



Pupil Premium Strategy

Coney Hill Community Primary School

Governor Committee Responsible:	Full Governing Body	Staff Lead(s):	Sue Brookes
Status (Statutory / Advisory)	Statutory	Review Cycle	Annual
Last Review	December 2021	Next Review Date	September 2022
Chair of Governors	Daniel Gillingham chair@chfcfederation.gloucs.sch.uk		

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.

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	Coney Hill Primary
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022,2022/2023 2023/2024
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Dani Brayshaw
Pupil premium lead	Sue Brookes
Governor / Trustee lead	Dan Gillingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,120
Recovery premium funding allocation this academic year	£ 14,065
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	£150,185

Part A: Pupil premium strategy plan

Statement of intent

Aim:

At Coney Hill Primary our ultimate aim is to close the gap by the end of year 6 for our disadvantaged children. In order to achieve this, we believe early identification right from the onset in the early years is key. From here high quality first teaching and targeted interventions can be precisely mapped out to ensure the gap narrows over time. Addressing gaps and building upon early interventions throughout each year should ensure that progress continues for individuals throughout their primary journey then ultimately into the next phase of their school life. 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.

Rationale:

Coney Hill Community School prides itself in being very much that, a 'Community School' and our #proudtobe a Hiller underpins our ethos. As a team we strongly believe in a holistic approach to ensuring the best outcomes for all pupils and so work closely in partnership with our parents and stakeholders in order to achieve this. Although we understand the importance of National research based interventions and schemes, we strongly believe in using evidence of what works for us in making the biggest difference to pupil outcomes– personalised to the needs of our children and community.

With a whole school approach we work as a team to ensure the children can be the best that they can be by setting high expectations and continually ensuring that children remain safe, secure and are happy. We believe that children have to be in the right place to learn – emotionally and socially – they will not learn effectively until they are settled and emotionally ready to engage in the classroom. Parents play a key role in enabling this and need to be able to support their children's learning, hence we see the importance in supporting families directly as well as their children. Our Family Action Team paid partially through our Pupil Premium funding, play a significant role in enabling this and so Governors are committed to investing in maintaining this provision.

We also believe as a school, in the importance of high quality teaching and learning and so invest a high percentage of our allocated Pupil Premium allowance on the quality of provision in the classrooms, this is crucial. The quality of education that we provide our children, is the biggest driver when we consider its impact on pupil attainment. While we firmly believe that targeted support undoubtedly has its place, we uphold a tiered approach to our spending, focusing first on high–quality teaching, followed by targeted support before moving to whole–school strategies. According to the Education Endowment Foundation, using a tiered approach has shown the greatest amount of impact on children, and at Coney Hill we adopt this approach to the planning of our Pupil Premium spend, therefore having the potential to impact positively on all pupils. The training that our staff receive, including Teaching Partners, is high quality and the CPD for all our staff is rigorous and impactful.

The School Leadership Team and the Governing Body, along with our Governor who is directly linked to Pupil Premium, gives pupil premium a high profile in our school ensuring a whole

school approach and commitment to ensuring the best outcomes for all. We work together to challenge and to champion pupils' learning. We monitor the impact of all spending and interventions and ensure that all staff are accountable for the attainment and progress children in receipt of the pupil premium grant. As a school, we are always striving to identify ways to spend our allocation more effectively, by being forward-thinking and keeping up to date with current research and to use this evidence-based approach to inform us.

Using research carried out by the Education Endowment Foundation (an article titled "How effectively is your school spending its money?" and The EEF guide to Pupil Premium) we have and will continue to consider the following when planning our long-term plan in order to maximize impact.

- We will be using evidence of 'what works' for us as at Coney Hill to inform our decision making, focusing on the areas that make the biggest difference to our children's outcomes.
- We do and will plan on using a tiered approach to our spending, focusing on improving the quality of teaching, followed by targeted support, then moving onto whole school strategies.
- Continue to improve the quality of teaching by using some of our Pupil Premium allocation to recruit and retain staff within our school, in particular high quality Teaching Partners and Learning Mentors,

School Context (September 2021)

Coney Hill Community Primary School is predominately a one form entry school (current NOR 269 census) with double year groups in Year 4 and Year 6, serving a deprived area of Gloucester. Coney Hill is an inter-generational community and many parents were pupils themselves.

