

Pupil premium strategy statement 2023-2024

Canon Pyon C of E 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	9.94%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2022/23-2024/25
Date this statement was published	January 2025
Date on which it will be reviewed	June 2025
Statement authorised by	Kelly Carpenter – Headteacher
Pupil premium lead	Kelly Carpenter – Headteacher
Governor / Trustee lead	Mr Chris Kent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 19,530
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£19,530

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.

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

Challenges

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

Challenge number	Detail of challenge
1	Emotional literacy – children struggling to handle their emotions (lacking confidence and high anxiety levels) affecting learning. Behaviour support programmes.
2	Reading ability of children – affecting many area of the curriculum (not just English) and particularly Maths Reasoning.

3	Disadvantage children have shown to have lower attendance rates at Canon Pyon – further work required to improve this engagement.
---	---

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
<p>School ELSA trained TA to provide additional time during lessons to give support; discuss aspects of pupil's work and areas of improvements and targets.</p> <p>Also used to run intervention programmes for missed education or children falling behind.</p>	<ul style="list-style-type: none"> • Children are more engaged in their learning. • Children are able to access appropriate learning materials. • Children able to identify their next steps in their learning to progress further. • Provide pastoral support for mobile service families & pupils whose parent is in active service.
<p>Support families regarding costs to school trips including Year 6 residential.</p>	<ul style="list-style-type: none"> • All children able to take part in additional curriculum activities.
<p>Rigorous tracking system highlighting more clearly vulnerable groups.</p> <p>Purchase of new NFER assessments for termly tracking.</p>	<ul style="list-style-type: none"> • Staff are able to analyse groups of attainment and progress more easily. • All staff to clearly set realistic and challenging targets for individuals. • Classroom monitor purchased for the year. Coordinators and staff more able to extract information from data available.
<p>Intervention programmes to close gaps in learning</p>	<ul style="list-style-type: none"> • Additional Phonic reading resources • APP subscriptions • Doodle Learning
<p>Behaviour support programmes</p>	<ul style="list-style-type: none"> • Identified children integrated fully • Support for staff and children in small group and classroom situations <ol style="list-style-type: none"> 1. Re training of staff for Team Teach Strategies 2. Demand avoidance training 3. Trauma and attachment-based training

Additional resources and equipment to run Forest School sessions.	<ul style="list-style-type: none"> • FS is now open for all year groups across the school. • Children have positive experiences of learning in the outdoors. • FS is linked to healthy lifestyles, emotionally and mentally. <p>4. Planning time for FS leaders</p>
Educational Psychologist assessments	<ul style="list-style-type: none"> • Ed Psych assessments to help inform parents and staff gaps in children's learning • Often gaps created with high mobility and transferring from schools • Advice to be used to write school's Pupil Passports.
Additional adult support in the classrooms – particularly in KS2 classes	<ul style="list-style-type: none"> • TA and HLTAs to aid with the transition from the reception class into KS1. • Additional adult support to help children settle into the new classroom routines quicker. • Additional support during afternoon activities.
Improvement of attendance – external advice and use of Educational Welfare Officer	<ul style="list-style-type: none"> • To aid with families in getting their children to school on time. • To help with the process of term time absence and risk assess the school
Additional fund for intervention resources	<ul style="list-style-type: none"> • Additional resources to be purchased throughout the school for the LM, along with class TAs. • Purchase of Doodle Learning – bespoke AI based intervention programme
Release time for staff training	<ul style="list-style-type: none"> • All staff to be familiar with 'restorative approaches to improving behaviour'. Whole school training in January 24 with specialist (Mark Finnis) • Liason time with local Military Garrison Welfare officer to discuss issues with service families. • Any other training issues are dealt with as and when necessary.

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: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School ELSA trained TA to provide additional time during lessons to give support; discuss aspects of pupil's work and areas of improvements and targets.</p> <p>Also used to run intervention programmes for missed education or children falling behind.</p>	<ul style="list-style-type: none"> Children are more engaged in their learning. Children are able to access appropriate learning materials. Children able to identify their next steps in their learning to progress further. <p>Provide pastoral support for mobile service families & pupils whose parent is in active service.</p>	1
<p>Rigorous tracking system highlighting more clearly vulnerable groups.</p> <p>Purchase of NFER assessments for termly tracking.</p>	<ul style="list-style-type: none"> Staff are able to analyse groups of attainment and progress more easily. All staff to clearly set realistic and challenging targets for individuals. Classroom monitor purchased for the year. Coordinators and staff more able to extract information from data available. 	2, 3
<p>Purchase of National College Training</p>	<ul style="list-style-type: none"> Allowing quick access to training for staff and parents 	

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

Intervention programmes to close gaps in learning	<ul style="list-style-type: none"> • Additional Phonic reading resources • APP subscriptions 	2
Behaviour support programmes	<ul style="list-style-type: none"> • Identified children integrated fully • Support for staff and children in small group and classroom situations • Re training of staff for Team Teach Strategies 	1, 3
Educational Psychologist assessments	<ul style="list-style-type: none"> • Ed Psych assessments to help inform parents and staff gaps in children's learning • Often gaps created with high mobility and transferring from schools • Advice to be used to write school's Pupil Passports. 	2
Additional adult support in the classrooms – particularly KS2 classes.	<ul style="list-style-type: none"> • TA and HLTAs to aid with the transition from KS1 to KS2 • Additional adult support to help children regulate and learn within the classroom • Additional support during afternoon activities. 	2
Improvement of attendance – external advice and use of Educational Welfare Officer	<ul style="list-style-type: none"> • To aid with families in getting their children to school on time. • To help with the process of term time absence and risk assess the school 	1, 3

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

Budgeted cost: £5030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional fund for intervention resources	Additional resources to be purchased throughout the school for the LM, along with class TAs.	1, 2
Release time for staff training	<ul style="list-style-type: none"> • All staff to be familiar with 'restorative approaches to improving behaviour'. Whole school training in January 24 with specialist (Mark Finnis) 	2

	<ul style="list-style-type: none"> • Liason time with local Military Garrison Welfare officer to discuss issues with service families. • Liaison with SEMH, Virtual Schools, OT, Physios <p>Any other training issues are dealt with as and when necessary.</p>	
Additional resources and equipment to run Forest School sessions.	<ul style="list-style-type: none"> • FS is now open for all year groups across the school. • Children have positive experiences of learning in the outdoors. • FS is linked to healthy lifestyles, emotionally and mentally. • Planning time for FS leaders 	1, 3
Support families regarding costs to school trips including Year 6 residential.	<ul style="list-style-type: none"> • All children able to take part in additional curriculum activities. 	1, 3
Development of Wellbeing hub alongside PTFA	<ul style="list-style-type: none"> • Available for all children to use supervised • To use as a hub for children with SEMH as a safe place • To use for weekly ELSA sessions 	1,2,3

Total budgeted cost: £19,530

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.

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

Our Ofsted judgement in May 2023 – observed our dedication to children in receipt of pupil premium funding as strong - 'Leaders are ambitious for **all** pupils' and 'Leaders work to promote pupils personal development is highly effective'.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding – at Canon Pyon – this funding is pooled as the numbers are extremely low.

*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***

The impact of that spending on service pupil premium eligible pupils