with EEF evidence, we ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.	2, 4
Develop the use of 'catch up, keep up' sessions, using TAs to follow-up learning on the same day for disadvantaged pupils falling behind age-related expectations.		2, 4
Access 1:3 tuition using NTP to support disadvantaged pupils.	According to EEF, small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Cannon Park employ two part-time teachers through the NTP to tutor children who they either currently teach, or have taught previously.	2, 4

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

Budgeted cost: £19365

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to work with families to improve the attendance of focus children.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 3, 5
Learning Mentor to provide wellbeing support for identified families.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year.	1, 3, 5

Total budgeted cost: £42230

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.

Aim	Outcome
Identified children develop comprehension skills and make at least expected progress in reading.	Progress in reading comprehension has been strong. Across the school, children have made an average of 7.3 steps, which is above the expected 6.0 steps. 75% of children eligible for PPG made accelerated progress in reading.
Identified children develop sentence structure and make at least expected progress in writing.	Progress in writing has been strong. Children are using Cannon Park Power Sentences to develop sentence structure. Across the school, children have made an average of 6.5 steps, which is above the expected 6.0 steps. 75% of children eligible for PPG made accelerated progress in writing.
Identified children use and apply arithmetic skills to reason and problem solve.	Progress in mathematics has been strong. Personalised learning, used consistently across the school, has enabled children to develop their reasoning and problem-solving skills. Across the school, children have made an average of 6.7 steps, which is above the expected 6.0 steps. 63% of children eligible for PPG made accelerated progress in writing.
Increase attendance and punctuality rates for pupils eligible for PP.	Attendance has been challenging this year due to the effects of disruption caused by COVID-19. The average attendance for children eligible for PPG was 93.6%.

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
Bug Club Phonics	Pearson Education
Learning by Questions	Learning by Questions

Service pupil premium funding (optional)

N/A