

## 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	Canon Popham C of E Primary Academy
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-21 2021-22 2022-23
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Local Governing Body
Pupil premium lead	Mrs A Navas
Governor / Trustee lead	Mr C Mitchell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,625
Recovery premium funding allocation this academic year	£3625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,250

## Part A: Pupil premium strategy plan

### Statement of intent

- **What are our ultimate objectives for our disadvantaged pupils?**

Consistent with our vision of offering an inclusive framework for education that opens for our children 'life in all its fullness', Diocese Sheffield Academies Trust (DSAT), and Canon Popham C of E Primary Academy aims to maximise the impact of pupil premium funding, while ensuring that we adhere to the government guidance: 'Pupil Premium: funding and accountability for schools'.

We aim to:

- Provide high quality teaching and learning for every pupil, every day in order that they are able to achieve their full potential in all aspects of school life.
- Engage all children in meaningful learning experiences that support them to develop into life- long learners, who are able to apply their knowledge, skills and understanding with increasing independence.
- Provide support and intervention to enable children to catch up and to close the gap between individuals and their peers
- To develop the cultural capital for all pupils so that they can become ambitious to achieve and know more about what the world has to offer and how they can participate fully in it.

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

Our current strategy uses a 3 tier approach to supporting children to achieve our objectives.

**Tier 1:**

- Supporting training and continuous professional development to improve the impact of teaching and learning for pupils
- Professional development: that focuses on the pedagogy that research shows to have the greatest impact on the learning of disadvantaged pupils.
- That helps identify and remove the barriers to learning faced by many disadvantaged pupils
- That focuses on curriculum development which identifies the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.
- Support for early career teachers

**Tier 2:**

- Targeting support for disadvantaged pupils through evidence-based interventions . We analyse pupils performance and identify the main issues stopping pupils from succeeding at school and use the pupil premium to fund extra help.
- Structured interventions
- Small group tuition

**Tier 3:**

- Wider 'school readiness' initiatives. Support whole-school strategies to improve attendance and readiness to learn
  - Parental engagement initiatives
  - Attendance initiatives
  - School breakfast clubs
  - Help with the cost of educational trips or visits •
  - Extra-curricular and enrichment opportunities •
  - Speech and language therapy
- Schools may find using the pupil premium in this way helps to increase pupils' confidence and resilience and encourage pupils to be more aspirational.

• **What are the key principles of our strategy/ plan?**

At Canon Popham C of E Primary Academy the principles of the plan are based on our belief that:

- All pupils can achieve well, regardless of their socio-economic background
- Given the right support and intervention, pupils can close the gap between themselves and their peers
- All pupils deserve the best teaching that we can offer, every day in order that they can learn, know and remember more and become effective life-long learners
- All children deserve to build on their cultural capital and to experience as wide a variety of opportunities and experiences as possible, in order that they can become their best selves.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils understanding of vocabulary and comprehension skills for some pupils
2.	Pupil's being ' <i>ready to learn</i> ' in class every lesson (pupils feel safe and are in a secure place emotionally) and lessons are well supported and structured to enable children to access them and make progress within the lesson
3	Progress in maths for some pupils – development of fluency and basic skills ( focus on Y3)
4	In some cases, parental engagement

5	In some cases, consistent attendance and punctuality
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## 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><b>Challenge 1.</b> Pupils understanding of vocabulary and comprehension skills is improved – pupils have a better grasp of subject specific vocabulary and use it appropriately</p>	<ul style="list-style-type: none"> <li>• All teaching staff in school are trained in delivery of Robust Vocabulary Instruction training and implementing this in classroom delivery</li> <li>• RVI teaching is planned for including focus on Tier 2 words in place in every classroom every week</li> <li>• There is a clear plan, within the skills progression documentation showing the subject specific vocabulary to be taught in each year group, and which vocabulary should be a light touch revisit. Staff should then introduce and model new key vocabulary and children should be able to use it in context by the end of the unit of learning.</li> <li>• Comprehension -whole class/reading lessons in place daily and additional reading intervention in place for target children where gaps in reading are addressed. Interventions may include focus on retrieval and inference skills.</li> <li>• Introduction of additional high quality texts forming the basis of English teaching – exposure of children to texts they may otherwise not experience and develop the skills for discussion about text.</li> <li>• Evidence in pupil work of application of quality vocabulary in appropriate context</li> <li>• TA/ teacher supporting pupils in lessons to access learning and develop independence skills through skilful intervention</li> <li>• There is clear planning within the skills progression documentation so that staff know the subject specific vocabulary to be taught in their year group, and subject.</li> <li>• In FS and KS 1 there is a robust focus on delivery of the RVI phonics programme and regular assessment of pupils to ensure they make good progress in phonics.</li> <li>• Home reading books are well matched to pupils</li> </ul>

