



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 2021 to 2022 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**

<b>Detail</b>	<b>Data</b>
School name	Canon Sharples C.E. Primary School and Nursery
Number of pupils in school (including Nursery)	321
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022, July 2023, July 2024
Statement authorised by	Mrs. J. Woodcock (Executive Headteacher)
Pupil premium lead	Mrs. J. Woodcock (Executive Headteacher)
Governor / Trustee lead	Miss J. Hyde

### **Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£154,675
Recovery premium funding allocation this academic year	£17,545
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	£172,220



## **Part A: Pupil premium strategy plan**

### **Statement of intent**

In supporting our disadvantaged pupils, we intend to do the following:

- remove barriers to learning and create ambitious, motivated and resilient pupils who believe in themselves
- ensure equality of opportunity
- improve future life chances and create potential for social mobility, through opportunities for engagement in various social experiences and enterprise
- develop interests and talents

We do this through targeted academic support in addition to broader provision, which supports pupils' well-being and their social, emotional and physical development through our Thrive approach and health and wellbeing strategy. In addition, we carefully plan Enrichment (visits and visitors), Extra-curricular (clubs and competitions) and Experiences (one per year group).

Our key principles are to ensure all pupils are happy and engaged in their learning, by providing a rich and progressive curriculum. We strive for the highest academic standards, aspiring for excellent progress for all. We have high expectations and are relentless in our determination for all pupils to achieve their full potential. We are committed to preparing them for the next stage in their education, by developing the 'whole child' through a holistic approach. As a result, our pupils foster a love of learning.



## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
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	90% of children entitled to Pupil Premium Grant access Free School Meals and the adversity that this indicator equates to such as, poor diet, lack of sleep, dental decay, obesity, lethargy.
4	High percentage of children have been identified as having interruptions in their social and emotional development (Thrive assessment).
5	30% of children entitled to Pupil Premium Grant have identified Special Educational Needs, with the primary need mainly being Social, Emotional and Mental Health.
6	Significant number of children displaying distressed behaviours, acquired through adverse childhood experiences. (High percentage of Red and Orange behaviour logs) (Higher than National number of Suspensions)
7	Significant learning loss through school closure and bubble isolation compounded by the known impact of socio-economic factors (disadvantaged gap).
8	Standards in Reading, Writing and Maths, which create barriers to learning across 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"> <li>• An increased number of PPG children will have sustained attendance of 96% or more</li> <li>• Persistent absenteeism will reduce for PPG pupils</li> <li>• Overall attendance of PPG pupils will be in-line with that of all children</li> <li>• Improved levels of punctuality for PPG pupils, to maximise learning time</li> </ul>
Families are thriving, independently, with less intervention from external agencies	<ul style="list-style-type: none"> <li>• Percentage of families requiring support from external agencies reduces</li> <li>• Families require shorter periods of intervention</li> <li>• Families are confident in applying the strategies learnt through intervention, such as 'Triple P', reducing the need for new/repeated referrals</li> </ul>
A greater number of our children and their families display a healthier lifestyle	<ul style="list-style-type: none"> <li>• Children arrive at school ready to learn</li> <li>• Lower percentage of children who have been identified by health professional as obese</li> <li>• Higher percentage of children bring a 'healthy lunchbox'</li> <li>• Less children require dental surgery / extraction due to tooth decay</li> <li>• Greater number of children participate in extra-curricular sports clubs</li> </ul>
Children are resilient and ready to learn every day	<ul style="list-style-type: none"> <li>• Thrive approach is embedded throughout the curriculum</li> <li>• Children can apply their social and emotional learning into practise</li> <li>• Children are confident in naming their emotions and self-regulating</li> <li>• Children are increasingly able to navigate through every day social interactions, in an age-appropriate way</li> <li>• Improved annual class screening scores, which align with healthy 'right-time' social and emotional learning</li> <li>• Improved social and emotional scores on children's individual Thrive profiles</li> <li>• Reduced percentage, over time, of the number of children requiring an individual thrive plan</li> </ul>
Children with identified special educational needs flourish and achieve their full potential	<ul style="list-style-type: none"> <li>• Clear and consistent approach to identification of children with special educational needs</li> <li>• A graduated approach to supporting children with special educational needs, including working with external agencies, where applicable</li> <li>• All children, with special educational needs, achieve their personal targets, through targeted intervention and quality first teaching</li> <li>• All children identified as having social and emotional needs, are supported through a Thrive plan/support</li> <li>• Close work with pastoral and external partners</li> </ul>



