



# Pupil premium strategy statement



## Canford Heath Junior School 2024-2027

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

### School overview

| Detail  | Data   |
|---|--|
| Number of pupils in school  | 489  |
| Proportion (%) of pupil premium eligible pupils   | 22% (109 children)   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-2025<br>2025-2026<br>2026-2027  |
| Date this statement was published   | Year 1: September 2024   |
| Date on which it will be reviewed   | Year 1: September 2025<br>Year 2: September 2026<br>Year 3: September 2027 |
| Statement authorised by   | Mark Wilson - Headteacher  |
| Pupil premium lead  | Natalie Brown – Head of Inclusion and SEND                                 |
| Governor / Trustee lead   | Val Arbon – Chair of Trustees  |

### Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £146,955 |
| Pupil premium funding carried forward from previous years   | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £167,145 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our mission is to promote a love of learning in order to maximise the life chances of every child in our Trust. Through nurturing, high expectations and skilled teaching, we will have a lasting and positive impact on our local and wider community.

We aim to inspire our children to be the socially conscious individuals who make a difference to the world. All children secure key learning and skills they will need to become lifelong learners and gain employment.

Our strategy is designed to redress any inequities that are barriers to disadvantaged children achieving their potential so that they, along with all our non-disadvantaged children, make good progress and achieve high attainment across the curriculum. This is achieved through:

- high quality teaching that is responsive to the needs of disadvantaged children;
- access to a broad and balanced curriculum that develops skills and builds knowledge incrementally through a carefully planned progression;
- strong emphasis on early reading and vocabulary development;
- planning and implementing adaptive teaching strategies in all lessons to ensure all children have 'ways in' to the curriculum;
- robust use of evidence and assessment to ensure a prompt response to identified challenges and individual needs;
- implementing early and targeted intervention, support and challenge;
- ongoing evaluation of impact on children's achievement;
- provision for wider educational experiences that support children's spiritual, moral, social and cultural development;
- working closely with families;
- liaising with external agencies to secure further support;
- effective deployment of staff and resources.

Our ultimate aim is to improve all our children's life chances and prepare them to thrive in their future lives.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Too many disadvantaged children are at risk of not achieving age related expectations in core subjects in line with their non-disadvantaged peers.   |
| 2                | Lack of parental engagement and support at home for some children in receipt of PP funding means core skills are not always practised regularly at home.   |
| 3                | High numbers of disadvantaged children have further characteristics of vulnerability that impact progress, such as Looked After Children (LAC), pre-LAC, Children in Need (CIN), Child Protection (CP), Special Educational Needs and Disabilities (SEND), attendance <90%, summer born and, in some cases, English as an Additional Language (EAL). |
| 4                | Attendance rates for some of the children eligible for PP are below that of others. This reduces their school hours and causes them to fall behind on average. Lateness for the PP children impacts on access to core subject learning.  |

## 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  |
|---|---|
| To diminish the difference between the number of disadvantaged children who achieve age related expectations in reading, writing and maths and their non-disadvantaged peers. | The attainment gap between disadvantaged and non-disadvantaged children is reduced or closed in each of reading, writing and maths.   |
| To improve parental engagement, or apply strategies to compensate, in order to develop children's core skills.  | Identified children eligible for PP make accelerated progress from their respective startpoints to increase their attainment, so that the gap between PP outcomes and others has diminished by the end of the year. |
| To ensure all children achieve their potential, develop their cultural capital and overcome any external barriers to their learning.  | Additional provision is implemented so that children eligible for PP fully access the broader curriculum entitlement and wider school experiences.  |
| To improve attendance rates for children eligible for PP.   | Overall attendance of pupils in receipt of pupil premium funding improves from 89.4% (2023-2024 data) to at least in line   |

|  |   |
|--|---|
|  | with 'other' pupils. Lateness of PP pupils is reduced to at least in line with that of non-PP pupils. |
|--|---|

