



Canon Sharples C.E. Primary School and Nursery Pupil Premium Strategy



This statement details our school's use of pupil premium funding (and recovery premium for the 2024 to 2025 academic year) **with the aim of improving** the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year.

School overview

Detail	Data
School name	Canon Sharples C.E. Primary School and Nursery
Number of pupils in school (including Nursery)	340
Proportion (%) of pupil premium eligible pupils	47%
Academic year/years that our current pupil premium strategy plan covers	2024-2025, 2025-2026. 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025, July 2026, July 2027
Statement authorised by	Mrs. J. Woodcock (Executive Headteacher)
Pupil premium lead	Mrs. J. Woodcock (Executive Headteacher)
Governor / Trustee lead	Miss J. Hyde-Baron

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,480.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£186,480.00



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 due to the provision that we make.

The ambition of our pupil premium strategy is to enable **all** children, including disadvantaged pupils to have the knowledge and skills to engage in learning successfully, achieving outcomes inline or above national average.

High quality teaching lies at the heart of our approach with a focus on identified areas in which our disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap whilst also benefitting our non-disadvantaged pupils in school.

Our well-sequenced and progressive curriculum that is carefully designed, with vocabulary acquisition and reading prioritised across school, ensures that children have the skills and knowledge they need to know more and remember more. This strategy, alongside our core curriculum offer ensures we meet the needs of all children so that every child flourishes and thrives.

Through this strategy, our children will become excited and engaged learners in our school community that have high aspirations and are prepared well for life beyond Canon Sharples. We have developed the three E's which include enrichment, extra-curricular and experiences which build cultural capital, giving children a wealth of valuable knowledge, skills and opportunities ensuring a 'level playing field' with their peers.

Our approach will be responsive to common challenges and individual needs, routed 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 they are 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	Increased risk of poor attendance, persistent absenteeism and poor punctuality.
2	High percentage of children and their families require support through a complex, multi-agency approach.
3	High percentage of children have been identified as having interruptions in their social and emotional development (Thrive assessment).
4	32% of children entitled to Pupil Premium Grant have identified Special Educational Needs, with the primary need



	mainly being communication and interaction.
5	High percentage of mobility reduces the impact of quality first teaching and widens the gap for disadvantaged children.
6	Low entry points in EYFS in Early reading and maths present challenges for disadvantaged children. The gaps remains steady until the end of KS1.
7	Under developed Oral language skills and vocabulary skills are evident in disadvantaged pupils from EYFS to KS2.
8	Standards in Reading, Writing and Maths show a noticeable gap between disadvantaged children and their peers, which creates barriers to learning across all areas of the curriculum.
9	Increased risk that pupils access a limited number of life experiences outside of school and have few opportunities to develop new skills. As a result, children's understanding of culture, and the world, is underdeveloped, creating a barrier to 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
Improved levels of attendance and punctuality	<ul style="list-style-type: none"> An increased number of PPG children will have sustained attendance of 96% or more Persistent absenteeism will reduce for PPG pupils Overall attendance of PPG pupils will be in-line with that of all children Improved levels of punctuality for PPG pupils, to maximise learning time
Families are thriving, independently, with less intervention from external agencies	<ul style="list-style-type: none"> Percentage of families requiring support from external agencies reduces Families require shorter periods of intervention Families are confident in applying the strategies learnt through intervention, such as Family Thrive and Early Help, reducing the need for new/repeated referrals
Children have secure social and emotional skills, enabling them to engage in learning and school life	<ul style="list-style-type: none"> Thrive approach is embedded throughout the curriculum Children can apply their social and emotional learning into practise Children are confident in naming their emotions and self-regulating Children are increasingly able to navigate through every day social interactions, in an age-appropriate way Improved annual class screening scores, which align with healthy 'right-time' social and emotional learning Improved social and emotional scores on children's individual Thrive profiles Reduced percentage, over time, of the number of children requiring an individual thrive plan
Children with identified special educational needs flourish and achieve their full potential	<ul style="list-style-type: none"> Clear and consistent approach to identification of children with special educational needs A graduated approach to supporting children with special educational needs, including working with external agencies, where applicable All children, with special educational needs, achieve their personal targets, through quality first teaching with adaptive strategies and targeted intervention. All children identified as having social and emotional needs, are supported through a Thrive plan/support



