



Pupil premium strategy 2025/2026

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cannon Park Primary
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	25/205 (12%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	24 th October 2025
Date on which it will be reviewed	July 2024
Statement authorised by	Tom Ray
Pupil premium lead	Steve Kelley
Governor lead	John Teago

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37875
Recovery premium funding allocation this academic year	£0
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	£37875



Part A: Pupil premium strategy plan

Statement of intent

“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others.” (Sir John Dunford, National Pupil Premium Champion)

At Cannon Park Primary School, we are committed to ensuring each individual achieves their true potential. Removing barriers to learning and developing the skills necessary for them to continue achieving success later in life is a priority for all of us.

Challenges

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

Challenge number	Detail of challenge
1	Low level emotional learning behaviour has created gaps in learning and impacted on some children’s ability to learn and retain learning
2	SEND: a high proportion of children eligible for pupil premium funding are also on the SEND register
3	Mobility: we have high rates of mobility especially amongst disadvantaged pupils
4	Low attainment in English and mathematics
5	Inconsistent attendance for some PPG children
6	Cost-of-living crisis can mean that some families may struggle to contribute to educational experiences



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 Learning Behaviour in lessons leads to improved engagement and achievement.	Children will engage in learning and remained engaged throughout the lesson with support from staff. This will be evident through teacher feedback and Learning Mentor support.
Accelerated progress in English (reading and writing) for children who are eligible for PP to bring them closer to the attainment of 'other' children.	Over the course of their time at our school, children will close the gap to be close to or in line with their peers in reading and writing.
Accelerated progress in Maths for children who are eligible for PP to bring them closer to the attainment of 'other' children.	Over the course of their time at our school, children will close the gap to be close to or in line with their peers in maths.
Attendance becomes more consistent for pupil premium children	Over the course of their time at our school, the attendance of pupil premium children will increase, leading to more learning time to close the gap to be close to or in line with their peers



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: £37875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received appropriate CPD to deliver the phonics scheme effectively.	According to EEF, Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	2, 4
Purchase new books to encourage a love of reading and so in turn improve outcomes in reading and writing.	Research shows that reading for pleasure is the key indicator in raising attainment and a positive marker of pupils' future success.	2, 4
Use of Learning by Questions in Years 2 to 6 to promote English and mathematics skills.	According to EEF 'Using Digital Technology to Improve Learning', technology has the potential to increase the quality and quantity of practice that pupils undertake. Technology can be engaging and motivating for pupils. Some forms of technology, which includes Learning by Questions, can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills.	2, 4

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

Budgeted cost: £37875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small group English and mathematics interventions for disadvantaged pupils falling behind age-related expectations.	According to EEF, Teaching Assistants can provide a large positive impact on learner outcomes. In line with EEF evidence, we ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.	2, 4
Deploy 'catch up, keep up' sessions, using TAs to follow-up learning on the same day for disadvantaged pupils falling behind age-related expectations.		2, 4
Learning Mentor to lead small group support sessions for children with a focus on wellbeing and positive learning behaviour.	Promoting children and young people's wellbeing is a key part of keeping them safe, helping them develop and ensuring they have positive outcomes into adulthood (Public Health En1gland, 2021).	1, 4, 5



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

Budgeted cost: £37875

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentor to work with families to improve the attendance of focus children.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.	1, 3, 5
Learning Mentor to provide wellbeing support for identified families.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year.	1, 3, 5
Support families in schools costs (e.g. school trips, visitors)	Children benefit from wider educational experiences and it is essential that disadvantaged children do not miss out due to financial reasons.	6

Total budgeted cost: £37875

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 2024 to 2025 academic year.

