

Pupil premium strategy statement: Cononley Primary School (YCAT) 2025 - 2026

This statement details our school's use of pupil premium (and recovery 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	Cononley Primary School
Number of pupils in school	128 September 2025
Proportion (%) of pupil premium eligible pupils	10/128 Sept 2025 (12%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 (of 2025 – 2029)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Catherine Pickles, Headteacher
Pupil premium lead	Catherine Pickles
Governor / Trustee lead	Catherine Dresser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150 (25-26)

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	£15,150 (25-26)

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/or 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 / interventions

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.

Challenges

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

Challenge number	Detail of challenge
1	Attainment: age-related attainment is below expectation in reading, writing and maths for some disadvantaged pupils in reading, (including phonics) writing and maths. 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.
2	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.)

3	SEND: 30% of disadvantaged pupils have SEND (July 2026) which has 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 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.	Evidence of accelerated progress and attainment using the following: • 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 internal assessments and y6 sat DATA show that 80% of achieve expected or better in Reading and Writing; 70% achieve expected or better in Maths.
Accelerated progress and improved writing attainment among disadvantaged pupils.	Evidence of accelerated progress and attainment using the following: • 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 (optional SATs) and Y6 Writing SAT data) show increase in disadvantaged pupils achieving at least age-related expectations. • Use of computer-aided writing software from some Pupil Premium pupils with SEND.

Accelerated progress and improved maths attainment among disadvantaged pupils.	Evidence of accelerated progress and attainment using the following: • 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 show 40% of pupils increased their attainment score from below expected to expected in either Reading, Writing or Maths by July 26
At least progress and age-related attainment in foundation subjects of the curriculum.	• High quality curriculum for foundation subjects delivered to all pupils • Adaptations evident so that all pupils with SEND and other needs can achieve in line with peers • 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.	• 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.	Evidence related to individual pupils: • Use of targeted behaviour plans, POPs (Pupil Overview , targeted adult support • Low number of behaviour incidents recorded on CPOMS (July 2026) • Reduction in number of cause for mental health concerns recorded on CPOMS (July 2026) • Referral to relevant services: Compass Phoenix, Inclusion Hub, Early Help, Healthy Child Team, CAMHS, SELFA, • Pupil voice • Data from Health and Wellbeing Surveys • Support from Adyss (SENCo; training)
Improved and sustained attendance for all disadvantaged pupils.	Analysis of attendance data shows: • Attendance is lower than the pupils without PP funding, however, however, this has improved term on term. (July 26)

	Tackling persistent absence remains a priority
Financial support to cover the cost of school visits and out of school activities improves mental well-being, cultural capital and self esteem of disadvantaged pupils.	There is strong engagement in extra curricular activities. (July 26)

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: £ £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of additional materials (Further Readers 25-26) to implement and extend our 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 have made good progress – they know and remember more. Co-operative Learning program is used rigorously throughout school. Pupils use the strategies such as structured talk, planning and reviewing to improve their learning. See EEF guidance report for: Metacognition and Self-regulated Learning	2, 3
Funding for staff to update Team Teach training and improve knowledge of de-escalation and co-regulation strategies.	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

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

Budgeted cost: £ 7650

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 for a proportion of the week.	EEF Guidance reports on High Quality Teaching and Targeted Academic Support	1, 3
HLTA employed to carry out Reading Interventions (Tutoring with the Lightning Squad and Reading Plus)	EEF Guidance reports on 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	EEF Guidance reports on Targeted Academic Support	1, 3

small group interventions in communication and language (EYFS)		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Additional adult support for pupils with SEMH and anxiety		4, 5
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: £15,150

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

Commentary 2025-2026

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 SEMH difficulties; staff training to lead our tutoring programme and reading plus reading interventions

Impact on learning through effective teaching and targeted support:

All children receiving Pupil Premium funding have made progress from their starting points. Their progress is tracked regularly and intervention put in place to accelerate progress as necessary. The low numbers of children in each year group receiving Pupil Premium funding mean that it is inappropriate to publish some data, which could lead to their identification.

KS2 SATs Data 2026

100% pupils with PP achieved expected or greater depth in Reading..

67% of pupils with PP achieved expected in Writing and Maths

30% of pupils with PP funding are also on the SEND register and 1 has an EHCP.

All pupils made progress from their starting points. Data from national assessments show 40% of pupils increased their attainment score from below expected to expected in either Reading, Writing or Maths by July 26.

KS2 Multiplication Check Data 2026

50% of pupils achieved full marks (25/25)

Impact of wider strategies on attendance, behaviour and wellbeing:

Attendance:

91 % (PP) compared with 95% (Non PP) - this is in line with National data but lower than school data.

Difference between PP and Non PP = -4%

- Attendance is lower than the pupils without PP funding, however, however, this has improved term on term. (July 26)
- Two pupils with PP funding have had either serious medical episodes or medical and other conditions which require authorised absence as part of medical care / therapeutic care and this has had an impact on attendance data.
- Tackling persistent absence remains a priority

Attendance at Extra Curricular Activities 2025-2026

Pupil Premium participation in extra-curricular activities 2025-2026 remains broadly in line with or better than for Non Pupil Premium. Pupils are participating in a wide range of opportunities including:

- Sports leadership
- Choir
- Football, rugby, netball and basketball
- Cross country
- Librarian roles
- Art and Pokémon clubs
- Keyboard lessons
- Bradford City programmes

Behaviour

Behaviour incidents remain low across the pupil premium cohort. 80% of pupils have one or no recorded incidents for the whole school year.

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
Reading Plus	Daisy Education
White Rose Maths materials	White Rose Maths
Time for Sounds	Black Sheep Press
Time to Talk	
Socially Speaking	
Zones of Regulation	
SELFA – Skipton Extended Learning for All	Skipton based charity Supporting Vulnerable Children
Team Teach De-escalation and RPI	Team Teach
Clicker 8	Clicker
Precision teaching	