Pupil Premium Strategy Statement & Evaluation

1. Summary information					
School	Cannon Lane Primary School				
Academic Year	2020-21	**Total PPG budget**	£59,420	**Date of most recent PP Review**	N/A
Total number of pupils	821	**Number of pupils eligible for PP**	47 (6 %)	**Date for next internal review of this strategy**	Sept 2021

2. Current attainment 2019-2020 End of EYFS results (5 pupils eligible for PPG) End of KS1 results (6 pupils eligible for PPG) End of KS2 results (5 pupils eligible for PPG)	YR PPG CLPS	YR not PPG	YR overall	*Y2 PPG*	Y2 not PPG	*Y2 overall*	*Y6 PPG*	*Y6 not PPG*	*Y6 overall*
% achieving a Good Level of Development	40%	89%	82%						
% achieving in reading				100%	76%	80%	60%	89%	88%
% achieving in writing				100%	71%	78%	60%	92%	90%
% achieving in maths				100%	74%	80%	60%	89%	88%
% achieving in GPS									

3. Barriers to future attainment	
In-school barriers	
A.	Ensure that all pupils 'catch up' with any gaps they have in their learning due to lockdown.
B.	Some pupils in reciept of the Pupil Premium Grant do not make expected progress over the school year. Some of these pupils have additional disadvantages like SEND or have English as an additional language.
C.	Some of our pupils in reciept of the Pupil Premium Grant struggle with social/emotional barriers and well-being.
External barriers	
D	Home Learning environment/lack of resources and experiences.
E	Attendance of our pupils in reciept of the Pupil Premium Grant is slightly lower than that of the rest of the children at CLPS.

4.	Desired, measureable outcomes 2019-2020	Success criteria
A.	Provide catch up for all pupils.	Pupil assessment data shows evidence of accelerated progress with the children in receipt of the Pupil Premium Grant and all children are making expected/better than expected progress. Evidence shows through observation that catch up is being taught across all subjects.
B.	To embed the use of assessment information to accelerate pupils' progress – ensuring that teaching and learning is matched to pupils' abilities from their starting points.	Children are making at least expected progress in reading, writing and maths or are at the expected level, where children are working below they make better than expected progress. Evidence shows that adults are helping children to be able to learn more and remember more.
C.	To improve wellbeing and engagement of pupils who struggle with social/emotional barriers.	Wellbeing and engagement levels are improving for these pupils demonstrated through Leuven scales. Fewer behaviour incidents recorded for children receiving additional social, emotional and wellbeing support. Children feel more positive about their learning.
D.	To enhance cultural capital for pupils through enrichment, extra-curricular clubs and experiences.	A higher % of pupils is receipt of the PPG are attending extra-curricular clubs, playing musical instruments and having the resources to learn.
E.	Improved attendance for children in receipt of the Pupil Premium Grant.	Attendance is in line with the rest of the children at CLPS.

1. Review of Expenditure				
Previous Academic Year	**2019/20**			
i. Quality of teaching and enrichment for all				
Action	**Intended Outcome**	**Estimated Impact**	**Lessons learned**	**Cost**
A To ensure that all pupils are challenged in lessons through high quality first teaching.	A Improve challenge for all pupils	Evidence demonstrates that, despite the significant disruption of a national lockdown, good progress was made against this action.	Continue to add Challenge into our teaching and focus as a school.	
To ensure that challenge is seen in work scrutiny		Work scrutiny was done weekly by SLT and phase teams. Feedback and action points were fed back to teachers including work of children in receipt of Pupil premium funding. Improvements and a high standard was kept up throughout the year and action points followed up. Progress was monitored across reading, writing & maths by the PPG lead.	Training is taking place for all new staff for supporting disadvantaged pupils. All teachers to write their action plans by end of October about the support being put in place.	
Teachers include daily challenge as part of their teaching		Lesson observations by SLT demonstrated children being challenged. Also lesson plans monitored for challenge.	Due to lockdown this needs to continue as ongoing.	
Challenge is a focus in Phase/Inset.		INSET/Phase meetings include aspects of challenge and challenging further –see INSET timetable and Phase meeting minutes.	Ongoing for this new year.	**£4,000**
Action	**Intended Outcome**	**Estimated Impact**	**Lessons learned**	**Cost**
B Provide CPD for teachers and support staff on effective teaching and learning with a specific focus on differentiation	B To embed the use of assessment information to accelerate pupils' progress – ensuring that teaching and learning is matched	Staff reviewed and had training and 1:1 support in our vision for Effective Teaching and learning.	This needs to continue as new staff arrive at CLPS	
Monitor and evaluate the quality of teaching and learning across the school through lesson visits.		Termly lesson visits of teachers. Peer observations with SLT members. Action points and observations fed back verbally as well as written.	As new staff arrive and change key stage/phase this needs revisiting regularly.	
Monitor teaching and learning through work scrutiny and looking at planning.				
Moderation across school and with other schools.		This has value working with others schools – during lock down this obviously stopped.	Continued working with other schools as much as possible and where able.	

