

Pupil premium strategy statement – All Cannings 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	150
Proportion (%) of pupil premium eligible pupils	15.3% (23/150) – Disadvantaged, Ever 6 FSM 17.3% (26/150) Pupil Premium eligible, including Services
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)	2024-25 2025-26 2026-27
Date this statement was published	31 st December 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Richard Borman
Pupil premium lead	Polly Andrews
Governor / Trustee lead	Thom Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£36,730 <i>N.B. £1080 SPP (3 pupils)</i>

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

- Develop a holistic approach so that all disadvantaged learners are happy, engaged and curious pupils who love coming to school.
- To close the attainment gap between disadvantaged and non-disadvantaged pupils, with a continued focus on reading and writing.
- All disadvantaged pupils to make or exceed nationally expected progress over the course of the 3-year strategy.
- Address non-academic barriers to attainment such as attendance, behaviour and emotional wellbeing. Increase number of disadvantaged learners who have a good attendance of >95%.
- Ensure that all disadvantaged pupils have opportunities to boost their cultural capital and engage in the wider curriculum.
- Equip disadvantaged pupils with technology, where appropriate, to remove barriers to learning and improve access to the curriculum.
- Ensure that PPG reaches the pupils who need it most.

How does your current pupil premium strategy plan work towards achieving those objectives?

At All Cannings, we believe in maximising the use of pupil premium funding through a long-term strategy aligned to the School Improvement Plan. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn. When creating the PP strategy, we recognise the importance of considering the context of the school. We are using research conducted by the EEF and recognised literature to support decisions made around the usefulness and implementation of different strategies.

Overcoming barriers to learning is at the heart of our PPG use at All Cannings. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or for individuals, and allocate a budget accordingly. We also recognise that the challenges for PP pupils are varied and there is no 'one size fits all'.

At All Cannings, we recognise that we have a relatively small number of pupils eligible for PPG. Therefore, we strongly believe that this is all the more reason for each pupil to receive individualised support that is tailored to meet their needs, emotional as well as academic.

Whilst our strategy adopts the recommended EEF tiered approach, we recognise that many elements of the strategy will overlap categories and that the balance of the approach will vary from year to year as the school's and pupils' priorities change.

For the 2026-27 academic year, we have 13 pupils on roll who are classed as economically disadvantaged. When the term 'disadvantaged' is used in this statement, we are referring to

Pupil Premium pupils excluding those who are eligible for Services Pupil Premium (SPP - three pupils are eligible for this).

Challenges

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

Challenge number	Detail of challenge
1	Engagement and readiness to learn is impacted by the higher frequency of emotional, social and behavioural challenges observed by staff.
2	During the 2025-26 academic year, attendance for pupils eligible for Ever 6 FSM was 95.12% , compared with 96.72% for non-Ever 6 pupils, resulting in an attendance gap of 1.6 percentage points . Rates of both authorised absence (3.74% compared with 2.69%) and unauthorised absence (1.13% compared with 0.59%) were higher amongst Ever 6 pupils than their non-disadvantaged peers. Persistent absence was also higher for Ever 6 pupils (5.26%) compared with non-Ever 6 pupils (3.42%). Although attendance for disadvantaged pupils remained strong overall, these figures indicate that a gap persists between disadvantaged pupils and their peers. As a result, improving attendance and reducing persistent absence will remain a priority within the school's Pupil Premium strategy for 2026-27.
3	Building on developments from previous years, our focus during 2026-27 will move towards the use of software and emerging technologies to enhance accessibility, independence and digital fluency for disadvantaged learners. As part of the school's 2026-27 School Improvement Plan, pupils will also begin to develop their understanding of artificial intelligence (AI). Whilst AI offers opportunities to enhance creativity, research and independent learning, pupils must also be equipped to recognise misinformation, bias and inaccuracies generated by AI systems. Developing digital literacy and critical thinking skills will help disadvantaged pupils access emerging technologies safely and confidently.
4	At the end of Summer 2026, attainment for disadvantaged pupils was lower than for their non-disadvantaged peers across reading, writing and maths. In reading and maths, 53% of disadvantaged pupils achieved the expected standard or above, compared with 82% of non-disadvantaged pupils, while in writing the figures were 47% and 77% respectively. The proportion of disadvantaged pupils achieving above the expected standard was also lower across all subjects. It should be noted that 5 of the 15 disadvantaged pupils (33%) were also identified as having SEND , meaning a significant proportion of the cohort faced additional barriers to learning. Nevertheless, the data highlights a continuing attainment gap, and raising outcomes for disadvantaged pupils will remain a key priority within the Pupil Premium strategy.

