



Coniston C of E Primary School

Pupil Premium Strategy Statement – December 2021

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	Coniston Church of England Primary School
Number of pupils in school	54 excluding Nursery (December 2021)
Proportion (%) of pupil premium eligible pupils	7.41%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Danielle Fitzsimons – Head of School
Pupil premium lead	Danielle Fitzsimons
Governor / Trustee lead	Helen Glaister

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,380
Recovery premium funding allocation this academic year	£580
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	£5960

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision and Values

Coniston Church of England Primary School is a happy, supportive and welcoming school rooted in faith and love where everyone flourishes through the Christian values of service, stewardship, respect and perseverance. Our understanding of each child allows us to develop their unique gifts and talents. We enjoy learning together within our school family, our community and God's wider world drawing inspiration from our beautiful Lakeland setting and the awe, wonder and joy it creates.

Our school values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils to be confident, happy citizens. The aim of this school is to provide a rich, broad and balanced education within a caring and stimulating Christian environment, serving the whole school community and creating an environment in which learners are encouraged to fulfil their potential and make a positive contribution to their society.

At Coniston CE Primary School these are the Christian values that are the most important for our school. These values help make our school a great place to be.

Service Stewardship Respect Perseverance

Our Christian vision and values lead us to be an inclusive school. We welcome children (and their families) from different faiths and from diverse backgrounds. We welcome children with disabilities and learning difficulties; all are welcome to become members of the Coniston Church of England Primary School family and as John Ruskin stated: *'When love and skill work together expect a masterpiece.'*

Our Pupil Premium Strategy

At Coniston Church of England Primary School our aim is to ensure that all children can actively engage with the life of our school and all the opportunities we have to offer. We do not want any of the challenges listed below to stand in the way of a child in our school having the best experience of primary school possible – we want all our children to experience 'life in all its fullness' (John 10:10). Therefore, our strategy aims to provide the best support and opportunities to achieve this.

The key principles of our strategy are;

- ✓ *Inclusion*
- ✓ *Participation*
- ✓ *Engagement*
- ✓ *Belonging*
- ✓ *Success for everyone*

Our Pupil Premium Strategy is planned and runs over a 3-year period, with routine reviews and an annual update where we can fully evaluate and understand the impact of our spending, celebrate success and modify plans for future years. Some parts of the strategy are ongoing, even beyond the 3-year period, and others are time limited, based around current circumstances and local, regional and national initiatives.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. It needs to be recognised that not all recipients of PPG funding are necessarily affected by all or any of the challenges listed here.

Challenge number	Detail of challenge
1	Some of our disadvantaged children often have low literacy (including oracy) and numeracy skills on entry to the school.
2	Some of our disadvantaged children have limited support available to them at home for a wide range of reasons; family working patterns, family structure, technological resources, additional needs in the household, challenging lifestyles etc. This might impact on their aspirations, preparedness for school, their diet and eating habits, personal organisation and sometimes their opportunity to complete home work.
3	Some of our disadvantaged children struggle to arrive to school on time and are at the risk of missing out on key parts of the school day.
4	Some of our disadvantaged children have experienced further delays in their learning as a result of school closure.
5	Some of our disadvantaged children have existing wellbeing concerns and a number of these have been exacerbated by school closure.
6	Some of our disadvantaged children have families who are not able to afford to pay in full for additional educational activities, trips and visits.

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
a. <i>Outcomes and progress for disadvantaged children to be in line with their cohort group or other children with similar characteristics (SEND for example).</i>	<ul style="list-style-type: none"> ✓ Support in place where there is a barrier to achievement. ✓ Regular meetings between staff and the most vulnerable children. ✓ Disadvantaged children achieve the same learning and curriculum successes as the main school cohort or their peers where other characteristics apply. ✓ Learning outcomes match or are similar.
b. <i>Punctuality for disadvantaged children is in line with their cohort group.</i>	<ul style="list-style-type: none"> ✓ Punctuality data matches the main school cohort.
c. <i>Engagement with learning and school life matches the attitudes of all other children in school.</i>	<ul style="list-style-type: none"> ✓ All children, regardless of 'disadvantage' feel like they are part of the Coniston C of E team; they all aim 'to be the best that they can be' and experience 'life in all its fullness'.