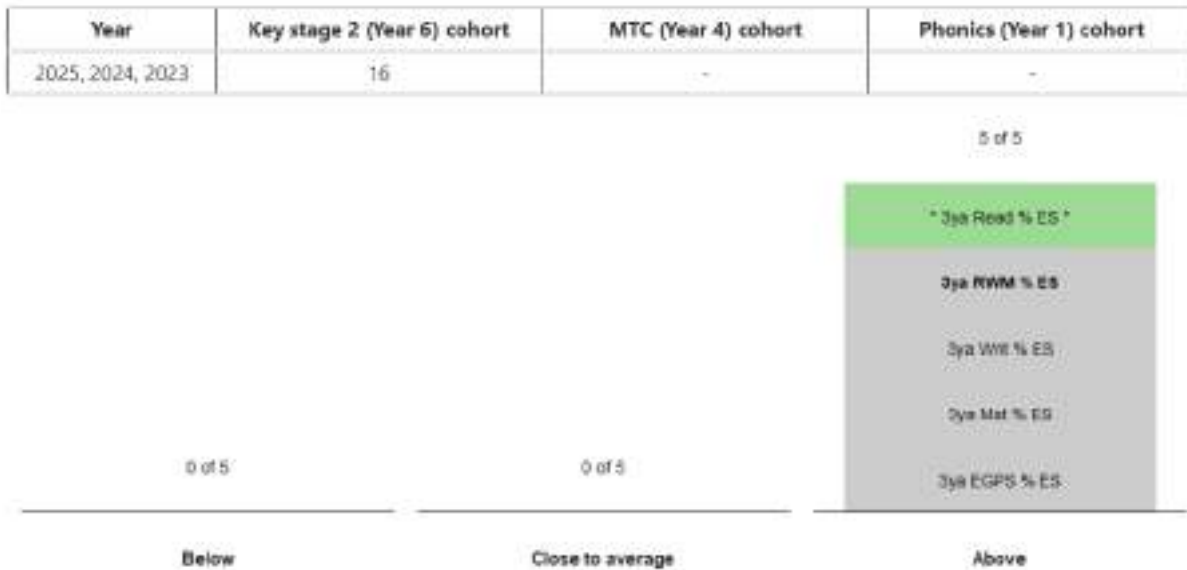
Aim	Outcome
Improved Learning Behaviour in lessons leads to improved engagement and achievement.	Learning Walks and Lesson Observations show that children are engaged well in their learning and showing positive learning behaviour. The Learning Mentor has supported all children eligible for pupil premium either in class, as part of a small group or on an individual basis, which has led to improved learning behaviour. Feedback from teachers and Learning Mentor indicates engagement in learning has improved. In addition, PPG pupil voice shows that 100% either agree or strongly agree with the statements: 'I make good progress in school' and 'I enjoy my learning'.
Accelerated progress in English (reading and writing) for children who are eligible for PP to bring them closer to the attainment of 'other' children.	Over past three years at KS2 (2023, 2024, 2025), 14/15 (93%) PPG pupils have reached EXS in reading and 3/15 (20%) reaching GDS in reading. Over past three years at KS2 (2023, 2024, 2025), 10/15 (67%) have achieved EXS in writing.
Accelerated progress in Maths for children who are eligible for PP to bring them closer to the attainment of 'other' children.	Over past three years at KS2 (2023, 2024, 2025), 12/15 (80%) have achieved EXS in mathematics.
Attendance becomes more consistent for pupil premium children	Only 4/30 PPG pupils were persistently absent in 2024/2025.

Disadvantaged

Multi-year average

The chart below summarises school performance for the disadvantaged pupil group compared to national performance of the disadvantaged pupil group across all attainment measures in this report. The school's measures are grouped by the relative performance of their multi-year average for each measure, where available.

The chart is accompanied by a table which provides some information about cohort size for each type of measure. The key stage 2 (Year 6) cohort uses the cohort for reading, writing and mathematics. We do not analyse the relative performance where cohorts have fewer than 6 pupils, so any measures where this applies will not be shown in the chart.



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
Bug Club Phonics	Pearson Education
Learning by Questions	Learning by Questions
White Rose Mathematics	White Rose Education

Service pupil premium funding (optional)

N/A