

Pupil Premium Strategy Statement for Cann Hall Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | Cann Hall Primary School |
| Number of pupils in school | 420 |
| Proportion (%) of pupil premium eligible pupils | 20.2% |
| Academic year/years that our current pupil premium strategy plan covers | 2023/2024 |
| Date this statement was published | Autumn Term 2023 |
| Date on which it will be reviewed | Autumn Term 2024 |
| Statement authorised by | Local Governing Body |
| Headteacher | Sarah Crookes |
| Pupil premium lead | Matthew Smith |
| Governor / Trustee lead | Maria del Mar Hunt |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £112,035 |
| Tutoring funding allocation this academic year | £9,045 |
| 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 | £121,080 |

Part A: Pupil premium strategy plan

Statement of intent

School Context:

Our pupils join with skills well below pupils nationally and make progress across the school, as a result of good curriculum provision and teaching, to achieve outcomes approaching national norms on leaving. As of the start of academic year 2023/2024 Cann Hall has 85 children (20.2%) that are in receipt of the Pupil Premium grant. Although we have broadly average numbers of pupils in receipt of the Pupil Premium Grant, many more of our pupils we consider disadvantaged due to factors other than household income.

Around a quarter of our school have experienced an adverse childhood experience. There is a growing body of evidence that our experiences during childhood can affect health throughout the life course. The term Adverse Childhood Experiences (ACEs) is used to describe a wide range of stressful or traumatic experiences that children can be exposed to whilst growing up. ACEs include all types of abuse and neglect as well as parental mental illness, substance use, divorce, incarceration, and domestic violence. When children are exposed to adverse and stressful experiences, it can have a long-lasting impact on their ability to think, interact with others and on their learning. Many children arrive at our school carrying an overwhelming burden, which we take the time to understand and manage, so that it limits any impairment to their capacity to learn and to benefit from the rich possibilities that our school environment can provide. We have been fortunate to be part of the Essex Education Psychologist led programme called Trauma Perceptive Practice (TPP) where our staff have received high quality training that had made them aware of the complex and difficult life experiences that many of the children in our care may have faced. Some of these experiences such as living with family abuse may be hidden from view. In all cases, it can be challenging to know how to respond in a way that enhances the child's ability to learn and develop. However, we know that stable, nurturing adult-child relationships and environments help children develop strong cognitive and emotional skills and the resilience required to flourish as adults. At Cann Hall, we work hard to develop such relationships so that the impact of ACEs can be ameliorated, even in difficult circumstances. We support and nurture children and young people as they develop and grow through creating feelings of safety and belonging; building 'attachment aware' supportive relationships; and by teaching children self-regulation (zones of regulation and metacognition), coping skills and self-reflection (restorative behaviour approach) to develop their resilience. By knowing our children well, and intentionally building relationships with them, and their families, we are in the best possible position to become aware of when a child may be, or have been, impacted by ACEs. Once we know this information, we are sensitive and careful with how we use it. We believe that ACEs should not be seen as someone's destiny and that there is much that can be done to offer hope and build resilience in children, young people and adults who have experienced adversity in early life.

The location of our school within the Tendring area means many of our families can struggle financially, and have other challenges, which leave many open to social care involvement. Essex have put together a vulnerability index where Cann Hall was 31st highest out of 436 schools. Index values ranged from 21 to 368 with 100 as the

average score and anything over 200 indicated that there was a high level of vulnerability for the children/families in the school. Cann Hall scored 216.

Rationale:

We have a Disadvantage Champion (Matthew Smith), who has and is continuing to be part of different training sessions about how to address educational disadvantage in schools as part of the Essex Disadvantaged Project.

We have used the work of Marc Rowland: Addressing Educational Disadvantaged in Schools and Colleges: The Essex Way (2021), using the four key elements from the book (relationships; metacognition and self-regulated learning; social, emotional and mental health; and language development and comprehension) as a basis to begin writing our Disadvantaged and Pupil Premium Strategies. The work completed added to the current national work in understanding how schools address the impact of socio-economic disadvantage on learning. The study is clear that a school's strategy for addressing disadvantage, should focus 'on the impact of socioeconomic disadvantage on learning' (Rowland, 2021, p. 14). Using these headings, we set out three priorities for the Equity and Inclusion Strategic Priority area. These are: Speech, language and vocabulary; comprehension; and social, emotional and mental health.