	<ul style="list-style-type: none"> ✓ <i>If needed, disadvantaged children will be offered loaned technology to enable home tasks to be completed.</i>
<i>d. Disadvantaged children will be supported to enrich their cultural capital.</i>	<ul style="list-style-type: none"> ✓ <i>Disadvantaged children to participate in all planned and chosen school and curriculum activities without funding being an obstacle.</i> ✓ <i>Pupil voice feedback from disadvantaged children is positive.</i> ✓ <i>Disadvantaged children to make a full and contributed contribution through School Council, committees and teams etc.</i>

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: £4109.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Part funding to maintain split classes in Key Stage 2 to ensure consistency of teaching, learning and curriculum delivery.</i>	<ul style="list-style-type: none"> ✓ Maintaining the current organisation of classes in school, despite low cohort numbers in a particular year group, maintain the consistency of teaching, learning and curriculum delivery across the school. ✓ All children experience the same coherent and well organised learning journey as they progress through school. ✓ Class teachers can maintain a focus on pupil outcomes and wellbeing. 	1 & 4
<i>Training – specific staff training and support for wellbeing, recovery and reestablishment of teaching and learning.</i>	<ul style="list-style-type: none"> ✓ Evidence supports the view that teachers need to be equipped to respond to the needs and concerns children present in the classroom. ✓ Increasing numbers of children are presenting with additional learning and wellbeing needs in the classroom. 	4 & 5

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

Budgeted cost: £284.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>IDL numeracy to support disadvantaged children in KS2</i>	<ul style="list-style-type: none"> ✓ Children with poor numeracy skills are more likely to disengage with their studies, perform at a standard 	1, 4 & 5

<i>to access the curriculum including addressing areas of weakness.</i>	lower than their peers and this will lead to a negative impact upon their wellbeing.	
<i>Purchase and supply revision guides and other required material.</i>	✓ Removing this financial barrier to allow disadvantaged children to access the full range of resources as their non-disadvantaged peers.	2 & 6

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

Budgeted cost: £1567.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SENDCo release time for any CPD opportunities linked to wellbeing and for time to implement strategies with required children.</i>	✓ Giving additional time to support any referral processes, training time and to direct provision where need is greatest will benefit those affected.	2 & 5
<i>Additional time allocated to maintain an oversight of school attendance/punctuality and maintain contact with 'at risk' families.</i>	<ul style="list-style-type: none"> ✓ Allowing additional time when required will maintain effective contact and engagement with 'at risk' families and Local Authority support services. ✓ All evidence supports the view that good attendance leads to better outcomes for children. 	3
<i>Funding to support disadvantaged children's access to trips, visits, clubs, and extra-curricular activities.</i>	✓ Our school understands that for children to experience success they need access to a range of high-quality learning experiences and to be active participants in the full curriculum rather than just support for additional academic learning support in class.	6

Total budgeted cost: £5960.00

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Understandably, it is very difficult to accurately evaluate and understand the impact of PPG provision and strategy in the academic year 2020/2021. Many aspects of school life have been compromised as a result of further school closure and the challenges faced as a result of the pandemic. Where possible, evaluative notes have been made against each identified objective planned for in the previous year's Pupil Premium Grant Strategy.

