



Cantley Primary School

Pupil Premium Strategy Statement

2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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

Detail	Data
School Name	Cantley Primary
Number of Pupils in School	59
Proportion (%) of Pupil Premium Eligible Pupils	34%
Academic Year/Years that our current pupil premium strategy plan covers	2022-23
Date this plan was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Lucy Daisley-Cramp
Pupil Premium Lead	Lucy Daisley-Cramp
Governor Lead	Steve Lunnis & Mike Blake

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£31,495
Recovery premium funding this academic year	£3190
National Tutoring Funding	£3078 (60%) £2052 (40% to be allocated from PP) - £5130
Pupil premium funding carried forward from previous years	0
Total Budget for this academic year	£34,685

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Statement of Intent

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

Challenge Number	Details of Challenge
1	Internal assessments indicate that attainment in Reading, Writing and Mathematics among disadvantaged pupils in almost all year groups is below that of non-disadvantaged pupils for children reaching age-related expectations and greater depth
2	External assessments from 2022 indicate that attainment in Reading, Writing and Mathematics among disadvantaged pupils in almost all year groups is below that of non-disadvantaged pupils for children reaching age-related expectations and greater depth
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, maths and writing.
4	The engagement and behaviour of children where social, emotional and economic barriers exist, preventing the accelerated progress needed to close the attainment gap.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. During the academic year 2020-21 attendance was; Disadvantaged: 90.14% Non-disadvantaged: 95.31% Attendance among our disadvantaged pupils declined during the academic year 2021-22 with attendance significantly lower among our non-disadvantaged pupils. Disadvantaged: 88.63% Non-disadvantaged: 94.35% Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and closure of gaps. As any absenteeism negatively impacts pupils' progress and closure of gaps, increased attendance among disadvantaged pupils continues to be a target for our school. As stated in Working Together to Improve school attendance "Regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided." Our school attendance target is an ambitious 96.5% for all children including our disadvantaged group.
6	Reduced access to enrichment activities due to the school's rural location
7	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
<p>Increased number of PP children achieving the expected standard in reading, writing and mathematics at the end of KS2</p> <p><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></p>	<p>By 2024-25, the number of PP children achieving the expected standard at the end of KS2 increases and is inline with or better than PP national</p> <p>Reading: 62%</p> <p>Writing: 68%</p> <p>Maths: 67%</p>
<p>Increased number of PP children achieving greater depth in reading, writing and mathematics at the end of KS2</p> <p><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></p>	<p>By 2024-25, the number of PP children achieving greater depth at the end of KS2 increases and is inline with or better than PP national</p> <p>Reading: 17%</p> <p>Writing: 11%</p> <p>Maths: 16%</p>
<p>Gaps between the attainment of our PP and non-PP children will have reduced, demonstrating that the knowledge-gaps are closing.</p> <p><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></p>	<p>By the end of 2022-23, internal data will show that the gap between the number of PP and non-PP children achieving the expected standard at the end of each year group has started to close. This will be shown by the gap closing after each data drop.</p>
<p>PP children are able to make accelerated progress as a result of reduced social, emotional and economic barriers</p> <p><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></p>	<p>Children will be actively engaged in all areas of the curriculum, demonstrating the JONK characteristics and higher levels of engagements with less low-level disruptions.</p> <p>Children will attain as well as their peers in all areas of learning and make at least expected progress from their individual starting points.</p>
<p>Improved attendance of persistently absent PP results in improved progress</p> <p><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></p>	<p>Attendance for PP children to be in line with national expectations (96.1%), with the gap narrowed between PP and non- PP children.</p> <p>Reduced percentage of persistent absence to be inline with non-PP children, and below national.</p>
<p>PP children experience a wide range of enrichment activities which lead to improved outcomes in the core subjects</p> <p><i>Measured: Registers from clubs and events. Pupil voice to collect data for clubs/events taken outside of school.</i></p>	<p>Children are offered and take up a wide range of clubs, educational visits and in-school visitor experiences.</p> <p>Children are offered and take up a range of activities outside of school, both independently and with their families.</p>
<p>Higher rates of parental engagement through home reading, parent information events and family learning sessions.</p> <p>Children will aspire to be involved in many different careers and are increasingly aware of the pathways to achieve them.</p> <p><i>Measured: Registers from events in school. Gaining the voice of parents through surveys and feedback at events.</i></p>	<p>PP children to regularly read at home with their parents.</p> <p>Increased percentages of parents of PP children to attend parent information events and family learning sessions in school.</p> <p>All PP children to attend the Federation careers fair as well as a range of educational settings.</p>