After conducting a staff survey about the perceived barriers to learning, the following areas were highlighted: self-confidence, attention span, home life, mental health, attendance, physical disability, and speech and language.

In order to achieve our goal of all disadvantaged children achieving in line with their peers, we have developed a long-term, progressive approach.

Objectives for disadvantaged pupils:

Disadvantaged children will achieve in line with their peers by:

- Being learning ready so that they are able to engage fully at school (including attendance and punctuality).
- Being fluent readers who will be able to access rich and engaging texts.
- Being able to understand a range of vocabulary across all subjects.
- Being able to have access to all educational experiences no matter their economic situation.
- Developing the relevant skills and knowledge to access an excellent curriculum.
- Being able to access all learning through high aspirations of teachers and adaptations and scaffolding to work set.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Historic KS2 data indicates that a significant proportion of PPG children leave KS2 without meeting national expectations for reading, writing and maths . There have been improvements in different areas, however the overall data is still below national expectations. |
| 2 | Assessments, information, and discussions with staff indicate that a large number of children are coming into Cann Hall with significantly low literacy and maths skills. These children do make progress in EYFS with the majority of PPG children meeting their early learning goals for literacy and maths. The end of KS1 assessment however, shows that the gap between PPG and non-PPG children for reading and writing is high. |
| 3 | Assessments, information, and discussions with staff indicate a significant number of pupils starting our school have communication and language below age related expectations, with a significant group continuing to have speech and language difficulties as they continue through school. This is more prevalent among our disadvantaged pupils. |
| 4 | Formal assessments of children's phonological awareness (Phonics Screening Check) has shown that PPG children are now in line with non-PPG children. However, further assessment and discussions with staff indicate that there is still a gap between PPG children and their peers in the application of their phonetical awareness within early reading in KS1. |
| 5 | Assessments, information and discussions with staff and parents have highlighted an increase in children with social, emotional, and mental health needs. This is more prevalent among our disadvantaged pupils. |
| 6 | Data over time indicates that the attendance of disadvantaged pupils is lower than their peers. There are key families where attendance is an issue including persistent absence and punctuality. |
| 7 | Assessments, information, and discussions with staff indicate continued stubborn legacy learning gaps for KS2 children as a result of the pandemic, including school closure and COVID related absence. This is most prevalent with our disadvantaged pupils. |

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 |
|--|--|
| Improved writing and maths outcomes and sustained reading outcomes at the end of KS2 for disadvantaged pupils. | <ul style="list-style-type: none"> - End of KS2 outcomes in 2024/25 show that disadvantaged pupils achieve in line with their peers, and national figures for reading, writing and maths. - Internal data across KS2 shows a rapid increase in numbers of pupils on track to achieve age related expectations, approaching national figures, over the next 2 years. - Increase in pupils leaving KS1 meeting end of year age related expectations over the next 2 years, for reading, writing and maths, and phonics in year 1. |
| Improved speech and language and communication for disadvantaged pupils. | <ul style="list-style-type: none"> - Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment. |
| Improved phonics attainment for disadvantaged pupils. | <ul style="list-style-type: none"> - Year 1 phonics outcomes in 2023-2024 to be at least in line with national figures for disadvantaged pupils, then above national figures by 2024/25. - All disadvantaged pupils (except those where SEN may be a factor) to have met phonics outcomes by the end of year 2, so that no pupil is entering KS2 in the year 2024/25 without having passed the phonics screening check. |
| Improved wellbeing and SEMH for all pupils, particularly our disadvantaged pupils. | <ul style="list-style-type: none"> - Sustained high levels of wellbeing from 2024/25 demonstrated by qualitative data from pupil voice, parent surveys and teacher observations. |
| Improved and sustained attendance for all pupils, particularly our disadvantaged pupils. | <ul style="list-style-type: none"> - Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • Attendance rates for 2023-2024 recover to pre-pandemic figures • Attendance rates for disadvantaged pupils are in line with their peers • By 2024/25, attendance rates are in line or above national figures. |
| All KS2 children are back on track having secured gaps resulting from lost learning | <ul style="list-style-type: none"> - All pupils are on track to meet end of key stage targets by July 2024 |

