



Context

As of September 2021 at Canon Popham C of E Primary Academy we have 12% of our pupils registered as eligible for the Pupil Premium grant. This year, the academy has been allocated £33,625 to diminish the difference in attainment between Pupil Premium and non-Pupil Premium children.

We do our best to promote Pupil Premium grant funding to parents and carers to ensure that all those children who may be eligible are applying for the funding. The academy's registration systems ensure that new parents are all spoken to by staff, to determine if they would be eligible and support is offered for them to apply for this, although there are occasionally issues with parental engagement with this process.

Rationale behind the Pupil Premium strategy.

We recognise that not all disadvantaged children have the same challenges – they do not have homogenous needs. We aim to create a balance in terms of identifying individual pupils' needs and gaps in their learning, providing targeted intervention and developing a whole school approach. This is because we have small numbers of Pupil Premium children across the school, and some cohorts have numbers as low as 1 pupil. As a result, exclusive provision of individual interventions can be unsustainable and at times inappropriate in developing children's generative learning and metacognition skills.

Therefore, the academy also adopts a holistic approach to how it spends its Pupil Premium funding. This is to ensure that we offer as many opportunities to as many Pupil Premium children as we can, rather than excluding our non-Pupil Premium children from the education that we offer. The academy follows the lead of some institutions which have achieved some of the most impressive outcomes in the country for its Pupil Premium children by adopting a similar whole-school approach to how it allocates its funds. However, we do retain some flexibility for supporting access to visits, residential visits etc. for pupils who would otherwise be unable to access these valuable learning experiences, which help to develop cultural capital for all our children.

How do we ensure that provision for Pupil Premium children is supporting them to make good progress?

Phase leaders and class teachers are regularly informed about which of their pupils are on the Pupil Premium register, and attainment and progress data is shared with staff during RAG Pupil progress meetings.

These RAG Pupil Progress meetings are vital in identifying and tackling variance in individual and cohort data and addressing any issues as early as possible.

The class teacher, phase leader and the academy's Inclusion leader are all involved in finding solutions to help accelerate the progress of Pupil Premium children who have fallen behind in their learning. These strategies are usually at the Universal level of the Graduated Response model. In certain cases, children may receive targeted interventions to diminish the difference. The academy's most crucial – and most expensive – initiative to diminish the difference is its use of trained support

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staff in every classroom, every morning, to offer additional support in reading, Writing and Maths teaching. Interventions follow in the afternoon, led by both the class teacher and the support staff. This enables lower prior-attainers to receive the additional support they need during daily, targeted interventions. This model also ensures that each child will receive sufficient feedback during lessons in order to identify next steps, act upon these swiftly, and most make good or better progress as a result. Put simply, no child is left behind, so significant gaps should rarely materialise.

Some interventions and initiatives are pupil-targeted, and are devised and implemented in cooperation with the Academy Inclusion lead. They may include access to counselling support, nurture groups, physical therapy, support with speech etc. Others are based on gap analysis of pupil performance in class and tests.

We do have some overlap between Pupil Premium grant children and those with SEN , including children with EHCP's. For these children our approach is to develop a bespoke provision, including access to highly differentiated support, provided through the use of the school staffing team, rather than simply being reliant on individual class teachers and support staff. This way, we can maximise on the provision we can offer.

How do we use the funding to support our strategy?

The cost of these measures far outstrips the academy's financial allocation. Rather, the majority of our Pupil Premium funding feeds into this increased overall spending on classroom based staff, so that more children can enjoy the academic benefits of these measures. Our aim is to improve the quality of the classroom teaching that all of our pupils receive daily, with the intention of improving outcomes for all, not just a percentage.