



Pupil Premium Strategy

Coney Hill Community Primary School

Governor Committee Responsible:	Full Governing Body	Staff Lead(s):	Sophie Clements Dani Brayshaw
Status (Statutory / Advisory)	Statutory	Review Cycle	Annual
Last Review	November 2023	Next Review Date	November 2024
Headteacher	Danielle Brayshaw head@coneyhill.gloucs.sch.uk		
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 2023 to 2024 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	241
Proportion (%) of pupil premium eligible pupils	35.7%
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 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Dani Brayshaw
Pupil premium lead	Sophie Clements Dani Brayshaw
Governor / Trustee lead	Dan Gillingham Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,230
Recovery premium funding allocation this academic year	£ 8,808
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	£132,038

Part A: Pupil premium strategy plan

Statement of intent

There is a collective understanding of the impact of disadvantage on pupils' learning, and staff at every level, speak with one voice about our ambition for **all** our pupils and they fully understand the part they play in addressing educational disadvantages. Disadvantaged pupils are referred to as "Pupil Premium or PP" at our school.

Aim:

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. We recognise that disadvantaged children can face a wide range of barriers which may detrimentally impact on their learning.

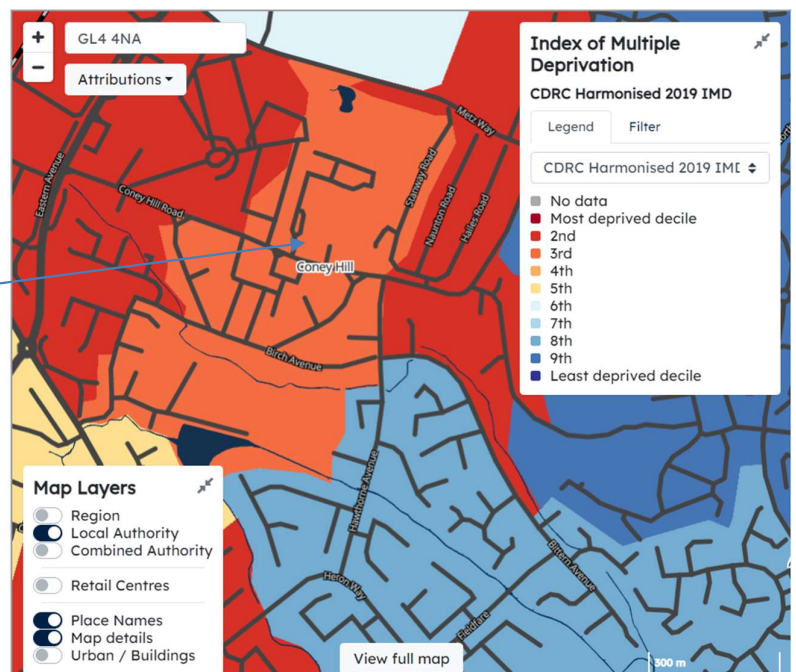
Our Ultimate objectives are to:

- Remove challenges to learning
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school, locally and nationally
- 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 #ProudtobeAHillier 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.
- 34.44% of pupils eligible for Free School Meals which is significantly above average
- The majority of pupils are White British (61.87%) with every one of the 17 ethnic groups represented in our 241 children.
- The proportion of pupils who have a Special Educational Need is much higher than national average at 30.2%.



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 PP 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	Low attainment on entry to EYFS in all areas – particularly language and communication skills
2	Lack of readiness to learn and limited engagement of pupils
3	Lower attendance rate and persistent absenteeism
4	Outcomes over time suggest attainment gaps between disadvantaged pupils and their non-disadvantaged peers in reading. KS2 and Ks1 outcomes show 26% gap between PP and their peers.
5	Low-income children are exposed to 30 million fewer words than their higher-income peers before age 3. Meaning that these word-impooverished children were starting school with a disadvantage that they may not surmount – language rich environments needed
6	Pupils, families and wider community with social and emotional issues such as anxiety, attachment and ACE's – often with Social Care involvement
7	Fewer opportunities to experience enrichment activities beyond the classroom with their families 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 outcome

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, development and social equality.

Intended outcome	Success criteria
Early identification and support in Pre School will improve attainment on entry to Reception and subsequently in Year 1.	Entry 2023 PP average: 27% working at expected level. Non PP average:35% working at expected level on entry to Reception
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
Improved attendance and punctuality	Improved attendance and punctuality for our most vulnerable pupils to be in line with peers and National average (96%) • 2021/22 94.3% • 22/23 94.2% • Sept 2023 97.1 % Reduced number of PA disadvantaged pupils • 21/22 57% of the PA are PP • Sept 2023 47% 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 At the end of KS1 • Reading 2022/23 26% gap • Writing 2022/23 31% gap • Maths 2022/23 16% gap att the end of KS2
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 • Reading 2022/23 26% gap • Writing 2022/23 16% plus • Maths 2022/23 28% gap
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)

Budgeted cost: £73,458

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 (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/sup%20port-for-schools	1,2,4,8
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.' (NPQSL Middle Leaders programme) To provide Learning Mentors for Mentoring and coaching.	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. 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, group activities or partnered child and parent support, children make good or better progress, attendance is improved and incidents of behaviour reduced.	1, 2,4, 5, 6, 8,

