

Pupil premium strategy statement – Conway Primary School

This statement details our school's use of pupil premium (and recovery 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	358
Proportion (%) of pupil premium eligible pupils	59%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	L Mahony: EHT
Pupil premium lead	R Gunchala: HoS
Governor / Trustee lead	J Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£370,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£370,000

Part A: Pupil premium strategy plan

Statement of intent

The key principles of the use of our Pupil Premium funding are addressing individual need and equality of opportunity where there are difficult circumstances and providing strong additional academic support for our Pupil Premium pupils with the allocated funding.

Our aim is to use pupil premium funding to improve educational outcomes for our disadvantaged pupils. We aim to mitigate any additional challenges they may face to enable them to reach their full potential and to help them perform as well as other pupils. We use our pupil premium funding to provide targeted academic support in the form of EAL support, speech and language sessions, small group intervention sessions, family liaison staff, whose role it is to improve SEMH and attendance, we provide a breakfast club and support with the cost of educational trips and visits so that every child is able to fully participate.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of language on entry to school limits reading, comprehension and writing skills. Especially evident in EYFS and Year 1. A significant % of disadvantaged pupils enter our nursery with below expected communication and language skills.
2	Achievement of all pupils is low when compared to national including those eligible for Pupil Premium Internal and external assessments indicate that reading, writing and maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	School has a high percentage of newly arrived, mobile pupils who have EAL or SEN needs.
4	Social and emotional issues are evident in pupils. Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased since the pandemic..

5	Community culture, parental and pupil engagement impacts on attendance and punctuality. % of parents who attend parents evenings, workshops and other events is typically minimal.
6	Financial hardship equates to families struggling to provide uniform, access to enrichment activities and other funded opportunities

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
Pupils to have improved recall of key knowledge and vocabulary identified in the curriculum across all subjects	<ul style="list-style-type: none"> A range of triangulated evidence, including assessments, book monitoring and pupil voice supports the fact that pupils are learning and remembering the curriculum. Formative and summative assessment is used effectively to ensure pupils learn and remember the curriculum over time Outcomes in all subjects are in line or above national averages
To improve disadvantaged pupils reading age in line with their chronological age	<ul style="list-style-type: none"> KS2 reading outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is in line or above with national. Y1 phonics outcomes in line or above the national average
Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.	KS1 & KS2 writing outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is in line or above with national.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that the % of disadvantaged pupils meeting the expected standard is in line or above with national.
To increase the proficiency levels of disadvantaged, EAL pupils	All EAL children will make strong progress through the proficiency bands
To improve and sustain provision and support for children who have SLCN	<ul style="list-style-type: none"> 100% of children identified with SLCN to receive an intervention and make progress Staff are knowledgeable and skilled to support pupils with S&L difficulties
To improve parental engagement in all aspects of school life	<ul style="list-style-type: none"> Parents feel confident to support their pupils and know where to get help if needed.

	<ul style="list-style-type: none"> • Parent Governors and community members take an active role in community initiatives • Parent survey feedback is more frequent and more positive to reflect the support school provides
<p>To achieve and sustain improved social and emotional well-being for our pupils, in particular those who are disadvantaged</p>	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> -qualitative data from pupil voice, pupil and parent surveys and teacher observations -significant impact of SEMH intervention and support -a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> -the overall absence rate for all pupils being no more than the national average, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is negligible. -the percentage of all pupils who are persistently absent being below national and the figure among disadvantaged pupils being no more than 1% lower than their peers.

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: £165,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop high quality teaching and a curriculum which responds to the needs of pupils. Ensure that teachers present content, activities and interactions that activate their pupils' thinking. SLT will lead a rigorous CPD, coaching and support programme with the teaching staff.	There is a strong evidence base detailing how and why teacher effectiveness impacts positively on pupils' outcomes. Evidence based on the Education's Great Teaching Toolkit which provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers	1, 2, 3
Enhance the teaching of English and curriculum planning in line with DfE and EEF guidance. We will fund release time for the English lead to attend and deliver CPD and support staff in the teaching of writing.	EEF evidence-based recommendations to improve pupils literacy support this approach. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 2, 3
Purchase and embed the high quality deliver of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	2, 3
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:	1, 2, 3

purchase resources and fund ongoing teacher training and release time.	Oral language interventions Toolkit Strand Education Endowment Foundation EEF	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	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 & emotional learning PDF (EEF.org.uk)	4