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £56,828

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Improve levels of engagement at school and at home.</p> <ul style="list-style-type: none"> <li>- Staff CPD</li> <li>- Parent workshops</li> <li>- Phonics resources</li> <li>- Spelling scheme</li> </ul>   | <p>The online and physical resources used are quality assured through previous successful applications and providers own diagnostic evidence of effectiveness. Increased use of SSP, and phonics-linked spelling scheme, as recommended by HMI reading review.</p>  | 1, 2 and 3                    |
| <p>Children to co-regulate or self-regulate their emotions so that they are ready to learn.</p> <ul style="list-style-type: none"> <li>- Learning Support Group (LSG)</li> <li>- Increased staffing to facilitate smaller group sizes</li> <li>- Trickbox</li> </ul> | <p>Previous increased attainment through additional teaching groups and reduced class sizes in literacy has informed the decision to replicate this action ongoing.</p> <p>The EEF metacognition toolkit identifies a number of effective strategies: all teachers will participate in a CPD programme to understand and apply these processes.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning (SEL) can lead to learning gains of +4 months over the course of a year.</p> <p>Improving SEL in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> | 1, 2 and 3                    |
| <p>Improve attainment and progress in core subjects through improved</p>   | <p>EEF identifies that homework, diagnostics and feedback are all low cost, high impact strategies. All children have access to Atom Prime and</p>  | 1 and 2                       |

|   |  |  |
|---|--|--|
| <p>online resources for interventions and homework.</p> <ul style="list-style-type: none"> <li>- Reading Plus</li> <li>- TT Rockstars</li> <li>- Atom Prime</li> <li>- Arbor</li> </ul> | <p>TTRockstars to help to ensure maths home learning is effective and targeted. Online support for GPS has been trialled and in place where appropriate. Following a successful trial of Reading Plus, this programme will be implemented from January 2025. Pupil and parent feedback have informed us that these approaches are supportive and engaging.</p> <p>Accurate diagnostics are cited as a key foundation in EEF guidance. This is achieved through subscription to whole school tracking program to inform planning and interventions.</p> |  |
|---|--|--|

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

Budgeted cost: £45,849

| <b>Activity</b>  | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|--|--|--------------------------------------|
| <p>Improve achievement for those pupils who are at risk of not meeting age related expectations in reading, writing and maths.</p> <ul style="list-style-type: none"> <li>- Staffing for additional intervention groups</li> <li>- Staffing of designated leadership for PP</li> <li>- Edukey provision mapping tool</li> <li>- L2 TA support in class</li> <li>- Spring booster sessions</li> </ul> | <p>Previous use of these approaches has led to improved outcomes. This is a low cost for moderate to high impact approach, according to the EEF toolkit. Provision of targeted interventions through online licenses, staffing provision and use of mapping tools.</p> | <p>1, 2 and 3</p>                    |

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

Budgeted cost: £64,468

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Improve mental and emotional health for vulnerable learners. <ul style="list-style-type: none"> <li>- FT Pastoral care worker</li> <li>- PT Emotional Literacy Support Assistant (ELSA)</li> <li>- MyConcern</li> <li>- Free milk for pupils in receipt of PP funding with FSM eligibility</li> </ul> | The PHE/DfE guidance, <i>Promoting children and young people's mental health and wellbeing</i> , cites the cognitive benefits of good mental health. This is delivered through provision of comprehensive pastoral support through specially trained staff and online record-keeping system.   | 2, 3 and 4                    |
| Improve attendance, punctuality and school-readiness for vulnerable learners. <ul style="list-style-type: none"> <li>- Home Academy Liaison Officer</li> <li>- Attendance and Welfare Officer</li> <li>- Breakfast club/Buddy club</li> </ul>   | The EEF toolkit states that social and emotional learning has moderate impact for very low cost. Specialist staffing, home visits and provision of wraparound care to support vulnerable families. The DfE <i>Working Together to Improve School Attendance</i> document states, 'Make sure attendance support and improvement is appropriately resourced, including where applicable through effective use of pupil premium funding. Where possible this should include attendance and pastoral support staff.' | 2, 3 and 4                    |
| Provision of additional life opportunities, which may normally be out of reach for targeted pupils to ensure equitable access to cultural capital.  | The EEF toolkit states that arts education has moderate impact for very low cost. Inclusion and engagement are also vital to children's wellbeing. Promote inclusion and wider experiences through subsidised funding for: <ul style="list-style-type: none"> <li>- Uniform, trips and visitors</li> <li>- Peripatetic music tuition (Free School Meals eligible only)</li> <li>- Activities week and residential (Free School Meals eligible only)</li> </ul>   | 2, 3 and 4                    |