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.	Deploying staff effectively – devolve 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. Evidence based decision making Clear and responsive leadership	1, 2, 4, 5, 6, 8
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, 5, 7

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

Budgeted cost: £ 18,211

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 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 Targeted Maths CPD sessions	1, 4, 5, 8

Develop reading across the school including purchase of a Unlocking Letters and sounds SSP 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 • Bedtime Bears • EYFS YouTube • Reading Cafes • Reading Takes You places incentive • Reading Champions • Termly Reading Newsletters • Library re-developed	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, 5, 8
Specific targeted interventions (weekly)	Intervention 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. 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 (effect size 0.2–0.3).	1, 2, 4, 5, 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, 2, 4, 5, 8

Use an oral intervention program to improve children's' speaking and listening skills and ultimately improve their learning Purchased Language Link and Speech Link and Speech Clarity intervention materials 22/23 Purchased Voice 21 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, Part of the Oracy strategy is to purchase Voice 21 – buy in for the next 3 year. This 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. Through the GSP – programme targeting Pupil Premium Pupils with poor language. Run by trained class Teaching Partners.	1, 4, 5, 7,8
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 40,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of our Family Support Manager and team Nurture breakfast club 1:1 Family support SEND parent open evenings- supporting parents to support at home To Introduce Class Dojo and Tapestry (Introduced) 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	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. 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.	2,3,5,6,7
Enhance the existing curriculum to include activities which target areas	To ensure the curriculum is balanced and carefully sequenced and allows opportunities for cultural development To provide greater enrichment opportunities for disadvantaged pupils eg access to trips, residential peripatetic music, theatre visit	7

impacted by COVID including: -Cultural capital passport activities (PGL) -Teach active and Get Set 4 PE -Jigsaw scheme - PSHCE taught weekly - Feel Good Fridays / Hello Yellow Day -Introduced Play leaders (resources and training) - Golden Ticket on a Friday lunchtime	To hold theme weeks to deepen children's understanding and knowledge in specific areas	
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
Improve attendance for all but specifically our disadvantaged pupils by:- Free Breakfast Club introduced to improve attendance Re establish AAA (Aiming for Awesome Attendance) strategy Increased role of the Attendance	NFER 7 building blocks 2- Behaviour and attendance- If children are pre- sent, 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. Additional Learning Mentor employed for Breakfast Club to provide extended Nurture provision and a soft landing for vulnerable pupils.	3

Officer in promoting attendance strategies in school: Class rewards /Attendance cup weekly /AAA Attendance shop First day call Pupil collection Termly attendance meetings		
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Total budgeted cost: £ 137,730

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

<u>Data overview 2022-2023 - Key Stage 2</u>
Context: • Cohort made up of 30 children • 5 EHCPs in class • 45% SEND need • 43% Pupil Premium

Percentage of KS2 children reaching expected with combined (Maths, reading and writing)

Pupil Premium (13/30 – 43%)	46%
Non Pupil Premium (17/30 – 57%)	53%

Reading expected standard	
	EXS
Pupil Premium	62%
Non Pupil Premium	88%
Writing expected standard	
Pupil Premium	62%
Non Pupil Premium	46%
Maths expected standard	
Pupil Premium	54%
Non Pupil Premium	82%

Key Stage 1		
Context: Cohort made up 31 children 55% SEND (17 children) inc. 1 EHCP 32% PP (10 children)		
	KS1 Percentage of children reaching expected with combined (Maths, reading and writing)	
Pupil Premium (10/31 – 32%)	50%	
Non Pupil Premium (21/31 - 68%)	76%	

Reading expected standard	
Pupil Premium (10/31 – 32%)	60%
Non Pupil Premium (21/31 - 68%)	86%
Writing expected standard	
Pupil Premium (10/31 – 32%)	50%
Non Pupil Premium (21/31 - 68%)	81%
Maths expected standard	
Pupil Premium (10/31 – 32%)	70%
Non Pupil Premium (21/31 - 68%)	86%

Phonics

Context:

Cohort made up of 30 children

- 1 Child absent on holiday –missed test –scored 40/40 on return
- 13 PP (43%)
- 11 SEND (37%)

Phonic Screening – Year 1	
Pupil Premium (13/30 – 43%)	77%
Non Pupil Premium (17/30 - 57%)	76%

Multiplication Check

Context:

- Cohort made up of 31 children
- 22.6% SEND
- 45.2% PP
- 1 new to cohort summer term

Year 4 – Multiplication check			
Pupil Premium (14/31 – 45%)	7%	71%	20
Non Pupil Premium (17/31 - 55%)	41%	100%	24

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
Get set 4 PE	Get Set 4 Education
Charanga (Music scheme)	Music Mark
Jigsaw (PSHE) scheme	Jigsaw PSHE Ltd
Switched on Computing / Rising Stars	Holder Education Ltd
TT Rockstars	Maths Circle Ltd
Kapow Art & DT	Kapow
Fred's Teaching	Fred's Teaching
Unlocking Letters and sounds	Ransome
Language Angels	Language Angels
Tapestry	Foundation Stage Forum
Sing Up	Sing Up

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?	