

Pupil premium strategy statement

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.

This is a three year plan which includes how we intend to spend the funding each academic year and a review of the effect the previous year's spending. These updates are given in coloured italics:

2021-2022 review

2022-2023 update

School overview

Detail	Data
School name	High Coniscliffe CE Primary School
Number of pupils in school	101 <i>100</i>
Proportion (%) of pupil premium eligible pupils	15% <i>19%</i>
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	<i>July 2023</i>
Statement authorised by	Wendy Aitken Executive Principal
Pupil premium lead	Kaye Boyce Vice Principal
Director Lead	Kath Alley

Funding overview

Detail	Amount		
	2021-2022	<i>2022-2023</i>	
Pupil premium funding allocation this academic year	£20,998	<i>£16,620</i>	
Recovery premium funding allocation this academic year	£2,000	<i>£2,268</i>	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	<i>£0</i>	
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	£22,998	<i>£18,888</i>	

Part A: Pupil premium strategy plan

Statement of intent

High Coniscliffe Church of England Primary school is smaller than average primary school. It serves a predominantly rural area as well as having many families who travel from Darlington. The social and economic background of pupils is relatively advantaged and the proportion eligible for free school meals is well below average. There are 101 pupils on roll. Standards are above national averages, apart from writing which is broadly in line. High Coniscliffe Primary is part of The Dove Academy Trust

At High Coniscliffe CE Primary School we strive to promote an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed. In our small school we have low numbers of children and have an individualised approach to addressing barriers to learning and emotional support, at an early stage.

We have a focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours although where extra activities would prove beneficial for individual or groups of children, we offer these alongside our core curriculum offer.

A focus on outcomes for individual pupils is at the heart of our decision making. We recognise that one of our greatest resources are our experienced and dedicated staff and we ensure that we deploy the best staff to support disadvantaged pupils. We develop skills and roles of teachers and TAs (rather than using additional staff who do not know the pupils well) to help meet individual needs. We make decisions based on data and respond to evidence, using frequent, rather than one-off assessment and decision points. Because of our small numbers, numeric data does not always reflect the true nature of what we see day to day and we always ensure that the children are seen as individuals rather than statistics when making decisions about raising attainment for all pupils. We set ever higher aspirations and devolve responsibility for raising attainment to all staff; everyone plays their part in raising attainment for all of our children.

- **The overall aims of our pupil premium strategy;**

- To continue to reduce attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To offer increased and detailed targeted support for pupils eligible for pupil premium across the school.

It is of paramount importance to us that all pupils reach their full potential across a broad and rich curriculum entitlement.

Challenges

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

Challenge number	Detail of challenge
1	Transition information, baseline assessments, observations and discussions with children and families show that disadvantaged children begin early years with lower levels of literacy, language and communication than their peers.
2	Phonic tracking identifies that disadvantaged children make good progress but have lower starting points than their peers which slows their reading development
3	Our assessments show that many of our disadvantaged children have limited vocabulary which restricts their ability to comprehend a wide variety of texts and hinders their independent writing
4	Observations and discussion with children shows that levels of resilience, stamina and concentration for many of our disadvantages are not strong which has led to an over reliance on adults. A significant proportion of our disadvantaged children face a range of challenges which results in a higher proportion of social and emotional issues than their peers.
5	Pupils within the bottom 20% of attainment require significant additional support in core areas of reading, writing and maths
6	Gaps in skills and knowledge are evident, particularly in core subject areas, due to disruptions in learning.

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
Improved levels of communication, language and literacy	<p>A New Early Years Curriculum devised and implemented, fully resourced and part of whole school curriculum approach</p> <p>Regular monitoring shows an effective and significant focus on communication, literacy and language</p> <p>Observations and assessment show increasing proportion of children enter the next stage of learning with skills and knowledge appropriate for their age.</p> <p>Children meet the Early Learning Goals for communication, language and literacy</p>
Improved reading attainment among disadvantaged children	<p>A systematic approach to early reading has been developed, implemented and monitored</p> <p>The early reading approach feeds into the Key Stage 1 and 2 approach with quality resources and links with home</p> <p>Families have a good understanding of how to support their child with reading at home</p> <p>In end of year reading assessments, the attainment gap between disadvantaged and non-disadvantaged children has reduced</p>

Children are able to use and understand a wide range of rich vocabulary in their communication, reading and independent writing	Children understand and use ambitious vocabulary within their communication, reading and writing Explicit and regular teaching of vocabulary is evident in all year groups and in all subjects is evidenced in lessons, discussion with children book scrutiny and ongoing formative assessment
Improved levels of stamina, concentration and resilience	Children are focussed in lessons and are able to complete longer, multi stepped tasks with growing independence Children apply the school motto, 'I can if I try' and are not afraid to make mistakes
The lowest 20% receive the support to close the gaps in their knowledge and skills in core areas of learning	Regular assessment and monitoring of progress identifies children in the lowest 20%. School-led tutoring grant, pupil premium and recovery premium provided tailored, specific interventions, tutoring and support that builds on quality first teaching in the classroom Progress from baseline assessments show improvements over time in reading, writing and maths as well as attitude to learning
Disadvantaged children, working at and above age related expectations, have ambitious targets	A wide range of cross-curricular opportunities for middle and higher attaining disadvantaged children are delivered to add to their cultural capital
Children are working within their age related expectations	Gaps identified through a range of assessments used to plan future learning and target specific objectives and children In year assessments show improving performance over time and accelerated progress towards age related expectations End of year summative assessments show progress for all

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: £14,000

Budgeted cost: £14,000

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf

Where schools targeted the funding well, they used research evidence to inform their thinking.

