

Pupil premium strategy statement – The Canterbury Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	44.05%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	31/12/2024
Date on which it will be reviewed	31/12/2025
Statement authorised by	Beth Wilson
Pupil premium lead	Craig May
Governor / Trustee lead	Paul Swallow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256,688.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£17,200.62
Total budget for this academic year	£273,888.62

Part A: Pupil premium strategy plan

Statement of intent

At The Canterbury Primary School, our goal is to provide ‘as much as possible, as often as possible, to as many as possible.’ To achieve this, we will use the Pupil Premium funding in a targeted and strategic manner, ensuring that all children are fully included and offered a wide range of opportunities. This support will enable every child to reach their full potential. We will carefully track pupils' progress and evaluate the effectiveness of any additional interventions. The Canterbury Primary School is committed to directing this funding to the pupils for whom it is intended, ensuring it has a positive impact on their educational development and future life prospects. We will achieve this by:

- Closing the attainment gap between disadvantaged pupils and their peers, particularly in Maths and English
- Accelerating pupil progress
- Supporting and nurturing all children
- Improving attendance for disadvantaged groups
- Reducing the number of fixed-term suspensions
- Increasing participation in extracurricular activities during school hours and school holidays
- Providing speech and language support for children not meeting age-related expectations
- Promoting a healthy lifestyle through good nutrition and physical activity

Challenges

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

Challenge number	Detail of challenge
1	Discussions and observations with pupils and families have highlighted various social and emotional challenges faced by many pupils, including issues related to physical and mental health, social skills, self-esteem and confidence, aspirations, financial constraints (affecting access to proper nutrition), family routines, bereavement, home learning environments, and changes in employment circumstances. These difficulties are particularly evident among disadvantaged pupils, impacting their overall achievement. Over the past three years, there has been a notable increase in teacher referrals for support. Currently, Pupil

	Premium (PP) pupils require additional assistance with their social and emotional needs and will receive targeted small-group interventions.
2	Our attendance data shows that disadvantaged pupils have lower attendance rates compared to their non-disadvantaged peers. A larger proportion of disadvantaged pupils have been classified as 'persistently absent.' Assessments and observations suggest that absenteeism is having a detrimental effect on the progress of disadvantaged pupils.
3	Assessments, observations, and discussions with pupils highlight underdeveloped oral language skills and vocabulary gaps, particularly among disadvantaged pupils. These challenges are evident across all year groups, from Reception to Key Stage 2, and are generally more pronounced in our disadvantaged pupils compared to their peers.
4	Internal and external assessments show that the attainment in Reading, Writing, and Maths for disadvantaged pupils is notably lower compared to their non-disadvantaged peers.
5	Upon entering the Reception class, pupils, including those eligible for pupil premium (PP), typically arrive with below age-related expectations.
6	Pupil feedback and internal tracking data reveal that disadvantaged children often lack access to extracurricular opportunities, such as trips to museums, theatres, zoos, and clubs. This limits their exposure to diverse experiences, which in turn affects their knowledge, vocabulary, language skills, ability to engage with certain curriculum areas, and their social communication and interactions.

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
Enhance communication and language abilities for Pupil Premium (PP) pupils, resulting in accelerated progress in reading and writing, and narrowing the achievement gap more rapidly.	<p>Improved Reading Fluency: PP pupils demonstrate measurable improvement in reading speed and comprehension, with assessments showing a higher level of fluency by the end of the term.</p> <p>Writing Progress: PP pupils show consistent improvement in their writing skills, including better sentence structure, vocabulary use, and overall writing quality, as evidenced by written assignments and assessments.</p> <p>Achievement Gap Narrowed: Data from regular progress monitoring indicates that PP pupils are closing the gap in</p>

