



Pupil Premium Strategy 24-27

Coney Hill Community Primary School

Governor Committee Responsible:	Full Governing Body	Staff Lead(s):	Sophie Clements
Status (Statutory / Advisory)	Statutory	Review Cycle	Annual
Last Review	December 2025	Next Review Date	December 2026
Headteacher	Danielle Brayshaw head@coneyhill.gloucs.sch.uk		
Chair of Governors	Ceri Davies		

Pupil Premium Strategy 2024-2027

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	214 (November 2025)
Proportion (%) of pupil premium eligible pupils	31% (66) YR- 4 Y1- 8 Y2- 11 Y3- 9 Y4- 12 Y5-9 Y6-13
Academic year/years that our current pupil premium strategy plan covers <i>(3-year plans are recommended – you must still publish an updated statement each academic year)</i>	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Dani Brayshaw
Pupil premium lead	Sophie Clements
Governor / Trustee lead	Ceri Davies

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,965
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£105,965

Part A: Pupil premium strategy plan

Statement of intent

At Coney Hill, we embody pride, respect and support for **all**, while nurturing the potential of **every** child, regardless of background or starting point, and equip them with the knowledge and skills to achieve their goals, both now and in later life. Through quality first teaching, addressing gaps and building upon early interventions, we ensure progress continues for individuals throughout their primary journey. We aim to increase reading and language skills, as well as addressing SEMH concerns, through a variety of opportunities provided throughout every child's primary experience. We want our pupils equipped for an adult life, where they are prepared, willing and able to become healthy, engaged citizens in our modern, diverse world.

All pupils, including the most disadvantaged and the most able, are unique individuals and receive both challenge and support to best meet their needs. We speak with one voice about our ambition for **all** our pupils and passionately believe that education plays a powerful role in offering equity, in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education.

- Our expectations are high for **all** pupils; we do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for free school meals (FSM) are socially disadvantaged and not all socially disadvantaged pupils qualify, or are registered for, FSM. We, therefore, focus on the needs and levels of progress of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching and learning.
- In providing support, we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support, will be a mix of disadvantaged and non-disadvantaged pupils.

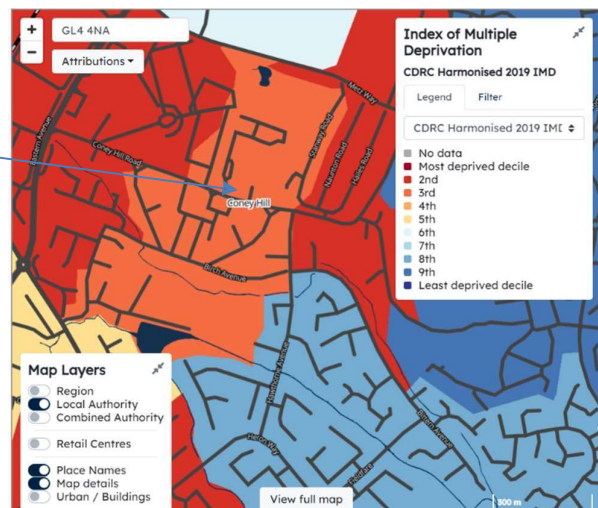
Our Ultimate objectives are to:

- Reduce and remove any barriers to learning
- Narrow the attainment gap between disadvantaged pupils and their peers
- Ensure **all** pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in pupils' ability to communicate effectively in a wide range of contexts – developing oracy.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Enrich children's cultural capital by equipping them with the knowledge, skills and understanding to succeed in wider society, as well as to become life-long learners, who will thrive in the next stage of their education.

Rationale:

Coney Hill Community School prides itself in being very much that, a 'Community School' and our #Proudtobe a Hiller underpins our ethos.

- Our school context, pupil base deprivation indicator is in the 3rd decile, but our pupil base also comes from the 2nd decile.
- 31% of pupils eligible for Free School Meals which is significantly above average
- The majority of pupils are White British (58.4%) with 17 ethnic groups represented in our 212 children.
- The proportion of pupils who have a Special Educational Need is higher than national average at 18.3%.



Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning
- Target funding to ensure that all pupils have access to high quality learning
- Provide opportunities for all pupils to participate in enrichment activities
- Provide social and emotional support and intervention, to enable pupils to access learning within and beyond the classroom
- Ensure there are high quality resources to support teaching and learning

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principles:

To ensure our pupils achieve the best they can, we will:

- Maintain an ethos where all staff have high expectations for all children
- Ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of most recent data.
- Class teachers along with the SENDCO and Senior Leadership Team, will identify specific intervention and support for individual pupils, which will be reviewed at least termly.
- Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.
- Our Family Services manager works with the wider community to reduce barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments from preschool and the Reception baseline assessment (RBA) information show that our children come in with low baselines: academically (particularly in speech and language and communication) and socially and emotionally.
2	Observations show lack of readiness to learn and limited engagement of some pupils, especially when transitioning between home and school.
3	Outcomes over time suggest attainment gaps between disadvantaged pupils and their non-disadvantaged peers in reading, writing and maths – particularly in KS1.
4	Observations show language rich environments needed. Low-income children are exposed to 30 million fewer words than their higher-income peers before age 3. Meaning that these children are starting school with a disadvantage that they may not surmount.
5	Families need support through pastoral and wider curriculum offer - Pupils, families and wider community with social and emotional issues such as anxiety, attachment and ACE's – often with Social Care involvement
6	Fewer opportunities to experience enrichment activities beyond the classroom with their families in comparison with their peers

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
Narrow the gap between PP achieving GLD compared to national GLD. PP children in Early Years (Reception) to achieve GLD in line with other groups and ready to progress.	- Year 1 Phonics screening outcomes remain inline with or exceed national. - Gap narrowed for PP children against their peers % achieving GLD in EYFS will be in line with or above National - SEND need will be identified earlier, with enhanced preschool/other setting transitions.
Support for the health and well-being of vulnerable children and families ensures that they are able to access learning in line with all pupils and grow into independent, resilient learners who are equipped to deal with challenges	- Children who need it are accessing Breakfast nurture and school breakfast club - Disadvantaged pupils are able to gain wider extra-curricular experiences through after school clubs - Key support is provided (e.g., Early Help) for families in need/crisis. - Sustained 95% attendance rate for PP children
High quality first teaching across the key stages and specific needs of children identified; planned for and tailored intervention to take place where necessary, to ensure progress of all children including enrich oracy across the curriculum.	- Raise attainment of PP children – PP children perform in line with national. - To further diminish disadvantaged differences in all year groups – to within 10% of peers. - Enhanced provision for children with speech and language difficulties
Lowest 20% in each class make accelerated progress in order to narrow the attainment gap in all areas of the curriculum – particularly reading.	- Gap narrowed for PP children against their peers - PP children make accelerated progress over time.
Our PP children will leave our school having been exposed to rich experiences to prepare them for the next stage of their education	Children leave KS2 equipped with experiences, skills, knowledge and understanding to enable them to achieve and become well rounded, resilient, healthy, engaged citizens in our modern diverse world.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £53,607.69

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide good & outstanding quality first teaching for all: through triangulation meetings focusing on: Planning Monitoring Feedback Staff accountability Tailored CPD	Pupil Premium isn't just an add on to what goes on in our school. It is an integral part of teaching and learning and class teachers are accountable for the progress and attainment that their children make. Through quality first teaching and targeted interventions focusing on specific year groups, we recognise that all of these children have different strengths and weaknesses and we will work closely with them to close the gap. The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/sup%20port-for-schools	1, 3, 4
Continue to develop a supportive and Inspirational Leadership Team to motivate and inspire teachers to keep their expectations high of all learners. Leaders will support but also hold staff accountable for raising attainment rather than accepting low aspirations. 'No limits learning.'	According to the NFER's research (November 2015) greater success for disadvantaged pupils was associated with schools using fewer strategies and a combination of metacognition, collaborative and peer learning strategies. From this, the NFER identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment, with Number 7 being 'Clear and Responsive Leadership' something we believe essential to ensuring those building blocks are implemented successfully. NFER 7 Building Blocks: • Whole school belief in achievement for all • Addressing behaviour and attendance • High Quality teaching for all setting high standards by setting expectations, monitoring performance and sharing best practice. • Meeting individual learning needs – staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in their learning.	1, 3, 4
Provide an Inspirational Curriculum which is progressive, develops metacognition and meets the needs of the children and community and continuing CPD for this with staff around "Linger Longer" on concepts to increase retention.	Previous school evidence has shown that if children are provided with a stimulating, engaging curriculum, which is relevant and purposeful, this impacts on their want to participate further, thus impacting on attendance, behaviour and overall achievements. This also enhances parental engagement. EEF - Evidence suggests the use of metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well.	1, 3, 4