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: £4,683

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To review and further implement a phonics based spelling programme, based on research and Jane Considine's The Spelling Book approach, across the whole of KS2	<p>Phonics Moderate impact for very low cost, based on very extensive evidence. £ £ £ £ £ £ £ £ £ £ +4</p> <p>Mastery learning Moderate impact for very low cost, based on moderate evidence. £ £ £ £ £ £ £ £ £ £ +5</p>	1 2
To continue to use Lexplore to assess all children's reading age and identify those children who require reading intervention.	<p>Phonics Moderate impact for very low cost, based on very extensive evidence. £ £ £ £ £ £ £ £ £ £ +4</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence. £ £ £ £ £ £ £ £ £ £ +6</p>	1 2
To develop the whole school Maths Mastery programme to ensure coherence in the teaching of mathematics from Early Years to Key Stage Two.	<p>Mastery learning Moderate impact for very low cost, based on moderate evidence. £ £ £ £ £ £ £ £ £ £ +5</p>	1 2
To provide high quality tailored CPD days for Teachers and Teaching Assistants to ensure High Quality First Teaching across the curriculum and key focus areas.	<p>Mastery learning Moderate impact for very low cost, based on moderate evidence. £ £ £ £ £ £ £ £ £ £ +5</p>	1 2
To purchase high quality texts for English and Guided Reading sessions that are centred around each topic and linked to the two-year rolling curriculum.	<p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence. £ £ £ £ £ £ £ £ £ £ +6</p>	1 2
To purchase a range of mathematics resources to ensure each class has a varied and consistent range of concrete representations.	<p>Improving Mathematics in Key Stages 2 and 3 Eight recommendations to improve outcomes in maths for 7–14 year olds</p> 	1 2
CPG books and assessment resources.		
To further develop the whole school Guided Reading approach to improve children's reading comprehension and fluency, through a new evidence based five step process.	<p>Metacognition and self-regulation Very high impact for very low cost based on extensive evidence. £ £ £ £ £ £ £ £ £ £ +7</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence. £ £ £ £ £ £ £ £ £ £ +6</p> <p>Oral language interventions Very high impact for very low cost based on extensive evidence. £ £ £ £ £ £ £ £ £ £ +6</p> <p>Peer tutoring High impact for very low cost based on extensive evidence. £ £ £ £ £ £ £ £ £ £ +5</p>	1 2

	Feedback Very high impact for very low cost based on extensive evidence   	
To continue to embed JONK (Joy of Not Knowing), metacognition and the Key Concepts across MIJS.	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence   	1 2 3 4
To implement further reading for pleasure opportunities and a revamped reward system to encourage further reading at home and develop a love of reading for all children.	   Research evidence on reading for pleasure Education standards research team	1 2 3

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

Budgeted Cost: £25,752

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide at least 15 hours tailored 1:1 and small group tutoring for at least 35 children across the school (to top up the school-led tutoring fund).	Small group tuition Moderate impact for moderate cost, based on limited evidence.    One to one tuition Moderate impact for high cost, based on extensive evidence.   	1 2
To provide 1:1 and small group SEMH interventions across Key Stage One and Two. Purchase ELSA training and GL SEMH Assessment resources.	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence    Behaviour interventions Moderate impact for low cost based on limited evidence    Social and emotional learning Moderate impact for very low cost based on very limited evidence   	1 2 3 4 5
To provide targeted children with IDL Reading, Spelling and Mathematics intervention and online subscription.	Digital technology Moderate impact for moderate cost, based on extensive evidence.    Phonics Moderate impact for very low cost, based on very extensive evidence.    Individualised instruction Moderate impact for very low cost based on limited evidence   	1 2 3
To provide all children with a Times Table Rockstars subscription. To provide all children with access to Language Angels and EdShed.		
To provide intensive in class small groups and 1:1 support daily during English, Mathematics, Guided Reading and Spelling for identified children across Key Stage Two.	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence    Individualised instruction Moderate impact for very low cost based on limited evidence   	1 2 3 4
To provide daily check ins, sensory breaks and sensory circuits for identified children to support their emotional wellbeing and therefore allow them to access the curriculum.	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence   	1 2 3

