



Coniston C of E Primary School

Pupil Premium Strategy Statement – January 2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Coniston Church of England Primary School
Number of pupils in school	62 excluding Nursery (July 2023)
Proportion (%) of pupil premium eligible pupils	17.74%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	January 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Danielle Fitzsimons – Headteacher
Pupil premium lead	Danielle Fitzsimons
Governor / Trustee lead	Helen Glaister

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11, 640
Recovery premium funding allocation this academic year	£2,000
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	£13, 640
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Part A: Pupil premium strategy plan

Statement of intent

Our School Vision and Values

Coniston Church of England Primary is a welcoming, supportive school rooted in faith and love where everyone flourishes through the Christian values of service, stewardship, respect and perseverance.

Learning together within our school family, our community and God's wider world, we draw inspiration from our beautiful, awe-inspiring Lakeland setting.

Our school values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils to be confident, happy citizens. The aim of this school is to provide a rich, broad and balanced education within a caring and stimulating Christian environment, serving the whole school community and creating an environment in which learners are encouraged to fulfil their potential and make a positive contribution to their society.

At Coniston CE Primary School these are the Christian values that are the most important for our school. These values help make our school a great place to be.

Service Stewardship Respect Perseverance

Our Christian vision and values lead us to be an inclusive school. We welcome children (and their families) from different faiths and from diverse backgrounds. We welcome children with disabilities and learning difficulties; all are welcome to become members of the Coniston Church of England Primary School family and as John Ruskin stated: **'When love and skill work together expect a masterpiece.'** This is complemented by Joshua 1:9: **'Be strong and courageous! Do not be afraid for the Lord your God will be with you wherever you go.'**

Our Pupil Premium Strategy

At Coniston Church of England Primary School our aim is to ensure that all children can actively engage with the life of our school and all the opportunities we have to offer. We do not want any of the challenges listed below to stand in the way of a child in our school having the best experience of primary school possible – we want all our children to experience 'life in all its fullness' (John 10:10). Therefore, our strategy aims to provide the best support and opportunities to achieve this.

The key principles of our strategy are;

- ✓ *Inclusion*
- ✓ *Participation*
- ✓ *Engagement*
- ✓ *Belonging*
- ✓ *Success for everyone*

Our Pupil Premium Strategy is planned and runs over a 3-year period, with routine reviews and an annual update where we can fully evaluate and understand the impact of our spending, celebrate success and modify plans for future years. Some parts of the strategy are ongoing, even beyond the 3-year period, and others are time limited, based around current circumstances and local, regional and national initiatives.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. It needs to be recognised that not all recipients of PPG funding are necessarily affected by all or any of the challenges listed here.

Challenge number	Detail of challenge
1	Some of our disadvantaged children often have low literacy (including oracy) and numeracy skills on entry to the school.
2	Some of our disadvantaged children have limited support available to them at home for a wide range of reasons; family working patterns, family structure, technological resources, additional needs in the household, challenging lifestyles etc. This might impact on their aspirations, preparedness for school, their diet and eating habits, personal organisation and sometimes their opportunity to complete homework.
3	Some of our disadvantaged children struggle to arrive to school on time and are at the risk of missing out on key parts of the school day.
4	Some of our disadvantaged children continue to experience delays in their learning as a result of the school closure during the pandemic.
5	Some of our disadvantaged children have existing wellbeing concerns and a number of these have been exacerbated by school closure.
6	Some of our disadvantaged children have families who are not able to afford to pay in full for additional educational activities, trips and visits.