	<p>needs phonically. They are changed weekly and allow pupils to practice and read repeatedly in order to develop their confidence and skill as a reader.</p> <p>As a result, pupils become more confident, fluent readers who can articulate their understanding of text.</p> <p>All pupils are able to ‘crack the code’ of reading and arrive at Year 3 confident in decoding and able to engage meaningfully with text</p>
<p><b>Challenge 2</b> Pupil’s being ‘<i>ready to learn</i>’ in class every lesson (pupils feel safe and are in a secure place emotionally) and able to access lessons successfully</p>	<ul style="list-style-type: none"> <li>• The structures of lessons are secure and consistent every day across the whole school, including teaching of reading, writing and maths using Maths Mastery approach. All staff understand the Teach simply model of learning and apply this across the curriculum. This enables pupils to build on prior learning, make links and generate learning in order that they can access confidently engage in lessons.</li> <li>• Wider curriculum areas are taught thoroughly, including the teaching of key vocabulary, skills and concepts. The structure for this is clearly developed through the school.</li> <li>• All pupils including disadvantaged pupils are able to apply their learning linked to thematic units with age appropriate independence</li> <li>• Learning mentor/ SENDCo etc are available to be responsive to needs on a daily basis and support individuals to access learning</li> <li>• Children gain timely access to mental health support to enable them to be emotionally secure and ready to learn. The PSHE curriculum supports children to be able to talk about how they feel and know that they will be listened to and supported.</li> </ul>
<p><b>Challenge 3</b> Ensuring that all pupils ‘keep up’ with their peers in line with growth mind set/ Maths Mastery philosophy and our approach/high expectations.</p> <p>Secure good basic arithmetic skills in every year group but with a particular focus on Y3</p> <p>Pupils develop confidence and increasing levels of independence, in the way that they talk about their maths learning and apply the skills within the teach simply lesson models</p>	<ul style="list-style-type: none"> <li>• Canon Popham staff have completed Maths Mastery training, upskilling teachers on Keep Up, including pre-teaching, use of manipulatives and , daily maths meetings . This training to be consistently implemented across the school</li> <li>• All children access mastery based lessons daily using the Teach Simply model</li> <li>• All disadvantaged pupils make good progress</li> </ul> <p>As a result, High prior attainment disadvantaged pupils exceed ARE and all disadvantaged children who are not also SEN pupils meet at least ARE in maths</p>
<p><b>Challenge 4</b> Parents given range of opportunities to</p>	<ul style="list-style-type: none"> <li>• Pride in our Learning sessions are reintroduced</li> </ul>

<p>engage with their child's learning</p>	<p>for every year group at least 3x per year – high parent/carer attendance at these</p> <ul style="list-style-type: none"> <li>• Parent information meetings offered for every year group with improved attendance – use of virtual meetings when face to face is not possible.</li> <li>• Parents are surveyed regarding how they would prefer to access information meetings. School to act on the outcomes and structure future meetings in response to parental feedback.</li> <li>• Parents engage in wider learning opportunities including whole school events such as performances, big picnic,</li> <li>• Parents attend key meetings personal to their child such as TAF, SEN, meetings etc. Staff work with parents to ensure they feel welcome into school but also facilitate remote meetings where this helps parents to be able to attend and engage better</li> </ul> <p>As a result, parents feel welcome in school and attendance at events is good. Parents feel that they know how their child is getting on in school. Parents are familiar with school staff and feel able to seek support, ask questions and engage with staff whenever they need to.</p>
<p><b>Challenge 5</b> Identified disadvantaged pupil's attendance and progress to improve</p>	<ul style="list-style-type: none"> <li>• Attendance is equal to non-disadvantaged for those disadvantaged pupils identified as having below 95% attendance</li> <li>• Learning mentor and inclusion team, to work with and support identified pupils in school</li> <li>• Class teachers to monitor and track progress for all disadvantaged children in their class at 3 weekly RAG meetings</li> <li>• Where attendance is a developing concern, this is identified quickly. Parents and children are invited to discuss reasons why attendance may not be slipping and a plan of action is put in place. Where necessary school access Attendance and Pupil Welfare or Early Help processes to secure improved attendance for identified families.</li> </ul> <p>H/T and Office manager to monitor closely all children at risk of persistent absence and challenge this rigorously through school systems to reduce instances of PA</p> <p>As a result, attendance is at least 96% for all pupils.</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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Robust Vocabulary instruction in place and taught linked to each lesson daily</li> <li>• All teaching staff in school are trained in delivery of Robust Vocabulary Instruction training and implementing this in classroom delivery</li> <li>• There is a clear plan, within the skills progression documentation showing the subject specific vocabulary to be taught in each year group, and which vocabulary should be a light touch revisit. Staff should then introduce and model new key vocabulary and children should be able to use it in context by the end of the unit of learning.</li> <li>• Comprehension - whole class/reading lessons in place daily and additional reading intervention in place for target children where gaps in reading are addressed. Interventions may include focus on retrieval and inference skills.</li> </ul>	<p>Research into development of vocabulary as key to children accessing learning CPD</p> <p>Progression documentation based on research linked to how children learn-Rosenshine and Generative Learning</p> <p>Whole class reading daily sessions and intervention based on gap analysis and next steps using NTS Shine Inference intervention materials based on EEF research and staff CPD training in use of materials</p>	<p>1</p>