5	Our observations and discussions with pupils and families have identified a lack of cultural capital for disadvantaged pupils. We note the importance of these children and their families having culturally enriching experiences, with the financial barrier removed.
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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
<u>Quality First Teaching using the 5-a-day approach</u> Positive impact of 5-a-day approach on learning outcomes and attitudes of disadvantaged learners.	Staff effectively use explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and technology.
<u>Readiness to learn and thrive</u> Pupils demonstrate learning behaviours required for a positive and productive learning experience. They are emotionally and behaviourally 'ready' to learn. Their social relationships and emotional wellbeing are largely sound, which positively impacts on their attitudes to learning and overall engagement. They are equipped with skills needed to better self-regulate their emotions.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, pupil surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Pupils self-report that they feel happy and safe at school, and that they enjoy learning. Staff observations and reports indicate an improvement in pupils' engagement with their learning and readiness to learn. Staff and pupils report positive impact of ELSA sessions and lunch club on targeted pupils' wellbeing, and consequently, their readiness to learn.
<u>Attendance</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026-27 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than 0.8%, 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%

	and the figure among disadvantaged pupils being no more than 10% higher than their peers. Due to school intervening where required with ELSA interventions as well as academic, pupils report improved self-esteem and feel positive about school. They love coming to school and thrive at All Cannings.
<u>Technology</u> Pupils have increasingly fluent touch-typing and word processing skills. This breaks down barriers and enables them to access areas of the curriculum (e.g. writing) that they may otherwise struggle with. Where appropriate, they are supported by staff to use carefully chosen apps, in order to close gaps and target specific areas of learning.	Targeted pupils have their own laptop. They are confident at basic word-processing and touch-typing skills required to aid their learning. Staff report that targeted pupils are competent at using designated apps. Where appropriate, pupils demonstrate competent use of speech-to-text dictation tools. This is measured by observations from staff, including Disadvantaged Lead. The school is also looking into software to support learning, especially for those disadvantaged children with additional needs.
<u>Attainment in Reading, Writing and Maths</u> Improved attainment outcomes for disadvantaged pupils across the core curriculum.	Our aim is that by Summer 2027 at least 70% of disadvantaged pupils will achieve the expected standard in reading, writing and mathematics. Progress will be monitored through Insight data drops, pupil progress meetings and discussions between teachers, SLT and the Disadvantaged Lead.
<u>Cultural Capital</u> Enrichment opportunities provided for disadvantaged pupils in order to raise their cultural capital. This includes in-school clubs and wider curricular opportunities (e.g. trips and residential) along with access to participation in dance, sports and music festivals. In 2026-27, all children will continue to collect stamps for their Mission Log, which was rolled out to all pupils at the start of Summer 1 2026. Staff will continue to identify activities on the Mission Log that we anticipate may present an	All PP children are provided with a broad and balanced curriculum through being fully involved in all wider opportunities organised by school. Disadvantaged Lead and staff to encourage PP children to participate in extra-curricular clubs. Disadvantaged Lead (PA) to monitor participation in these. Disadvantaged learners are prioritised for extra-curricular clubs and events (e.g. sports events and dance festivals).

economic or logistical barrier to some of our disadvantaged learners. We will use funding and support families appropriately so that the Mission Log is accessible to all.	PPG is used to help fund school trips when disadvantaged families are unable to make some or all of the payments. PSHE lessons help pupils to understand the wider world and the part they play in their own global citizenship, as well as appreciation of other cultures and backgrounds. With regards to the Mission Log, our Pupil Premium Governor has already agreed to accompany the Disadvantaged Lead on a culturally-enriching trip to a local city, where we will visit a museum and explore some of the green space and parks that the city has to offer. The children will also have the experience of getting the train to and from the city centre. This will help them to collect a few stamps for their Mission Logs.
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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: £20,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>EQUA Mead Essentials: Adaptive Teaching</u> As part of quality first teaching, our EQUA Mead Essentials are embedded in all areas of school life. Teachers continually assess the strengths and needs of learners and adapt teaching accordingly, so that all pupils are able to meet expectations. Behaviour & Engagement Classrooms are calm, purposeful and inclusive,	The EEF is clear that high-quality teaching has the greatest impact on pupil outcomes, particularly for disadvantaged pupils. Practices such as clear instruction, effective behaviour management, modelling, adaptive teaching, independent practice and high-quality feedback are all strongly supported by the EEF evidence base. Effective feedback alone is associated with around +6 months' progress, while strong classroom climate and adaptive teaching support sustained learning gains.	3,4,5