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
a. <i>Outcomes and progress for disadvantaged children to be in line with their cohort group or other children with similar characteristics (SEND for example).</i>	<ul style="list-style-type: none"> ✓ <i>Support in place where there is a barrier to achievement.</i> ✓ <i>Regular meetings between staff and the most vulnerable children.</i> ✓ <i>Disadvantaged children achieve the same learning and curriculum successes as the main school cohort or their peers where other characteristics apply.</i> ✓ <i>Learning outcomes match or are similar.</i>
b. <i>Punctuality for disadvantaged children is in line with their cohort group.</i>	<ul style="list-style-type: none"> ✓ <i>Punctuality data matches the main school cohort.</i>
c. <i>Engagement with learning and school life matches the attitudes of all other children in school.</i>	<ul style="list-style-type: none"> ✓ <i>All children, regardless of 'disadvantage' feel like they are part of the Coniston C of E team; they all aim 'to be the best that they can be' and experience 'life in all its fullness'.</i>

	<ul style="list-style-type: none"> ✓ <i>If needed, disadvantaged children will be offered loaned technology to enable home tasks to be completed.</i>
<i>d. Disadvantaged children will be supported to enrich their cultural capital.</i>	<ul style="list-style-type: none"> ✓ <i>Disadvantaged children to participate in all planned and chosen school and curriculum activities without funding being an obstacle.</i> ✓ <i>Pupil voice feedback from disadvantaged children is positive.</i> ✓ <i>Disadvantaged children to make a full and contributed contribution through School Council, committees and teams etc.</i>

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: £3887

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Part funding to maintain split classes in Key Stage 2 to ensure consistency of teaching, learning and curriculum delivery.</i>	<ul style="list-style-type: none"> ✓ Maintaining the current organisation of classes in school, despite low cohort numbers in a particular year group, maintain the consistency of teaching, learning and curriculum delivery across the school. ✓ All children experience the same coherent and well organised learning journey as they progress through school. ✓ Class teachers can maintain a focus on pupil outcomes and wellbeing. 	1 & 4
<i>Training – specific staff training and support for wellbeing, recovery and reestablishment of teaching and learning.</i>	<ul style="list-style-type: none"> ✓ Evidence supports the view that teachers need to be equipped to respond to the needs and concerns children present in the classroom. ✓ Increasing numbers of children are presenting with additional learning and wellbeing needs in the classroom. 	4 & 5

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

Budgeted cost: £117.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>IDL numeracy to support disadvantaged children in KS2</i>	<ul style="list-style-type: none"> ✓ Children with poor numeracy skills are more likely to disengage with their studies, perform at a standard 	1, 4 & 5

<i>to access the curriculum including addressing areas of weakness.</i>	lower than their peers and this will lead to a negative impact upon their wellbeing.	
<i>Purchase and supply revision guides and other required material.</i>	✓ Removing this financial barrier to allow disadvantaged children to access the full range of resources as their non-disadvantaged peers.	2 & 6

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

Budgeted cost: £9636

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SENDCo release time to provide additional support for PPG children who do not appear on the SEND register.</i>	<ul style="list-style-type: none"> ✓ Giving additional time to support any child (as necessary) with emotional and/or additional academic input such as 1:1 discussions, referral processes, training time and to direct provision where need is greatest to benefit those affected. ✓ 3 days @ £200 per day = £600 	2 & 5
<i>Additional time allocated to maintain an oversight of school attendance/punctuality and maintain contact with 'at risk' families.</i>	<ul style="list-style-type: none"> ✓ Allowing additional time when required will maintain effective contact and engagement with 'at risk' families and Local Authority support services. ✓ All evidence supports the view that good attendance leads to better outcomes for children. ✓ 3 days @ £200 per day = £600 	3
<i>Funding to support disadvantaged children's access to trips, visits, clubs, and extra-curricular activities.</i>	<ul style="list-style-type: none"> ✓ Our school understands that for children to experience success they need access to a range of high-quality learning experiences and to be active participants in the full curriculum rather than just support for additional academic learning support in class. <p>KS2 Tower Wood: £78 x 3 = £234 Bewley Park: £275 x 6 = £1650 Music lessons: £3.00/lesson x 36 x 4 x 11(chn) = £4752 Clubs: £1.50/club x 4 x 30 x 10 = £1800 Total = £8436</p>	6

Total budgeted cost: £13640

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 2022 to 2023 academic year.

