



Cantley Primary School

Primary Pupil Premium Strategy Statement 2021-22



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

School Name	Cantley Primary School			Academic Year Plan Strategy Plan Covers	2021-22
Number of Pupils in School	67	Number of Pupil Premium Eligible Pupils	23	% of Pupil Premium Eligible Pupils	34%
Statement Authorised by	Lucy Daisley-Cramp	Pupil Premium Lead	Lucy Daisley-Cramp	Governor Lead	Mike Blake
Date This Statement was Published	December 2021	Date on which it will be reviewed	July 2022		

Funding Overview

Pupil premium funding allocation this academic year	£22,140	Recovery premium funding allocation this academic year	£1015	Pupil premium funding carried forward from previous years	£31,124
Total budget for this academic year	54,279				

Part A: Pupil Premium Strategy Plan

Statement Of Intent

You may want to include information on:

What are your ultimate objectives for your disadvantaged pupils?

How does your current pupil premium strategy plan work towards achieving those objectives?

What are the key principles of your strategy plan?

Challenges

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

Challenge Number	Detail of Challenge
A.	Fewer children achieving a good level of development at the end of EYFS - low levels of speech & language and phonics on entry to EYFS
B.	Fewer children reaching the expected standard in reading, writing and mathematics than their peers at the end of KS1
C.	PP children's progress in reading slower than their peers at the end of KS2
D.	Fewer children achieving the expected standard in reading, writing and mathematics than their peers at the end of KS2 (Reading limiting factor)

E.	The engagement and behaviour of children where social, emotional and economic barriers exist, preventing the accelerated progress needed to close the attainment gap
F.	Lower attendance and higher rate of Persistent absenteeism(PP: 94.78%, Non-PP: 96.22%, PA PP: 12%, Non-PP PA: 1.4%)
G.	Reduced access to enrichment activities due to the school's coastal rural location
H.	Low parental engagement and aspiration

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
A	Increases % of PP children achieve GLD at the end of EYFS <i>Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.</i>	Number of PP children achieving GLD at the end of EYFS increases inline with all pupils 2019 72% improvements in speech & language and phonics
B	Increased number of PP children achieve the expected standard in reading, writing and mathematics at the end of KS1 <i>Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.</i>	14% (National 2019) or more of PP children to achieve greater depth in reading at the end of KS1 7% (National 2019) or more of PP children to achieve great depth in writing at the end of KS1 12% (National 2019) or more of PP children to achieve greater depth in maths at the end of KS1
C	PP children make faster progress in reading (to ensure this is not a limiting factor for the combined reading/writing/maths) <i>Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.</i>	PP children make progress in reading inline with their non-PP peers (Progress 0.0 or better)
D	Increased number of PP children achieve the expected standard in reading, writing and mathematics at the end of KS2 <i>Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.</i>	The number of PP children achieving the expected standard at the end of KS2 increases and is inline with or better than PP national Reading: 62% Writing: 68% Maths: 67%
E	PP children are able to make accelerated progress as a result of reduced social, emotional and economic barriers <i>Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.</i>	Children will be actively engaged in all areas of the curriculum, demonstrating the JONK characteristics. Children will attain as well as their peers in all areas of learning and make at least expected progress from their individual starting points.
F	Improved attendance of persistently absent PP results in improved progress	Attendance for PP children to be in line with national expectations (96.1%), with the gap narrowed between PP and non- PP children.

	<i>Measured: Termly attendance report as part of SLT report to governors. Termly meeting with the attendance governor to report on progress/challenges and next steps.</i>	Reduced percentage of persistent absence to be inline with non-PP children, and below national.
G	PP children experience a wide range of enrichment activities which lead to improved outcomes in the core subjects <i>Measured: Registers from clubs and events. Pupil voice to collect data for clubs/events taken outside of school.</i>	Children are offered and take up a wide range of clubs, educational visits and in-school visitor experiences. Children are offered and take up a range of activities outside of school, both independently and with their families.
H	Higher rates of parental engagement through home reading, parent information events and family learning sessions. Children will aspire to be involved in many different careers and are increasingly aware of the pathways to achieve them. <i>Measured: Registers from events in school. Gaining the voice of parents through surveys and feedback at events.</i>	PP children to regularly read at home with their parents. Increased percentages of parents of PP children to attend parent information events and family learning sessions in school. All PP children to attend the Federation careers fair as well as a range of educational settings.