**Total budgeted cost: £167,145**

## 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.
- To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at NCER national and local level and to results achieved by our non-disadvantaged pupils.
- The data demonstrated that Key Stage 2 outcomes for disadvantaged pupils were all significantly above the NCER national disadvantaged in reading and writing, and above in maths.

#### Gap Analysis – The Attainment Gap between school disadvantaged and school non-disadvantaged

|           | Reading | Writing | Maths |
|-----------|---------|---------|-------|
| 2022-2023 | -20%    | -57%    | -29%  |
| 2023-2024 | -18%    | -18%    | -10%  |
| 2024-2025 | -10%    | -29%    | -23%  |

- Attainment gaps between school disadvantaged children and school non-disadvantaged children have diminished in reading, but increased in writing and maths. This is cohort-specific as these children missed a significant proportion of their KS1 education due to Covid-19. A key focus has been closing the gap in reading, as this is the cornerstone of all other learning.
- The IDSR November 2025 identified that the three-year average attainment of disadvantaged pupils (EXS+%) for RWM, writing and EGPS are close to average. Furthermore, three-year averages (EXS+%) for reading and maths are above average.
- We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated the following –
- Of disadvantaged children receiving Speech and Language Therapy (SALT) in 2024-2025 academic year, 100% made expected or better progress towards their targets and three children were discharged from the SALT service.
- Pastoral teams have regularly supported 32% of the disadvantaged children through wellbeing education and 1:1 support. Of the five children in receipt of Pupil Premium who had a Pastoral Support Plan/Behaviour Support Plan (PSP/BSP), five children made expected progress towards their targets and four children's plans ceased due to exceptional progress.
- Our evaluation of the approaches delivered last academic year indicates that certain aspects were less effective than others. For example, we continue to use Reading Plus to enable our lowest-attaining readers to make accelerated progress.
- We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more

details about how we supplement our Pupil Premium funding to achieve these intended outcomes.

## Externally provided programmes

| Programme      | Provider                     |
|----------------|------------------------------|
| Reading Plus   | Dreambox                     |
| TTRS           | Maths Circle                 |
| Atom Learning  | Atom Learning                |
| Arbor          | Arbor Education Partners Ltd |
| SNAP Behaviour | Hodder Education             |
| WellComm       | GL                           |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

To fund staffing for targeted pastoral interventions for children in receipt of service pupil premium. Service children in the setting also receive, where appropriate, ELSA provision and targeted intervention in reading, writing and maths. We will continue to liaise with the Little Troopers charity to organise events and social opportunities for our service children.

### **The impact of that spending on service pupil premium eligible pupils**

There were three eligible service children in Year 5 and one in Year 6.

One child in Year 5 met age related expectations in reading and writing and achieved GDS in maths.

One child in Year 5 met age related expectations in writing and maths and achieved GDS in reading.

One child in Year 5 met age related expectations in reading and writing and achieved GDS in maths.

One child in Year 6 met age-related expectations in maths and was WTS in reading and writing.

## Further information (optional)

|   |          |
|---|----------|
| <p>The strategies detailed above detail spending in excess of the Pupil Premium and recovery funding. The excess is being funded by the MAT as Trustees recognise that additional resources must be allocated to disadvantaged children to fulfil our strategic vision of securing equitable life chances for all children.</p> |          |
| <b>Total budget for this academic year including additional school funds allocated to improving outcomes for disadvantaged children</b>   | £167,145 |