

Pupil premium strategy statement

This statement details our school's use of pupil 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 the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Canon Burrows CofE Primary School
Number of pupils in school	442
Proportion (%) of pupil premium eligible pupils	98 – 22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2025/26
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Suzanne Fildes, Headteacher
Pupil premium lead	Elizabeth Adamson, Assistant Headteacher Alison Lataster EYFS Lead
Governor lead	Niall Perry, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	123210
Recovery premium funding allocation this academic year	11890
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	15422
Total budget for this academic year	150522

Part A: Pupil premium strategy plan

Statement of intent

Education at Canon Burrows CE Primary School is based on the premise that each person is made in the image of God and is special, precious and unique. Each person has the right to develop morally, spiritually, academically and physically to his or her full potential and will do so, given the right educational context regardless of their background or need. At Canon Burrows CE Primary School, we aim to strategically use pupil premium funding to ensure all children receive high quality teaching and we offer additional support to ensure all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas access curriculum to reach their full potential. 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, and supports initiatives that benefit our wider cohort of PP students, such as: well-being, cultural capital, dedicated teaching groups and attendance as well as targeted programmes based on internal data, to identify barriers to learning. 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.

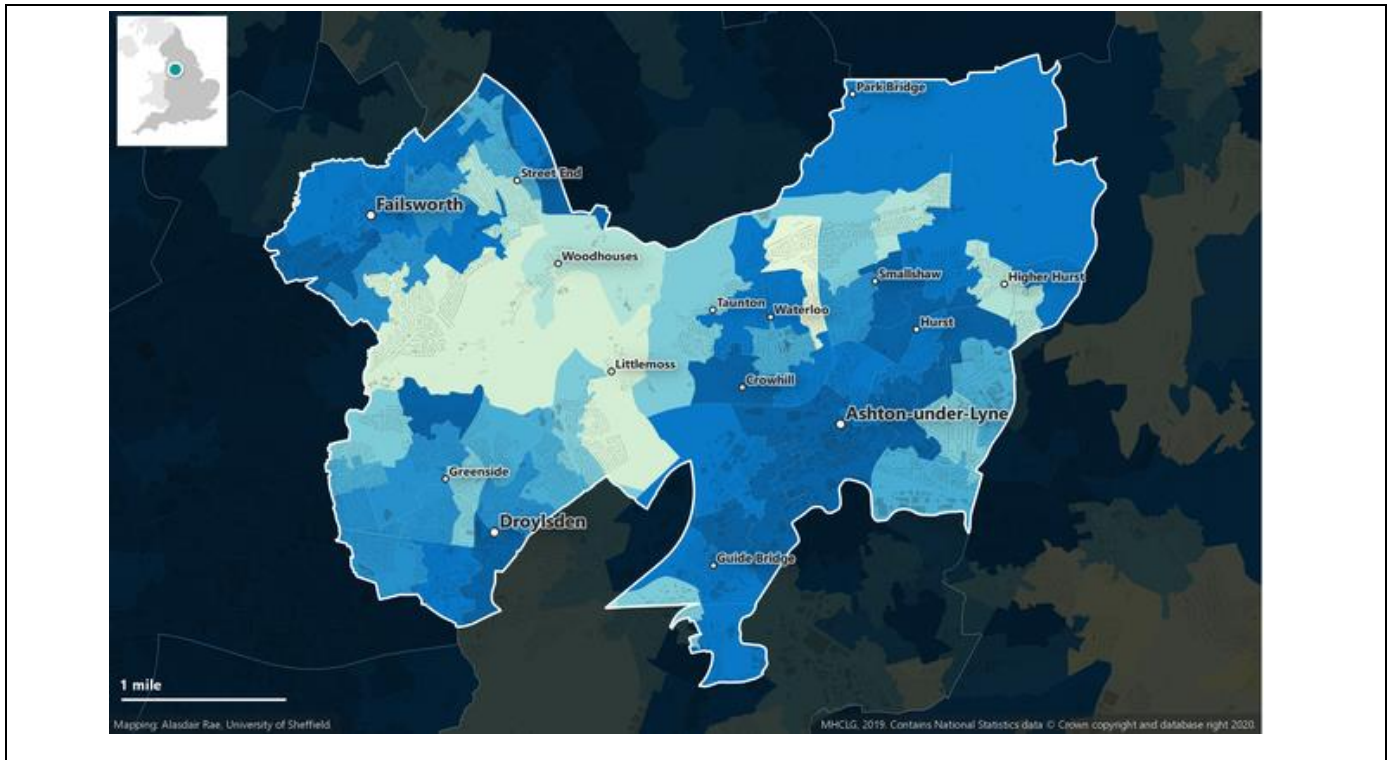
Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- 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

Demography and School Context

Canon Burrows Church of England Primary is a community school located in Ashton-under-Lyne. We are a two form entry school with a number of classes over pupil admission numbers as the demand for places is high.