<p>To develop the package of interventions offered across the school, including the development of specialist Teaching Assistants and spaces for interventions to take place.</p> <p>Interventions to include the following:</p> <ul style="list-style-type: none"> • Small group Maths interventions. • Small group, targeted writing intervention sessions. • Small group Monster Phonics Interventions across Year Three and Four. • 1:1 Lexplore Reading Interventions for all children working below or towards the expected standard • Small group and 1:1 reading fluency interventions across Key Stage Two. • Small group and 1:1 reading comprehension interventions across Key Stage Two. • After school Maths Interventions for both ARE and GD target children. • Small group and 1:1 Speech and Language interventions • Daily one to one reading for identified children • Identified and targeted Teacher Led Interventions 	<p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.</p> <p>One to one tuition Moderate impact for high cost, based on extensive evidence.</p> <p>Phonics Moderate impact for very low cost, based on very extensive evidence.</p> <p>Reading comprehension strategies High impact for very low cost, based on extensive evidence.</p> <p>Oral language interventions Moderate impact for very low cost, based on extensive evidence.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted Cost: 4,250

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide subsidised school visits (50% cost) for all Pupil Premium children.	<p>Outdoor adventure learning Moderate impact for moderate cost, based on moderate evidence.</p> <p>Arts participation Moderate impact for very low cost based on moderate evidence</p>	<p>4</p> <p>5</p> <p>6</p> <p>7</p>
To provide subsidised and free breakfast and after school club for identified Pupil Premium children to support with morning routines and school attendance.	<p>Outdoor adventure learning Moderate impact for moderate cost, based on moderate evidence.</p> <p>Extending school time Moderate impact for moderate cost based on limited evidence</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p>
To provide Small Group Music Tuition.	<p>Arts participation Moderate impact for very low cost based on moderate evidence</p>	<p>3</p> <p>6</p>
To provide parental workshops and Curiosity Cafes.	<p>Parental engagement Moderate impact for moderate cost, based on moderate evidence.</p>	<p>7</p>
<p>To continue to use a range of strategies to support children's attendance at school.</p> <p>*Continued use of revised LA attendance policy including the use of fines for 9 unauthorised absences.</p>	<p>Parental engagement Moderate impact for moderate cost, based on moderate evidence.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p>

<p>*Weekly head of school monitoring of attendance data and contacting parents whose child's attendance is causing concern.</p> <p>*Attendance (98% or better) parents through the weekly news sheet.</p> <p>Termly Kindle draw for children with 98% or higher attendance.</p> <p>*Weekly well done 100% attendance that week text sent to parents/guardians</p> <p>*Weekly well done 100% attendance stickers for children with 100% attendance</p>		
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Total Budgeted Cost: £34,685

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

External assessments from 2022 indicate that attainment in Reading and Mathematics among disadvantaged pupils at the end of Key Stage 2 is below that of non-disadvantaged pupils for children reaching age-related expectations and greater depth. External assessments from 2022 indicate that attainment in writing among disadvantaged pupils at the end of Key Stage 2 is significantly below the national average. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19. .

Absence among disadvantaged pupils was 88.63%, during the academic year 2021/22 compared to 94.35% for our non-disadvantaged pupils. As any absenteeism negatively impacts pupils' progress and closure of gaps, increased attendance among disadvantaged pupils continues to be a target for our school. As stated in Working Together to Improve school attendance "Regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided." Our school attendance target is an ambitious 96.5% for all children including our disadvantaged group.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Externally Provided Programmes

Programme	Provider
N/A	