

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	156
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
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	£26, 070
Recovery premium funding allocation this academic year	£7,205
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	£33, 275

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 /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: 50% of disadvantaged pupils have SEND 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, IPMs, 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: £ £5500

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 (including implementation of sticky knowledge assessments) so that all pupils access a high quality curriculum	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

which contributes to SMSC and cultural capital.	<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: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher employed to enable smaller group, single year group teaching for phonics 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 maths	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 (see also evaluation report on NELI.)	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: £ 11, 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. .£1000	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)	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: £26,070

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 2020 to 2021 academic year.

Although all pupils were affected by school closure 2020-2021, our disadvantaged pupils attended face to face throughout, unless their class bubble was closed due to Covid cases. When this happened, class teachers used a variety of different ways to support pupils' learning at home. Please see school Remote Learning Policy: <https://www.cononleyprimary.org.uk/learning/remote-learning>.

Class teachers kept in regular contact with pupils learning at home and provided learning resources in a form which pupils found most easy to access: paper copies, Purple Mash, Google Classroom for live session. Some of our disadvantaged pupils received DfE Chrome books; DfE i-pads were also available. These measures helped to mitigate some of the effects of Covid restrictions, but did not replace the strong relationships, high quality interactive teaching and high quality resources which are available when taking part in face to face lessons in school.

Our assessments of pupils' learning during 2020-2021 were significantly disrupted. End of year assessments took place and identified pupils in EYFS and Year 1 as the most significantly affected; progress and attainment is lower than expected. This is the focus for improvement for 2021-2022.

Overall attendance was higher for 2020-2021 than in previous years (97.6% compared with 97.2%), due to the inability of families to take unauthorised holidays in term time. However, the low levels of persistent absence did include disadvantaged pupils. Action has been taken to support these families.

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

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
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Co-operative Learning	Success for All / FFT
Hertfordshire Reading Fluency Intervention	Herts LA
Time for Sounds	Black Sheep Press
Toe by Toe	Keda Publications
SELFA – Skipton Extended Learning for All	Skipton based charity
Team Teach De-escalation and RPI	Team Teach