Teaching priorities for the previous academic year																
<ul style="list-style-type: none"> • Improve the rate of progress for disadvantaged in KS2. • Secure good attainment for disadvantaged in KS2 reading, writing and maths. • Establish a new phonics programme to be rolled out within school and monitor disadvantaged more closely. • Improve the teaching of GPS across school to especially cater for the disadvantaged pupils. 	<ul style="list-style-type: none"> ✓ Many children (particularly those who were vulnerable of facing disadvantage) were invited to attend school when it reopened to priority groups. ✓ Invited children attended well and enjoyed small group support with higher ratios of adults available to work with them. Progress was good within these groups. ✓ Progress in all subjects was less than expected for the majority of pupils but all did make some progress in the academic year. ✓ Staff meetings and INSET have been centred around teaching and learning, particularly intent and implementation where subject leads are taking more control over their subjects and are looking at the progression of knowledge and skills throughout school. ✓ All staff are trained in the Read Write Inc. phonics programme which runs from Reception to Year 2. Children are taught each and every day to read accurately and fluently with good comprehension. Writing also takes place daily with a strong focus on transcription and composition with the teacher modelling step-by-step. To ensure the success of this programme, a Reading Leader has been appointed to demonstrate, coach and practise with others to ensure that the new methods become second nature. This is monitored and evaluated frequently within school. 															
Targeted academic support for the previous academic year																
<ul style="list-style-type: none"> • Accelerate progress in reading & GPS across KS1 and 2. • Improve attainment and progress at Key Stage 2 in Reading + Writing + Maths (combined) at EXS. • Improve phonics provision and achievement in KS1 (Y1). • Improve attainment and progress in GPS at EXS. 	<ul style="list-style-type: none"> ✓ Without national data it is not possible to make comparisons. However, the Year 6 group achieved these results in school based assessment activities in July 2021. <table border="1" data-bbox="539 1552 1493 1720"> <thead> <tr> <th></th> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>@ Age Related Expectations</td> <td>75%</td> <td>50%</td> <td>66.7%</td> </tr> <tr> <td>PPG</td> <td>@ Age Related Expectations</td> <td>100%</td> <td>50%</td> <td>100%</td> </tr> </tbody> </table>			Reading	Writing	Maths	All	@ Age Related Expectations	75%	50%	66.7%	PPG	@ Age Related Expectations	100%	50%	100%
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Wider strategies for the previous academic year																

<ul style="list-style-type: none"> ✓ Increase the access to music lessons, sporting opportunities and residential experiences. ✓ Ensure PP children have access to remote learning during pandemic. ✓ Increase the rate of punctuality of disadvantaged to be in line with rest of the school and monitor attendance. ✓ To improve self-esteem and resilience skills and support mental health wellbeing. ✓ Ensure PP children have access to remote learning during pandemic. ✓ Sporting opportunities, educational visits and residential experiences for eligible pupils to inspire writing, reading and maths and the application of basic skills. 	<ul style="list-style-type: none"> ✓ All disadvantaged children were supported to attend trips, activities and residential visits. ✓ All disadvantaged children were invited to attend school during school closure in the first part of the year, regardless of parents' status as keyworkers. The majority did attend. When not attending disadvantaged pupils were supported with remote learning; technology, data and printed activity sheets. Children were supported in a bespoke manner according to their family situation and needs. ✓ Attendance in the last academic year has been a particular concern for all children. School closure has impacted significantly on pupil attendance with periods of closure, isolation and illness. However, whole school attendance for school last academic year was 97% and for the PPG group 96.91%. Punctuality was 92.7% hence, in our PPG strategy, we continue to target punctuality. ✓ As noted above, mental health remains a significant challenge for some children, not least those already facing disadvantage. We continue to plan and implement support for children in school. ✓ All disadvantaged children were invited to attend school hubs during school closure in the first part of the year, regardless of parents' status as keyworkers. The majority did attend. When not attending disadvantaged pupils were support with remote learning; technology, data and printed activity sheets. Children were supported in a bespoke manner according to their family situation and needs. ✓ All disadvantaged children were supported to attend trips, activities and residential visits.
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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
IDL Numeracy	IDL