



Pupil Premium Plan 2024 -2025

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged children for the 2024 to 2025 academic year.

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
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	134 pupils = 34%
Academic year/years that our current pupil premium strategy plan covers (3-year plan reviewing annually)	2022 – 2023 2023 – 2024 2024 – 2025
November	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	D Weaver
Pupil premium leads	S DeBarr C Langham S Bagnall J Tomkinson
Chair of Governors	C Burgess

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,320
Recovery premium	£0.00
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
Total budget for this academic year	£198,320

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
	Our deep knowledge of our community context, the strong relationships we share with our families and children has identified
1	Social, Emotional and Mental Health development across the whole school
2	Communication and Language development of pupils in receipt of pupil premium pupils in EYFS
3	Early reading for understanding
4	Academic progress and attainment of PP pupils from Y1 to Y6 – focus writing
5	Attendance and punctuality issues

Strategy aims.

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 improved knowledge of the support and strategies available to improve mental health and emotional well-being of pupils. Decrease in disruptive behaviour and an increase in pupil's ability to self-regulate. This will ensure that pupil premium pupils can more easily access learning
Development of age-appropriate vocabulary and early language skills among disadvantaged pupils.	The children's ability to communicate clearly at an early stage is improved. Pupils express their feelings using full sentences and use immersive language with support.
Improved reading attainment for disadvantaged pupil. Narrow the gap between pupil premium and non-pupil premium pupils	The gap between the attainment of Pupil Premium and non-Pupil Premium pupils is narrowed. Pupil Premium pupils develop a love for reading and read widely.
Children are able to write with enhanced vocabulary and a strong understanding of grammatical structures.	Pupils writing shows improved development and use of enhanced vocabulary. Targeted support planned and taught to small groups. Increase in children achieving EXS and greater depth writing outcomes
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.	Increased attendance for all pupil premium pupils to close the gap with the expected national figure and to decrease the % of pupil

	premium pupils who are persistent significant absentees. Work closely with the school attendance officer to lower the percentage of persistent absences for all children.
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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

High Quality Teaching

Budgeted cost: £84,832

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 with release time to plan and monitor relevant CPD and track the progress of PP pupils. SLT lead on pupil premium. Whole school new Phonics implementation (Little Wandle) Phonics score 23/24 - 49% Target Phonics score 24/25 - 75% Little Wandle Phonics Whole school new reading implementation Teaching and Learning Toolkit EEF	1,2,3,4
Attendance Officer	School appointed a 5 day a week AO to ensure attendance improves. AO closely tracks the attendance of Pupil Premium pupils and support the children and families of pupil premium pupils who are PA's. Working together to support attendance	5
PP Team	Provide specific support to ensure the use of the Pupil Premium Grant improves the outcomes of pupils who are eligible. Effective Professional Development	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. SEMH	1
Develop a language rich learning environment	Vocabulary included on planning documents and explicitly referred to across the curriculum. Language Interventions	2,4

Develop a learning away and enrichment programme	<p>All year groups to provide a timetable of external trips/internal experiences/residential.</p> <p>Provide further knowledge to children.</p> <p>Children can talk confidently about what they know.</p> <p>Provide all children with life-long memories to hinge learning on.</p> <p>Gives children something to write about.</p> <p>Allows children to make connections with their reading.</p>	1,3,4
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Targeted academic support.

Budgeted cost: £63,455

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed high quality adult/child interactions in the early years and across the school	<p>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 throughout the day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children</p>	2
To ensure disadvantaged pupils have opportunities to enhance their language and vocabulary	<p>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.</p> <p>Language Interventions</p>	2
To identify gaps in learning and accelerate the progress of disadvantaged pupils	<p>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.</p> <p>Making the best use of Teaching Assistants</p>	3,4
1:1 Tuition – target pupils	<p>Pupil Premium funding to be used for tuition providing access to high quality tutoring by Teachers and Teaching Assistants helping disadvantaged pupils.</p> <p>High Quality Teaching Tuition</p>	2,3,4

