

Canning Street Primary School



The school that works

Pupil Premium Strategy

2021-24

2021-2022 Review

2022-2023 Planned Spending

This review is supported by the course 'Making a difference for Disadvantaged Pupils', attended by the HT in Autumn 2021, led by NEAT and Newcastle LA.

Pupil premium strategy statement

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

Detail	Data
School name	Canning Street Primary
Number of pupils in school	459
Proportion (%) of pupil premium eligible pupils	35.51
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21 - 24
Date this statement was published	March 2022
Date on which it will be reviewed	October 2022
Statement authorised by	Kathryn Herron
Pupil premium lead	Kathryn Herron
Governor / Trustee lead	Jill Lyall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,235
Recovery premium funding allocation this academic year	£23,636
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£242,871

Part A: Pupil premium strategy plan

Statement of intent

We believe all children should feel happy, safe and secure in school. We want to ensure all children develop a positive attitude to learning so that they become life long learners. We want children to feel positive about their future and feel confident to achieve their aims. We hope to remove barriers to learning so that all children can reach their potential despite their background.

We intend to

- Provide high quality teaching which meets the needs of all children
- Support children who have gaps in their learning to catch up quickly
- Enable all children to read fluently and to foster a love of reading
- Provide children with the tools to support their mental health and wellbeing to help them to become resilient learners

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to school in every year group (high mobility rates). Children often join the school from overseas with little or no English and having never been to school before.
2	Poor speech and language development. We have 90% of children with EAL, many of whom are later assessed as having poor speech and language skills within their home language.
3	Emotional well being – Children who have never been to school before need to be supported to develop social skills within a school setting.
4	SEND – a significant number of children join the school with SEND which is sometimes difficult to assess due to language barriers.
5	Low aspirations, poor home learning environment predominantly due to parents' lack of English language and cultural attitudes to education.

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
All children access learning which meets their needs	- All children receive high quality teaching to access a broad and balanced curriculum appropriate to their needs. - International new arrivals settle quickly into school life
Progress in speech and language development allows children to communicate in a range of situations and contexts.	- More children achieve the agreed standard in C and L at the end of EYFS - Appropriate interventions are in place for children with S and L needs - Speech and Language therapist supports children with specific needs
Children become fluent readers and are able to access the wider curriculum	- Appropriate phonics scheme is in place and used consistently to support early reading - Children who fall behind in reading catch up quickly - Novels based curriculum and time dedicated daily to reading promotes a love of reading
Children develop resilience and are able to self regulate when faced with challenges.	- The social and emotional needs of the children are met through a robust PSHE scheme and targeted support from School Counsellor and Family Support Team - Children use a range of strategies including breathing techniques independently to manage their emotions - Children are resilient learners and see mistakes as learning opportunities as opposed to failures

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
Smaller teaching which focus on the needs of all children.	Levels of SEND, EAL and mobility within school have created a range in learning needs too great to be met within one class. Smaller classes focused on specific needs allow all children to succeed at their level.	1,2,3,4
Implement and embed Read Write Inc scheme for early reading.	Using a consistent and specific programme ensures children can be taught at an appropriate level regardless of when they join.	1,4

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
One to one and small group interventions in place to support specific children and needs.	Small group work and one to one allows teaching to focus on a specific need, particularly following lockdown where key areas of learning were missed.	1,2,4
Occupational Therapist and Speech and Language in school 3 days per week.	Children with specific needs can access the therapy they need on a regular basis within the school setting. This means they can access the therapy which they would otherwise need time away from school or parents may not be able to get them to.	2,4

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the use of school grounds to facilitate outdoor learning.	Evidence shows that children gain language development at a much faster rate than working inside. Outdoor learning has also been proven to support self esteem and develop self confidence.	2,3,4,5
A robust PSHE scheme and targeted support from School Counsellor and Family Support Team support the social and emotional needs of children.	Children need to feel safe and secure in order to learn and make progress.	
School counsellor supports children identified with specific emotional needs.	Children need to feel safe and secure in order to learn and make progress.	3
Family Support Team advise and support targeted families to improve attendance.	Evidence shows that engaging parents in children's learning has a positive impact on their attendance and progress.	5

Total budgeted cost: £242,871

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 2021 to 2022 academic year.

Reorganisation and restructuring of teaching groups enabled all children access to high quality provision at their level. Blue groups focused on basic skills to enable children to 'catch up' with their peers. The groups were fluid with some children transitioning to Red throughout the school year. Children taught in the International New Arrival group have now transitioned successfully into mainstream classroom having the tools to enable them to access the learning. The creation of the Nest supported some of our most vulnerable children to make progress.

The procurement of Speech and Language and Occupational Therapists have allowed many more children to access their support regularly. Staff have also developed skills and knowledge by working alongside them and from training they have delivered. More children achieved the agreed standard for Communication and Language in EYFS than in previous years.

The implementation of Read Write Inc has supported children to gain early reading skills. Regular assessments have ensured all children are taught in the appropriate group for their needs. A carefully thought out reading spine used throughout school alongside daily reading sessions have raised the profile of reading. Progress in reading was above average in all year groups.

The Scarf scheme has ensured PSHE sessions are focused. Various systems and strategies are in place to support the self esteem and well being of children, including a school counsellor, Family Support Team, Forest School, behaviour support groups. Children are able to use the breathing techniques they practise in 'moving and breathing' sessions if they are feeling worried or stressed.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin
Scarf	Coram Life Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.