with high expectations so all pupils are ready to learn and can focus on learning. Explicit Instruction Teachers explain new learning clearly, in small steps, ensuring pupils understand key knowledge and vocabulary. Adaptive Teaching Teaching is responsive, with timely adjustments made to meet pupils' needs and remove barriers to learning. Adaptive Teaching is said to be the evolution of differentiation. Modelling Teachers demonstrate thinking, processes and examples so pupils know what success 'looks like'. Independent Application Pupils practise and apply learning independently to build confidence, fluency and understanding. Assessment & Feedback Assessment is used to check understanding and provide feedback that helps pupils improve and move learning forward.		
<u>Technology</u> Teachers liaise with parents regarding the value of touch-typing at home (e.g. Dance Mat) to aid progression of skills – a 'little and often' basis works best.	EEF evidence shows that technology can improve learning outcomes when it is used to enhance high-quality teaching, rather than as a stand-alone solution. Digital tools are most effective when they support practice, feedback, assessment and adaptive teaching, leading to small but positive gains in attainment. The EEF stresses that pedagogy, not the technology itself, drives impact.	3,4

Disadvantaged learners prioritised within Times Tables Rockstars intervention groups. Those who have limited access at home will be prioritised for extra time at school. School to purchase software, in discussion with Subject Leaders, that will best enhance pupil outcomes by addressing barriers to learning. Staff will begin teaching age-appropriate AI literacy, helping pupils to understand how AI tools can support learning whilst developing the critical evaluation skills needed to assess accuracy, bias, reliability and safe use of digital technologies.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Targeted support for disadvantaged learners</u> Teachers will use ongoing assessment to identify barriers to learning and provide targeted support for disadvantaged pupils across the full attainment range. This will include carefully	The EEF identifies high-quality teaching as the most effective lever for improving outcomes for disadvantaged pupils. Targeted academic support is most effective when it complements high-quality classroom teaching and responds to pupils' individual needs.	4

planned intervention for pupils who are working below age-related expectations, alongside adaptive teaching and appropriate challenge for disadvantaged pupils working at or above the expected standard. Staff will monitor participation in enrichment and greater-depth opportunities to ensure disadvantaged pupils are represented and supported to achieve their full potential.		
<u>Teaching assistant deployment and interventions</u> Teachers/TAs lead interventions out of class to close gaps. These can be in the form of pre-learning or overlearning. Every term, staff review structured interventions and assess impact. IEPs are in place, where required. Pupils and parents are aware of targets. Time is allocated during school day to practise targets, which are reviewed on a termly basis. Disadvantaged learners are prioritised for TA support, especially those who are doubly disadvantaged (SEND + economic disadvantage). During 2025-26, the school recruited an additional teaching assistant to provide enhanced	The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. Ensuring every teaching is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Well-trained TAs delivering structured, evidence-based interventions can have a positive impact on pupil learning, particularly for disadvantaged pupils. EEF guidance indicates that targeted TA-led interventions, delivered in small groups or 1:1, with clear structure and training, can lead to around +3 / +4 months' additional progress. TAs are most effective when they supplement high-quality teaching, reinforce key learning and follow programmes with a strong evidence base.	1,4

support for pupils requiring a more bespoke curriculum offer.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,330

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Readiness to learn</u> Staff identify and prioritise pupils in need of emotional and/or social support. Each case is carefully considered and prioritised. Designated member of staff to ensure that ELSA interventions are delivered – this is on a needs basis and is reviewed every term. Ongoing training and CPD provided in addition to handover from former SEND manager. Staff to encourage disadvantaged pupils to join extra-curricular clubs, where they will build social skills as well as club-specific skills.	EEF evidence indicates that Social and Emotional Learning (SEL) approaches lead to improved wellbeing, behaviour and engagement, with an average impact of around +3 months' progress. While ELSA is not evaluated directly by the EEF, it aligns closely with SEL evidence, supporting emotional regulation and readiness to learn. Arts participation and structured enrichment activities are also associated with improved attitudes to learning, confidence and modest academic gains, particularly in primary schools.	1, 2 and 5
<u>Wider opportunities and cultural capital</u>	Research suggests that cultural enrichment, educational visits and extracurricular participation can improve engagement, aspirations, confidence and sense	5