<p>Children in need of a Thrive plan and support from the pastoral team and/or external agencies demonstrate improved levels of Social and emotional learning and a growing ability to self-regulate their emotions</p>	<ul style="list-style-type: none"> <li>• Reduction in the number and frequency of children displaying distressed behaviours</li> <li>• Reduction in the number of suspensions</li> <li>• Improvement evident in their ability to self-regulate their emotions, resulting in a reduction of the number of Red and Orange behaviour logs each term</li> <li>• Improved behaviour at playtimes and lunchtimes</li> <li>• Individual children with Thrive plans show good progress towards their individual targets</li> <li>• Whole class Thrive screening scores in 'Right -time' development improve over the course of the year</li> <li>• Pupils say they are happy in school and can talk about how they self-regulate</li> <li>• Improved attendance and punctuality data</li> </ul>
<p>Children catch up quickly, making excellent progress in their learning, which results in them reaching standards in line with age related expectations nationally</p>	<ul style="list-style-type: none"> <li>• Starting points are clearly identified so that learning is appropriate, targeted and impactful</li> <li>• Children make excellent progress in their learning as a result of high-quality, research-informed Quality First Teaching</li> <li>• Children identified to receive research-informed targeted intervention to support accelerated progress aimed at getting them back 'on track' in their learning to reach their targets</li> <li>• The percentage of children reaching age related expectations and standards align with standards achieved nationally</li> </ul>
<p>Improved standards in reading</p>	<ul style="list-style-type: none"> <li>• All pupils will make excellent progress in Reading</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in reading</li> <li>• An increased proportion of disadvantaged pupils will have age-related phonics knowledge and skills</li> <li>• Rates of reading at home will increase for PPG pupils</li> </ul>
<p>Improve standards in writing</p>	<ul style="list-style-type: none"> <li>• All pupils will make excellent progress in Writing</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Writing</li> <li>• Children will be given the opportunity to write for a variety of purposes, including in published books/competitions</li> </ul>
<p>Improve standards in maths</p>	<ul style="list-style-type: none"> <li>• All pupils will make excellent progress in Mathematics.</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Mathematics</li> <li>• Children will access the three statutory aims of mathematics each day</li> </ul>
<p>Pupils experience a rich and progressive curriculum</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• All disadvantaged pupils will access extra-curricular activities</li> <li>• All children will access one enrichment activity, per year e.g., a live music event</li> </ul>



## 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: £44, 910**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Read Write Inc Phonics</b> 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.	5, 8
<b>Read Write Inc Virtual Classroom</b> 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).	5, 7, 8
<b>Read Write Inc Home Reading Books</b> 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.	5, 8
<b>Read Write Inc Development Days</b> 6 development days, providing reading leader training and continuous professional development for all phonics teachers and KS2 teachers.	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.	5, 7, 8
<b>White Rose Maths</b> 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.	5, 7, 8



<p><b>Teaching for Mastery Maths</b> Professional development that effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice</p>	<p>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.</p>	<p>5, 7, 8</p>
<p><b>Cornerstones Maestro Subscription</b> Knowledge rich curriculum projects</p>	<p>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.</p>	<p>1, 5, 7, 8</p>
<p><b>Purplemash Subscription</b> Platform for teachers to set high-quality homework linked to learning in the classroom. (Also used for remote education for children who are self-isolating)</p>	<p>EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).</p>	<p>5, 7, 8</p>
<p><b>Feedback</b> Robust implementation of Marking and Feedback policy ensures pupils receive high-quality verbal and written feedback highlighting areas for improvement and next steps in learning</p>	<p>EEF studies show that providing feedback has a high impact on learning outcomes. (+6 months) And effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.  Studies of verbal feedback show slightly higher impacts overall (+7 months).  Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average).</p>	<p>5, 7, 8</p>
<p><b>Thrive Whole Class Screening</b> Termly whole-class screening for all children to inform PSHE curriculum and quality first teaching</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>4, 5, 6</p>
<p><b>High Quality Continuing Professional Development for Staff</b> Trainee Teacher Hub Model with MMU and Edge Hill with in-school Tutors Early Career Teacher programme</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>5, 7, 8</p>