	<i>"Peer tutoring appears to be particularly effective when pupils are provided with support to ensure that the quality of peer interaction is high"</i>	
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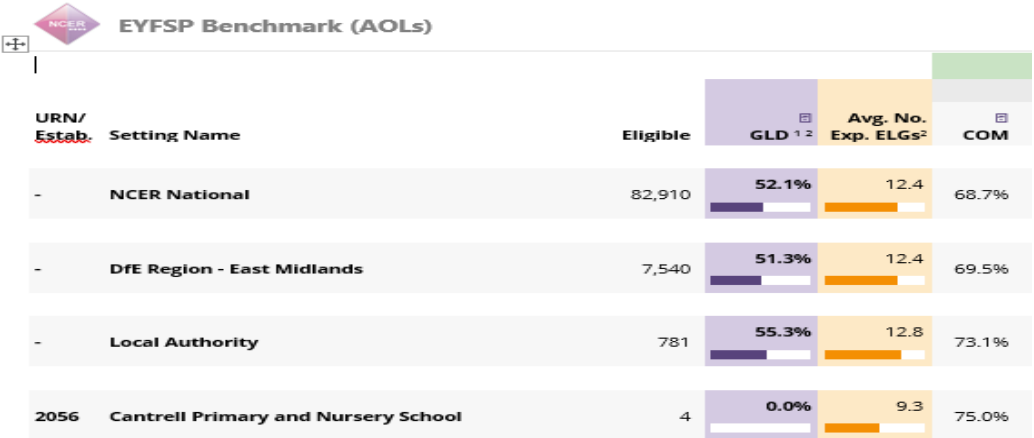
Wider strategies

Budgeted cost: £50,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Attendance Officer working with families to improve attendance and reduce lateness. New attendance initiatives.	School Attendance Officer helping to support families to maintain the level of attendance expected. <i>"Persistent school non-attendance is associated with child and adult mental health difficulties".</i> Attendance recommendations Parent support meetings to be offered if necessary. Working with parents to improve attendance Late gate and first day absence reporting daily. Follow the correct protocol for pupil attendance. <i>"Small changes matter"</i>	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. Self-Regulation Improving Social and Emotional Learning	1
Pastoral support for disadvantaged pupils and their families from TA's including behaviour training for Midday leaders	EEF evidence states that social and emotional learning interventions which target social and 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. Behaviour Interventions	1
Access to Forest school provision – whole school	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: Confidence – giving them time and space to learn independence. Social skills – gain increased awareness through activities and play. Physical skills – develop physical stamina and gross and fine motor skills. <i>'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</i>	1,2

Part B: Review of spending September 2023 – July 2024 (previous academic year)

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Outcomes																														
Decrease in number of behaviour incidents. Increase in self-regulation	Staff and pupils have better knowledge of support and strategies in the understanding of their own emotional needs.	Evidence including pupil voice and parent surveys shows a decrease in the number of incidents of low-level disruptive behaviour. Sustained improvements in well-being. Reduction in behaviour incidents involving disadvantaged children.																														
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.	75% (above national) of Pupil Premium children in EYFS achieved 2 in Communication & Language (July 24).  <table border="1"> <caption>EYFSP Benchmark (AOLs)</caption> <thead> <tr> <th>URN/ Estab.</th> <th>Setting Name</th> <th>Eligible</th> <th>GLD ^{1 2}</th> <th>Avg. No. Exp. ELGs²</th> <th>COM</th> </tr> </thead> <tbody> <tr> <td>-</td> <td>NCER National</td> <td>82,910</td> <td>52.1%</td> <td>12.4</td> <td>68.7%</td> </tr> <tr> <td>-</td> <td>DfE Region - East Midlands</td> <td>7,540</td> <td>51.3%</td> <td>12.4</td> <td>69.5%</td> </tr> <tr> <td>-</td> <td>Local Authority</td> <td>781</td> <td>55.3%</td> <td>12.8</td> <td>73.1%</td> </tr> <tr> <td>2056</td> <td>Cantrell Primary and Nursery School</td> <td>4</td> <td>0.0%</td> <td>9.3</td> <td>75.0%</td> </tr> </tbody> </table>	URN/ Estab.	Setting Name	Eligible	GLD ^{1 2}	Avg. No. Exp. ELGs ²	COM	-	NCER National	82,910	52.1%	12.4	68.7%	-	DfE Region - East Midlands	7,540	51.3%	12.4	69.5%	-	Local Authority	781	55.3%	12.8	73.1%	2056	Cantrell Primary and Nursery School	4	0.0%	9.3	75.0%
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		<p>Within the setting each class has a calming and well-being space, where children can access independently or with adult support where necessary. Visual timetable to support self-regulation and routines. On entry calming music and breathing techniques are modelled by the adults to encourage the children to be ready for learning.</p> <p>Within the setting adults focus on interacting and modelling language and new vocabulary introduced through story, rhymes, and imaginative play. Language and vocabulary are extended and repeated to embed understanding and use. In addition, where needed Communication Boards and 'Now and Next' also support reach the development of age-related language skills among disadvantaged pupils. Staff have high expectations for all children.</p>
<p>Improved reading attainment for disadvantaged pupil. Narrow the gap between pupil premium and non-pupil premium pupils</p>	<p>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.</p>	<p>Improved reading attainment: Our latest assessment data (Summer 2024) shows that the Pupil Premium (PP) gap for Reading narrowed for the children.</p>

Reading	September 2023 EXS	September 2023 EXS-PP	% gap between pp and non pp	July 2024 EXS	July 2024 EXS pp	% gap increase in pp	% gap between pp and non pp	% gap closed to non pp
Year1	48%	13%	35%	46%	21%	8%	25%	10%
Year 3	66%	57%	9%	69%	61%	4%	8%	-1%
Year 5	55%	44%	11%	69%	66%	22%	3%	8%
Year 6 (DAISI)	73%	56%	17%	*69%	*59%	*3%	*10%	*-7%
<ul style="list-style-type: none"> This is based upon unverified data. This will be subject to change. 								