	<ul style="list-style-type: none"> • Close work with pastoral and external partners
Mid-year admission processes ensure that children's needs are identified quickly and are met through targeted support	<ul style="list-style-type: none"> • Seek effective transition from previous setting • Precise on-entry assessments at any point provide accurate starting points to inform aspirational targets and identify additional needs and areas for support • Effective use of specific tools such as the Bell Tracker to identify language needs for children with English as an additional language • Children who are new to the school make excellent progress in their learning as a result of high-quality, research-informed Quality First Teaching • Children receive targeted intervention to support accelerated progress aimed at getting them back 'on track' in their learning to reach their targets.
Improved outcomes in Early Reading and Early Maths	<ul style="list-style-type: none"> • Effective transition discussions with parents and previous settings • On-entry baseline provides accurate data on which to base high-quality provision • High-quality provision and quality first teaching supports progress and attainment • Teachers are secure in their knowledge of progression across the Early Years Foundation Stage and the next stage of learning • Effective cross-phase and external moderation • Subject leaders of English and Maths have a clear understanding of progression from Nursery to Year 6.
Improved oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> • Teachers are highly skilled in the explicit teaching of vocabulary through the effective use of knowledge organisers, the Frayer model and blank level questioning • Teachers seek to extend pupils vocabulary through the adoption of Isabel Becks three tiered model • Identification of level of language acquisition • Close liaison with external partners such as EMAS and SALT service • Children can communicate effectively in a range of situations and articulate their learning clearly
Improved standards in reading	<ul style="list-style-type: none"> • All pupils will make excellent progress in Reading • An increased proportion of disadvantaged pupils will be working at age-related expectations or above in reading • An increased proportion of disadvantaged pupils will have age-related phonics knowledge and skills • Rates of reading at home will increase for PPG pupils
Improve standards in writing	<ul style="list-style-type: none"> • All pupils will make excellent progress in Writing • An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Writing • Children will be given the opportunity to write for a variety of purposes, including in published books/competitions • Barriers to early writing skills are identified swiftly and intervention is put in place to improve these skills, ensuring they do not hinder progress or hold back a pupil in reaching their full potential.
Improve standards in maths	<ul style="list-style-type: none"> • All pupils will make excellent progress in Mathematics. • An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Mathematics • Teachers are confident in delivering the Five part lesson every day • Teachers ensure that their daily maths lesson offers opportunities for pupils to problem solve and reason



Pupils experience a rich and progressive curriculum	<ul style="list-style-type: none"> • All children who come to Canon Sharples C.E. Primary School and Nursery will access a rich and progressive curriculum, regardless of their personal circumstances • The curriculum will offer enrichment through well planned visits and visitors to bring learning to life • All children will have access to a wide range of extra-curricular activities • All children will enjoy a menu of experiences whilst they are at Canon Sharples which will build cultural capital
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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

Budgeted cost: £64,660.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised diagnostic assessments Purchase appropriate assessments based on research such as NFER, Bell tracker and reading fluency	EEF diagnostic assessment states when used effectively diagnostic assessment can identify areas of development for individual pupils or across classes and year groups	4, 5, 6, 7, 8
Read Write Inc Phonics Systematic approach to teaching phonics (resources, staff training and small group teaching)	EEF states that Phonics has a positive impact overall (up to +5 months over a year) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	4,5,6,7
Read Write Inc Virtual Classroom Online portal with access to pre-recorded phonics sessions to support teaching and learning in school as well as independent learning at home.	EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).	4,5,6,7
Read Write Inc Home Reading Books High quality home reading books to support the development of early reading.	EEF studies show that Parental engagement has a positive impact on average of 4 months' additional progress.	4,5,6,7
Read Write Inc Development Days 3 development days, providing reading leader training and continuous professional	EEF Effective Professional Development document states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.	4,5,6,7