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: £ [insert amount]
Activity	Evidence that supports this approach	Challenge Number(s) Addressed
The Write Stuff small group booster intervention sessions	<p>Small group tuition   +4 <small>Moderate impact for moderate cost, based on limited evidence.</small></p> <p>One to one tuition   +5 <small>Moderate impact for high cost, based on extensive evidence.</small></p>	£ KS1 - 2 KS2 - 2
Maths Catch up small group booster intervention sessions	<p>Mastery learning   +5 <small>Moderate impact for very low cost, based on moderate evidence.</small></p> <p>Small group tuition   +4 <small>Moderate impact for moderate cost, based on limited evidence.</small></p> <p>One to one tuition   +5 <small>Moderate impact for high cost, based on extensive evidence.</small></p>	£ KS1 - KS2 -
Talk Boost small group booster intervention session	<p>Oral language interventions   +5 <small>Moderate impact for very low cost, based on extensive evidence.</small></p>	£ KS1 - 1 KS2 - 1
Phonics small group booster intervention sessions	<p>Phonics   +4 <small>Moderate impact for very low cost, based on very extensive evidence.</small></p>	£ KS1 - KS2 -
Lexplore 1-2-1 reading catchup intervention sessions	<p>One to one tuition   +5 <small>Moderate impact for high cost, based on extensive evidence.</small></p>	£ KS1 - KS2 -

	<p>Reading comprehension strategies</p> <p>High impact for very low cost, based on extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +6</p>	
Purchase additional Monster Phonics Reading texts to support children's decoding of texts	<p>Phonics</p> <p>Moderate impact for very low cost, based on very extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +4</p> <p>Parental engagement</p> <p>Moderate impact for moderate cost, based on moderate evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +3</p>	£ KS1 - KS2 -
Develop Reading scheme for our Greater Depth children	<p>Reading comprehension strategies</p> <p>High impact for very low cost, based on extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +6</p>	£ KS1 - KS2 -

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

		Budgeted cost: £ [insert amount]
Activity	Evidence that supports this approach	Challenge Number(s) Addressed
White Rose	<p>Digital technology</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +4</p>	£ KS1 - KS2 -
Language Angels	<p>Digital technology</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +4</p>	£ KS1 - KS2 -
Ed Shed	<p>Digital technology</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +4</p>	
Times Tables Rockstars Subscriptions	<p>Digital technology</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +4</p>	£ KS1 - KS2 -
Maths resources, including numicon for use in class to support the mastery teaching approach	<p>Mastery learning</p> <p>Moderate impact for very low cost, based on moderate evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +5</p>	£ 1400

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

		Budgeted cost: £ [insert amount]
Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Educational Visits	<p>Outdoor adventure learning</p> <p>Moderate impact for moderate cost, based on moderate evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +4</p>	£ KS1 - KS2 -
Support with Breakfast & Afterschool Clubs	<p>Extending school time</p> <p>Low impact for moderate cost, based on moderate evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 🔒 +2</p>	£ KS1 - KS2 -

Parent Workshops	Parental engagement Moderate impact for moderate cost, based on moderate evidence.	££££££ ££££££	+3	£ KS1 - KS2 -
Small Group Music Tuition for one Term	Arts participation Low impact for low cost, based on moderate evidence.	££££££ ££££££	+2	£ KS1 - KS2 -
Attendance Support and Strategies	Parental engagement Moderate impact for moderate cost, based on moderate evidence.	££££££ ££££££	+3	£ KS1 - KS2 -
Regular transition work with PreSchool (including meetings, release teachers to prepare for 2022 cohort, ensure close liaison regarding phonics etc.)	Phonics Moderate impact for very low cost, based on very extensive evidence.	££££££ ££££££	+4	£ KS1 - KS2 -
Total Budgeted Cost				

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.

Pupil Premium Strategy Plan Review 2020-21

Click [here](#) to view the reviewed 2020-21 Pupil Premium Strategy Plan

*****Delete After Read*****

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Attainment (2020-2021 Whole School)

Early Years Foundation Stage	Pupil Premium Pupils		All Pupils	
	School	National (2019)	School	National (2019)
% achieving a good level of development or above		57%		71.5%
Phonics Screening	Pupil Premium Pupils		All Pupils	
	School	National (2019)	School	National (2019)
% achieving expected standard or above in reading		71%		82%
Key Stage 1	Pupil Premium Pupils		All Pupils	
	School	National (2019)	School	National (2019)
% achieving expected standard or above in reading		62%		75%

% achieving expected standard or above in writing		55%		69%
% achieving expected standard or above in maths		62%		76%

Other Evaluations and Impact

--

Externally Provided Programmes

Programme	Provider

Service Pupil Premium Funding (If Applicable)

Measure	Details
<i>How did you spend your service pupil premium allocation last academic year? What was the impact of that spending on service pupil premium eligible pupils?</i>	

Further Information (Optional)

--