	<p>both reading and writing when compared to non-PP pupils, as reflected in termly assessments.</p> <p>Engagement and Participation: Increased engagement and participation in language-based activities, such as group discussions, reading sessions, and writing tasks, showing greater confidence and active involvement.</p> <p>Teacher Feedback: Positive feedback from teachers regarding noticeable improvements in pupils' communication, articulation, and ability to express themselves both orally and in writing.</p>
<p>The school will continue to offer ongoing support, guidance, and opportunities to observe best practices, with the goal of enhancing the baseline development for new pupils.</p>	<p>Support and Advice Availability: The school provides consistent, accessible support and advice to staff, ensuring that teachers feel equipped to help pupils improve from their baseline level.</p> <p>Observation Opportunities: Teachers regularly have opportunities to visit and observe best practices in other classrooms or schools, and they are encouraged to apply new strategies in their own teaching.</p> <p>Improved Baseline Outcomes: There is measurable progress in the baseline development of new pupils, with evidence of academic noted by the end of the term or year.</p> <p>Feedback and Reflection: Teachers and staff regularly provide feedback on the support and observation opportunities they receive and make adjustments to practices based on shared experiences.</p> <p>Documentation of Good Practices: A documented record of successful strategies and practices observed by staff is created, ensuring that successful</p>

	<p>methods are integrated into the school's overall approach.</p>
<p>Enhance the Social, Emotional, and Mental Health (SEMH) of Pupil Premium (PP) children to improve their ability to engage with the curriculum, leading to increased progress and attainment across all subject areas.</p>	<p>Improved SEMH: Measurable increase in self-regulation, emotional resilience, and positive behaviours. Positive feedback from staff, pupils, and parents regarding emotional well-being.</p> <p>Curriculum Access: Pupil Premium pupils demonstrate consistent participation in lessons. Observations show reduced off-task behaviour and increased focus in class.</p> <p>Academic Progress: Demonstrated improvement in attainment, assessments, and classwork across all subjects. Increased participation in class discussions and group activities.</p> <p>Attainment: An upward trend in attainment for Pupil Premium pupils in internal and external assessments.</p> <p>Attendance and Engagement: Improved attendance rates for Pupil Premium children, with fewer absences or lateness. Increased engagement in extra-curricular activities and school events.</p>
<p>Pupils eligible for Pupil Premium (PP) will achieve attainment levels in Reading, Writing, and Maths that are comparable to the national average for non-PP pupils. Additionally, there will be accelerated progress for all PP pupils, including high-attaining pupils, across Key Stage 1 and Key Stage 2.</p>	<p>Attainment: The attainment of PP pupils in Reading, Writing, and Maths will demonstrate an upward trend against non-PP pupils. The number of PP pupils meeting or exceeding expected standards in national assessments at the end of Key Stage 2 will increase.</p> <p>Progress: PP pupils, including high-attaining pupils, will demonstrate accelerated progress in Reading, Writing, and Maths</p>

	<p>from their starting points, as measured by internal assessments and national tests.</p> <p>The progress of PP pupils will be in line with or better than the progress of non-PP pupils.</p> <p>Targeted Support: Effective intervention strategies are in place, leading to measurable improvement in the progress of PP pupils.</p> <p>High-attaining PP pupils will receive appropriate challenge and support to ensure their progress remains in line with their potential.</p> <p>Closing the Gap: The gap in attainment between PP and non-PP pupils will continue to narrow year on year, with a focus on those with lower prior attainment.</p> <p>Monitoring and Evaluation: Regular monitoring of progress and attainment data will show a positive trend for PP pupils. Feedback from teachers, parents, and pupils will indicate that PP pupils are receiving the support they need to succeed.</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £136944

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of assessment for learning tools and resources.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>The Education Endowment Foundation (EEF) provides advice and guidance to teaching staff in supporting PP Pupils, advice which is followed in The Canterbury Primary School. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups.</p> <p>Diagnostic assessment EEF</p>	4, 5
<p>Purchase of resources and subscriptions for curriculum content and support, including the use of technology.</p>	<p>The EEF suggests that purchasing resources and subscriptions for curriculum content can support teaching and learning when chosen carefully. High-quality resources can save teachers time, align with curriculum goals, and offer engaging materials for pupils. However, the EEF emphasises that these tools are most effective when integrated thoughtfully into teaching practices and supported by professional development. Cost-effectiveness and evidence of impact should also be considered when making purchasing decisions. EEF advice is followed closely</p> <p>Teaching and Learning Toolkit EEF</p>	1, 4, 5
<p>Moderation and monitoring of core subjects, including moderating with other schools.</p>	<p>The EEF highlights that moderation ensures consistent assessment standards, improves teacher collaboration, and aligns teaching goals across schools, and their guidelines are followed throughout the school. Moderating with other schools provides broader benchmarking, reducing bias and variance in assessments. Effective monitoring of core subjects relies on accurate assessments and data-driven insights to inform interventions. Professional development is key, equipping teachers with skills for consistent and impactful moderation practices that improve student outcomes.</p> <p>Effective Professional Development EEF</p>	4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme 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 (though not necessarily comprehension), particularly for disadvantaged pupils. EEF advice is followed : Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3, 4, 5