development for all phonics teachers and KS2 teachers.		
English Curriculum Improved opportunities for reading and writing based on high quality texts matched to our curriculum projects	EEF toolkit identifies that reading comprehension strategies have a very high impact for very low cost based on extensive evidence (+ 6 months) Multiple opportunities to develop all reading knowledge and skills	4,5,6,7,8
The Arts An enhanced offer provides our children with a wide range of opportunities to engage with The Arts. Through the wider opportunities scheme, all children learn to play a musical instrument.	EEF has found that participation with the Arts can have a positive impact of +3 months	9
White Rose Maths Subscription to premium online teaching resources to supplement quality first teaching.	Develop practitioners' understanding of how children learn mathematics. Dedicate time for children to learn mathematics and integrate mathematics throughout the day. Use manipulatives and representations to develop understanding. Ensure that teaching builds on what children already know.	4,5,6,7,8
Teaching for Mastery Maths Engagement with North West Maths Hub provides high quality professional development that effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice	EEF Effective Professional Development document states that high quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Research has found that teaching for mastery will have high impact of +5 months	4,5,6,7,8
Cornerstones Maestro Subscription Subscription provides teachers with an effective planning, teaching and assessment tool, ensuring full coverage of a high quality curriculum	Cornerstones Curriculum Projects are carefully sequenced to build pupils long-term memory and secure understanding in Science and Foundation subjects. Cornerstones pedagogical approach (Engage, Develop, Innovate, Express) excites children and provides opportunities for them to deepen their knowledge and understanding and make connections to wider learning.	4,5,6,7,8
Purplemash Subscription Platform for teachers to set high-quality homework linked to learning in the classroom. (Also used for remote education for children who	EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).	4,5,6,7,8



are self-isolating)		
<p>Thrive Approach</p> <p>Termly whole-class screening of social and emotional development informs PSHE curriculum, quality first teaching and targeted interventions. Family Thrive provides a shared approach to supporting pupils' SEL.</p>	<p>EEF studies show that social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, and can have a positive impact of 4 months.</p>	<p>1,2,3</p>
<p>High Quality Continuing Professional Development for Staff</p> <p>Trainee Teacher Hub Model with MMU and Edge Hill with in-school Tutors</p> <p>Early Career Teacher programme</p> <p>Thrive Whole staff training</p> <p>Thrive Licensed Practitioner Training</p> <p>Thrive TA Intervention Supervision sessions</p> <p>Coaching for staff at all levels</p> <p>ITT and NPQ mentor training</p> <p>Reading Leader practice sessions and weekly coaching</p> <p>School CPD Library</p> <p>LTT Teachers and Leaders collaborating</p> <p>Teacher Learning Communities</p> <p>Carefully selected CPD from external partners e.g. ECM</p> <p>Participation in National Professional Qualifications</p> <p>Collaborative networking</p>	<p>EEF states, 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.'</p> <p>Research shows that Collaborative learning approaches can have a +5 months impact for very low cost</p>	<p>3,4,5,6,7,8</p>



Targeted academic support

Budgeted cost: £28,580.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral Language Intervention Talk of the Town Wellcomm Nuffield Early Language Intervention	EEF evidence states that oral language intervention can produce up to 6 months extra progress, over the course of a year.	5, 7, 8
Early Reading (Phonics) Tuition Read Write Inc 1:1 tuition Read Write Inc Virtual classroom Read Write Inc additional speed sounds session	EEF evidence states tutoring can produce up to 5 months extra progress, over the course of a year.	5, 7, 8
Reading Intervention Freshstart	EEF evidence states small group tuition can produce up to 4 months extra progress, over the course of a year and reading comprehension strategies are high impact on average (+6 months).	5, 7, 8
TT Rockstars	EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).	5, 7, 8
In-school intervention Small group Reading, Grammar, Maths intervention, delivered by the class teacher. Y6 CGP based 'booster' sessions	EEF evidence states this can create up to an additional 4 months progress, over a course of a year. It is important to ensure this support supplements rather than replaces quality first teaching.	5, 7, 8
SEND Specific intervention Individual Education Plans inform carefully devised provision, which included, advice, strategies and programmes from external agencies, such as SALT, physio etc.	EEF evidence states that teaching assistant intervention has a positive effect of plus 4 months progress, over the course of the year.	5, 7, 8



