

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Cann Bridge School
Number of pupils in school	94
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Term 1 2021
Date on which it will be reviewed	Term 1 2022
Statement authorised by	Michael Loveman
Pupil premium lead	Michael Loveman
Governor / Trustee lead	Wendy Fisher

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,590
Recovery premium funding allocation this academic year	£9,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49,150

# Part A: Pupil premium strategy plan

## Statement of intent

- 1 *We aim for all pupils to show appropriate progress from their individual starting point regardless of any additional disadvantage*
- 2 *The school identifies individual pupil needs and where the pupil qualifies for PP this is taken into consideration when identifying strategies to support learning. Given the high percentage of PP qualifying pupils many of the interventions that we use support all pupils in the school and this links into one of our key aspect of PP intervention to support social development and play.*
- 3 *Key principles*
  - *To ensure that all pupils have the appropriate support to maintain their mental and physical wellbeing*
  - *To develop programmes which support the development of pupils personal, social and emotional development*

## Challenges

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

Using the school's assessment tool, evidence shows that pupils in receipt of PP show progress at similar rates to their peers not in receipt of PP. This does not mean that the school is therefore complacent in supporting pupils in receipt of PP because it is felt that the measures taken to deliver an individualised curriculum approach support this parity in progress.

Challenge number	Detail of challenge
1	Arrival at school without having had appropriate breakfast
2	Lack of access to wider community provision
3	Lack of access to developmentally appropriate peer models
4	Inability to complete positive social interactions with peers
5	Occasionally unable to attend school due to lack of transport

## 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
That we are meeting the physical wellbeing needs of the pupils	All pupils will have a good breakfast prior to starting their academic day and receive a midday meal appropriate to their needs
That we are meeting the emotional wellbeing of the pupils	All pupils will have their individual needs identified and actions will have been taken to deliver the appropriate support both from internal and external sources
Internal interventions can be rapidly deployed	That the correct number of staff have the skills and knowledge necessary to support interventions

## 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: a. £2,000

b. £2,500

c. £ 45,000 (*this equates to three additional teaching assistants across the school. This allows all classes to have a slightly higher staff:pupil ratio and therefore to deliver better to the needs of the pupils*).

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. <i>Playworx CPD to increase the number of staff able to deliver the approach</i>	The pupils are all developmentally delayed and this includes social interaction skills. This structured approach allows pupils to develop interaction skills through developmentally appropriate activities	4
b. <i>Breakfast club</i>	The pupils are fed and in a better physical and mental condition to learn. The breakfast club also allows positive social role modelling of meal times.	1, 3, 4
c. <i>Staffing in class groups</i>	The level of complexity of the pupils means that high staff ratios are required to deliver the appropriate curriculum both on and off site, and this is supported by	2, 4

	PP.	
--	-----	--

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

Budgeted cost: £ included above

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>c. Staffing in class groups</i>	The level of complexity of the pupils means that high staff ratios are required to deliver the appropriate curriculum both on and off site, and this is supported by PP.	2, 4

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

Budgeted cost: £10.00 - £20.00 per taxi provided (*this is rare, approximately 3 – 5 times a year, maximum spend £100*).

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Transport to ensure pupils can attend school if the parents cannot get the child to school having missed school transport (or it is Covid cancelled)</i>	The pupils are able to be in school and parents are supported therefore decreasing their anxiety levels.	5
<i>Breakfast club</i>	Pupils who require it receive breakfast at the start of the school day.	

**Total budgeted cost: £ 49,600**

## 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 2020 to 2021 academic year.

The 2018 – 2021 programme was designed to support the social development of pupils in receipt of PP. Past performance of pupils has demonstrated that there is no significant difference in academic progress, as measured using the P Scales, between the pupils in receipt of PP and those not in receipt of PP. However, in terms of socio economic factors pupils in receipt of PP have less access to as much additional activity as those not in receipt of PP or there may be social-emotional issues from ACEs which affect social and emotional development.

The programme therefore aimed to deliver increased support at less structured times such as break and lunchtime in order to support positive experiences and interactions.

During the period of this programme the use of P Scales was removed and the school developed an assessment tool based on Developmental Early Years Outcomes. As the pandemic struck in the middle of this period it is difficult to analyse data across years, however, the analysis of data from the academic year 2020-2021 demonstrates that pupils in receipt of FSM showed greater progress in the High and Mid-Range than their non-FSM peers which indicates some level of success in the programme.

### Externally provided programmes

*None provided.*

Programme	Provider

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This money was allocated as part of the Playworx initiatives.
What was the impact of that spending on service pupil premium eligible pupils?	Access to sessions to develop play based skills and build appropriate relationships.