Embedding of high-quality oracy curriculum to promote high standards of spoken and written English both within the English curriculum and other curriculum subjects Continue to engage with the Voice 21 Programme. Offer high quality CPD and coaching and mentoring for teaching staff. Engage with the Talk Boost programme to enrich talk within EYFS and KS1 to benefit whole class speaking and listening.	Oral language intervention have potential 6 months progress according to EEF teaching and learning toolkit. Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasize the importance of spoken language and verbal interaction within the classroom Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches might include: · targeted reading aloud and book discussion with young children; · explicitly extending pupils' spoken vocabulary; · the use of structured questioning to develop reading comprehension; and · The use of purposeful, curriculum-focused, dialogue and interaction. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-language-interventions The EEF professional development guidance discusses the importance of instructional coaching and monitoring and feedback to embed strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 3, 4
Sustain a mastery approach to teaching and learning in mathematics. Coaching and mentoring for staff to support and sustain the curriculum.	The DfE non-statutory guidance has been produced in conjunction with then National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 The EEF professional development guidance discusses the importance of instructional coaching and monitoring and feedback to embed strategies. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/effective-professional-development	1, 3, 4
Continue to embed a DfE validated Systematic Synthetic Phonics programme (Unlocking Letters and Sounds) to secure stronger phonics teaching for all pupils. Offer mentoring and coaching for teachers to provide ongoing support and guidance in delivering effective phonics instruction.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF The EEF professional development guidance discusses the importance of instructional coaching and monitoring and feedback to embed strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1, 3, 4

Programme of high quality CPD in place with relevant resources and intervention materials purchased	EEF guide to pupil premium encourages a tiered approach with teaching, including CPD as the top priority. High quality staff CPD is essential to follow EEF principles. Individual CPD programmes will be identified and initiated through weekly triangulation meetings and where appropriate be followed up during Staff meetings and INSET. Middle and senior leaders will be encouraged to disseminate training to groups and whole staff as appropriate.	1, 3, 4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £25,972.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality staff deployed in each class to enable a targeted support and run whole school intervention programme, as well as supporting in whole class teaching.	Full time, highly trained Teaching Partners allocated to each class, enable children's work to be precisely targeted to their individual and group needs. TPs in every class for small group work, wellbeing support and personal targets/in class support. The school is also making up the shortfall of the staffing line of the budget to cover the cost of TPs in every class. TPs trained and running whole school intervention programme, overseen by SENDCo EEF 4. Schools should provide sufficient time for TP training and for teachers and TPs to meet out of class to enable the necessary lesson preparation and feedback. Creative ways of ensuring teachers and TPs have time to meet include adjusting TPs' working hours (start early, finish early), using assembly time and having TPs join teachers for (part of) Planning, Preparation and Assessment (PPA) time Effective deployment of teaching partners during whole class teaching inline with EEF guidance – scaffolding, developing pupils independence. Targeted Maths CPD sessions	1, 3, 4,
Specific targeted interventions (daily/weekly) including phonics, early reading and reading.	Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind through one to one and in small groups: We believe using quality trained staff known to the school and children will provide continuity of existing provision as well as remove relationship and trust barriers many of our young people have. EEF Research on TPs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	1, 3, 4,

Use an oral intervention program to improve children's speaking and listening skills and ultimately improve their learning and language rich environment. (Voice21, Talk Boost, Words Unite)	Evidence shows that year on year entry into reception children are working at significantly lower levels in speech and language. The use of an oral intervention program will help children improve The EEF also states 'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress "If students do not acquire this language at home, school is their second chance. If they are not getting it in school, they are not getting it. Oracy, therefore, is not just an educational choice but a moral imperative". Professor Neil Mercer, University of Cambridge, Continued participation in Voice21 (currently in year 3) This	1, 3, 4
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	will enable Pupils to be able to express themselves well across a range of contexts. It's about having the vocabulary to say what they want to say and the ability to structure their thoughts so that they make sense to others. Oracy strategy will support Pupil Premium learners. Pupil Premium learners enter school with a significant gap in attainment in speech and listening skills. This gap needs to be filled in order to achieve lifelong learning.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,385.29

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide Learning Mentors for Mentoring and coaching.	The Learning Mentors provide effective and robust provision ensuring that all children are able to achieve their full potential regardless of 'barriers to learning' that they may have. Through bespoke intervention that may include: 1:1 therapy sessions ELSA, group activities or partnered child and parent support, children make good or better progress, attendance is improved and incidents of behaviour reduced.	2
Continuation of our Family Support Manager and team to engage and support parents, to support their children.	EEF (+3) We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. Giving parents the skills to engage with their child's learning, will enable them to support the learning at home and address potential barriers to achievement. Signposting them to outside agencies that can support.	2, 5,

	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	
Learning Mentors will provide targeted support to assist with children’s Social and Emotional Wellbeing. They will actively reduce barriers to learning so that children can enjoy and succeed in all areas of the curriculum.	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. Public Health England (2014) suggest those who are resilient do well despite adversity. Peep research project suggests that a parenting approach has been shown to impact on children’s educational attainment. These found that children made progress in verbal comprehension, vocabulary, numeracy development and self-esteem.	2, 5
Dedicated attendance team which focuses on the implementation of schools policies and procedures. Form multi agency working relationships with external agencies Learning mentor support to address barriers to attendance	In February 2015, the DfE published a report ‘The link between absence and attainment at KS2 and KS4’. It states quite clearly that as students miss more lessons in secondary schools, their attainment across a range of measure declines. The report also shows a similar effect at KS2. This is useful confirmation of what we intuitively know, attendance makes a difference to student attainment. In ‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’ the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership. https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance	1 - 6