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: Approx. £65,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Quality first teaching will be enhanced through a comprehensive CPD programme planned for teachers and support staff, to include the following –</p> <ul style="list-style-type: none"> • Direct Instruction, incorporating Rosenshine's Principles • Delivering systematic Phonics (Little Wandle) • Ambitious Curriculum design • Subject specific training for subject leaders • Embedding applied understanding of cognitive science. • Reading into writing, using immersion of texts • Developing fluency in reading and efficient comprehension skills • Maths mastery and mastering early number programme <p>£5,000 (PPG)</p> | <p>All CPD will be research and evidence based. Further training around planning will incorporate the research-based strategies described in Renshine's Principles of Instruction.</p> <p>Subject specific training, and curriculum design, based on Ofsted's research.</p> <p>Revisiting evidence based principles from 'Make it Stick', and Metacognition and Self-regulation.</p> <p>The following strands are rated highly in the EEF Guidance documents on Developing Early Literacy and Improving Literacy in KS1 and KS2:</p> <ul style="list-style-type: none"> • Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills (DER-2 & KS1-2) • Effectively implement a systematic phonics programme (KS1-3) • Teach pupils to use strategies for developing and monitoring their reading comprehension (KS1-4) • Support pupils to develop fluent reading capabilities (KS2-2) • Teach reading comprehension strategies through modelling and supported practice (KS2-3) <p>Training as part of the Maths Mastery Programme which is based on the latest research.</p> | <p>1, 2 and 4</p> |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional LSA Support in specific year groups based on need: EYFS, years 3, & 6 £50,000 (PPG) | Additional LSA support will be used to enhance quality first teaching whilst taking into consideration the recommendations from the EEF in their Guidance on Effective Use of Teaching Assistants . | 1, 2, 4, & 7 |
| Release costs for Assistant Head teachers and Subject Leaders to be able to quality assure, coach, support and mentor quality first teaching throughout the school, building 'collaborative professionalism' amongst the team Approx. £8,000 (PPG) | The EEF guide to the Pupil Premium advocates the priority on securing the highest quality teaching in the classroom and the positive impact this has in particular on the progress of our most vulnerable pupils. Hargreaves and O'Conner (2018) bring together evidence from schools globally, proposing that a key reason for their success can be attributed to what they call 'collaborative professionalism'. This is more than just working together on a project; this is about learning together, openly sharing best practice, trialling new initiatives and deep professional dialogue about important issues. It requires collective responsibility for outcomes and common goals. To enable this leaders need to allow space for creativity and innovation, thus empowering collective autonomy. The authors claim that when collaborative professionalism is in place it 'boosts student achievement, increases teacher retention, and enhances the implementation of innovation and change' (Hargreaves & O'Conner, 2018, p. 3). | 1, 2 & 4 |
| Additional high-quality texts for older pupils. Approx. £2,000 (PPG) | Research from the Centre for Literacy in Primary Education advocates the use of high quality texts to support children's reading and their knowledge of the wider curriculum. | 1, 2 and 3 |