<p>National College of Teaching subscription</p> <p>Leadership Matters subscription</p> <p>School CPD Library</p> <p>Teacher Learning Communities</p> <p>Carefully selected CPD from external partners e.g. ECM</p> <p>Participation in National Professional Qualifications, including NASENDCo</p> <p>Collaborative networking</p>		
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## Targeted academic support

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Oral Language Intervention</b></p> <p>Talk of the Town</p> <p>Wellcomm</p> <p>Nuffield Early Language Intervention</p>	<p>EEF evidence states that oral language intervention can produce up to 6 months extra progress, over the course of a year.</p>	<p>5, 7, 8</p>
<p><b>Early Reading (Phonics) Tuition</b></p> <p>Read Write Inc 1:1 tuition</p> <p>Read Write Inc Virtual classroom</p> <p>Read Write Inc additional speed sounds session</p>	<p>EEF evidence states tutoring can produce up to 5 months extra progress, over the course of a year.</p>	<p>5, 7, 8</p>
<p><b>Reading Intervention</b></p> <p>Freshstart</p> <p>Reading Plus</p>	<p>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).</p>	<p>5, 7, 8</p>
<p><b>TT Rockstars</b></p>	<p>EEF studies show that well-structured homework that links to in-class teaching will create additional progress (up to 5+ months over a year).</p>	<p>5, 7, 8</p>
<p><b>Mathematics Tuition</b></p> <p>White Rose Maths tuition, groups of 3 will be provided</p>	<p>EEF evidence states small group tuition can produce up to 4 months extra progress, over the course of a year.</p>	<p>5, 7, 8</p>





targeting tuition for 15 weeks		
<b>In-school intervention</b> 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
<b>SEND Specific intervention</b> 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: £97,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance support</b> Robust implementation of the Attendance Policy and Procedures Inventory sign in system SIMS in the classroom Dedicated Learning mentor works closely with families to help overcome barriers to attendance and punctuality Whole school attendance initiatives	Regular attendance at school means that pupils can make the most of their education.  Regular attendance also helps in developing a child's social skills, such as making and developing friendships.  Regular and punctual attendance patterns will help prepare children when they enter the world of work.  <b>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.</b>	1, 2, 3, 7, 8
<b>Multi-agency support</b> Additional DDSLs CPOMs Strengthened Pastoral Team (2 Learning Mentors) Regular training Early Help caseloads	Maslow's 'Hierarchy of Needs' shows that pupils must have their safety needs met before they are able to succeed in any environment.  EEF studies show that Parental engagement has a positive impact on average of 4 months' additional progress.  EEF studies show that behaviour interventions have a positive impact on average of 4 months' additional	1, 2, 3, 5, 6



<p>Pastoral Support Plans Triple P Family Thrive</p>	<p>progress.</p>	
<p><b>Thrive Approach</b> Whole school Thrive Approach, including termly class screenings, which inform PSHE curriculum. Individual and group Thrive Plans delivered to pupils identifies as in need of SEMH intervention. Investment in social and emotional literacy resources. Investment in dedicated Thrive Hive. 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. 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><b>Partnership with External agencies</b> Counselling through Wigan Family Welfare Educational Psychologies SLA Targeted Educational Support Service SLA Engagement Centre</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. 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>2, 4, 5, 6, 7</p>
<p><b>EEEs</b> 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</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>



<p>children across our Trust and School to experience during their time at Primary School to enhance and develop cultural capital.</p> <p><b>These include:</b></p> <p><b>Nursery</b> - A den making experience</p> <p><b>Reception</b> -A country walk with outdoor entertainment</p> <p><b>Year 1</b> - A visit to a contemporary circus</p> <p><b>Year 2</b> - A visit to watch live music</p> <p><b>Year 3</b> - A visit to an art gallery</p> <p><b>Year 4</b> - An experience of water sports</p> <p><b>Year 5</b> - An experience of a Winter sport</p> <p><b>Year 6</b> - A City trip, including a University and Cathedral visit.</p>		
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**Total budgeted cost: £174,910**