<p>ECT and teacher apprentice mentor training and release time.</p>	<p>The EEF highlights that high-quality mentoring and training for Early Career Teachers (ECTs) and teacher apprentices are critical for effective professional development. It emphasises the importance of structured mentoring programs, clear roles for mentors, and providing adequate release time for both mentors and mentees. This release time is essential for meaningful engagement in observation, feedback, and professional discussions, ensuring the mentoring process contributes significantly to teaching quality and student outcomes.</p> <p>Mentoring EEF</p>	<p>3, 4, 5</p>
<p>High quality CPD for all staff including a new appraisal system and supervision.</p>	<p>The EEF emphasises the importance of high-quality Continuing Professional Development (CPD) for improving teaching and learning outcomes. Effective CPD is sustained, evidence-based, and focused on specific improvements in practice. Introducing a robust appraisal system and regular supervision can enhance staff development by fostering reflective practices, setting clear goals, and providing targeted support. This structured approach ensures professional growth aligns with both individual and organisational objectives, ultimately benefiting student outcomes. CPD is provided for teaching staff.</p> <p>Effective Professional Development EEF</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £68472

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group, tuition and 1:1 mediation of the curriculum intervention and support.	<p>EEF (Education Endowment Foundation) research indicates that small group tuition and 1:1 mediation of the curriculum can be effective in supporting student learning, particularly when tailored to individual needs. These interventions generally have a positive impact on student outcomes, with 1:1 tuition showing the greatest effect. However, for these approaches to be most effective, they should be high quality, well-structured, and delivered by skilled staff, ideally focusing on key areas such as literacy and numeracy. Additionally, ensuring proper assessment and regular monitoring of progress is crucial for maximising impact.</p> <p>Small group tuition EEF</p>	3, 4, 5
Utilising the time during wrap around childcare and holiday clubs for specific academic support.	<p>EEF research suggests that using wraparound childcare and holiday clubs for academic support can be beneficial, particularly for disadvantaged pupils. These programs provide additional opportunities for learning outside regular school hours, allowing for targeted academic interventions. However, the effectiveness depends on factors such as the quality of the teaching, the design of the program, and ensuring that the content is engaging and relevant. In general, structured, high-quality programs that focus on specific academic skills can help improve learning outcomes, especially when combined with other strategies to support well-being.</p> <p>Summer schools EEF</p>	3, 4, 6
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.	<p>The Education Endowment Foundation (EEF) research on targeted interventions for disadvantaged pupils with Special Educational Needs and Disabilities (SEND) highlights the importance of adapting teaching strategies and resources to meet the unique needs of these pupils. The research emphasises the need for tailored support that focuses on individualised learning, using evidence-based interventions such as one-on-one teaching, specific skill-</p>	1, 3, 4

	<p>building activities, and personalised feedback. Additionally, it stresses the value of training staff to better understand and address the barriers faced by SEND pupils, ensuring that interventions are appropriately resourced and delivered with consistency to improve educational outcomes.</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	
<p>Targeted interventions to support language development, literacy and numeracy.</p>	<p>EEF research on targeted interventions for language development, literacy, and numeracy suggests that these approaches can be highly effective, particularly when tailored to the specific needs of individual pupils. Interventions focusing on language development, such as structured language programs and vocabulary-building activities, have been shown to improve communication and comprehension skills. In literacy, targeted interventions that focus on phonics, reading comprehension, and fluency have positive effects, especially when implemented regularly and with skilled instructors. Similarly, for numeracy, targeted interventions that provide structured support in areas like basic math skills and problem-solving can lead to improvements in student outcomes. Effectiveness tends to increase when interventions are sustained over time, personalised, and supported by appropriate resources.</p> <p>Small group tuition EEF</p>	<p>3, 4</p>