Provide continuing professional development for school leaders, teachers and support staff on the effective use of assessment information.		INSET training was held for all staff on the use of Classroom monitor. Also 1:1 session where applicable.	Due to the pandemic the tracking of pupils was difficult over spring and summer term.	
Pupil progress meetings to take place termly with each class teacher to monitor how teaching and learning is adapted to reflect children's starting points.		Pupil progress meetings were used to highlight and track our pupils and use this assessment information to plan.	Continue to hold Pupil progress Meetings with class teachers and ensure that pupils are making the progress they need.	**£13,500**

ii. Targeted support

Action	Intended Outcome	Estimated Impact	Lessons learned	Cost
A AHT responsible for children in receipt of the Pupil Premium Grant to speak to parents about other possible ways to support their child.	A Improve challenge for all pupils.	Letters were sent out to all parents in receipt of the Pupil Premium Funding in September.	More contact with all parents this year to build up better support and an understanding of our pupils and their needs.	
Teachers to complete and take ownership of the action plans for individual children in receipt of the Pupil Premium Grant and consider other ways that each child can be extended further.		Teachers wrote their actions plans which meant that they were more invested in the support and challenge they provided for the individuals.	To be continued this year.	**£11,500**
Action	**Intended Outcome**	**Estimated Impact**	**Lessons learned**	**Cost**
C Support in class as much as possible for the children to ensure they get the quality first teaching.	**C** To improve wellbeing and engagement of pupils who struggle with social/emotional barriers.	Children are supported more through the main class teacher now rather than being removed so much. This is better for their well-being.	Research suggests that children make better progress when with their peers/class teacher with less removal from class. This will be a focus again next year. Also a measure for these interventions need to be set.	
Every child in receipt of the Pupil Premium Grant will be given a mentor in school. This mentor will look out for them, take an interest, read with them and catch up with them each week.		Children have weekly contact with their mentors who catch up with them. Children feel happier and well supported. Leuven scales were meant to be a measure for this but due to the Pandemic this couldn't be tracked.	Continue with Leuven scales again this year.	

Counselling sessions for children who require once a week.		This happened for those who were in school – but stopped for others during the pandemic. Staff called children and we had contact over lock down and if they were isolating.	To continue – especially being aware of those who might need more support due to lockdown.	
Social skills rotated activities for those that require once a week on a rotation cookery/art/forest school.		This was happening in the Autumn term and had to stop in the Spring due to the pandemic.	To continue in bubbles where possible.	
Rainbows sessions for the children who have experienced loss or bereavement.		This happened for those who were in school – but stopped for others during the pandemic. Staff called children and we had contact over lock down and if they were isolating.	To continue in bubbles where possible.	
Support/intervention for children who require help with behaviour.		We opened the quad to support these children at lunchtimes – we had a card they required to enter with a friend. This was supervised by SLT.	We need to think of other ways to do this in bubbles this year.	
Staff to be aware and plan for transitions to new staff/ classes/schools for children that need it.		Transition meetings took place for children going through transition times between classes/phases and new schools. Support for children who find these times were out in place and a Learning mentor has been employed to support this process.	Learning mentor/staff to continue to support individuals for transition.	
During lockdown families were supported through phone calls, support for accessing the food vouchers, foodbanks and delivery of food as well as emotional support. Staff caught up with children weekly and any support required was given where possible through us or were signposted to other agencies.				
				£8,250

iii External Barriers

Action	Intended Outcome	Estimated Impact	Lessons learned	Cost
D Make use of the variety of enrichment activities related to the schools aim in working towards the Arts Award.	D To enhance cultural capital through enrichment, extra-curricular clubs and experiences.	Due to the pandemic we were unable to have visits/ or visitors in.	When we can start this again – we will!	
A higher % of children in receipt of the Pupil Premium Grant are accessing music lessons and learning a musical instrument.		Music lessons – 40% of children able to take up music lessons in the school took up the offer of lessons.	Continue to promote this with our children and parents.	
All pupils experience the range of educational trips/visits and visitors to the school.		Educational Visits and residential – 92% of children in receipt of Pupil premium took up the offer of	When we are able to travel again we will make sure that the children have these experiences.	