We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Intended outcome	Success criteria	Review of 2021-2022
Improved levels of attendance and punctuality	<ul style="list-style-type: none"> <li>An increased number of PPG children will have sustained attendance of 96% or more</li> <li>Persistent absenteeism will reduce for PPG pupils</li> <li>Overall attendance of PPG pupils will be in-line with that of all children</li> <li>Improved levels of punctuality for PPG pupils, to maximise learning time</li> </ul>	<ul style="list-style-type: none"> <li>Attendance of PPG children <b>90.9%</b></li> <li>Attendance of Non-PPG children <b>92.1%</b></li> <li>National attendance 92.8%</li> <li>PA for PPG children <b>4.46%</b></li> <li>PA for Non-PPG children <b>11.6%</b></li> </ul>
Families are thriving, independently, with less intervention from external agencies	<ul style="list-style-type: none"> <li>Percentage of families requiring support from external agencies reduces</li> <li>Families require shorter periods of intervention</li> <li>Families are confident in applying the strategies learnt through intervention, such as 'Triple P', reducing the need for new/repeated referrals</li> </ul>	<ul style="list-style-type: none"> <li>There remains a high percentage of families requiring support from external agencies.</li> <li>There is a designated learning mentor, whose sole remit is to support families.</li> <li>Two members of staff have been trained as Family Thrive Practitioners</li> </ul>



<p>A greater number of our children and their families display a healthier lifestyle</p>	<ul style="list-style-type: none"> <li>• Children arrive at school ready to learn</li> <li>• Lower percentage of children who have been identified by health professional as obese</li> <li>• Higher percentage of children bring a 'healthy lunchbox'</li> <li>• Less children require dental surgery / extraction due to tooth decay</li> <li>• Greater number of children participate in extra-curricular sports clubs</li> </ul>	<ul style="list-style-type: none"> <li>• School has introduced 'Breakfast for All' with food supplied from the National School Breakfast Programme.</li> <li>• Extra-curricular activities have taken place four lunch times and after school, four times a week.</li> </ul>
<p>Children are resilient and ready to learn every day</p>	<ul style="list-style-type: none"> <li>• Thrive approach is embedded throughout the curriculum</li> <li>• Children can apply their social and emotional learning into practise</li> <li>• Children are confident in naming their emotions and self-regulating</li> <li>• Children are increasingly able to navigate through every day social interactions, in an age-appropriate way</li> <li>• Improved annual class screening scores, which align with healthy 'right-time' social and emotional learning</li> <li>• Improved social and emotional scores on children's individual Thrive profiles</li> <li>• Reduced percentage, over time, of the number of children requiring an individual thrive plan</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school Thrive Approach is embedded, and school gained Thrive School of Excellence recognition, in Summer term.</li> <li>• Each child uses an Emotional Regulation Register to 'check-in'.</li> <li>• Class screening indicates ongoing improvement of our children's healthy 'right-time' learning.</li> <li>• Screening of individuals demonstrates a positive impact of Thrive, on their social and emotional development.</li> </ul>
<p>Children with identified special educational needs flourish and achieve their full potential</p>	<ul style="list-style-type: none"> <li>• Clear and consistent approach to identification of children with special educational needs</li> <li>• A graduated approach to supporting children with special educational needs, including working with external agencies, where applicable</li> <li>• All children, with special educational needs, achieve their personal targets, through targeted intervention and quality first teaching</li> <li>• All children identified as having social and emotional needs, are supported through a Thrive plan/support</li> <li>• Close work with pastoral and external partners</li> </ul>	<ul style="list-style-type: none"> <li>• Children with Special Educational Needs are supported well in school.</li> <li>• School has excellent relationships with external partners, to best meet the needs of our children.</li> <li>• The SENCO supports staff with targeted intervention and quality first teaching strategies, ensuring IEPs are current and relevant.</li> <li>• All children are screened and are given an individual Thrive plan where necessary. Staff are committed to delivering the Thrive plans during individual and small group interventions throughout the week, supported by the pastoral team.</li> </ul>
<p>Children in need of a Thrive plan and support from the pastoral team and/or external agencies demonstrate</p>	<ul style="list-style-type: none"> <li>• Reduction in the number and frequency of children displaying distressed behaviours</li> <li>• Reduction in the number of suspensions</li> <li>• Improvement evident in their ability to self-regulate their emotions, resulting in a reduction of the number of Red and Orange behaviour logs each term</li> </ul>	<ul style="list-style-type: none"> <li>• Children have developed a wide range of strategies to self-regulate through their Thrive sessions and have shown improvement in regulating more rapidly.</li> <li>• Staff consistently apply the behaviour</li> </ul>



