

Pupil Premium Strategy Statement 2022 - 2023

This statement details our school's use of pupil premium (and recovery 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	461
Proportion (%) of pupil premium eligible pupils	158 pupils = 40.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2024
Date this statement was published	June 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Debbie Weaver
Pupil premium lead	Jacquie Ellis
Governor / Trustee lead	Andrew Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,800
Recovery premium funding allocation this academic year	£22,910
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£264,710

Part A: Pupil premium strategy plan

Statement of intent

The PPG is additional funding the Government provides to help schools support children from low-income and other disadvantaged families to achieve as well as their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been looked after for one day or more (LAC), the school receives an amount per head within the budget.

At Cantrell Primary School staff believe in all children and their ability to achieve; there are no excuses made for under performance. Instead, all adults adopt an approach which searches for solutions, encouraging children to do the same.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We will focus on diminishing differences between our disadvantaged pupils and those not in receipt of the funding, both within school and nationally. The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention.

We support the children to develop a growth mind set and attitude towards learning. Our priority is to ensure that day to day teaching in school continues to improve with increasing percentages of outstanding teaching across the school. Additionally, we also ensure that focused support and strong pastoral care is given to children that require it so they are able to achieve their full potential.

Cantrell Primary School considers how to allocate the PPG on an annual basis following rigorous data analysis and careful consideration of the needs of all the children within this group. Current evidence-based research such as proven in school data and the EEF (Education Endowment Foundation) is used to inform spending in order to achieve the best outcomes for our children. We have a clear and concise approach to the use of the PPG and plans are integrated into a wider school support. These are monitored and evaluated regularly to ensure the correct support and strategies are identified so pupils can make the best progress possible and that the PPG has the necessary impact on achievement, attendance and pastoral care. Here at Cantrell Primary School, under performing pupils at all levels are targeted not just lower attaining pupils.

Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Mental Health development across the whole school
2	Communication in Early Years Foundation Stage
3	Early reading for understanding
4	Writing
5	Attendance and punctuality issues

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
Increased understanding of their own social, emotional and mental health needs.	Staff and pupils have better knowledge of support and strategies in the understanding of their own emotional needs.
Development of age appropriate vocabulary and early language skills among disadvantaged pupils.	The ability to communicate clearly at an early level. Pupils express their feelings using full sentences with support from their teacher.
Improved reading attainment for disadvantaged pupil. Narrow the gap between pupil premium and non-pupil premium pupils	Pupil Premium data for KS1 and KS2 reading data will show comparably to that of non-pupil premium pupils and individual the gaps will have narrowed.
Writing for a purpose and improvement using grammar, punctuation and spelling.	Pupils writing to show improved development. Targeted support planned and taught to small groups.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	Increased attendance for all pupils to close the gap with the expected national figure. Work closely with the EWO and the school attendance lead to lower the percentage of persistent absences for all children.

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: £87,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD to target and develop communication, reading and writing curriculum development	Staff meetings and Inset days. Subject leaders are provided release time to plan and monitor relevant CPD within their leadership. AHT x 2 Phonics leads Additional leaders	1,2,3,4
Attendance lead	Additional member of staff who can support the EWO to ensure the attendance improves Attendance lead	5
Additional leadership release time	Provide specific support to ensure the use of the PPG improves the teaching to all pupils who are eligible improving the outcomes for those who are disadvantaged.	1,3,4
Enable children to have access to the school's own in-house qualified counsellor.	Pupils able to receive emotional support from a qualified counsellor within school. Giving them a greater opportunity to reach their full potential.	1

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

Budgeted cost: £72,800 + £22,910 (tuition)

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed high quality adult/child interactions in the early years	There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from adults and peers around them. The number and quality of conversations children have with adults and peers	2

and across the school	throughout the day in a language rich environment is crucial https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children	
To ensure disadvantaged pupils have opportunities to enhance their language and vocabulary	EEF research – quality texts have a positive impact on weaker readers as well as encouraged improvement for all. Studies of oral language interventions consistently show positive impact on learning including on oral language skills and reading comprehension. Speech and Language Therapists (SALTs) work with children to enable them to communicate to the best of their ability.	2
To identify gaps in learning and accelerate the progress of disadvantaged pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups.	3,4
One to one tuition	The recovery Premium Funding to be used for one to one tuition providing access to high quality tutoring helping disadvantaged pupils	2,3,4

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

Budgeted cost: £82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Lead & EWO working within the community with families. Attendance lead	School Attendance Officer helping to support families to maintain the level of attendance expected. Parent support meetings to be offered if necessary. Late gate and first day absence reporting daily. Follow the correct protocol for pupil attendance.	5
In house School Counsellor	Pupils are able to receive emotional support from a qualified person enabling a greater opportunity to reach their full potential. Have an understanding of self-regulation and dealing with difficult and distressing situations.	1
Pastoral support for disadvantaged	EEF evidence states that social and emotional learning interventions which target social and	1

pupils and their families from TA's including behaviour training for Midday leaders	emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic elements of learning.	
Access to Forest school provision – whole school	<p>Disadvantaged pupils may not have access to gardens or public spaces in the same way that their peers may. Forest schools can help children develop:</p> <p>Confidence – giving them time and space to learn independence.</p> <p>Social skills – gain increased awareness through activities and play.</p> <p>Physical skills – develop physical stamina and gross and fine motor skills.</p> <p>'The outdoors offers limitless potential to young children. It becomes a place where they can go to relax their mind, to be inspired and to deep dive into the world of imagination. It's a place where they can design, create and explore. The possibilities are endless.'</p> <p>(Angela Hanscom)</p> <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	1,2
Ensure that disadvantaged pupils have the opportunity to engage in the wider curriculum including clubs, trips and residential visits.	<p>Family circumstances should not determine whether children can participate in extra-curricular activities or not.</p> <p>The trips and Y6 residential will allow children to develop their self-confidence, independence skills, self-esteem, physical well-being and knowledge and understanding of the world</p>	

Total budgeted cost: £ 264,710

Greater Depth

As a percentage, more children receiving PP achieved the expected standard (EXS) and more progress was made for. Children receiving PP funding were more likely to achieve the higher Greater Depth Standard (GDS). Our data shows that Years 1, 4 and 6 had higher numbers of PP GDS readers than children who did not attract this funding.

To achieve and sustain improved attendance:

Summer 2023 Attendance

PPG: 91.5%

Whole school: 93.2%

PPG Authorised absences: 5.6%

Whole school Authorised absences: 3.7%

PPG Unauthorised absences: 2.9%

Whole school Unauthorised absences: 3.1%

Autumn 2023 Attendance

PPG: 90.6%

Whole school: 93.3%

PPG Authorised absences: 5.0%

Whole school Authorised absences: 4.8%

PPG Unauthorised absences: 4.4%

Whole school Unauthorised absences: 1.9%

1A's:

PPG: 12.6%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Time Table Rock Stars	Maths Circle
White Rose Maths	

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