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

Budgeted cost: £68472

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Working Together to improve School Attendance advice.</p>	<p>Research supporting the embedding of good practices from the Department for Education's <i>Working Together to Improve School Attendance</i> advice emphasises a holistic and collaborative approach to improving attendance. The guidance stresses the importance of developing a whole-school culture that promotes regular attendance, alongside the creation of clear, accessible attendance policies. It advocates for early intervention, targeting pupils and families at risk of persistent absence, and encourages strong relationships with families to remove barriers to attendance. Schools and local authorities are expected to collaborate closely, providing tailored support and utilising data to identify and address attendance issues proactively. This approach aims to ensure that all pupils, regardless of background, receive the support they need to attend regularly and achieve academic success.</p> <p>Working together to improve school attendance - GOV.UK</p>	<p>1, 2</p>
<p>Wrap around care, including breakfast, after school clubs and holiday clubs.</p>	<p>The Education Endowment Foundation (EEF) research on wraparound care, which includes breakfast clubs, after-school clubs, and holiday clubs, highlights that these programs can positively impact children's academic outcomes and well-being. Breakfast clubs can improve concentration and behaviour, particularly for disadvantaged pupils, while after-school and holiday clubs offer valuable opportunities for additional learning, physical activity, and social development. The evidence suggests that the quality of provision, such as engaging activities and trained staff, plays a significant role in achieving these benefits. However, the overall impact can vary based on the design and implementation of the programs. The Canterbury Primary School offers wrap-around care.</p> <p>Magic Breakfast - trial EEF</p>	<p>1, 2, 6</p>

<p>Enrichment activities to enhance and support the curriculum.</p>	<p>The EEF research highlights how enrichment activities can complement and strengthen the curriculum by providing pupils with additional learning experiences. These activities, which go beyond traditional classroom teaching, offer opportunities for personal development, creativity, and engagement, ultimately supporting academic outcomes and helping pupils apply their knowledge in real-world contexts. Our enrichment activities include school trips, museum and pantomime visits etc.</p> <p>Physical activity EEF</p>	<p>1, 6</p>
<p>Introduce a new behaviour policy to support pupils' learning.</p>	<p>Introducing a new behaviour policy to support pupils' learning involves establishing clear, consistent expectations for behaviour that promote a positive and productive learning environment. The policy should emphasise respect, responsibility, and self-regulation, with a focus on proactive strategies such as positive reinforcement, clear communication, and teaching social-emotional skills. It should also include appropriate consequences for misbehaviour, ensuring that they are fair and constructive. A key aspect is involving pupils in the creation and understanding of the policy to foster a sense of ownership and accountability. Additionally, staff should be trained to apply the policy effectively and with empathy, ensuring it supports all learners, particularly those facing additional challenges. The Canterbury Primary School developed a new behaviour policy which is published on child-friendly posters around the school.</p> <p>Improving Behaviour in Schools EEF</p>	<p>1</p>
<p>Specific strategies and interventions to support pupils' Social Emotional Mental Health.</p>	<p>Research on supporting pupils' Social Emotional Mental Health (SEMH) emphasises key strategies like Social-Emotional Learning (SEL) programs, trauma-informed practices, mindfulness techniques, targeted mental health support, and Positive Behaviour Support (PBS). SEL programs teach emotional regulation and social skills, while trauma-informed practices create safe, stable environments. Mindfulness reduces anxiety, and targeted mental health interventions, such as counselling, provide personalised support. PBS reinforces positive behaviour to boost self-esteem and reduce disruptions, promoting overall emotional well-</p>	<p>1</p>

	<p>being and academic success. The Canterbury Primary School provides this support.</p> <p>Social and emotional learning EEF</p>	
<p>Engaging with parents regularly regarding their child's attainment, progress, attendance and behaviour.</p>	<p>The Education Endowment Foundation (EEF) highlights that engaging with parents regularly about their child's attainment, progress, attendance, and behaviour can have a positive impact on student outcomes. Effective communication, including regular updates and tailored support, strengthens the partnership between home and school. The EEF suggests that strategies like clear, consistent communication and involving parents in setting goals for their child are key to fostering engagement. Additionally, parental involvement in education is most beneficial when it is frequent, focused, and when parents are provided with practical guidance on how to support their child's learning. The Canterbury Primary School arranges meetings for vulnerable groups and parents.</p> <p>Working with Parents to Support Children's Learning EEF</p>	1, 2

Total budgeted cost: £273888

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance:

Last year's attendance for pupils eligible for Pupil Premium (PP) increased by 1% compared to the previous year; however, it remained marginally below the attendance rates of non-PP pupils. Furthermore, attendance levels did not meet the school's overall target of 95%.

