Pupil Premium Strategy Statement (Reviewed Dec 2023)

Cannon Lane Primary School

(3-year plan)

At Cannon Lane Primary School, we are committed to providing the best possible education and for all of our children to be happy, safe and successful. We have high expectations for all of our pupils and believe that every child should be equally equipped for success. We want children to 'shine'. This includes ensuring appropriate provision for pupils from vulnerable groups including those who may be socially disadvantaged. This statement details our school's use of pupil premium funding and the NTP funding (National Tuition Programme) for the 2023 to 2024 academic year 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 impact that last year's spending of the pupil premium grant had within our school.

School overview

Detail	Data
School name	Cannon Lane Primary School
Number of pupils in school	774
Proportion (%) of pupil premium eligible pupils	(39) 5%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Alastair Phillips, Headteacher
Pupil premium lead	Dawn Waldron, Assistant Head
Governor / Trustee lead	Dr Kerry Day, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Main objective for disadvantaged pupils

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We want to close the gap between disadvantaged and non-disadvantaged children in their attainment across all areas of the curriculum.

Key principles of strategy plan:

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending:

High Quality Teaching and Learning: At Cannon Lane School, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

High expectations: We have established a culture of high expectations across all stakeholders in the school, including parents, and children with SEN and/or disabilities. We strive to overcome barriers to learning for pupils and give every individual the best possible chance of success. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. The progress of disadvantaged children is closely monitored and discussed in detail with teachers and leaders during pupil progress meetings.

Early Intervention: We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, and particularly for those who have experienced disadvantage in early life. We select and implement appropriate interventions after we identify disadvantage in learning or personal development. Additional pastoral support services are also provided for pupils, parents and carers by our experienced Learning Mentor, Educational psychologists and other specialists, as needed. Removing barriers to learning through a programme of targeted support will enable us to ensure that every disadvantaged pupil achieves the best outcomes.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Internal assessment indicates that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils nationally for those coming up through the school which is something we need to address as a school
3	Internal assessment indicates that attainment in writing among disadvantaged pupils is below that of non-disadvantaged pupils nationally which is something we need to address as a school.
4	Over 50% of our children in receipt of the pupil premium grant also fit into another vulnerable group such as having a special educational need, English as an additional language, are new to English, or are supported by a social worker.
5	Our attendance data over the last 2 years indicates that attendance of disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

<table>
<tr><td>Improved maths attainment among disadvantaged pupils.</td><td>KS2 maths outcomes in 2024/25 show that more than 75% of disadvantaged pupils meet the expected standard.<table>
<tr><th>Maths</th><th>Disadvantaged</th><th>Non-disadvantaged</th></tr>
<tr><td>National 2021</td><td>50</td><td>72</td></tr>
<tr><td>National 2022</td><td>55</td><td>77.6</td></tr>
<tr><td>National 2023</td><td>58</td><td>78</td></tr>
<tr><td>LA 2021</td><td>51</td><td>75</td></tr>
<tr><td>LA 2022</td><td>62</td><td>86</td></tr>
<tr><td>LA 2023</td><td>61</td><td>79</td></tr>
<tr><td>CLPS 2021</td><td>27</td><td>86</td></tr>
<tr><td>CLPS 2022</td><td>85.7</td><td>92</td></tr>
<tr><td>CLPS 2023</td><td>50</td><td>87</td></tr>
</table></td></tr>
<tr><td>Improved writing attainment for disadvantaged pupils at the end of KS2.</td><td>KS2 writing outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.<table>
<tr><th>Writing</th><th>Disadvantaged</th><th>Non-disadvantaged</th></tr>
<tr><td>National 2021</td><td>40</td><td>64</td></tr>
<tr><td>National 2022</td><td>56</td><td>75.2</td></tr>
<tr><td>National 2023</td><td>58</td><td>78</td></tr>
<tr><td>LA 2021</td><td>46</td><td>68</td></tr>
<tr><td>LA 2022</td><td>57</td><td>80</td></tr>
<tr><td>LA 2023</td><td>59</td><td>79</td></tr>
<tr><td>CLPS 2021</td><td>43</td><td>84</td></tr>
<tr><td>CLPS 2022</td><td>85.7</td><td>91</td></tr>
<tr><td>CLPS 2023</td><td>50</td><td>89</td></tr>
</table></td></tr>
<tr><td>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</td><td>Sustained high levels of wellbeing from 2024/25 demonstrated by:
Leuven scales of well-being and involvement are consistently higher
a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</td></tr>
<tr><td>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</td><td>Sustained high attendance from 2024/25 demonstrated by:
the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being no more than 1%.</td></tr>
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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