		support with the finance of this when we had trips in the Autumn term		
Children to attend extra-curricular clubs.		Extra-curricular Clubs - 50% of children in receipt of the Pupil Premium Grant. took up the offer who were able to.	When we are able to start clubs again we will continue to promote this.	
Support for children who require resources for learning. e.g. uniform/PE kit/books etc.		We supported many children with uniform/books and resources. See action plans for individual cases.	Continue to promote this with our children and parents.	**£ 8,250**
Action	**Intended Outcome**	**Estimated Impact**	**Lessons learned**	**Cost**
D AHT responsible for attendance to monitor the attendance of the children in receipt of PPG and work with parents accordingly. Attendance support plans put in place where parents require the support.	**D** Improved attendance pupils in receipt of the Pupil premium Grant so that their attendance is in line with the other children at CLPS.	Due to the national pandemic this data is unavailable and doesn't show the hard work we put in to ensure that the attendance of children was raised.	To continue to work with families where this is an issue – but also aware of the current pandemic which is effecting our data due to isolation etc.	**£1,300**
			Total Spend	**£ 46,800**

2. Planned expenditure					
Academic year	**2020/21**				
i Quality of teaching and enrichment for all					
Action	**Intended Outcome**	**What is the rationale for this choice?**	**Implementation**	**Staff lead**	**Review**
To ensure that all pupils are challenged in lessons through high quality first teaching.	**A** Provide catch up for all pupils.	Due to the global pandemic children has missed out on sections of their learning. We need to fill these gaps through catch up work.	Lesson visits.	SLT Subject Leaders	Jan 2021
To ensure that all year groups have considered what their approach to catch up is and created a catch up plan.			Catch up plans written and in place.	SLT Class teachers. Subject leaders.	Jan 2021
Teachers include daily catch up as part of their teaching.			Catch up is observed through observation/lesson visits.	SLT Class teachers. Subject leaders.	Jan 2021
Catch up is part of INSET and staff meeting and SLT discussions.			INSET training and discussion in Phase meetings about catch up methods.	SLT Class teachers.	Jan 2021
				Cost	**£15,500**
Action	**Intended Outcome**	**What is the rationale for this choice?**	**Implementation**	**Staff lead**	**Review**
Provide CPD for teachers and support staff on effective teaching and learning with a specific focus on differentiation	**B** To embed the use of assessment information to accelerate pupils' progress – ensuring that teaching and learning is matched to pupils' abilities from their starting points.	To ensure that all pupils make at least better than expected progress.	Through INSET/ phase meetings and coaching/ mentoring.	SLT Subject Leaders	Jan 2020
Monitor and evaluate the quality of teaching and learning across the school through lesson visits.			Lesson visits and learning walks.	SLT Subject Leaders	Jan 2021
Monitor teaching and learning through work scrutiny and looking at planning.			Book scrutiny across school and with other schools.	SLT Subject Leaders Class teachers	Jan 2020

Moderation across school and with other schools.			Termly visits to other schools to moderate work and look at attainment/progress.	Class teachers SLT	March 2020
Provide continuing professional development for school leaders, teachers and support staff on the effective use of assessment information.			Assessment lead to provide CPD for class teachers and support staff	AHT Assessment lead.	Nov 2020
Pupil progress meetings to take place termly with each class teacher to monitor how teaching and learning is adapted to reflect children's starting points.			Pupil Progress meetings termly with class teachers/AHT.	AHT SLT	Dec 2020 and every term.
				Cost	**£14,500**
iii. Targeted support					
Action	**Intended Outcome**	**What is the rationale for this choice?**	**Implementation**	**Staff lead**	**Review**
AHT responsible for children in receipt of the Pupil Premium Grant to speak to parents about other possible ways to support their child.	**A** Provide catch up for all pupils.	Getting feedback from parents on the child's learning behaviour at home can give us insight into how we can support them further.	Meetings with parents.	AHT	Dec 2020
Teachers to complete and take ownership of the action plans for individual children in receipt of the Pupil Premium Grant and consider other ways that each child can be supported with any gaps in their learning.		Teachers to consider exactly what support that individual requires and to put this support in place.	Action plans to be completed and then to be reviewed termly.	Class teachers	Dec 2020
				Cost	**£5,500**
Action	**Intended Outcome**	**What is the rationale for this choice?**	**Implementation**	**Staff lead**	**Review**
Support in class as much as possible for the children to ensure they get the quality first teaching.	**C** To improve wellbeing and engagement of pupils who struggle with social/emotional barriers.	To ensure that the specific needs of children are met to make	Teacher/TA support in class	Class teacher AHT	Feb 2019

