

Pupil premium strategy statement: Cononley Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cononley Primary School
Number of pupils in school	151 (150 at April 2023) 142 (September 2023)
Proportion (%) of pupil premium eligible pupils	21/14% (20 / 13% at April 2023) 18/142 (13%) at September 2023
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Catherine Pickles, Headteacher
Pupil premium lead	Catherine Pickles
Governor / Trustee lead	Catherine Dresser

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£34,450 (22-23) £37,295 (23-24)
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	£34, 450 (22-23) £37,295 (23-24)

Part A: Pupil premium strategy plan

Statement of intent

The focus of our pupil premium strategy is to support disadvantaged pupils to make good progress and achieve at least age-related expectations across all subject areas. At Cononley, we adopt a whole school approach in which all staff take responsibility for all pupils' outcomes, including those who are disadvantaged, and raise expectations of what they can achieve.

High quality first teaching is our main strategy to support all of our pupils, including disadvantaged pupils. Other approaches include:

- Employment of additional teaching staff to enable smaller class and group sizes.
- High quality CPD to ensure that teaching staff have good subject knowledge
- Specific equipment and resources
- Bespoke interventions and resources for pupils with SEND and /or pre-teaching if necessary
- Referrals to NY services and outside agencies to support specific need
- School Led Tutoring

In addition, financial support is provided for pupils receiving Pupil Premium Funding so they can access all aspects of the wider curriculum including additional clubs, music lessons, swimming lessons and school visits. Financial support is also provided towards the cost of school uniform for those children who receive free school meals.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment: age-related attainment is below expectation in reading, writing and maths for majority of disadvantaged pupils in reading, (including phonics) writing and maths.</p> <p>Many of our disadvantaged pupils have below age-related scores in Personal and Social Development, Communication and Language, Reading, Writing and Number when they enter Reception and support is needed to accelerate progress towards age related expectations.</p>
2	<p>Access to wider curriculum, SMSC and cultural capital: out of school, some disadvantaged pupils have less opportunity to access to cultural experiences or activities which develop SMSC and support other curriculum subjects. (See also 6.)</p>

3	SEND: 48% of disadvantaged pupils have SEND (July 2023) which have an impact on their learning.
4	Mental wellbeing: some of our disadvantaged pupils have additional social, emotional and mental health needs including anxiety which have an impact on their learning.
5	Attendance (including unauthorised absence due to lateness); absence and lateness have an impact on the learning of some disadvantaged pupils.
6	Financial barriers: the cost of uniform and PE kit, music lessons, school visits and after school clubs is prohibitive for some families.

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
Accelerated progress and improved reading attainment among disadvantaged pupils.	<p>Evidence of accelerated progress and attainment using the following:</p> <ul style="list-style-type: none"> • Ongoing formative assessments in individual, group or whole class reading lessons • Summative half termly phonics assessments • Summative termly reading assessments • Reading monitoring – observations of lessons and listening to individual children • Targeted support / intervention to support individual pupils • evidence of progress from the baseline assessments of specific interventions where relevant • Data from national assessments (EYFS Profile in CAL and Reading, KS1 Phonics Check, Y2 and Y6 Reading SAT data) show increase in disadvantaged pupils achieving at least age-related expectations.
Accelerated progress and improved writing attainment among disadvantaged pupils.	<p>Evidence of accelerated progress and attainment using the following:</p> <ul style="list-style-type: none"> • Ongoing formative assessments of writing in lessons • Summative termly writing assessments • Monitoring of writing lessons, book scrutiny and pupil voice • Targeted support / intervention to support individual pupils, including for handwriting / spelling / phonics • Data from national assessments (EYFS Profile in CAL and Writing, Y2 and Y6 Writing SAT data) show increase in disadvantaged pupils achieving at least age related expectations.
Accelerated progress and improved maths	<p>Evidence of accelerated progress and attainment using the following:</p>

attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Ongoing formative assessments in maths lessons • Summative assessments using White Rose End of Unit Assessments • Summative termly maths assessments • KS2: regular monitoring of times-tables using TT Rock Stars • Maths monitoring – observations of lessons, book scrutiny and pupil voice. • Targeted support / intervention to support individual pupils • evidence of progress from the baseline assessments of specific interventions including school led tutoring where relevant • Data from national assessments (EYFS Profile in Number, Y4 Multiplication Check, Y2 and Y6 Reading SAT data) show increase in disadvantaged pupils achieving at least age related expectations.
At least progress and age-related attainment in foundation subjects of the curriculum.	<ul style="list-style-type: none"> • High quality curriculum for foundation subjects delivered to all pupils • Evidence from observation, pupil voice and learning walks • Sticky knowledge checks show evidence of good progress and at least age-related attainment
Targeted support and/or intervention has improved attainment in reading, writing and maths for specific disadvantaged pupils with SEND.	<ul style="list-style-type: none"> • evidence of progress from the baseline assessments of specific interventions including school led tutoring where relevant • formative assessment and work in books show evidence of accelerated progress and attainment • Data from national assessments show increase in disadvantaged pupils achieving at least age-related expectations
Targeted support and/or intervention has improved emotional regulation, resilience and mental wellbeing for specific disadvantaged pupils.	<p>Evidence related to individual pupils:</p> <ul style="list-style-type: none"> • Use of targeted behaviour plans, POPs (Pupil Overview , targeted adult support • Reduction in number of challenging behaviour incidents recorded on Scholarpack • Reduction in number of cause for mental health concerns recorded on Scholarpack • Referral to relevant services: Compass Buzz, Inclusion Hub, Early Help, Healthy Child Team, CAMHS, SELFA, • Pupil voice • Data from Health and Wellbeing Surveys
Improved and sustained attendance for all disadvantaged pupils.	<p>Analysis of attendance data shows:</p> <ul style="list-style-type: none"> • Persistent absence rates for some disadvantaged pupils have reduced and attendance is in line with non-disadvantaged pupils.
Financial support to cover the cost of school visits and out of school activities and for some families to purchase	<ul style="list-style-type: none"> • All disadvantaged pupils take part in school visits and residential visits • All disadvantaged pupils have access to out of school clubs and music lessons

school uniform improves mental well-being, cultural capital and self esteem of disadvantaged pupils.	<ul style="list-style-type: none"> All disadvantaged pupils have the correct school uniform and PE kit.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ £8675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a validated phonics programme to secure stronger phonics teaching for all pupils. Funding of associated CPD so staff can deliver the phonics programme effectively.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds See EEF Phonics Toolkit.	1, 3
CPD and staff release time to monitor the reading, writing and maths curriculum throughout school.	Effective approaches to improve the teaching of Reading, Writing and Maths have a positive impact on all pupils including disadvantaged pupils. See EEF Toolkits for: EYFS and KS1 Literacy KS2 Literacy EYFS and KS1 Maths KS2 Maths	1, 3
CPD and funding to release PHSE lead to monitor and support strategies to improve social and emotional learning (circle time, PHSE.)	Effective approaches to improve the social and emotional learning have a positive impact on all pupils including disadvantaged pupils. See EEF toolkit for Social and Emotional Learning	4
Funding to release subject leaders for CPD and to monitor foundation subjects so that all pupils access a high quality curriculum which contributes to SMSC and cultural capital.	Subject leaders have ensure that a high quality curriculum is deeply embedded and meets the needs of all of our pupils. Effective approaches to improve transfer of knowledge to long term memory have ensured that all pupils	2, 3

	<p>have made good progress – they know and remember more.</p> <p>Co-operative Learning program is used rigorously throughout school. Pupils use the strategies such as structured talk, planning and reviewing to improve their learning.</p> <p>See EEF guidance report for: Metacognition and Self-regulated Learning</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher employed to enable smaller group, single year group teaching for English and maths and School Led Tutoring	EEF Guidance reports on High Quality Teaching and Targeted Academic Support	1, 3
Additional support staff hours to provide 1:1 and small group interventions in reading	EEF Guidance reports on Targeted Academic Support	1, 3
Additional support staff hours to provide 1:1 and small group interventions in communication and language (EYFS)	EEF Guidance reports on Targeted Academic Support	1, 3
The possibility of using the National Tutoring Programme is being explored to see if this is a more cost effective way of supporting disadvantaged pupils.	EEF Guidance reports on Targeted Academic Support	1, 3

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

Budgeted cost: £ 12, 275

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Funding to provide access to music lessons, swimming lessons, before and after school club, school visits and music lessons.	Sutton Trust Report on Extra Curricular Equalities	6
Funding to support the cost of school uniform and PE kit.	See Sutton Trust Report 'Money Matters.'	6
Additional adult support for pupils with SEMH and anxiety		4, 5
Whole staff training on SEMH and RPI. (Team Teach Training for new staff)	EEF guidance on Social and Emotional Learning.	4
Financial contribution to SELFA towards the cost of disadvantaged pupils accessing SELFA out of school and holiday clubs.	Sutton Trust Report on Extra Curricular Equalities	4

Total budgeted cost: £

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 2021 to 2022 academic year.

Commentary 2021-2022

End of year assessments show that this continued to have an impact on pupils and was a continued focus improvement in 2021-2022. Additional staff to support phonics lessons led to a number of pupils with accelerating progress and achieving the Year 1 Phonics Check.

Overall attendance was lower for 2021-2022 than in previous years (95% compared with 97.2% -), due to the of families to taking unauthorised holidays in term time. In 2021-2022 a significant number of pupils were required to isolate for 10 days and this was included in absence data – in previous years it was not included. The low levels of persistent absence included disadvantaged pupils; action has been taken to support these families and by July 2022 attendance for persistent absence had significantly improved.

Pupil behaviour, wellbeing and mental health due to Covid 19 issues significantly some individual disadvantaged pupils. Targeted support, including extra staff and a calm space has been provided for these pupils.

