

Pupil premium strategy statement: Cononley Primary School

3 Year School overview 2020-2023

Metric	Data		
School name	Cononley Community Primary School		
Pupils in school	137	151	
Proportion of disadvantaged pupils	7%	11%	
Pupil premium allocation this academic year	£20,760	£22,760	
Academic year or years covered by statement	2020-2023		
Publish date	01 January 2020		
Review date (each year)	December	March	July
Statement authorised by	Catherine Pickles		
Pupil premium lead	Catherine Pickles		
Governor lead	John Evans		

Disadvantaged pupil progress scores for last academic year nb: the last academic results are July 2019 due to Coronavirus. There were no disadvantaged pupils in this year group.

Measure	Score
Reading	n/a
Writing	n/a
Maths	n/a

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	n/a
Achieving high standard at KS2	n/a

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Individual needs of disadvantaged pupils with SEND are met through bespoke interventions in order to close gaps. Referral for specialist support will be made if necessary. Interventions are led by appropriately trained staff and progress is regularly monitored. Specific resources are purchased if necessary.
Priority 2	Individual needs of disadvantaged pupils who have lower starting points compared with non-disadvantaged pupils, are met through bespoke interventions in order to close gaps.
Barriers to learning these priorities address	Some disadvantaged pupils have additional needs or low have lower starting points compared with non-disadvantaged pupils and require bespoke interventions in order to achieve age related expectations.
Projected spending	£16,360

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	To accelerate progress to bring attainment in line with age related expectations or better by providing targeted interventions in core subjects, focussing particularly on those children with additional SEND.(KS1 and KS2) Greater attainment of higher standard at end of KS2..	July 2021
Progress in Writing	To accelerate progress to bring attainment in line with age related expectations or better by providing targeted interventions in core subjects, focussing particularly on those children with additional SEND.(KS1 and KS2) Greater attainment of higher standard at end of KS2.	July 2021
Progress in Mathematics	To accelerate progress to bring attainment in line with age related expectations or better by providing targeted interventions in core subjects, focussing particularly on those children with additional SEND.(KS1 and KS2) Greater attainment of higher standard at end of KS2.	July 2021
Phonics	To enable all disadvantaged pupils in Key Stage 1 to achieve Phonics Check pass mark. To support pupils who require additional phonics support in Key Stage 2.	July 2021
Core Subjects	EYFS and KS1: to provide additional teaching assistants to support learning in core subjects. KS2: to provide additional teachers to enable quality first teaching to discrete year groups for Maths and English at KS2.	July 2021
Foundation Subjects	To ensure that disadvantaged pupils have access to all foundation curriculum subjects. To ensure that lessons are well-taught (using specialist or dedicated staff in some subjects) well-planned, progressive, well-sequenced and well-resourced.	July 2021

Attendance, behaviour and well-being.	To ensure that attendance, behaviour and wellbeing measures for disadvantaged children are in line with the National average and the gap is closed between disadvantaged (and vulnerable) and non-disadvantaged groups.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Buy and embed use of Project X Code KS1 (continue from 2019-2020). Buy Project X Code reading resources for KS2 readers. Embed use of Toe by Toe with specific pupils Purchase Nessy Quest to aid in assessment of pupils with dyslexic traits. Purchase Nessy Reading and Writing to support learning pupils with dyslexic traits Purchase high interest / low level free readers to improve confidence and self esteem of disadvantaged pupils with dyslexic traits. English CPD for all staff (reading fluency, spelling, writing sequence) Use of Teaching Assistants to provide targeted support Appropriate CPD for TAs.</p>
Priority 2	<p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations (Success@ arithmetic – continue from 2019-2020) Use of Splash Maths and/or Nessy Numbers as a targeted Maths intervention. Provide CPD for staff to use the Ready-to-Progress Criteria (DfE Maths national curriculum guidance) and supporting NCETM exemplification Powerpoints to support disadvantaged groups. Purchase of additional reading schemes to support learning in KS1. Purchase of quality whole class texts (KS2) and guided readers (Y1,2,3) to support enjoyment, fluency and comprehension. Use of additional staff to provide single year group teaching in Core Subjects at KS2. Use of specialist / dedicated staff in some foundation subjects to ensure quality first teaching.</p>
Barriers to learning these priorities address	Some pupils require additional support to improve reading and maths skills.
Projected spending	£19,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Disadvantaged pupils participate fully in clubs, activities, visits and music lessons.
Priority 2	Targeted disadvantaged pupils benefit from focussed activities during the school holidays promoting positive social interactions and improve confidence and self-esteem (participation in SELFA Holiday Clubs). Also, targeted disadvantaged pupils benefit from financial support towards the cost of school uniform.
Barriers to learning these priorities address	Some disadvantaged pupils have low involvement in clubs and activities, including visits and music lessons.

	Some pupils would benefit from focussed activities during the school holidays to promote positive social interactions and improve confidence and self-esteem.
Projected spending	£3760

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development in order to develop and monitor curriculum.	Use of twilight sessions / staff training meetings and additional cover being provided by HLTAs or supply staff.
Targeted support	Ensuring timetable allows for targeted work to take place. Ensuring that staff are trained / supported. Ensuring that resources are available.	Maths / English Leads and SENCO to monitor. Working closely with NYCC Specialist Staff. Purchasing resources for interventions
Wider strategies	Ensuring that families know they can receive support for clubs, visits, activities, holiday clubs etc.	Make sure that admin staff are aware as they are often involved in registering children for clubs, visits etc.

Review: last year's aims and outcomes (due to Coronavirus these outcomes refer to July 2019)

Aim	Outcome
Progress in ELG in EYFS	100% receiving Pupil Premium Funding achieved an Early Learning Goal in Communication and Language in 2019. 100% receiving Pupil Premium Funding achieved Early Learning Goal in Reading in 2019. Not all pupils achieved ELG in Maths
Progress in Mathematics	100% of targeted pupils receiving Pupil Premium funding have made progress in line with their starting points in Maths
Progress in Reading	Majority of pupils have made progress from their starting points in Reading
Progress in Writing	Majority of pupils have made progress from their starting points in Writing
Other	100% of pupils have taken part in educational visits and / or extra-curricular activities 100% of eligible pupils have taken part in swimming lessons Targeted pupils have used the holiday activities provided by SELFA Attendance for PP pupils higher than non-PP pupils.