Every child in receipt of the Pupil Premium Grant will be given a mentor in school. This mentor will look out for them, take an interest, read with them and catch up with them each week.		maximum progress and narrow the gap. Children to know that there is another member of staff in the school out of their phase that they can talk to and is looking out for them.	Staff allocated to a child – then over the year develop the mentor role.	AHT All staff	Jan 2021
Counselling sessions for children who require once a week.			Trained counsellor in school weekly. Impact measured through Health of the Nation scales.	AHT JH	Jan 2021
Social skills rotated activities for those that require once a week on a rotation cookery/art/forest school (when able to start this)			Learning Mentor and specialist to lead these sessions – assessed through Leuven scales.	AHT Learning Mentor	March 2021
Rainbows sessions for the children who have experienced loss or bereavement.			Trained staff to lead sessions when required.	Trained staff XP SA LR JW	Feb 2021
Support/intervention for children who require help with behaviour.			Teacher/TA support in class AHT for the phase.	AHT Class teacher	Feb 2021
Staff to be aware and plan for transitions to new staff/ classes/schools for children that need it.		Transitions are hard for children who require this type of support.	Staff to have training/support in knowing how to deal with these times. Liaison with other staff/other schools to make transition smoother.	SLT AHT Class teacher	July 2021
If children are isolating or we go into another lockdown there is a plan in place to support these children. See remote learning plan.		To make sure that children have the resources for learning and feel well supported at home through school staff.	See remote learning plan.	Class teacher Learning mentor	As and when required.
				Cost	**£12,250**

Action	Intended Outcome	What is the rationale for this choice?	Implementation	Staff lead	Review
Make use of the variety of enrichment activities related to the schools aim in working towards the Arts Award.	**D** To enhance cultural capital for pupils through enrichment, extra-curricular clubs and experiences.	A higher % of pupils in receipt of the PPG are attending extra-curricular clubs, playing musical instruments and having the resources to learn.	Arts award opportunities for all students. Children to benefit from the create, compose, perform element of their work.	Arts lead Specialist teacher Class teachers	March 2021
A higher % of children in receipt of the Pupil Premium Grant are accessing music lessons and learning a musical instrument.			Work with JK to ensure that children in receipt of PPG are offered opportunities to learn a musical instrument.	JK DW Class teacher	Jan 2021
All pupils experience the range of educational trips/visits and visitors to the school. (when again possible)			Class teachers to ensure that we can support financially where needed.	Class teacher Office DW	On going
Children to attend extra-curricular clubs. (when again possible)			Class teachers to support children to access clubs where they may not usually be able to attend.	Class teacher Office DW	Termly
Support for children who require resources for learning. e.g. uniform/PE kit/books etc.			Where pupils require uniform, resources like books and stationary class teachers inform DW to purchase what is required.	Class teacher Office DW	On going
				Cost	**£9,600**

Action	Intended Outcome	What is the rationale for this choice?	Implementation	Staff lead	Review
AHT responsible for attendance to monitor the attendance of the children in receipt of PPG and work with parents accordingly. Attendance support plans put in place where parents require the support.	**D** Improved attendance pupils in receipt of the Pupil premium Grant so that their attendance is in line with the other children at CLPS.	Attendance for the children in receipt of the Pupil Premium Grant is slightly lower than the rest of the cohort.	Monitoring of SLT. Meetings with parents.	AHT responsible for attendance.	Jan 2020
			Support plans/target sheets	AHT	March 2020
				Cost	**2,000**
				Total Budgeted Cost	**£59,350**