

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	419
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	Autumn Term 2025
Date on which it will be reviewed	Autumn Term 2026
Statement authorised by	Local Governing Body
Headteacher	Wendy Byrne
Pupil premium lead	Caroline Smith
Governor / Trustee lead	Sophie Tansley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	163,360
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	£163,360

Part A: Pupil premium strategy plan

Statement of intent

At Cann Hall Primary School, we are committed to ensuring that all pupils, regardless of their background or challenges, have equal access to high-quality teaching and learning opportunities.

Our Pupil Premium strategy is designed to close the attainment gap between disadvantaged pupils and their peers, while also supporting the wider needs of these children to enable them to thrive academically, socially, and emotionally.

We recognise that disadvantaged pupils may face barriers such as limited access to resources, reduced opportunities for enrichment, and challenges in language development or well-being. Our approach is rooted in evidence-based practices and focuses on:

- **High-quality teaching** as the most effective way to raise attainment for all pupils.
- **Targeted academic support** to address gaps in learning and accelerate progress.
- **Wider strategies** that promote well-being, engagement, and readiness to learn.

Our aim is to ensure that every pupil, regardless of starting point, leaves our school equipped with the knowledge, skills, and confidence to succeed in the next stage of their education and beyond.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Oracy and Vocabulary</u></p> <p>Oracy and vocabulary assessments, observations, and pupil voice highlight underdeveloped oral language skills and significant vocabulary gaps among many of our educationally disadvantaged pupils. These children often struggle to express themselves clearly, articulate their needs, and communicate their ideas effectively. Their limited vocabulary knowledge hinders both social interaction and academic progress. This challenge is evident from the early years through to Key Stage 2 and is notably more prevalent among disadvantaged pupils than their peers, impacting their ability to access and engage with the full breadth of the curriculum.</p>
2	<p><u>Limited Cultural Experiences</u></p> <p>One of the key challenges faced by our educationally disadvantaged pupils is limited background knowledge and understanding of the world. This restricts their ability to make connections across subjects and concepts, resulting in a reduced and fragmented schemata. Consequently, their access to the curriculum is narrowed, as they often lack the contextual knowledge needed to fully engage with new learning. Addressing this gap is essential to ensure equitable opportunities for academic success and personal development.</p>
3	<p><u>Social and Emotional Needs</u></p> <p>Through observations, pupil voice, pastoral team referrals and conversations with parents, many disadvantaged pupils face barriers related to social and emotional development. These challenges can include difficulties with resilience, self-regulation, and forming positive relationships. Such needs often impact engagement in learning, behaviour, and overall well-being, which in turn can hinder academic progress. Addressing these issues requires targeted interventions and a whole-school approach to nurture emotional health and readiness to learn.</p>
4	<p><u>Parental Engagement</u></p> <p>Parental engagement remains a significant challenge for some of our disadvantaged pupils. Evidence from attendance records at parents' evenings and workshops, levels of support with home learning, and parent survey feedback indicates that many families face barriers to engaging with school life and supporting learning at home. This lack of involvement can hinder progress by reducing opportunities for reinforcement of learning outside the</p>

	<p>classroom, contributing to poor attendance and punctuality, and limiting communication about academic or behavioural concerns. For Pupil Premium pupils in particular, low parental engagement often results in missed interventions, lower aspirations, and fewer enrichment experiences, all of which widen the attainment gap and impact emotional well-being. Addressing this challenge is essential to ensure that disadvantaged pupils receive consistent support both in school and at home.</p>
5	<p><u>Attendance</u></p> <p>Poor attendance is a significant barrier to learning for some of our disadvantaged pupils. Analysis of attendance data shows that Pupil Premium pupils are more likely to have persistent absence compared to their peers. This impacts progress because missed lessons lead to gaps in knowledge, reduced continuity in learning, and lower confidence in core subjects. Poor attendance also affects social relationships and engagement with school life, which can contribute to further disengagement and emotional challenges. For disadvantaged pupils, these issues are often compounded by external factors such as family circumstances, health concerns, or lack of parental support, making targeted intervention essential to improve attendance and secure better outcomes.</p>