Wider strategies

Budgeted cost: £93,240.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support</p> <p>Robust implementation of the Attendance Policy and Procedures</p> <p>Inventry sign in system</p> <p>SIMS in the classroom</p> <p>Dedicated Learning mentor works closely with families to help overcome barriers to attendance and punctuality</p> <p>Whole school attendance initiatives</p> <p>Named member of SLT and pastoral team to oversee monitoring of attendance</p> <p>Engagement with the DfE Attendance Hubs</p> <p>Engagement with the LA Attendance Officers</p>	<p>Regular attendance at school means that pupils can make the most of their education.</p> <p>Regular attendance also helps in developing a child's social skills, such as making and developing friendships.</p> <p>Regular and punctual attendance patterns will help prepare children when they enter the world of work.</p> <p>The link between attendance and attainment in school is clear. The more a pupil is in school the more they increase their opportunity to fulfil their potential.</p>	<p>1, 2, 3, 7, 8</p>
<p>Multi-agency support</p> <p>Additional DDSs</p> <p>CPOMs</p> <p>Strengthened Pastoral Team (2 Learning Mentors)</p> <p>Regular training</p> <p>Early Help caseloads</p> <p>Pastoral Support Plans</p> <p>Triple P</p> <p>Family Thrive</p>	<p>Maslow's 'Hierarchy of Needs' shows that pupils must have their safety needs met before they are able to succeed in any environment.</p> <p>EEF studies show that Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p>EEF studies show that behaviour interventions have a positive impact on average of 4 months' additional progress.</p>	<p>1, 2, 3, 5, 6</p>
<p>Thrive Approach</p> <p>Whole school Thrive Approach, including termly class screenings, which inform PSHE curriculum.</p> <p>Individual and group Thrive Plans delivered to pupils identifies as in need of SEMH intervention.</p> <p>Investment in social and emotional literacy resources.</p> <p>Investment in dedicated Thrive Hive.</p> <p>High-quality training for all staff, as well as dedicated training for Licensed Practitioners and SLT.</p>	<p>EEF studies show that social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning, and can have a positive impact of 4 months.</p> <p>EEF studies also show that behaviour interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying and general anti-social activities, have a positive impact on average of 4 months' additional progress.</p>	<p>4, 5, 6, 7</p>
<p>Partnership with External agencies</p> <p>Counselling through Wigan Family Welfare</p> <p>Educational Psychologies SLA</p> <p>Targeted Educational Support Service SLA</p>	<p>EEF studies show that social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning,</p>	<p>2, 4, 5, 6, 7</p>



<p>Engagement Centre Healthy Lifestyles</p>	<p>and can have a positive impact of 4 months. EEF studies also show that behaviour interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying and general anti-social activities, have a positive impact on average of 4 months' additional progress.</p>	
<p>EEEs School carefully plans Enrichment, Extra-curricular and Experiences for all children These include: Forest school, project enrichment through trips and visitors, wider opportunities, including music and sport, lunchtime and after school clubs and PGL. A range of stakeholders within our Trust and School community have identified a menu of activities that we would like children across our Trust and School to experience during their time at Primary School to enhance and develop cultural capital. These include: Nursery - A den making experience Reception - A country walk with outdoor entertainment Year 1 - A visit to a contemporary circus Year 2 - A visit to watch live music Year 3 - A visit to an art gallery Year 4 - An experience of water sports Year 5 - An experience of a Winter sport Year 6 - A City trip, including a University and Cathedral visit.</p>	<p>EEF studies show that Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. They can also offer a route to re-engage older pupils in learning. (+3 months) EEF studies show that physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves. (+1 month)</p>	<p>1, 3, 8, 9</p>

Total budgeted cost: £186,480.00