It has nearly twice as many pupils with learning difficulties and/or disabilities 33.82% compared to the national average. The majority of these have moderate learning difficulties. Free school meals (31.23%) is significantly above the National average (26.2%), with 71 families under social care or receiving family support /LM. Most pupils are White British (81.6%) and almost all speak English as their first language (85.82%). EAL – 14.18% figure (National 20.9%)

2020/21 total figures for Academic Year

Exclusions – 1 session for 1 child in 2020/2021 academic year

Deprivation Indicator – 4.0 (National 0.21)

Overall absence rate – 4.03% (National 4%) 2020/2021 academic year

Authorised absence rate 3.71% – (National 2.9%)

Unauthorised absence 0.32% – (National 1.1%)

Pupil Premium – 33.33% (95 pupils)

SEND – 33.82% (91 pupils) 9 EHCPs

Happy Hillers Preschool runs for 5 mornings a week with 16 pupils attending.

Historically attainment on entry to FS has been well below national.

The school has an integrated family support team which is considered essential by the school's Governing Body. The staff, including the Family Services manager and learning mentors, work across the school and Early Years in order to provide a seamless approach for Family and Social support thus maximising impact on pupil achievement.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment on entry to EYFS in all areas – particularly language and communication skills
2	Well-being of some of our most vulnerable children and families and support needed
3	Persistent absence and punctuality of our most vulnerable children
4	Progress and attainment of the lowest 20% - moving them on to the expected standard
5	Resilience of pupils, parents and staff
6	Impact of COVID (on well-being as well as academic achievement -lack of engagement during lockdown / remote learning)
7	Limited experiences and opportunities in comparison with their peers
8	Reading – pupils vocabulary is limited due to the lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently

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.

Our overarching aim is to narrow the gap for our PP children in all areas of the learning and development

Intended outcome	Success criteria
Early identification and support in Pre School will improve attainment on entry to Reception and subsequently in Year 1.	Entry 2021 PP average: 2021 PP average: 22-36 months

	Non PP average:
PP children in Early Years (Reception) to achieve GLD in line with other groups and ready	Gap narrowed for PP children against their peers and % achieving GLD in EYFS will be in line with or above National
Support for the health and well-being of vulnerable children and families (Community Recovery post COVID) 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	Strengthened capacity of the Family Support Team in time, skills and knowledge The role of the Mental Health Lead has been developed and is impacting positively on the school community's well-being and mental health A whole school approach to growth mind set and resilience has been developed.
Improved attendance and punctuality	Improved attendance and punctuality for our most vulnerable pupils to be in line with peers and National average (96%) Currently 92.24% Reduced number of PA disadvantaged pupils Currently 50% of the PA are PP
High quality first teaching and specific needs of children identified, planned for and tailored intervention to take place where necessary to ensure progress of all children	Gap narrowed for Disadvantaged pupils - increased percentage of PP pupils achieving the expected standard or above in Reading 2020 30% gap Writing 2020 30% gap Maths 2020 15% gap at the end of KS1 to be in line with, or above National.
Lowest 20% in each class make accelerated progress in order to narrow the attainment gap in all areas of the curriculum – particularly reading	Increased percentage of pupils achieving the expected standard or above in Reading 2020 17% gap Writing 2020 3% gap Maths 2020 2% gap at the end of KS2 to be in line with, or above National.
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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Total cost: £30,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide good & outstanding high quality teaching for all through triangulation meetings focusing on: - Planning - Monitoring - Feedback - Staff accountability - Tailored CPD (Maintain Non teaching senior leaders in order to achieve this)	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/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,4,6
Continue to develop a supportive and Inspirational Leadership Team to motivate and inspire teachers to keep their expectations high of the learner. Leaders will support but also hold staff accountable for raising attainment rather than accepting low aspirations. 'No limits learning.' (NPQSL Middle Leaders programme)	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. <i>NFER 7 Building Blocks:</i> 1. Whole school belief in achievement for all 2. Addressing behaviour and attendance 3. High Quality teaching for all setting high standards by setting expectations, monitoring performance and sharing best practice.	1,4,6

	<i>4.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.</i>	
Strategic and Effective Staff Deployment and CPD:- Teachers and TPs moved with year groups, where possible to provide continuity, understanding of prior learning and help focus on our most vulnerable particularly post covid. TPs deployed based on expertise in interventions and need.	<i>5.Deploying staff effectively – de-volve responsibility to frontline staff,use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.</i> <i>6.Evidence based decision making</i> <i>7. Clear and responsive leadership</i>	1,4
Provide an Inspirational Curriculum which is progressive, develops metacognition and meets the needs of the children and community	Previous school evidence has shown that if children are provided with a stimulating, fun curriculum which is relevant and purposeful, this impacts on their want to engage thus impacting on attendance, behaviour and overall achievements. As a school we have also found that parents are more likely to engage with their children's learning if they themselves are interested, can access the content and see a relevance to the learning. 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.	4,7

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

Total cost: £ 16,412

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality staff deployed in each class to enable a targeted precision teach approach	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	1,4

