

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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:

School overview

Detail	Data
School name	High Coniscliffe CE Primary School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kaye Boyce Headteacher
Pupil premium lead	Kaye Boyce
Link governor	Joe Temple Parent appointed governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,760
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	£17,760

Part A: Pupil premium strategy plan

Statement of intent

High Coniscliffe Church of England Primary School is a small, rural school with 95 pupils, serving a community that includes families from both the local area and Darlington. We welcome children into our school from a range of socio-economic backgrounds. Children attend our school from a wide catchment area which reaches beyond the relatively affluent local area. We are part of The Melrose Learning Trust.

At High Coniscliffe, we are committed to promoting an ethos of high achievement for all pupils. Given our small size, we take an individualised approach to addressing barriers to learning and providing emotional support from an early stage.

Our strategy prioritises high-quality, evidence-based teaching and where appropriate, we offer additional opportunities outside of the core curriculum to support individual or group needs.

Our approach centres on the outcomes for each pupil, with a focus on personalised support. We recognise that our dedicated staff are one of our greatest assets and ensure that the best staff members are deployed to support disadvantaged pupils. By developing the skills of teachers and teaching assistants (TAs), we avoid relying on bringing in external staff who may not be as familiar with our pupils. Decisions around our personalised support are based on a range of factors, with an emphasis on frequent assessment to track progress, ensuring that each child is seen as an individual rather than a statistic.

Our strategy aligns with the evidence-based recommendations from the Education Endowment Foundation (EEF), with a focus on quality teaching, same-day interventions, effective use of support staff, metacognition, positive behaviour and well-being support.

We believe that every child, regardless of background, is unique, created in God's image, and deserves the opportunity to reach their full potential. Our goal is to remove barriers to learning for all pupils, ensuring that those eligible for Pupil Premium have the same opportunities to succeed as their peers.

Pupil Premium funding is allocated to help close the attainment gap between disadvantaged pupils and their peers. We consider the unique context of our school when making decisions about how this funding is used, guided by research from the EEF to ensure the strategies we implement are effective, impactful, and offer value for money.

Our key aims for the Pupil Premium strategy are:

- To reduce the attainment gap between disadvantaged pupils and their peers nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To provide targeted support for Pupil Premium pupils across the school

It is our priority that all pupils reach their full potential within a broad and enriching curriculum.

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	Pupils within the bottom 20% of attainment require significant additional support in core areas of reading, writing and maths
3	Some children have limited wider life experiences and/or opportunities outside their school environment. This can impede their social development, emotional well-being, resilience and engagement with learning opportunities.
4	Some Pupil Premium children have the additional challenge of SEND needs. Therefore, provision for these children needs carefully targeted to meet their specific learning needs.

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	Early Years Curriculum is well planned and implemented, fully resourced and part of whole school curriculum approach Regular monitoring shows an effective and significant focus on communication, literacy and language Observations and assessment show increasing proportion of children enter the next stage of learning with skills and knowledge appropriate for their age. Children meet the Early Learning Goals for communication, language and literacy
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%. Quality first teaching, same day intervention and specific interventions support children in closing gaps in learning. Progress from baseline assessments show improvements over time in reading, writing and maths as well as attitude to learning
Increased opportunities and activities to support PP children in their personal development, resilience and engagement with the wider curriculum.	Increased participation of PP children in a range of quality opportunities and activities which support their personal development, resilience and engagement with the wider curriculum.
Improved levels of stamina, concentration and resilience	Children are focussed during lessons and can complete longer, multi stepped tasks with growing independence and resilience.

	Children apply the school motto, 'I can if I try' and are not afraid to make mistakes. Children show a growth mindset.
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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: £13,000

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 including Drawing Club, Adventure Island, Squiggle While You Wiggle and Dough Disco	EEF – oral intervention study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions <i>New staff in Early years require training and support.</i>	1
CPD in Assessment for Learning (AfL) to support High Quality first teaching and supporting children in understanding next steps in learning with greater independence	Education Endowment Foundation (2021). <i>Teacher Feedback to Improve Pupil Learning.</i> https://educationendowmentfoundation.org.uk/education-evidence Rosenshine, B. (2012). <i>Principles of Instruction: Research-Based Strategies That All Teachers Should Know.</i> American Educator, 36(1), 12-19. Sweller, J. (1988). <i>Cognitive Load Theory, Learning Difficulty, and Instructional Design.</i> Learning and Instruction, 4(4), 295-312. Key findings: <ul style="list-style-type: none"> Effective teaching includes explicit instruction, scaffolding, and opportunities for guided and independent practice. 	2, 3