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in EYFS curriculum and supporting training communication, literacy and language	EEF – oral intervention study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1

	<i>Significant training is required to implement a new framework and approach</i>	
Read Write Inc. training disseminated to all staff	EEF – phonics study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF – teaching interventions study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,5,6
Read Write Inc. resources to support whole class teaching	EEF – phonics study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Additional teaching capacity for tuition / intervention programmes	EEF – small tuition study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy. EEF – use of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Add value to the work of the teacher by delivering brief, but intensive, structured interventions following high quality classroom teaching Delivery of structured, targeted interventions in one-to-one or small group settings shows a consistent impact on attainment and extends work inside the classroom with children understanding the links between them	5,6
Purchase of standardised diagnostic assessments Training for staff for delivery, administration and analysis	https://www.headteacher-update.com/best-practice-article/interpreting-the-outcomes-of-standardised-tests/182940/ This report from September 2018 concluded that high-quality standardised tests can ensure the data gained is reliable and meaningful	3
Enhancements to reading materials	https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	1,2,3
Implement White Rose as the core approach to teaching maths	EEF – improving mathematics in Key Stages 2 and 3	5,6

CPD for staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	
Apply the SEEC model to improve disciplinary literacy through specific vocabulary - based on the Tees Valley Combined Authority Collaboration and Innovation Funded science project started in 2020/21	'Closing the Vocabulary Gap', Alex Quigley Routledge; April 2018 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	3

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

Budgeted cost: £5,500

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition/intervention programmes	EEF – small tuition study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	5,6
Nuffield Early Language Intervention	EEF – teaching interventions study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,3
Additional Read Write Inc sessions targeted on disadvantaged children who require additional phonics support	EEF – phonics study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
National Tutoring Programme provides a mix of tuition, mentoring and tutoring	EEF – one to one tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF - small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5,6

Wider strategies

Budgeted cost: £3,500

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Devise, implement and monitor new Behaviour Policy	<p>EEF – improving behaviour https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour <i>'When the Adults Change, Everything Changes: Seismic shifts in school behaviour'</i>, Paul Dix, Independent Thinking Press, June 2017 <i>'The Chimp Paradox'</i> and <i>'My Hidden Chimp'</i> Prof Steve Peters, Studio Press, November 2018 <i>'Young children's development and deprivation in England'</i>, Rachel Classick, Chris Hope, and Caroline Sharp, NFER, July 2021 This study investigated how deprivation relates to the learning outcomes of five-year-old children in England. The multiple factors affecting the development of children from deprived backgrounds suggest the need for a wide-ranging response from teachers including encouraging persistence and on-task behaviour https://www.nfer.ac.uk/iels-thematic-report-young-children-s-development-and-deprivation-in-england/</p>	2,5 COMPLETE
Devise, implement and monitor new Homework Policy	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework High impact for very low cost based on very limited evidence The quality of the task set appears to be more important than the quantity of work required from the pupil. Careful linking with classwork and consideration of optimal amount of homework</p>	2 COMPLETE
Deliver social and emotional learning intervention sessions	<p>EEF - Improving Social and Emotional Learning in Primary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <ul style="list-style-type: none"> • Teach SEL skills explicitly • Integrate and model SEL skills through everyday teaching • Plan carefully for adopting a SEL programme • Use a SAFE curriculum: Sequential, Active, Focused and Explicit • Reinforce SEL skills through whole-school ethos and activities • Plan, support, and monitor SEL implementation 	4
Contingency fund	Small amount of funding to meet costs incurred due to unexpected circumstances given the ever changing situation related to COVID-19	All <i>No longer relevant</i>

Total budgeted cost: £23,000

Total budgeted cost: £19,000

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.

Core aims of supporting pupils both academically and personally through the challenges of a pandemic formed the majority of the strategy statement for 2020-21, which had to be significantly revised and adapted to include a COVID Catch-up Strategy. The original Pupil Premium funding allocation was primarily targeted to cover staffing costs to enable interventions and CPD. Whilst the interventions could not take place exactly as planned, the staff were deployed to support home learning and the children able to attend school.

Ensuring pupils felt safe, happy and settled across the year- through various forms of learning- was the top priority.

Building on the needs of the previous academic year, the school developed significant training in a remote learning package to enable pupils to engage with learning remotely where needed.

Our internal assessments when school fully reopened in March 2021 and then again in July 2021 suggested that the attainment of disadvantaged children continued to be lower than their non-disadvantaged peers. This mirrors research carried out following the start of the pandemic in March 2020.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>

<https://www.childrenssociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf>

<https://www.evalliance.org.uk/concern-disadvantaged-children-covid-19-disruption-risks-widening-attainment-gap-survey-finds>

There were no statutory assessments for the 2nd year running, however, internal assessments show that since the last set of published school data in 2019, there was a decrease in the attainment gap of pupil premium children compared with non-pupil premium children in reading at the end of KS2, from -25 to -17. This compared to the national gap in 2019 of -46 is a positive outcome.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Care must be taken when using statistical analysis due to the very low numbers in each cohort.

Children meet the Early Learning Goals for communication, language and literacy

The 2021-2022 Reception cohort profile was: 13 children, 15% disadvantaged

In the Prime Areas for communication and language 50% of disadvantaged children met the ELGS, 73% of non-disadvantaged children met them.

In end of year reading assessments, the attainment gap between disadvantaged and non-disadvantaged children has reduced

The 2021-2022 Y2 cohort profile was: 13 children, 31% disadvantaged

In the KS1 Reading paper 50% of disadvantaged pupils met the expected standard, 78% of non-disadvantaged met the expected standard

The 2021-2022 Y6 cohort profile was: 16 children, 6% disadvantaged (1 child)

At age appropriate levels, the children can articulate how their learning in school can contribute to future life prospects

Progress from baseline assessments show improvements over time in reading, writing and maths as well as attitude to learning

End of year summative assessments show progress for all