<ul style="list-style-type: none"> <li>• Introduction of additional high quality texts forming the basis of English teaching – exposure of children to texts they may otherwise not experience and develop the skills for discussion about text.</li> <li>• Evidence in pupil work of application of quality vocabulary in appropriate context</li> <li>• TA/ teacher supporting pupils in lessons to access learning and develop independence skills through skilful intervention</li> <li>• There is clear planning within the skills progression documentation so that staff know the subject specific vocabulary to be taught in their year group, and subject.</li> <li>• In FS and KS 1 there is a robust focus on delivery of the RWI phonics programme and regular assessment of pupils to ensure they make good progress in phonics.</li> <li>• Home reading books are well matched to pupils needs phonically. They are changed weekly and allow pupils to practice and read repeatedly in order to develop their confidence and skill as a reader.</li> <li>• Purchase of additional RWI materials and access to RWI training materials in order to support staff de-</li> </ul>	<p>Use of Literacy Shed texts and additional recommended reading list books.</p> <p>From Nursery, children to be introduced to repeated familiar texts to build their enjoyment, comprehension and reading skills. Based on research and best practice linked to development of readers.</p> <p>TA focus in reading sessions based on EEF best practice guide for use of TA's.</p> <p>Additional targeted TA resource focused daily on <b>small group</b> provision based on robust RWI assessments</p> <p>Pupils who are still on the RWI programme and at the Early stage of reading are well supported with DfE approved RWI structured teaching. Staff access well researched RWI training</p>	
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<p>velopment and pupil access to carefully matched texts</p>	<p>materials to support their development.</p>	
<ul style="list-style-type: none"> <li>The structures of lessons are secure and consistent every day across the whole school, including teaching of reading, writing and maths using Maths Mastery approach. All staff understand the Teach simply model of learning and apply this across the curriculum. This enables pupils to build on prior learning, make links and generate learning in order that they can access confidently engage in lessons.</li> <li>Wider curriculum areas are taught thoroughly, including the teaching of key vocabulary, skills and concepts. The structure for this is clearly developed through the school.</li> <li>All pupils including disadvantaged pupils are able to apply their learning linked to thematic units with age appropriate independence</li> </ul>	<p>Staff CPD developed from Mastery training to Teach Simply model. This is based on research into generative learning and supporting children to know and remember more.</p> <p>Staff CPD linking training on generative learning and the Teach simply model across all areas of the curriculum.</p>	<p>2</p>
<ul style="list-style-type: none"> <li>Canon Popham staff have completed Maths Mastery training, upskilling teachers on Keep Up, including pre-teaching, use of manipulatives and , daily maths meetings . This training to be consistently implemented across the school</li> <li>All children access mastery based lessons daily using the</li> </ul>	<p>CPD – establishing with staff the underpinning research linked to learning, retrieval and generative learning. This links to the Teach Simply model which is being implemented across school.</p> <p>Regular staff CPD linked to strategies to develop fluency.</p>	<p>1 and 3</p>

