

# Pupil premium strategy statement – Canon Popham C of E Primary Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	207
Proportion (%) of pupil premium eligible pupils	11.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	<i>Sharon Patton Executive Head Teacher</i>
Pupil premium lead	<i>Jackie Shelton Head of School</i>
Governor / Trustee lead	<i>Mark Wheeler</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,360
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years	N/A
<b>Total budget for this academic year</b>	£36,360

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Children are at the heart of every decision we make in DSAT. We aspire to deliver only the very best education, care and nurture for every child in our schools. To do this, we know that all adults in every DSAT school need to be highly trained to deliver excellence in teaching and learning, combined with a drive to develop a culture in our classrooms and staffrooms where children thrive (DSAT Charter for Vulnerable Pupils).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve (The Power of 'I See You' within the DSAT Charter for Vulnerable Pupils.)

## Challenges

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

Challenge number	Detail of challenge																																			
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.																																			
2	<p>Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p>																																			
3	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high.</p>																																			
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils.</p> <p>The attendance percentage for pupils in receipt of the pupil premium in 2024-25 was 93.8% which is 2% lower when compared to all pupils. This percentage is above National figures of 92.6%. Relative improvement has been made over the last three years.</p> <p><b>FSM6 - Persistent absence</b></p> <table><tr><th>Year</th><th>Cohort</th><th>School</th><th>National</th><th>National distribution banding</th><th>Trend</th><th>School context</th></tr><tr><td>2024/25 (2 term)</td><td>24</td><td>16.7%</td><td>24.5%</td><td>Below (non-sig)</td><td>No sig change</td><td>-</td></tr><tr><td>2023/24 (3 term)</td><td>29</td><td>27.6%</td><td>27.1%</td><td>Close to average (non-sig)</td><td>No sig change</td><td>-</td></tr><tr><td>2022/23 (3 term)</td><td>29</td><td>24.1%</td><td>29.3%</td><td>Close to average (non-sig)</td><td>No sig change</td><td>-</td></tr></table> <table><tr><td>2018/19 (3 term)</td><td>31</td><td>16.1%</td><td>16.1%</td><td>Close to average (non-sig)</td><td>Not available</td><td>-</td></tr></table> <p>The percentage of disadvantaged pupils who were persistently absent in 2024-25 was 16.7% which is 8.5% higher than the figure when compared to all pupils (8.2%), and 7.8% lower than disadvantaged pupils nationally. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	Year	Cohort	School	National	National distribution banding	Trend	School context	2024/25 (2 term)	24	16.7%	24.5%	Below (non-sig)	No sig change	-	2023/24 (3 term)	29	27.6%	27.1%	Close to average (non-sig)	No sig change	-	2022/23 (3 term)	29	24.1%	29.3%	Close to average (non-sig)	No sig change	-	2018/19 (3 term)	31	16.1%	16.1%	Close to average (non-sig)	Not available	-
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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
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2025/26 show that more than 60% of disadvantaged pupils met the expected standard. KS2 outcomes remain above national for all disadvantaged pupils. 80% of pupils to achieve RWM at the expected standard of above.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance in 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 4% lower than their peers.</li> </ul>

## 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: **£20,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in CPD for all staff to ensure all pupils are able to access QFT and to be challenged in all areas of learning. This will include subject specific training to improve teacher subject knowledge alongside training in elements of pedagogy, which support the DSAT model of Teach Simply.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this	1, 2, 3, 4

	<p>guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>	1, 2
<p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2, 4
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	3

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	1, 2, 3, 4

be disadvantaged, including those who are high attainers.  This will included targeted support for current Y6 cohort to facilitate reduced ratios for learning.	<a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  And in small groups: <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our RWI consultant.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1, 2

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

Budgeted cost: **£5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the scheme 'My Happy Mind' as a whole school approach to support wellbeing of pupils, staff and parents.	The development of self-regulation and executive function is consistently linked with successful learning, including pre-reading skills, early mathematics and problem solving. Strategies that seek to improve learning by increasing self-regulation have an average impact of three additional months' progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies#:~:text=The%20development%20of%20self%2Dregulation,of%20three%20additional%20months'%20progress.">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies#:~:text=The%20development%20of%20self%2Dregulation,of%20three%20additional%20months'%20progress.</a>	3
Implementation of the Zones of Regulation to support wellbeing of pupils	Why Teach Self-Regulation? Regulation is something everyone continually works on whether we are aware of it or not. We all encounter	