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Can Do Maths	Buzzard Publishing
Unlocking Letters and Sounds	Badger Learning

YARC (York Assessment Reading Comprehension)	GL assessment
Jigsaw (RSE)	Jan Lever Group
Charanga	Charanga Music School
Switched on Computing	Rising Stars
ELSA Resources	ELSA
Talk Boost	Speech and Language UK
Voice21	Voice21

Part B: Review of outcomes in the previous academic year Pupil premium strategy outcomes (24-25)

Number of pupils in school	211
Pupils eligible for PP funding	71 (33%)

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Service pupils		1		1			
Pupil Premium Pupils	6	9	7	14	8	12	15

Data Performance 24-25

EYFS GLD (Only submitted data for 28 – 2 EHCPs/off-site education)		
	GLD	Non-GLD
Disadvantage (6)	50%	50%
Non-Disadvantage (23)	79%	21%

End of Key Stage 1 - Reading				
	PKS	WT	EXP	EXC
Disadvantage	0%	43%	57%	0%
Non-Disadvantage	9%	17%	74%	0%

End of Key Stage 1 - Writing				
	PKS	WT	EXP	EXC
Disadvantage	0%	29%	71%	0%
Non-Disadvantage	9%	26%	57%	9%

End of Key Stage 1 - Maths				
	PKS	WT	EXP	EXC
Disadvantage	0%	29%	71%	0%
Non-Disadvantage	9%	26%	87%	9%

End of Key Stage 1 - Science				
	PKS	WT	EXP	EXC
Disadvantage	0%	29%	71%	0%
Non-Disadvantage	0%	17%	83%	0%

Phonics screening	
Year 1 – 33% PP	% of pupils passing in 2024-2025 Cohort – end of Year 1 86% (National 80%)
Disadvantage	67%
Non-Disadvantage	95%

MTC		
Year 4 – 27% PP	% of pupils achieving full marks 25/25	% of pupils achieving full marks 20+
Disadvantage	38%	55%
Non-Disadvantage	63%	77%

End of Key Stage 2 - Reading			
	WT	EXP+	EXC
Disadvantage	27%	73%	20%
Non-Disadvantage	20%	80%	40%

End of Key Stage 2 - Writing			
	WT	EXP+	EXC
Disadvantage	33%	66%	20%
Non-Disadvantage	13%	87%	20%

End of Key Stage 2 - Maths			
	WT	EXP+	EXC
Disadvantage	20%	80%	7%
Non-Disadvantage	0%	100%	40%

Attainment Gaps and Strategic Rationale

Current attainment data shows that gaps between disadvantaged and non-disadvantaged pupils remain evident across key stages, with the most significant differences observed in Early Years GLD, phonics, and KS2 writing and mathematics at expected standard and above. In line with EEF guidance, these findings highlight the importance of prioritising high-quality teaching, early intervention, and targeted academic support as the most effective levers for improving outcomes for disadvantaged pupils. These continue to be our main strategic priorities as a school.

Encouragingly, disadvantaged pupils outperform their non-disadvantaged peers at KS1 in writing at the expected standard, demonstrating that targeted approaches are having a positive impact. This strength provides a strong foundation for further development, particularly in supporting progression to greater depth. However, across the school, non-disadvantaged pupils continue to achieve higher proportions of EXS+/GDS outcomes, particularly at KS2, indicating the need for sustained, evidence-informed strategies to raise attainment and aspiration for disadvantaged learners.

In accordance with the EEF Pupil Premium Guide, early reading and phonics have been identified as priority areas for improvement. A strong focus on evidence-based phonics teaching, diagnostic assessment, and timely intervention will be central to narrowing gaps, alongside continued investment in staff development to ensure consistently high-quality classroom practice

Wider Strategies

Attendance and inclusion data indicates that disadvantaged pupils are engaging well with school and are well supported to access learning alongside their peers.

Term-on-term attendance remains closely aligned with that of non-disadvantaged pupils, demonstrating that attendance is not a significant barrier for the majority of disadvantaged learners. Targeted pastoral provision, including nurture support, is accessed appropriately, with disadvantaged pupils represented in proportions broadly in line with the wider school population.

Engagement in enrichment opportunities is a particular strength, with disadvantaged pupils participating in extra-curricular clubs at least in line with, and in some cases exceeding, their peers, reflecting the effectiveness of strategies to remove barriers to participation.

Behaviour data further supports this positive picture, with disadvantaged pupils not disproportionately represented in suspensions, indicating that inclusive approaches and early intervention are having a sustained impact.