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<ul style="list-style-type: none"> <li>Teach Simply model</li> <li>Teaching to establish fluency is embedded through school- particularly with the focus on basic skills in reading, writing and maths</li> </ul>	<p>Initial focus on reading, teacher modelling, regular retrieval and practice before application. All based on research linked to how children learn.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>RWI small group deliver of daily lessons for children in the early stages of learning to read ( up to and including Y2)</p>	<p>Robust tracking and assessment ensures children are in the correct targeted teaching group for their needs. Well researched evidence that a structured synthetic phonics programme is effective, when rigorously delivered is supported by school phonics outcomes at Y1 which are above national</p>	<p>1 and 2</p>
<p>Afternoon focused and structured interventions based on gap analysis targeting small groups or individuals</p>	<p>Research into how children learn shows that the greater fluency develops, the more impact this has on learning. It reduces the load on the working memory and allows children to generate and become more effective learners. Therefore, gap analysis and targeted small group structured interventions based on Shine analysis etc supports children to be able to progress and access more in classrooms.</p>	<p>1 and 2</p>
<p>1:1 reading at least 3x per week to practice and develop confidence and fluency for targeted children</p>	<p>Children need to practice regularly to improve their reading skills and become fluent. This is critical in accessing the whole range of learning activities that the curriculum has to offer.</p> <p>Children who leave primary school not yet at ARE in reading do less well in GCSE and beyond. Therefore, investing time in giving targeted children time to practice and discuss texts is vital in developing this critical skill</p>	<p>1 and 2</p>
<p>Involvement in the Research programme</p>	<p>Research based programme with focus on developing mental arithmetic. Children need to secure these skills in order to free the working memory capacity to develop and generate new learning.</p>	<p>3</p>

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed

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<ul style="list-style-type: none"> <li>• Learning mentor/ SENDCo etc are available to be responsive to needs on a daily basis and support individuals to access learning</li> </ul> <p>Children gain timely access to mental health support to enable them to be emotionally secure and ready to learn. The PSHE curriculum supports children to be able to talk about how they feel and know that they will be listened to and supported.</p>	<p>Learning Mentor Thrive trained . Approaches used include Thrive based sessions.</p> <p>Mental Health Trailblazer support lead by trained mental health practitioners through NHS/ CAMHS team</p> <p>SENDCo trained in mental health first aid</p> <p>Supporting children to be emotionally ready and to feel secure in the routines and structures of learning and lessons enables them to engage the working memory more effectively and be ready to learn.</p>	<p>2</p>
<ul style="list-style-type: none"> <li>• Pride in our Learning sessions are reintroduced for every year group at least 3x per year – high parent/carer attendance at these</li> <li>• Parent information meetings offered for every year group with improved attendance – use of virtual meetings when face to face is not possible.</li> <li>• Parents are surveyed regarding how they would prefer to access information meetings. School to act on the outcomes and structure future meetings in response to parental feedback.</li> <li>• Parents engage in wider learning opportunities including whole school events such as performances, big picnic,</li> <li>• Parents attend key meetings personal to their child such as TAF, SEN, meetings etc. Staff work with parents to ensure they feel welcome into school but also facilitate remote meetings where this helps parents to be able to attend and engage better</li> </ul>	<p>EEF guidance on supporting parental engagement.</p> <p>Research shows that where schools are approachable and staff are familiar to parents, they are able to engage and support children more effectively.</p>	<p>4</p>

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<ul style="list-style-type: none"> <li>• Raise the profile of attendance in school through assemblies weekly, with special mention for best class attendance. Individual bronze, silver and gold certificates for attendance throughout the year.</li> <li>• Learning mentor and inclusion team, to work with and support identified pupils in school</li> <li>• Class teachers to monitor and track progress for all disadvantaged children in their class at 3 weekly RAG meetings and discussion linked to attendance and next steps will be included in this monitoring session</li> <li>• Where attendance is a developing concern, this is identified quickly. Parents and children are invited to discuss reasons why attendance may not be slipping and a plan of action is put in place. Where necessary school access Attendance and Pupil Welfare or Early Help processes to secure improved attendance for identified families.</li> </ul> <p>H/T and Office manager to monitor closely all children at risk of persistent absence and challenge this rigorously through school systems to reduce instances of PA</p>	<p>Where children are attending school regularly their outcomes are better.</p> <p>Children with regular attendance form positive relationships which support learning and development.</p> <p>Early intervention linked to attendance is most effective. Where parents are supported with strategies to help improve attendance we usually see an improvement quickly.</p>	<p>5</p>
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**Total budgeted cost: £30,000**

## 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 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2019 to 2020, and 2020 to 2021. However, the school continued to use key assessments to support Teacher judgements .*

*EYFS outcomes are based on Teacher Assessment linked to evidence gathered using Development Matters and the EYFS framework.*

*Phonics teacher assessment outcomes at Year 1 are based on past phonics check 2019 which was administered to all pupils in the summer term 2021.*

*The KS 1 teacher assessments were based on combined judgements on children's performance in classwork and 2019 past SATS test papers.*