Budgeted Cost: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET sessions will provide all staff with training on the use of vocabulary. This approach will be embedded across the school to improve pupils' vocabulary and writing. A whole school focus on 'ambitious vocabulary' and detailed curriculum vocabulary to be displayed and used across the school	Studies of communication and language approaches consistently show positive impact on children's learning, spoken language skills, expressive vocabulary and their early reading skills. Research undertaken at the Institute of Education states that early language skills are 'key to later success.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1 2 3 4
INSET sessions will provide all staff with training on the use of writing strategies. This approach will be embedded across the school to improve pupils' writing.	Pupils' writing can be improved by teaching them to successfully plan and monitor their writing. Producing quality writing is a process not a single event. Teaching a number of different strategies is likely to help, depending on the current skills of the writer. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1 3 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access NCTEM training and resources.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)	1 2 4

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	
Attendance officer to contact families of low attenders and support families to improve attendance. Absences will be investigated and support offered to families in order to increase attendance	The Department for Education (DfE) published research in 2016 which found that: the higher the overall absence rate across Key Stage KS2, the lower the likely level of attainment at the end of KS2. Advice from the National Strategies (hosted on the National Archives) also shows that: The links between attendance and achievement are strong. Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.	5

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

Budgeted Cost: £28,070

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Staff to be trained in the NELI programme and this to be rolled out in the year 2022 Staff to use catch up and keep up sessions within Little Wandle as support for intervention.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk) Children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating.	1 3 4
HLTAs and teaching assistants will provide high quality interventions based on analysis of	The EEF found that when TAs are deployed effectively with appropriate training & support, they can make a significant con-	1 2 3

termly assessments to identify areas of need	tribution to pupils' learning. 7 EEF evaluations have shown that when TAs deliver high quality, structured interventions, they can typically generate three to four additional months progress for pupils in literacy and numeracy	4
The Learning Mentor and other therapists, will provide support for pupils and their families through mentoring, coaching and advising on behaviour, attendance, attitudes to learning and parenting. They will signpost to support networks such as Early Support.	'Pupils' social, emotional and mental health needs are more at the forefront of the news than they ever have been before. 'Substantial evidence' shows that growing up in economically disadvantaged environments is linked to poorer social, emotional and behavioural outcomes for these children.' (Treanor, 2012).	4 5
Teachers to support disadvantaged pupils with home learning and the supply of laptops/paper copies to those who most need this to support learning at home. Teachers to relate the home learning to class learning as much as possible to make it relevant for the pupils.	Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1 2 3 4

Wider strategies

Budgeted cost: £12,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
An exciting range of trips and visits will be planned to enhance the curriculum in all Year groups. Every child eligible for Pupil Premium will be provided with these opportunities free of charge. This includes the Year 6 residential	Children will achieve enhanced 'Cultural capital' through the range of experiences they are exposed to. This is extremely important because as Ed Hirsch succinctly summarises in: Cultural Literacy (1988), "to be culturally literate is to possess the basic information needed to thrive in the modern world".	1 4 5
Theme weeks & days	These weeks/days include fun, and exciting events including visitors attending the school to promote the theme and share their experiences. Promotes engagement in the curriculum	1 4 5
Peripatetic instrumental lessons will be offered to PP children in Years 3-6 at a much reduced rate.	Children who are able to follow their hobbies and passions without finance being a barrier will be able to foster their love of music raising their self-esteem	1 4 5
School uniform vouchers will be provided for families in financial need.	The Education Endowment Foundation has found that although wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. There is also a general belief that school uniform leads to improvements in pupils' behaviour and although it does not necessarily lead to better learning, it may certainly be an important precondition.	4 5

Total budgeted cost: £72,660

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 2022 to 2023 academic year.