Commentary 2022-2023:

Impact on Learning Updated April 2023:

Reading: Working at and Above: 11/55%; Working within year group slightly below age related: 4/25%; working below 5/25%

Writing: Working at and Above: 4 /20%; Working within year group slightly below age related: 11 /55%; working below 5/25%

Maths: Working at and Above: 6 /35%; Working within year group slightly below age related: 11 /55%; working below 2/10%

Targeted support:

Tutoring with the Lightning Squad, phonics catch up, targeted support for spelling and times tables; Hertfordshire Reading Intervention; adapted work in writing using Clicker;

Attendance Updates April 2023:

94.76% attendance for PP compared with 95.63% for non PP.

Targeted support:

Meetings with parents, formal letters, referrals to Early Help.

Behaviour, well-being and mental health Updates April 2023:

Targeted support:

Additional staff support in class and for structured playtimes; Zones of Regulation- emotional regulation strategy; calming resources in safe space; social/ communication support; staff training to support

Commentary– July 2023

Impact on learning through effective teaching and targeted support:

100% of pupils with PP achieved the phonics check by the end of Year 2

100% of pupils with PP achieved the expected standard in the Year 2 Reading SATs.

50% achieved the expected standard in KS1 maths and 50% in Year 2 Writing SATs.

100% of pupils with PP achieved the expected standard in KS2 Writing, 50% in Reading and 0% in Maths.

Multiplication check:

Group	25 marks	20-25 marks	8-19 marks	Average Score
FSM (3) 18%	0/7 0	1/17 6%	2/6 33%	17
No FSM (20) 82%	7/7 100%	16/17 94%	4/6 67%	21
PP (4) 1 service, 3 post adoption 17%	0/7 0	3/17 18%	1/6 17%	20
No PP (19) 83%	7/7 100%	14/17 82%	5/6 83%	21

FSM – performed less well

PP – inline

10 / 21 (48%) pupils receiving Pupil Premium Funding also took part in interventions to support SEND needs.

Impact of wider strategies on attendance, behaviour and wellbeing:

Attendance:

94.11% (PP) compared with 95.92%(Non PP)

Difference between PP and Non PP = -1.81%

Behaviour (Term 3 –2022-2023)

Analysis of groups: Term 3	All PP (21) 14%	No PP (128) 86%
Highly Challenging Behaviour (4)	2 (50%)	2 (50%)
Bullying (2)	2 (100%)	0
Online Bullying (2)	0	2 (100%)
Negative Behaviour (30)	5 (17%)	25 (83%)
Prejudicial (homophobic, racist, sexist) (1)	0	1 (100%)
Sexual Harassment (5)	1 (20%)	4 (80%)

There has been a reduction in highly challenging behaviour compared with Term 3 2022.

Attendance at Extra Curricular Activities 2022-2023:**Pupil Premium and FSM Extra Curricular Tracker Analysis**

PP = 5% No PP=95%

FSM = 8% No FSM = 92%

Extra Curricular Activity	Kanga Sports After School	Kanga Sports lunchtime	Cluster Cross Country	Cluster Cross Country Final	Cluster Mixed Football
PP	3/36 8%	5/71 7%	4/31 13%	1/10 10%	2/18 12%
No PP	33/36 92%	66/71 93%	27/31 87%	9/10 90%	16/18 88%
FSM	2/36 6%	3/71 4%	4/31 13%	3/10 30%	1/18 6%

No FSM	34/36 94%	68/71 96%	27/31 87%	7/10 70%	17/18 94%
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Extra Curricular Activity	Basket Ball	Keyboard Lessons	Accordion Lessons	Bradford Photography Museum (Ogden Trust)	Netball
PP	1/8 13%	2/9 22%	1/7 14%	1/6 17%	1/9 11%
No PP	7/8 17%	7/9 78%	6/7 86%	5/6 83%	8/9 89%
FSM	1/8 13%	0/9 0	1/7 14%	0/6 0	0 0
No FSM	7/8 17%	9/9 100%	6/7 86%	6/6 100%	9/9 100%

Extra Curricular Activity	Tag Rugby	Energy Monitors	Librarians	Sports Leaders	House Captains
PP	1/10 10%	1/17 6%	1/18 6%	1/8 13%	0/8 0
No PP	9/10 90%	16/17 94%	17/18 94%	7/8 83%	8/8 100%
FSM	1/10 10%		1/18 6%	1/8 13%	1/8 13%
No FSM	9/10 90%		17/18 94%	7/8 83%	7/8 83%

Governor / Pupil voice survey (May 2023) showed positive responses to questions on inclusivity, safety, behaviour and extra-curricular activities.

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
Co-operative Learning	Success for All / FFT
Success for All Phonics	FFT
Tutoring with the Lightning Squad	FFT
Time for Sounds	Black Sheep Press
Time to Talk	
Socially Speaking	
Zones of Regulation	
SELFA – Skipton Extended Learning for All	Skipton based charity Supporting 7 children (PP) April 2023
Team Teach De-escalation and RPI	Team Teach
Clicker 8	Clicker
The Write Stuff (Jane Considine)	Jane Considine