The map below shows 'lower super output areas' (LSOAs) which surround the school and are colour coded according to the which national decile they belong to: decile 1 being the most deprived and decile 10 being the least deprived (IMD rankings). The areas immediately surrounding the school, in which most of the pupils live, are amongst the most deprived in the country.



Challenges

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

Challenge number	Detail of challenge
1	Improve attainment and progress in EYFS in language and communication
2	Improve attainment and progress in basic skills (English and Maths)
3	Improve attainment and progress in basic skills for all SEND pupil premium children.
4	Improve attendance and punctuality
5	Positive mental health and wellbeing of pupils, families and staff

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 oral language skills and vocabulary among disadvantaged pupils in particular children in EYFS	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attainment and progress in basic skills amongst disadvantaged pupils.	KS2 reading, SPAG, maths outcomes show that disadvantaged pupils achieve above the national average for the expected standard. KS1 children to achieve above the National Average in the Phonics Screening Check. EYFS children to achieve above the National Average in the EYFS Profile
To achieve and sustain improved wellbeing for all pupils, families and staff in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils parent workshops are attended well and give information and support to encourage children and families to access support
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of all pupils who are persistently absent being below 10%

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: **£11,192.40**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Standardised diagnostic assessments purchased.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>NFER tests: 22% of the total - £695.46</p> <p>Pupil Progress Meetings: 16 days: £3200</p>	<p>Internal and external (where available) assessments indicate that Reading and Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, and progress from KS1 to KS2 is significantly below.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time</p> <p>Wellcomm language screening, staff training and staff resource time: £1292.50</p> <p>Neli staff training: £200</p>	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills, social skills and vocabulary gaps among many disadvantaged pupils. These are evident from Early Years through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. On entry to Reception class, typically 100% of our disadvantaged pupils arrive below age-related expectations. This has been exacerbated by Covid.</p> <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 3</p>
<p>Purchase and training of Little Wandle, a DfE validated Systematic Synthetic Phonics programme.</p>	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their</p>	<p>1, 2, 3</p>

<p>to secure stronger phonics teaching for all pupils, and ensure consistency of approach.</p> <p>Cost of Little Wandle: £995</p> <p>Cost of Resources: £784.44</p> <p>Cost of Monitoring: £1200</p>	<p>peers. This negatively impacts their development as readers. Phonics Screening Check scores currently show a downward trend.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Purchase of S-Code and training for all staff to support consistent development of spelling</p> <p>Scode costs 22% of £2520 = £325</p>	<p>Spelling has been identified as an area for development throughout school in order to develop more fluent writers.</p> <p>Explicitly teaching spellings and providing pupils with extensive opportunities to practice them has a positive impact on fluency and composition of writing.</p> <p>Improving Literacy Guidance Report Education Endowment Foundation EEF</p>	2, 3
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Cost of Training: £1500</p> <p>Cost of Resources: £1000</p> <p>Cost of supply: £200</p>	<p>Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, and progress from KS1 to KS2 is significantly below. On entry to Reception class, typically 0% of our disadvantaged pupils arrive below age-related expectations.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	2, 3
<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>Increasing numbers of SEN pupils, pupils with social, emotional and mental health issues and pupils with multiple risk factors. Last year, our percentage of PP pupils who also have a SEN provision increased to 30% from an average of 19.5% from the previous two years.</p> <p>There is extensive evidence associating childhood social and emotional skills with</p>	4, 5