<p>improved levels of Social and emotional learning and a growing ability to self-regulate their emotions</p>	<ul style="list-style-type: none"> <li>• Improved behaviour at playtimes and lunchtimes</li> <li>• Individual children with Thrive plans show good progress towards their individual targets</li> <li>• Whole class Thrive screening scores in 'Right - time' development improve over the course of the year</li> <li>• Pupils say they are happy in school and can talk about how they self-regulate</li> <li>• Improved attendance and punctuality data</li> </ul>	<p>policy throughout the school day and are trained with implementing this to support with improved behaviour during break times.</p> <ul style="list-style-type: none"> <li>• The vast majority of children are showing good progress towards their individual targets on their Thrive plans.</li> </ul>
<p>Children catch up quickly, making excellent progress in their learning, which results in them reaching standards in line with age related expectations nationally</p>	<ul style="list-style-type: none"> <li>• Starting points are clearly identified so that learning is appropriate, targeted and impactful</li> <li>• Children make excellent progress in their learning as a result of high-quality, research-informed Quality First Teaching</li> <li>• Children identified to receive research-informed targeted intervention to support accelerated progress aimed at getting them back 'on track' in their learning to reach their targets</li> <li>• The percentage of children reaching age related expectations and standards align with standards achieved nationally</li> </ul>	<ul style="list-style-type: none"> <li>• CEM baseline is used, as well as the DfE National Baseline, to establish starting points.</li> <li>• Ambitious targets are set for all pupils, and monitored very closely through monitoring and evaluation and pupil progress meetings.</li> <li>• Read Write Inc 1:1 tuition is in place for identified children.</li> <li>• The National Tutoring Programme was used for identified children, in year five and year six, for maths.</li> </ul>
<p>Improved standards in reading</p>	<ul style="list-style-type: none"> <li>• All pupils will make excellent progress in Reading</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in reading</li> <li>• An increased proportion of disadvantaged pupils will have age-related phonics knowledge and skills</li> <li>• Rates of reading at home will increase for PPG pupils</li> </ul>	<ul style="list-style-type: none"> <li>• On average, all pupils made at least six steps of progress</li> <li>• Children have engaged well in the whole school reading initiatives</li> </ul>
<p>Improve standards in writing</p>	<ul style="list-style-type: none"> <li>• All pupils will make excellent progress in Writing</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Writing</li> <li>• Children will be given the opportunity to write for a variety of purposes, including in published books/competitions</li> </ul>	<ul style="list-style-type: none"> <li>• On average, all pupils made at least six steps of progress</li> <li>• Implementation of L&amp;L provided focused opportunities to write</li> </ul>



<p>Improve standards in maths</p>	<ul style="list-style-type: none"> <li>• All pupils will make excellent progress in Mathematics.</li> <li>• An increased proportion of disadvantaged pupils will be working at age-related expectations or above in Mathematics</li> <li>• Children will access the three statutory aims of mathematics each day</li> </ul>	<ul style="list-style-type: none"> <li>• On average, all pupils made at least six steps of progress</li> </ul>
<p>Pupils experience a rich and progressive curriculum</p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• All disadvantaged pupils will access extra-curricular activities</li> <li>• All children will access one enrichment activity, per year e.g., a live music event</li> </ul>	<ul style="list-style-type: none"> <li>• All children have accessed high-quality curriculum enrichment, carefully planned extra-curricular clubs and a menu of Learning Together Trust experiences.</li> </ul>

## Externally provided programmes

Programme	Provider
Phonic 1:1	Read Write Inc
National Tutoring Programme	White Rose Maths