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

Budgeted cost: approx. £24,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Speech and language therapist Communication and Language interventions including the Nuffield Early Language Intervention & WELLCOMM Approx. £4,000 (PPG) | The EEF rates the impact of oral language interventions as +6 in its guidance. | 3 |
| 1:1 - 1:3 Tuition in years 5 & 6 led by a tutor £9,045 (tuition funding) | The EEF rates the impact of 1:1 tuition as +5 months as an intervention outside of school hours. After assessment in the Summer term (Year 5), the current Year 6 children's combined attainment level of 57% (Maths – 68.3%, writing 60% & reading 68.3%). | 1, 2 and 4 |
| Catch up reading and writing interventions in EYFS, KS1 and Year 6 by CT and HLTAs £4,000 (PPG) | The EEF rates the impact of small group tuition as +4 months as an intervention outside of school. EYFS – There is a high level of speech and language difficulties, which have had an impact on reading and writing. Current Year 2 and Year 6 – writing attainment is considerably lower than reading and maths attainment, which is having a negative effect on the percentage of children working at combined ARE . | 1, 2 & 4 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Additional LSA support in Year 1</p> <p>Approx. £5,000 (PPG)</p> | <p>The DfE Early Reading Framework strongly advocates that children that have fallen behind in reading should be given regular extra practice. The extra practice should:</p> <ul style="list-style-type: none"> • take place in a quiet place, at a regular time every day so that the children become familiar with the routine • be a school priority, with maximum efforts made to avoid disruption or cancellation • be provided by a well-trained adult: teacher or teaching assistant • be consistent with the school's mainstream phonics programme • include activities that secure the important phonic knowledge the children have not grasped. | <p>1, 2, & 4</p> |
| <p>Additional reading books for years 3, 4 & 5 to support children's reading fluency (£2,000)</p> | <p>The DfE Early Reading Framework strongly advocates the careful choosing of books to match children's reading ability. Where children have fallen behind, we need further books to ensure there are enough for children at the right level to be able to practice reading regularly.</p> | <p>1, 2 and 4</p> |

Wider strategies

Budgeted cost: Approx. £32,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Learning mentor to support those pupils with additional SEMH needs Approx. £21,500 (PPG) | The EEF rates support for pupils in social and emotional aspects of learning as having +4 months in impact. We have a significant number of children that have social and emotional needs at Cann Hall, which can affect their learning in class and attendance. The learning mentor will also work with individuals and groups of pupils with behaviour through support and intervention, evidence from the EEF shows this has a similar impact on pupils. They will also run the 'I am me' wellbeing and resilience programme and Drawing and Talking Therapy. | 5 |
| Support with Trips and Uniform allowance Up to £2,000 (PPG) | Parents who are struggling financially can apply for a uniform grant and support with paying for school trips. This will support pupils to feel a sense of belonging to the school community and level access to the curriculum. | 5 |
| Attendance Officer £3,000 (PPG) | The EEF are currently conducting research into attendance interventions to determine their impact. Evidence suggests that even small improvements in attendance can lead to meaningful impact for pupil outcomes. The recruitment of attendance officer to work with families to improve attendance should increase the time children spend in school, giving them access to high quality teaching and learning which will improve their outcomes over time. | 6 |
| Breakfast Club £3,500 (PPG) | Children that have been identified with poor attendance, poor punctuality or struggle to with separation from parents are invited to come into school early to have breakfast. As well as this, children, whose families that are struggling financially are also offered this resource. This will support the attendance, punctuality and wellbeing of children. It will also help children with their focus and support families that are in financial difficulty. | 5 and 6 |
| Century Tech (£2,000) | Century Tech is a digital learning platform and is offered to all students in Year 6. It is designed to improve the English, maths and science attainment of students. This resource is predominantly used for homework. EEF studies of homework , involving digital technology, have shown that it has a great impact on the attainment of students (by up to +6 months). | 1 and 7 |

Total budgeted cost: approx. £121,000

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 2022 to 2023 academic year.

Teacher CPD around reading, writing, multiplication tables, cold calling, direct instruction and subject leadership allowed teachers to plan and teach a series of lessons across a range of subjects, which showed a clear progression, year on year and across the school. This allowed teachers to engage the children and help them progress well. The assessment data for 2023 shows that the year 1 PPG children increased from 56% GLD to 67% ARE combined. In year 2 there was a regression for the percentage of PPG children at ARE combined from Year 1. This was due to a number of SEN PPG children joining the school and ARE PPG children leaving the school. The year 3 PPG children progress from 25% combined at ARE to 31% combined at ARE. The year 4 PPG children progress from 58% combined at ARE to 64% combined at ARE. The year 5 PPG children progress from 25% combined at ARE to 53% combined at ARE. The year 6 PPG children progress from 36% combined at ARE to 50% combined at ARE.