*KS 2 performance was based on outcomes of 2019 past SATs papers to support teacher assessment.*

*All other year groups across school used NTS/ Shine tests to capture end of year performance.*

*The following performance analysis based on Teacher assessment is as follows:*

<b>EYFS</b>	<b>Cohort</b>	<b>PPG</b>	Number of PPG in cohort
A Good Level of Development	<b>70%</b>	<b>60%</b>	5
<b>Phonics</b>			
Phonics - Year 1	86%	33%	3
Phonics - by the end of Y2	94%		
<b>Key Stage 1 – Year 2</b>			5
% achieving the expected standard (or higher) in Reading	80%	100%	
% achieving the expected standard (or higher) in Writing	57%	60%	
% achieving the expected standard (or higher) in Maths	67%	60%	
% achieving the expected standard (or higher) in R,W&M combined	53%	60%	
% working at greater depth in Reading	23%	0%	
% working at greater depth in Writing	13%	0%	
% working at greater depth in Maths	27%	20%	
% working at greater depth in R,W&M combined	10%	0%	
<b>End of Key Stage 2 – Year 6</b>			5
% achieving the expected standard (or higher) in Reading	82%	40%	
% achieving the expected standard (or higher) in Writing	66%	40%	

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% achieving the expected standard (or higher) in Maths	84%	60%	
% achieving the expected standard (or higher) in GPS	81%	40%	
% achieving the expected (or higher) in R,W&M combined	66%	40%	
% achieving the higher standard in Reading	19%	0%	
% working at greater depth in Writing	16%	0%	
% achieving the higher standard in Maths	3%	0%	
% achieving the higher standard in GPS	0%	0%	
% achieving the higher standard R,W&M combined	0%	0%	
<b>All other year Groups</b>			
<b>Key Stage 1 – Year 1</b>			<b>3</b>
% achieving the expected standard (or higher) in Reading	79%	33%	
% achieving the expected standard (or higher) in Writing	79%	33%	
% achieving the expected standard (or higher) in Maths	86%	66%	
% achieving the expected standard (or higher) in R,W&M combined	79%	33%	
% working at greater depth in Reading	21%	33%	
% working at greater depth in Writing	7%	0%	
% working at greater depth in Maths	25%	33%	
% working at greater depth in R,W&M combined	7%	0%	
<b>Key Stage 2 – Year 3</b>			<b>5</b>
% achieving the expected standard (or higher) in Reading	81%	80%	
% achieving the expected standard (or higher) in Writing	75%	60%	
% achieving the expected standard (or higher) in Maths	75%	60%	
% achieving the expected standard (or higher) in R,W&M combined	68%	60%	
% working at greater depth in Reading	25%	40%	
% working at greater depth in Writing	13%	0%	
% working at greater depth in Maths	22%	40%	
% working at greater depth in R,W&M combined	13%	0%	
<b>Key Stage2 – Year 4</b>			<b>5</b>
% achieving the expected standard (or higher) in Reading	88%	80%	
% achieving the expected standard (or higher) in Writing	75%	40%	
% achieving the expected standard (or higher) in Maths	97%	80%	
% achieving the expected standard (or higher) in R,W&M combined	72%	40%	
% working at greater depth in Reading	22%	0%	
% working at greater depth in Writing	19%	0%	
% working at greater depth in Maths	22%	0%	
% working at greater depth in R,W&M combined	16%	0%	
<b>Key Stage 2 – Year 5</b>			<b>1</b>
% achieving the expected standard (or higher) in Reading	73%	100%	
% achieving the expected standard (or higher) in Writing	57%	100%	
% achieving the expected standard (or higher) in Maths	67%	100%	
% achieving the expected standard (or higher) in R,W&M combined	53%	100%	
% working at greater depth in Reading	23%	100%	
% working at greater depth in Writing	13%	0%	
% working at greater depth in Maths	27%	100%	
% working at greater depth in R,W&M combined	3%	0%	

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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*

<b>Programme</b>	<b>Provider</b>
Shine	Rising Stars - NTS

## **Service pupil premium funding (optional)**

*The school has 1 service child therefore the spending allocation is not strategically large in terms of the impact on overall PPG allocation.*

<b>Measure</b>	<b>Details</b>
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)**

In 2020-21 the school ensured that all PPG pupils were able to access all online remote learning sessions, which were delivered live daily. Where necessary PPG pupils were offered places in school every day to ensure they were able to access continued teaching.

Pupils were provided with hard copies of workpacks to support the live lessons to make home learning easier to manage and engage with.