Reading	September 2023 GDS	September 2023 GDS PP	% gap between pp and non pp	July 2024 GDS	July 2024 GDS PP	% gap increase in pp	% gap between pp and non pp	% gap closed to non pp
Year 3	15%	13%	2%	22%	17%	5%	5%	-3%
Year 5	7%	9%	+ 2%	20%	24%	13%	+4%	+2%
Year 6 (DAISI)	25%	11%	14%	*15%	*12%	*1%	*3%	*11%
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<p>Writing for a purpose and improvement using grammar, punctuation and spelling.</p>	<p>Pupils writing to show improved development. Targeted support planned and taught to small groups.</p>	<table border="1" data-bbox="853 169 1776 612"> <thead> <tr> <th>YEAR group</th> <th>% of children at EXS September 2023</th> <th>% pp at EXS September 2023</th> <th>% of children at EXS July 2024</th> <th>% pp at EXS July 2024</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>48%</td> <td>19%</td> <td>37%</td> <td>21%</td> </tr> <tr> <td>Year 2</td> <td>70%</td> <td>68%</td> <td>39%</td> <td>41%</td> </tr> <tr> <td>Year 3</td> <td>61%</td> <td>48%</td> <td>60%</td> <td>48%</td> </tr> <tr> <td>Year 4</td> <td>59%</td> <td>42%</td> <td>56%</td> <td>43%</td> </tr> <tr> <td>Year 5</td> <td>48%</td> <td>44%</td> <td>49%</td> <td>45%</td> </tr> <tr> <td>Year 6</td> <td>69%</td> <td>39%</td> <td>69%*</td> <td>50%</td> </tr> </tbody> </table> <p>Pupil premium children are making progress in writing at the expected standard. In Year 2, the % of pp children achieving the expected standard was higher than the % of all children achieving the expected standard.</p>	YEAR group	% of children at EXS September 2023	% pp at EXS September 2023	% of children at EXS July 2024	% pp at EXS July 2024	Year 1	48%	19%	37%	21%	Year 2	70%	68%	39%	41%	Year 3	61%	48%	60%	48%	Year 4	59%	42%	56%	43%	Year 5	48%	44%	49%	45%	Year 6	69%	39%	69%*	50%
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<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged.</p>	<p>Increased attendance for all pupils to close the gap with the expected national figure. Work closely with the school attendance officer to lower the percentage of persistent absences for all children.</p>	<table border="1" data-bbox="840 903 1906 1066"> <thead> <tr> <th>Attendance</th> <th>Whole School</th> <th>Authorised Absences</th> <th>Unauthorised</th> <th>PPG</th> <th>Authorised</th> <th>Unauthorised</th> </tr> </thead> <tbody> <tr> <td>Autumn 23</td> <td>92.41%</td> <td>4.88%</td> <td>2.71%</td> <td>90.98%</td> <td>4.79%</td> <td>4.23%</td> </tr> <tr> <td>Spring 24</td> <td>91.7%</td> <td>5.51%</td> <td>2.77%</td> <td>89.01%</td> <td>5.99%</td> <td>5%</td> </tr> <tr> <td>Summer 24</td> <td>92.4%</td> <td>4.71%</td> <td>2.86%</td> <td>89.95%</td> <td>5.88%</td> <td>4.82%</td> </tr> </tbody> </table>	Attendance	Whole School	Authorised Absences	Unauthorised	PPG	Authorised	Unauthorised	Autumn 23	92.41%	4.88%	2.71%	90.98%	4.79%	4.23%	Spring 24	91.7%	5.51%	2.77%	89.01%	5.99%	5%	Summer 24	92.4%	4.71%	2.86%	89.95%	5.88%	4.82%							
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Autumn 23	92.41%	4.88%	2.71%	90.98%	4.79%	4.23%																															
Spring 24	91.7%	5.51%	2.77%	89.01%	5.99%	5%																															
Summer 24	92.4%	4.71%	2.86%	89.95%	5.88%	4.82%																															

Externally provided programmes.

Please include the names of any non-DfE programmes that you used your pupil premium to fund.	Provider
Time Table Rock Stars	Maths Circle
White Rose Maths	
Mymaths	
BSquared	
Dynamo Maths	