Understandably, it is very difficult to accurately evaluate and understand the impact of PPG provision and strategy in the academic year 2022/2023. Many aspects of school life continue to be compromised to some extent as a result of historical school closure and the challenges still faced as a result of the pandemic. Where possible, evaluative notes have been made against each identified objective planned for in the previous year's Pupil Premium Grant Strategy.

Teaching priorities for the previous academic year																			
<ul style="list-style-type: none"> • Improve the rate of progress for disadvantaged in KS2. • Secure good attainment for disadvantaged in KS2 reading, writing and maths. • Develop a new phonics programme to be rolled out within school and monitor disadvantaged more closely. • Improve the teaching of GPS across school to especially cater for the disadvantaged pupils. 	<ul style="list-style-type: none"> ✓ Disadvantaged children were supported through several strategies including: ✓ identifying needs through clear individual tracking, specific in class support from Teacher and Teaching assistants. ✓ Staff meetings and INSET have been centred around teaching and learning, particularly intent and implementation where subject leads have taken more control over their subjects and are looking at the progression of knowledge and skills throughout school. ✓ All staff have been trained and continue to develop their expertise in the Read Write Inc. phonics programme which runs from Reception to Year 2. Children were taught each and every day to read accurately and fluently with good comprehension. Writing also took place daily with a strong focus on transcription and composition with the teacher modelling step-by-step. To ensure the success of this programme, a Reading Leader continues to demonstrate, coach and practise with others to ensure that the new methods become second nature. This is monitored and evaluated frequently within school. 																		
Targeted academic support for the previous academic year																			
<ul style="list-style-type: none"> • Accelerate progress in reading & GPS across KS1 and 2. • Improve attainment and progress at Key Stage 2 in Reading + Writing + Maths (combined) at EXS. • Improve phonics provision and achievement in KS1 (Y1). • Improve attainment and progress in GPS at EXS. 	<ul style="list-style-type: none"> • Booster groups took place twice weekly and PPG pupils were specifically targeted and encouraged to attend. • Pupil progress meetings specific to PPG took place regularly with Y6 staff and Senior Leaders. <p>The Year 6 group achieved these results in their SATs in July 2023.</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>No. of children</th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>6</td> <td>@ Age Related Expectations</td> <td>80%</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>PPG</td> <td>1</td> <td>@ Age Related Expectations</td> <td>100%</td> <td>100%</td> <td>0</td> </tr> </tbody> </table>		No. of children		Reading	Writing	Maths	All	6	@ Age Related Expectations	80%	60%	60%	PPG	1	@ Age Related Expectations	100%	100%	0
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All	6	@ Age Related Expectations	80%	60%	60%														
PPG	1	@ Age Related Expectations	100%	100%	0														
Wider strategies for the previous academic year																			

<ul style="list-style-type: none"> ✓ Increase the access to music lessons, sporting opportunities and residential experiences. ✓ Increase the rate of punctuality of disadvantaged to be in line with rest of the school and monitor attendance. ✓ To improve self-esteem and resilience skills and support mental health wellbeing. ✓ Sporting opportunities, educational visits and residential experiences for eligible pupils to inspire writing, reading and maths and the application of basic skills. 	<ul style="list-style-type: none"> ✓ All disadvantaged children were supported to attend trips, activities and residential visits. ✓ If attendance was an issue, children were supported in a bespoke manner according to their family situation and needs. ✓ Good levels of attendance in the last academic year continued to be a priority for all children. Whole school attendance for school last academic year was 93.4% and for the PPG group 93.15%. Punctuality was 0.09%. ✓ Mental health remained a significant challenge for some children, not least those already facing disadvantage. We continued to plan and implement support for children in school. ✓ All disadvantaged children were encouraged and supported to attend trips, activities and residential visits.
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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
IDL Numeracy	IDL