	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. 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	
Develop reading across the school including Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils Strategies and initiatives implemented across the school to promote reading for enjoyment both at home and school Bug Club Reading Takes You places Development of the Library	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	1,4,8
Introduce a School led tutoring programme through extending hours of identified quality staff	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. We believe using quality trained staff known to the school and children will provide continuity of existing provision as well	1,4,8

	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 (effect size 0.2–0.3).	
Specific targeted interventions (weekly)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EE	1,4,8
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.	1,4,8
Use an oral intervention program to improve childrens' speaking and listening skills and ultimately improve their learning Purchase of Language Link and Speech Link intervention materials	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.	1,7,8

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

Budgeted cost: £ 102,566

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of our Family Support Team to provide:	EEF (+3)	2,3,5,6, 7

Targeted nurture intervention 1:1 / groups Nurture breakfast club 1:1 Family support SEND parent open evenings- supporting parents to support at home Introduce Class Dojo so parents can access what and how the children have been learning in class and therefore be better equipped to support their children at home Further CPD / resources for Learning Mentors - ELSA training – growth mindset & resilience	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. 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 (educationalendowmentfoundation.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.	
Enhance the existing curriculum to include activities which target areas impacted by COVID including: -Cultural capital passport activities (young voices, PGL) -Teach active	To ensure the curriculum is balanced and carefully sequenced and allows opportunities for cultural development – including Friday afternoon CCP time To provide greater enrichment opportunities for disadvantaged pupils eg access to trips, residential peripatetic music, theatre visit To hold theme weeks to deepen children's understanding and knowledge in specific areas	7

-Jigsaw scheme PSHCE taught weekly - Feel Good Fridays / Hello Yellow Day -Introduce Play leaders (resources and training)		
Develop Mindfulness and Metacognition strategies to be integral to all learning across the curriculum	EEF -Metacognition and Self-Regulated Learning Guidance Report Education Endowment Foundation 1– Developing self regulating learners As a school, we know that if our children are in the right frame of mind to learn and everything clicks into place, then learning will take place. We have to get this right first to give our children every opportunity for success	2,6,5
Improve attendance for all but specifically our disadvantaged pupils by:- Re establish AAA (Aiming for Awesome Attendance)strategy Increased role of the Attendance Officer in promoting attendance strategies in school: Class rewards /AAA Attendance shop First day call Pupil collection Termly attendance meetings	NFER 7 building blocks 2- Behaviour and attendance- If children are present, then learning can take place and progress follows Specific identified disadvantaged children continue to be a group whose attendance needs improving. Much of the work is around developing the home circumstances of the children and engagement of the parents in their child's education. This can mean changing of attitudes, skills and behavior that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience for both parent and child.	3

Total spent: £ 149,609- CFWD £576 into 21/22

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

End of Foundation Stage results 2020/21 Teacher Assessment		
	Pupils eligible for Pupil Premium Coney Hill Primary	Pupils not eligible for Pupil Premium Coney Hill Primary
% achieving GLD	55.5%	85%

End of Key Stage 1 results 2020/21 Teacher Assessment		
	Pupils eligible for Pupil Premium Coney Hill Primary	Pupils not eligible for Pupil Premium Coney Hill Primary
% achieving the higher standard in reading writing and maths	10%	30%
% achieving the expected standard in reading writing and maths	40%	50%
% achieving the expected or above standard in reading	50%	80%
% achieving the expected or above standard in writing	50%	80%
% achieving the expected or above standard in maths	70%	85%
% achieving the expected standard in Phonics	60%	85%

End of Key stage 2 results 2020/21 TEACHER ASSESSMENT		
	Pupils eligible for Pupil Premium Coney Hill Primary	Pupils not eligible for Pupil Premium Coney Hill Primary
% achieving the higher standard in reading writing and maths	0%	6%
% achieving the expected or above standard in reading writing and maths	62%	82%
% achieving the expected or above standard in reading	77%	94%
% achieving the expected or above standard in writing	85%	82%
% achieving the expected or above standard in maths	92%	94%

COVID Lockdown January 2020 – March 2020

- On average 45% of our pupil premium children attended school regularly during the second lockdown. They were either given places due to parents / carers being key workers or being identified as vulnerable

- On average 40% of our pupil premium children that remained at home engaged regularly with the remote learning offer provided by school

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
Charanga (Music scheme)	Music Mark
Jigsaw (PSHE) scheme	Jigsaw PSHE Ltd
Switched on Computing / Rising Stars	Bookpoint Ltd
TT Rockstars / Numbots	Maths Circle Ltd
Teach Active (Physical Education)	Youth sports trust
Odizzi (Geography online resources)	Odizzi
Spelling Shed	Education Shed
Bug Club (online reading resource)	Pearson

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	