Intended Outcome	Review of Outcome
Improved vocabulary among disadvantaged pupils.	Reading Progress: Internal tracking of disadvantaged pupils shows that 85% of our pupils are making expected progress in reading and 15% are making better than expected progress. Reading Attainment: Internal tracking shows that 45% of our children are working below expected. 55% are working at expected or above. In lesson visits vocabulary is seen to be a priority and more ambitious is being used and learnt across the year. Children are starting to learn and remember more new vocabulary.
Improved maths attainment among disadvantaged pupils.	Maths Progress: Internal tracking of disadvantaged pupils shows that 74% of our pupils are making expected progress in reading and 26% are making better than expected progress. Maths Attainment: Internal tracking shows that 47% of our children are working below expected. 53% are working at expected or above.
Improved writing attainment for disadvantaged pupils at the end of KS2.	Writing Progress: Internal tracking shows that 78% are making expected progress in writing and 22% are making better than expected progress Writing Attainment: Internal tracking shows that 54% of our children are working below expected. 49% are working at expected or above.

To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Internal tracking shows that children have improved attainment in the Leuven Scales for well-being and involvement over the year.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Cannon Lane Primary School continues to promote good attendance for all children. The school has set a target of 97% attendance for all children and has devised an Action Plan to enable the Senior Leadership Team and staff to continue to improve attendance levels, emphasise its importance and introduce incentives to encourage high levels of attendance across the school. A recent example of this was the introduction of the Attendance Armadillo and accompanying certificates and rewards to promote and recognise high attendance. The families of children whose attendance falls below expected levels are contacted by school at least every half term and monitored for an appropriate period of time. The school continues to offer support to families to improve attendance. Attendance of children in receipt of Pupil Premium Grant is slightly below the attendance of children not in receipt of Pupil Premium Grant. The percentage of unauthorised absence among children in receipt of PPG is slightly higher than unauthorised absences for children not in receipt of PPG. The rate of late arrivals before the close of register is higher than among children in receipt of PPG. School is focusing on reducing the frequency of late arrivals of children in receipt of PPG for this academic year. **Period: 04/09/2023 AM to 07/12/2023 PM** **Whole School** **Percentages** **Pupils in group** / **Attendances** / **Authorised Absences** / **Unauthorised Absences** / **Late Before** / **Late After** Pupil Premium: 37 / 93.14 / 5.37 / 1.40 / 2.84 / 0.18 Not Pupil Premium: 747 / 95.92 / 3.27 / 0.68 / 0.74 / 0.04 Persistent Absence The rate of persistent absence among children in receipt of PPG is slightly higher than the rate of persistent absence among children not in receipt of PPG. **% of students who met absence threshold**: 9.31 **No. of students who met absence threshold**: 73 **No. of students who met absence threshold & PP**: 9 **% of students who met absence threshold & PP**: 12.33

Externally provided programmes

Programme	Provider
Music teaching	Harrow Music Service
Counselling and Drama Therapy services	Catholic Children's Society

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	For ongoing pastoral support and mentoring.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children with a higher level of well-being and engagement.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Woodland Adventurers
- Parenting support & Curriculum workshops and support for parents. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement
- Counsellors

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we looked at how in previous years it could not have had the degree of impact that we expected.

We used the EEF's research to look at the strategies with evidence that would most impact our pupils

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure improved outcomes for pupils and to narrow the gap between CLPS pupils and National data.