	<ul style="list-style-type: none"> • Cognitive load should be managed by breaking complex information into manageable parts. • Questioning and retrieval practice help reinforce learning. 	
Support staff deployed effectively to allow for same day intervention, targeted interventions, including small group tuition	<p>Education Endowment Foundation (2022). <i>Targeted Academic Support</i>. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Dweck, C. S. (2006). <i>Mindset: The New Psychology of Success</i>. Random House.</p> <p>Elliott, J. G., & Grigorenko, E. L. (2014). <i>The Dyslexia Debate</i>. Cambridge University Press.</p> <p>Key findings:</p> <ul style="list-style-type: none"> • Early intervention is critical for supporting pupils at risk of falling behind. • Differentiated instruction and targeted small-group teaching can improve outcomes. • Growth mindset approaches help pupils develop resilience and perseverance in learning. <p>EEF – small tuition study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>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.</p> <p>EEF – use of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> <p>Add value to the work of the teacher by delivering brief, but intensive, structured interventions following high quality classroom teaching</p> <p>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</p>	2, 3
Additional Read Write Inc. resources to support whole class teaching	<p>EEF – phonics study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2
Quality CPD is carefully matched to	<p>The EEF Guide to the Pupil Premium states that: ‘Ensuring an effective teacher is in front of every class, and that every</p>	1,2,3,4

meet the needs of pupils and staff development.	teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.	
CPD for staff to deliver ELSA 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 	3

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tuition/intervention programmes	<p>EEF – small tuition study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	2
Additional Read Write Inc sessions targeted on disadvantaged children who require additional phonics support	<p>EEF – phonics study https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2

Wider strategies

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver ELSA 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 	3

	<ul style="list-style-type: none"> • 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 	
Increase the opportunities and activities to support PP children in their personal development, resilience and engagement with the wider curriculum.	EEF states that “all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education” and “enrichment approaches can directly improve pupils’ attainment”	3
PP lead to work closely with SENDCO to monitor pupil progress, pupil targets and IEPs of PP children who also have SEND needs. Regular Pupil Progress meetings with teachers to discuss PP children.	Feedback from PP lead will increase teachers’ awareness of planning for and meeting the needs of the PP children. Teachers will then in turn, provide feedback on progress and next steps. EEF states that “A pupil premium strategy is more likely to be effective if school leaders plan how to sustain it from the outset and monitor practice in an annual cycle.”	2,4
Further strengthen links with parents to ensure they are kept up to date with children’s learning and how they can support their learning and MHWB at home. <i>E.g. Family learning sessions, home/school communication app for EYFS, regular newsletters, social media updates and</i>	Education Endowment Foundation (2021). <i>Working with Parents to Support Children's Learning</i> . https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/working-with-parents Goodall, J., & Vorhaus, J. (2011). <i>Review of Best Practice in Parental Engagement</i> . Department for Education. Desforges, C., & Abouchar, A. (2003). <i>The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review</i> . Department for Education and Skills. Key Findings:	1,2,3,4

<p><i>signposting, parent/teacher meetings etc.</i></p>	<ul style="list-style-type: none"> • Positive parental engagement significantly improves pupil achievement. • Schools should provide parents with strategies to support learning at home. • Effective communication and collaboration between schools and families enhance outcomes 	
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Total budgeted cost: £18,000

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 2023 to 2024 academic year.

Improved levels of communication, language and literacy	
The EYFS curriculum has a strong focus on CLL	The curriculum in EYFS continues to have a strong focus on CLL which supports all children at this stage of their development. All PP children demonstrated good progress from their starting points.
Improved reading attainment among disadvantaged children	
Read Write Inc. training disseminated to all staff	All staff who deliver RWI had regular access to coaching sessions, team teaching opportunities and planning support. 100% of disadvantaged children passed the phonics screening check first time in Y1. Last academic year all PP children in Y6 made ARE in Reading.
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. Knowledge Organisers across the curriculum continued to be used to include precise, targeted, subject specific vocabulary. Working walls in each classroom also display key vocabulary.
Improved levels of stamina, concentration and resilience	
Classes given new names to support in developing a greater understanding of what it takes to be a learner in each phase of school. Staff have worked collaboratively to develop a tiered approach to learning behaviour expectations for each year group.	The majority of children are focussed in lessons and are able to complete longer, multi-step tasks with growing independence. Children will often apply the school motto, 'I can if I try' and are not afraid to make mistakes. There is further work to be done in the context of developing a culture of resilience particularly for those children who have joined our school as an in-year transfer.
The lowest 20% receive the support to close the gaps in their knowledge and skills in core areas of learning	
Additional Read Write Inc sessions targeted on disadvantaged children who require additional phonics support	Through pupil progress meetings, targeted interventions gaps in learning are addressed and interventions focused.
Children are working within their age-related expectations (ARE)	
Pupil progress meetings identify children who are not working within ARE	Twice yearly data drops and termly summative assessments alongside work scrutiny and pupil voice activities identify children working below ARE and support is targeted based on these findings.