	<p>trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.</p> <p><a href="https://zonesofregulation.com/">https://zonesofregulation.com/</a></p>	
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	3
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>This will involve training and release time for staff to develop and implement new procedures and working alongside newly appointed Trust EWO to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £40,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

KS2 outcomes for PP 2025:

#### Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	18	67%	46%	Above (non-sig)	68%	-1	Not applicable	Not applicable
2025	6	83%	47%	Above (non-sig)	69%	14	Positive gap	-
2024	6	83%	46%	Above (non-sig)	67%	16	Positive gap	-
2023	6	33%	44%	Close to average (non-sig)	66%	-33	Not available	-

This data shows that over the last two years our disadvantaged pupils in KS2 achieved in line with or above their non-disadvantaged peers in RWM combined. They also achieved higher than national disadvantaged children, by a margin of 30+% in the last two academic years.

#### Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	18	89%	62%	Above (sig+)	80%	9	Not applicable	Not applicable
2025	6	100%	63%	Above (non-sig)	81%	19	Positive gap	-
2024	6	100%	62%	Above (non-sig)	80%	20	Positive gap	-
2023	6	67%	60%	Close to average (non-sig)	78%	-12	Not available	-

In reading, every disadvantaged child achieved the expected standard (100%), outperforming all pupils (88%) both within the school and disadvantaged pupils nationally (81%).



### Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	18	78%	59%	Above (non-sig)	78%	0	Not applicable	Not applicable
2025	6	83%	59%	Above (non-sig)	78%	5	Positive gap	-
2024	6	100%	58%	Above (sig+)	78%	22	Positive gap	-
2023	6	50%	58%	Close to average (non-sig)	77%	-27	Not available	-

The same can be said of writing, with 83% of disadvantaged pupils attaining the expected standard.

### Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	18	78%	60%	Above (non-sig)	80%	-2	Not applicable	Not applicable
2025	6	83%	61%	Above (non-sig)	80%	3	Positive gap	-
2024	6	83%	59%	Above (non-sig)	79%	4	Positive gap	-
2023	6	67%	59%	Close to average (non-sig)	79%	-13	Not available	-

And also of maths.

### Disadvantaged pupils - EGPS expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	18	83%	59%	Above (sig+)	78%	5	Not applicable	Not applicable
2025	6	83%	60%	Above (non-sig)	79%	5	Positive gap	-
2024	6	100%	59%	Above (sig+)	78%	22	Positive gap	-
2023	6	67%	59%	Close to average (non-sig)	78%	-12	Not available	-

And EGPS.

Disadvantaged pupils are less likely to attain GDS than their peers in all areas.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Our evaluation of the approaches delivered last academic year indicates that use of 1:1 and small group mentoring were particularly effective.

Our pupil premium strategy was supplemented by additional activity that was not funded by pupil premium or recovery premium. This included:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

Programme	Provider
<a href="#">With Me in Mind</a>	<a href="#">NHS</a>
<a href="#">Zones of Regulation</a>	<a href="#">The Zones of Regulation</a>
<a href="#">RWI</a>	<a href="#">Ruth Miskin</a>
<a href="#">Pathways to Write</a>	
<a href="#">Purple Mash</a>	<a href="#">Purple Mash</a>
<a href="#">DT Association</a>	<a href="#">DT Association</a>
<a href="#">Digimaps</a>	
<a href="#">RE Today</a>	<a href="#">NATRE</a>
<a href="#">Understanding Christianity</a>	<a href="#">Church of England</a>
<a href="#">Charanga</a>	
<a href="#">Tapestry</a>	
<a href="#">Maths Mastery</a>	
<a href="#">Times Tables Rockstars</a>	
<a href="#">Reflex maths</a>	
<a href="#">Numbots</a>	

Snap Science	
NTS assessments	Rising Stars/Hodder

## Further information (optional)

### **Additional activity**

#### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. Our trust also commissioned a pupil premium review to get an external perspective, a result of this was the creation of the DSAT Charter for Vulnerable pupils. .

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools within our trust with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.