Behaviour:

The decrease in the number of suspensions involving Pupil Premium (PP) pupils from the previous year indicates an improvement in behaviour management or a reduction in incidents that previously led to suspensions. This suggests that the school has successfully implemented strategies to support these pupils, resulting in fewer disciplinary actions. Additionally, the reduction in the number of suspended PP pupils reflects positive progress in addressing their specific needs and mitigating behavioural issues.

SEMH Support:

Boxhall profiles were administered for focus pupils and subsequently reviewed after various interventions, including nurture sessions, forest school activities, and in-class support. The outcomes demonstrated improvements in the Social, Emotional, and Mental Health (SEMH) needs of the children.

Academic Support:

The full-time academic mentor continues to provide support to pupils on both a one-on-one and small group basis. Last year, the pupils who received this support exhibited accelerated progress and performed well in the Key Stage 2 (KS2) SATs.

Year R Progress:

All Year R pupils were assessed using language link assessments to establish their baseline communication levels. Interventions were implemented for those requiring additional support, and the end-of-Year R assessments indicated substantial progress from the initial baseline. Throughout the year, the Head of Early Years and the Head of Inclusion regularly visited local nurseries to provide support in early phonics, ensuring that the gap at the start of school was minimised. They also facilitated the transition for the new Year R cohort.

Attainment:

At the conclusion of the KS2 assessments, non-PP pupils significantly outperformed their PP counterparts in Reading, Writing, and Mathematics combined. Although this represents a decline from the previous year, there remains an upward trend over the

past three years, with a 24.3% increase in the number of PP pupils achieving the expected standard in these areas. It is essential to consider that these pupils continue to be adversely affected by the impacts of the Covid-19 pandemic and the associated school closures.

Additional Information:

Monitoring activities, including governor reviews, subject leader assessments, and book reviews, have demonstrated that differentiation is present in lessons. The primary distinction observed between PP pupils and their peers lies in the quality of presentation in their work, with PP pupils exhibiting lower-quality presentation compared to non-PP pupils.

A new assessment system has been implemented to ensure effective tracking of PP pupils across all subjects. This initiative empowers subject leaders to take greater ownership of their subjects and how to support PP pupils effectively. It also enables the identification of pupils who belong to multiple vulnerable groups, such as PP, boys, and those with special educational needs (SEN). Pupil progress meetings have been utilised to identify pupils who would benefit from additional support. Ongoing staff training ensures that all educators are aware of their PP pupils and the strategies in place to assist them.

Pupil voice initiatives were conducted throughout the year, ensuring a representative sample of PP pupils in focus groups. The findings indicated that PP pupils have access to the same opportunities as their non-disadvantaged peers, corroborated by data analysis of attendance in extracurricular clubs and wraparound care.

Support was extended to vulnerable families to facilitate the successful securing of secondary school placements for Year 6 pupils. A transition project was implemented during Terms 5 and 6 to assist pupils facing challenges in transitioning to secondary school. Transition meetings were conducted to ensure the seamless transfer of information to new schools, with careful consideration given to staffing for the upcoming academic year to ensure a smooth transition for vulnerable pupils.

The pastoral team collaborated effectively with vulnerable families to provide timely safeguarding support and referrals. Weekly vulnerable groups meetings were held, attended by the pastoral team and Head of Inclusion, to maintain staff awareness of any concerns regarding families. Additional support for vulnerable families was offered through food vouchers to ensure financial assistance during the extended holiday in October, which added an additional week to the standard national holidays.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Counselling	Place2Be
Educational Psychology	Derrie Clark
Play Therapy	Gina Bryant

Further information (optional)

Specialist staff from The Canterbury Academy (secondary school) deliver additional sessions to support pupils across performing arts, practical learning, academic subjects, and sports, providing opportunities that pupils might not otherwise have access to.

Fundraising initiatives offer pupils experiences that teach them about community involvement and helping others. Performing arts pupils perform on stage at a local theatre throughout the year.

Modern Foreign Languages, French and Spanish, are taught from Year 1, exceeding the statutory requirements of Key Stage 2. This offers disadvantaged pupils additional language development, better preparing them for future academic challenges.

A variety of visitors, for example African drummers, authors and animals, bring cultural experiences to the school, enhancing the cultural capital of disadvantaged pupils. The school's guinea pigs offer pupils the chance to care for animals, providing emotional support and practical learning opportunities.