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>For PP children to increase their language skills allowing them to access and engage with the full breadth of the curriculum.</p>	<ul style="list-style-type: none"> • By the end of the academic year, PP pupils' language assessment scores to close the gap with peers. • PP pupils receiving targeted language interventions (e.g., NELI, Wellcomm and speech therapy) show measurable improvement from baseline to post-intervention assessments. • PP pupils demonstrate increased use of tier 2 (sophisticated high frequency words) and tier 3 (subject specific) vocabulary in oral and written work (monitored through book scrutiny and teacher observations). • PP pupils actively participate in structured talk activities and show improved confidence in speaking. • PP pupils report greater confidence in expressing ideas verbally during pupil voice or class teacher surveys.
<p>To provide enriching experiences to ensure that PP children are not culturally disadvantaged compared to Non PP children.</p>	<ul style="list-style-type: none"> • 100% of PP pupils access at least one enrichment activity per term (e.g., trips, clubs, cultural events). • PP pupils have equal representation in extracurricular activities compared to Non-PP peers. • PP pupils demonstrate improved knowledge and understanding of cultural experiences (e.g., through pupil voice surveys, curriculum-linked discussions). • Evidence in work/books shows application of experiences in writing, speaking, and creative tasks. • Positive feedback from PP pupils and parents on enrichment opportunities (via surveys or interviews). • Increased confidence and participation in class discussions linked to cultural experiences. • PP pupils show improved outcomes in subjects where cultural knowledge is relevant (e.g., English, History, Art). • No significant difference between PP and Non-PP pupils in access to enrichment activities (tracked via registers and monitoring).
<ul style="list-style-type: none"> • For PP children to show resilience, develop positive relationships 	<ul style="list-style-type: none"> • PP pupils demonstrate improved ability to manage challenges (e.g., fewer incidents of dysregulation recorded on behaviour logs).

<p>improving engagement and well being.</p>	<ul style="list-style-type: none"> • Pupil voice surveys indicate improved peer and adult relationships (target: 80% positive responses). • Reduction in behaviour incidents and exclusions for PP pupils compared to previous years. • PP pupils report greater sense of belonging and confidence in school (via surveys/interviews). • Staff observations and pastoral records show improved emotional regulation and participation. • PP pupils demonstrate greater engagement in lessons (monitored through learning walks and teacher feedback). • Progress data shows improved attainment or sustained progress in core subjects linked to improved engagement.
<p>For parents of PP children to feel empowered to engage with the school and support their child/children with their learning journey.</p>	<ul style="list-style-type: none"> • PP parents/carers engage in at least one school-led event per term (e.g., curriculum evenings, workshops, coffee mornings, parent–teacher meetings). • PP and non-PP families show no more than a 5% gap in attendance at parent events and consultations. • Flexible access: PP families have access to alternative formats (online meetings, recorded resources, translated materials, childcare-provision sessions) where offered. • PP parents report increased confidence in supporting learning at home (measured via termly parent voice surveys/phone calls). • Qualitative evidence from parent comments/case studies shows improved knowledge of how to support reading, vocabulary, maths fluency, routines, and SEMH. • Reading records/platform analytics (e.g., AReader, TT Rock Stars) show term-on-term improvement for PP pupils in line with non-PP peers. • Proactive two-way communication in place for PP families (e.g., termly check-ins, phone calls, or home–school books). • PP parents rate school communication as clear, timely, and helpful. • Identified barriers (e.g., transport, timing, work shifts, childcare, language) addressed for PP families through practical adjustments (transport support, translators, breakfast clubs, flexible start times). • PP pupils with engaged parents demonstrate improving attendance.

Improved and sustained attendance for all pupils, particularly our disadvantaged pupils.