We are committed to ensuring that disadvantage does not limit access to wider experiences. During 2025-26, a number of disadvantaged pupils and their families benefited from attending an England international football match at Wembley Stadium, providing a memorable shared experience and strengthening family engagement. During 2026-27, the school will organise a further aspirational educational visit once an identified area of need has been prioritised. Financial support will be provided where required to remove barriers to participation.	of belonging, particularly for disadvantaged pupils.	
<u>Mission Logs</u> Mission Logs form part of the school's personal development curriculum and encourage all pupils to engage in a broad range of experiences beyond the classroom. The Disadvantaged Lead will monitor participation by disadvantaged pupils, identify any barriers to engagement and provide practical support where required. This may include financial assistance, transport arrangements, access to resources or targeted encouragement. Achievement will be celebrated	Enrichment opportunities support personal development, increase engagement and provide access to experiences that may otherwise be unavailable to disadvantaged pupils.	5

throughout the year to increase participation, confidence and cultural capital.		
<u>Attendance</u> Disadvantaged Lead to collate attendance data and discuss with Head. Identify targeted pupils and families who require support with improving attendance. Head contacts families at risk of persistent absence or where this is already an issue. Closely monitor. Parents' evenings – office staff and if needed, teachers, to speak directly with parents who have not booked an appointment in order to arrange a mutually convenient time.	EEF evidence consistently shows that persistent absence is strongly linked to poorer academic outcomes, especially for disadvantaged pupils. Pupils with higher attendance are significantly more likely to meet expected standards by the end of primary school. Improving attendance increases time in learning, engagement and continuity, all of which support better academic outcomes.	2
<u>Wrap Around Care and Meal Times</u> PPG used to fund Breakfast Club, After School Club and hot lunches where required. This ensures that disadvantaged pupils have access to a smooth transition to the start of the school day and activities / opportunities to socialise with a range of peers after school. They have access to a daily hot lunch, where required.	EEF-supported evaluations show that Breakfast Clubs lead to improved attendance, behaviour and readiness to learn, with evidence of around +2 months' progress in early primary attainment. EEF-commissioned research on FSMs highlights benefits for wellbeing, nutrition, social inclusion and reduced family stress, which underpin engagement and longer-term learning outcomes.	1,2

Total budgeted cost: £ 21,230

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 **2025-26** academic year.

Review of the second year (2025-26) of the 2024-27 Pupil Premium Strategy Plan

KS2 SATs

Our Year 6 cohort in summer 2026 included four disadvantaged pupils. These pupils' outcomes were as follows:

	WTS	EXS	GDS
Reading	50%	50%	0%
Writing	25%	50%	25%
Mathematics	75%	25%	0%

We celebrate that one of our disadvantaged pupils achieved GDS in Writing, and EXS in both Reading and Mathematics.

Year 1 Phonics

The only disadvantaged pupil (100%) who sat the Year 1 phonics screening test met age related expectations. There was also a disadvantaged pupil who sat the phonics screening test as a Year 2 and we are delighted that they met age-related expectations.

Year 4 Multiplication Tables Check

Four disadvantaged learners sat the MTC, one of whom met the expected standard by achieving 20/25 and another achieved higher than age-related expectations as they scored full marks (25/25). The other two disadvantaged learners scored 19/25 and 16/25, which was not sufficient in order to meet the standard, but staff were very satisfied with progress made given how they had historically found times tables really challenging. They were both part of a Times Tables Rockstars intervention group and were given priority when using the iPads at school and additional learning support. These

children made good progress despite not having met the standard and one of them in particular was said to have developed a great deal of resilience.

Attainment for Disadvantaged Learners Across the School

Outcomes for our 15 disadvantaged learners (Years 1-6):

	WB	WTS	EXS	GDS
Reading	13%	33%	40%	13%
Writing	13%	40%	40%	7%
Mathematics	0%	47%	40%	14%

The above figures are based on summer term summative assessments combined with formative teacher assessments based on the teachers' understanding of these pupils across the academic year. The Disadvantaged Lead is satisfied that appropriate interventions have been in place to thoroughly support the pupil who finished the year working well below in both Reading and Writing. These interventions are regularly reviewed at pupil progress meetings. Good progress for our disadvantaged cohort has taken place.

In terms of progress, one of our disadvantaged pupils moved from WTS to EXS in Reading and another in Writing. One of our Year 6s moved from EXS to GDS in Writing. The majority of pupils made at least expected progress between Summer 2 2024-25 and Summer 2 2025-26.

Wider opportunities

During the Spring Term, staff took a number of our disadvantaged families – parents as well as pupils – to Wembley Arena to watch an England football match. Transport was provided. It was a thoroughly enjoyable experience for all and the feedback was overwhelmingly positive.

Throughout the school year, disadvantaged pupils have continued to be prioritised for extra-curricular clubs, sports festivals, choir and other enriching opportunities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

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?	ELSA support including a Lunch Club for those with need support with emotional regulation.
What was the impact of that spending on service pupil premium eligible pupils?	Staff report that these pupils are better able to regulate their emotions as a result of receiving emotional literacy, where appropriate.