Venn Teaching in Mastery Readiness programme joined with workshops around maths mastery pedagogy, which was shared with teachers and had a positive impact on the teaching of maths in regards to deepening the children's higher thinking in maths. The use of TT Rockstars as home learning for pupils helped to engage them at home had a good impact. The assessment data for 2023 shows that: the year 4 PPG children increased from 58% at ARE for maths to 64% at ARE for maths; the year 5 PPG children increased from 42% at ARE for maths to 54% at ARE for maths; and the year 6 PPG children increased from 43% at ARE for maths to 56% at ARE for maths.

Our Speech and Language specialist worked with targeted children and had a positive impact on language and communication. It also had a positive effect on their engagement in lessons.

HLTAs delivered maths and literacy support to year 2, year 3 and year 6 children entitled to PPG. Identified gaps were being addressed in these sessions. Out of the 27 year 6 children that received catch up for maths, 59% reached ARE or higher for maths and 11% reached GD. 11% of these children that didn't achieve ARE scored a scaled score of 98 or 99 (100 being ARE). With these children included, 70 % of these children would have achieved ARE. After the KS2 SATs, in May, the support was switched from year 6 to year 5, where it is evident from assessment data and discussions with class teachers that the gaps in maths are already being closed. In Years 2 and 3, this support was used to offer either reading, writing or maths tuition

based on the children's attainment and need. Out of the children that received this support the majority achieved ARE for the subject that they were having support with.

After conducting parent surveys, staff surveys and a pupil voice in the Summer term, it is clear that the strategies that we have used at Cann Hall have impacted positively on the mental health of most children. The children that have a positive wellbeing or who have had the greatest increase in wellbeing have had access to the following strategies – working with a member of the pastoral team or other professional, personalised plans for children with certain needs, calm down areas and lunch time club.

There is an attendance gap between PPG and non-PPG children of 5%, with 43.1% of our persistent absentees being PPG. Our attendance officer has continued to support our families with attendance and other needs. After speaking to PPG children (through a pupil voice survey), that have attendance below 90%, it shows that they generally enjoy school. They enjoy learning, socialising, their teachers, and break times. None of the children disliked school and there are very few things that the children find hard or need extra help with. From this pupil voice, it is clear that the school day isn't causing the children to attend poorly.

Externally provided programmes

| Programme | Provider |
|--|---------------------------------------|
| X Tables Rockstars | TT Rockstars |
| White Rose Maths Resources and Training | White Rose Maths |
| Accelerated Reader | Renaissance Learning |
| Nuffield Early Language Intervention | Nuffield Foundation |
| WellComm Screening tools | GL Assessment |
| Phonics Tracker | Phonics Tracker |
| Letterjoin | Green & James |
| Testbase | Testbase |
| Little Wandle Letters and Sounds Revised | Wandle and Little Sutton English Hubs |

Further information

The following are other activities that we are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding:

- School culture built around developing relationships through our values, taking into account Trauma Perceptive Practice
- An environment that is that well thought out and planned for, which inspires minds, celebrates learning of the highest standard and communicates our school values at all times.
- Rich and well-sequenced curriculum that builds on children's prior knowledge
- Building children cultural capital through educational visits and experiences, visitors into school and a carefully designed curriculum
- School dog visits twice a week to support pupils' wellbeing
- Proactively seeking funding and access to support for vulnerable families
- Promotion of dialogic teaching
- Use of carefully selected high quality texts which extend pupils' knowledge and vocabulary
- Accelerated Reader
- Engaging library area
- Zones of regulation
- RSHE curriculum
- Defined calm down areas in each class
- Nurture room
- Support from the Wellbeing and resilience Mental Health team
- Support for parents (language and ability)
- Use of PTA Facebook/Twitter pages to support parents (top tips, questioning etc.)