- Overall attendance is at least 95% by the end of the academic year.
- Persistent absence (below 90%) is reduced across the school.
- Attendance for Pupil Premium pupils is within 1% of non-PP peers.
- Early intervention records show timely actions for pupils at risk of falling below 95%.
- 100% of families of pupils with attendance below 95% are given personalised support.
- Pupils with improved attendance demonstrate better engagement in lessons (learning walks, teacher feedback).
- Progress data shows closing gaps for disadvantaged pupils linked to improved attendance.
- Half termly attendance reports (whole school, PP vs non-PP).

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. £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional LSA Support in specific year groups based on need: years 4, 5 and 6 £60,000	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, 3
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. £10,000	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
Additional high-quality texts for older pupils. Approx. 2,000	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

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

Budgeted cost: approx. £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Speech and language therapist</p> <p>Communication and Language interventions including the Nuffield Early Language Intervention & WELLCOMM</p> <p>Approx. £7,695</p>	<p>The EEF rates the impact of oral language interventions as +6 in its guidance.</p>	<p>1</p>
<p>Additional LSA support in years 1, 2 & 3</p> <p>Approx. £30,000</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>1,3</p>

Wider strategies

Budgeted cost: Approx. £43,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning mentor and pastoral manager to support those pupils with additional SEMH needs</p> <p>Approx. £32,000</p>	<p>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.</p>	1,3,4,5
<p>Support with Trips and Uniform allowance</p> <p>Up to £5,000</p>	<p>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.</p>	2
<p>Attendance Officer</p> <p>£3,300</p>	<p>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.</p>	4,5
<p>Breakfast Club</p> <p>£2,500</p>	<p>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.</p>	3,5

Total budgeted cost: approx. £163,000

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 2024 to 2025 academic year.

Teacher CPD around reading, writing 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 2025 shows that the year 1 PPG children regressed from 40% GLD to 38% ARE combined. In year 2 there progress for the percentage of PPG children at ARE reading, maths and combined from Year 1. The year 3 PPG regressed in all subjects. This was due to an additional 3 PPG children that are working below ARE. The year 4 PPG children progressed in reading and writing at ARE. The year 5 PPG children progressed in writing at ARE. The year 6 PPG children progressed in combined and reading at ARE. In years 5 and 6 there was also an increase of PPG numbers.

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 and in class discussions. The majority of the teachers have indicated that the children in their classes have made progress with their speaking, listening and understanding. However, a lot of the children can listen to the teachers input but are reliant on additional adult support to complete their learning.

The attendance of PPG children has decreased by under 1% but is still over 1% higher than 2022/23. There is still an attendance gap between PPG children and whole school data of just over 5%, with 64.4% 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 said that they enjoyed learning, socialising and break times. Very few of the children disliked school and those who did, couldn't explain why. The things that the children found hard were generally reading, English and maths. This is probably due to way that these subjects (especially English and maths) are taught. These subjects build on from each other so if lessons are missed, the children will be left with gaps, which make the learning harder. This shows that their attendance is affecting their ability to learn. We now ensure that every lesson begins with a recap of prior learning, we have hinge questions to assess understanding, have low stakes quizzes to help with retrieval and have extended the guided practice aspect of the lesson.

In general, Pupil Premium children with SEMH needs at Cann Hall enjoy school or some parts of school. The majority of the parents of this group of children feel

that their child's wellbeing has improved throughout the year and all of these parents feel that they can speak to a member of staff about the wellbeing of their child. A high number of Pupil Premium children with SEMH receive nurture provision, which they all feel helps them with their wellbeing. The parents of the children who receive nurture provision feel that Cann Hall's offer is 'good' or better and are very positive towards the provision that their child gets.

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
Learning by Questions	Learning by Questions

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
- 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 Facebook/Tapestry to support parents (top tips, questioning etc.)
- Hemisphere education strategies.