ACES: free	improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£94,091**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will fund a lead teacher and teaching assistants release time to train in the use of ‘Train the Teacher’ White Rose Intervention Training.</p> <p>Training: £3000 Supply: £200</p>	<p>Internal and external (where available) assessments indicate that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils, and progress from KS1 to KS2 is significantly below. On entry to Reception class, typically 0% of our disadvantaged pupils arrive below age-related expectations.</p> <p>High quality, informed small group and one-to-one interventions delivered by trained teaching assistants using a structured intervention which is assessment informed, guided and tracked, show consistent impact on attainment. https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions/recommendations-5-and-6-unpacking-the-evidence</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	2, 3
<p>Employment of a Learning Mentor to deliver emotional wellbeing support to pupils and their families through interventions, EHA meetings, attendance meetings etc.</p> <p>Learning Mentor: £24,597</p>	<p>Increasing numbers of SEN pupils, pupils with social, emotional and mental health issues and pupils with multiple risk factors. Last year, our percentage of PP pupils who also have a SEN provision increased to 30% from an average of 19.5% from the previous two years.</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</p>	4, 5

	<p>performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Purchase of Speech Leap services to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills with a focus on Early Years. Speech Leap to provide CPD to staff to support identification of pupil need and support.</p> <p>Speech Leap: £18,233</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Training and support for adults delivering the Little Wandle Rapid Catch up programme to ensure consistency and effectiveness.</p> <p>Cost of Training for all Staff: £400</p>	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Phonics Screening Check scores currently show a downward trend.</p> <p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3
<p>Appointment of Reading Intervention TA to lead and deliver reading recovery to identified pupils.</p> <p>£21,061</p>	<p>Explicit teaching of reading comprehension has been shown to have an average impact of an additional 6 months of progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?</p>	2, 3
<p>Appointment of HLTA to support in year 3 and year 4 due to a higher than average number of disadvantaged pupils.</p> <p>£24,700</p>	<p>Strategic deployment of TAs is important to ensure priority pupils are supported and there is high quality capacity for this within these year groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?</p>	2, 3, 4, 5

<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Century Tech: £1990</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 3, 4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£42,120**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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> <p>Cost of training: £1825</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
<p>Provision provided to ensure pupil premium pupils have access to a wide range of experiences.</p> <p>Robinwood: £2899</p> <p>Pantomime: £1372</p> <p>Extra-curricular club: £3840</p> <p>Holiday club: £2115</p> <p>LAC Hampers: £106</p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to associated financial costs (eg equipment). By providing physical activities free of charge, schools give pupils access to benefits and other opportunities that might not otherwise be available to them. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p>	<p>4, 5</p>

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. Support attendance and punctuality of children through following up late marks and non-attendance, persistent absence and holding panel meetings.</p> <p>Attendance officer: £13,525</p>	<p>Pupil attendance, although generally good, it is weaker for PP eligible pupils compared to non-PP children and there are persistent absences</p> <p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1.3% and 1.6% lower than for non-disadvantaged pupils.</p> <p>Over the last two years, between 15% and 22% of disadvantaged pupils have been 'persistently absent' compared to between 7% and 16% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4, 5</p>
<p>Contingency fund for acute issues. £3118.60</p>	<p>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.</p>	<p>All</p>
<p>Attendance to school breakfast club provided for free to pupil premium families. Toast provided to disadvantaged pupils at break time.</p> <p>Member of staff - £4,602 Catering Staff – £5,240 - £1346 Milk - £250 Food – £4500 Games and activities - £500</p>	<p>Evidence shows that pupils who are to have a nutritious meal before school by attending a school breakfast club, can boost their reading, writing and maths results. Attendance at breakfast clubs, can also have a positive impact on behaviour and attendance.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	<p>All</p>

Total budgeted cost: £147,403.40

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 2021 to 2022 academic year.

Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged pupils in key areas of the curriculum, and progress from KS1 to KS2 is significantly below. Our assessment of the reasons for these outcomes points primarily to the lasting legacy of Covid-19, and the closure of the school, which disrupted all our subject areas to varying degrees. The ongoing impact for pupils, as evidenced in schools across the country, show that Covid-19 con was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended.

Although general good, attendance for disadvantaged pupils is lower than for non-disadvantaged pupil, and is there has been an increase in pupils who are persistently absent. The appointment of an Attendance Officer working in liaison with the Learning Mentor should support improving this whilst supporting the positive mental health and wellbeing of our pupils and their families.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are still being impacted by COVID-19-related issues. This is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required as well as provided whole staff CPD. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Speech, Language and Communication	NELI, Wellcomm
Speech and Language Therapists	Speech Leap
Curriculum support	Century Tech
Curriculum Support	Scode
Phonics	Little Wandle
Curriculum Support	White Rose

Further information (optional)

Additional activity