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

Budgeted cost: £174,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading intervention for the bottom 20% of readers across KS2. Programme to implement Lexia	Targeted reading intervention can be an effective method to help pupils who have fallen behind in reading catch up. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-literacy-effectiveness-trial	1, 2, 3
Phonics whole staff CPD through RWI.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Additional Maths intervention for pupils who are	Targeted reading intervention can be an effective method to help pupils who have fallen behind in reading catch up. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/catch-up-numeracy-2015	2, 3

<p>behind in Maths in KS2. Implement WRH catch up programme.</p>		
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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 EEF</p>	<p>1, 2, 3</p>
<p>Delivery of CPD for staff and the delivery of EAL intervention for pupils with early acquisition; Learning Village</p>	<p>EAL interventions aimed at enhancing vocabulary (academic and/or general) through text-based activities are successful. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</p>	<p>3</p>
<p>CPD for staff, targeted intervention (external & internal) and purchasing resources for pupils with speech, communication and language difficulties.</p>	<p>Communication and <i>language</i> approaches emphasise the importance of spoken <i>language</i> and verbal interaction for young children. https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p>	<p>1,2,3</p>

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

Budgeted cost: £30,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Offering financial support to ensure that disadvantaged pupils can access all curricular and extra-curricular opportunities including trips, residential, music tuition, uniform etc	https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/parental-engagement/	5, 6
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and funding attendance officer to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
All staff to complete the accredited attendance CPD programme via Inclusive Attendance. Embed the inclusive attendance approach which includes regular audits. Achieve the inclusive attendance Kite Mark.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.5	5

Total budgeted cost: £370,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria	Impact
All pupils reach their chronological reading age	<ul style="list-style-type: none"> • More pupils achieve their chronological age year on year (NGRT) • Pupils make rapid, sustained movement through RWInc and banded books (PM Benchmark, RWInc assessments) • KS1 Reading Data • KS2 Reading Data • Narrowing gap between disadvantaged and non-disadvantaged 	<p>Staff confidence has grown due to high quality CPD.</p> <p>Phonics: Disadvantaged pupils were outperformed by non-disadvantaged pupils by 9%.</p> <p>KS2: Disadvantaged pupils were outperformed by non-disadvantaged pupils and by pupils nationally. This is a priority for the coming year.</p>
Pupils use a range of rich vocabulary in their everyday life and can therefore communicate effectively in the wider world.	<ul style="list-style-type: none"> • Vocabulary being explicitly taught in reading and curriculum lessons • Pupils using the vocabulary in written work and verbally 	Vocabulary is explicitly taught: this is evident in pupil's work and conversation.
All teaching must be effective and disadvantaged pupils will be targeted to ensure they make expected or better progress. Levels of combined attainment rise in every year group.	<ul style="list-style-type: none"> • Pupil data shows improvement year on year in all year groups • EAL pupils make progress through the proficiency bands 	<p>Training delivered to staff has been of high-quality and targeted to teacher need to ensure that all pupils have excellent teaching.</p> <p>Progress levels across the school are rising but this needs to be sustained across all year groups and built upon. Coaching of teachers is having an impact which can be measured through informal feedback, staff survey, pupils data, book scrutiny and pupil voice.</p> <p>14 EAL pupils are having specific tailored teaching allowing them to access in-class work.</p>
Pupils' learning habits are well-supported at home and parents are actively engaged in school life.	<ul style="list-style-type: none"> • Pupils in Y4&6 use their devices • Parents attend the workshops offered • Parents feel confident 	<p>Parents have been invited to join us in school for a number of workshops which have had a range of foci.</p> <p>Workshops have been well-attended with 40-50% of each cohort joining us at any one time. This is an increase on the previous year. Parent meetings have 98% attendance and any concerns with a pupil's learning are quickly</p>

	to support their children and know where to get help if needed	shared with parents on a regular and on-going basis leading to better support for the pupil at home. Coffee mornings are popular, particularly those with an external speaker or curriculum focus. This, in turn, ensures greater support for pupils at home. Parents are becoming more involved in school-life. There are more opportunities for parents and feedback is positive.
Pupils and their families are well supported to be aware of and take care of their mental health needs	<ul style="list-style-type: none"> • Pupils assessed through 3 houses • Interventions put in place • Pupil voice captures pupils worries and these diminish over time 	<p>All pupils are assessed through the three-houses model each half term.</p> <p>This has enabled the school to build a clearer picture of pupils and families that are in need of support.</p> <p>Mental health days for pupils has led to mental health being discussed but work must continue to ensure that this is an ongoing discussion and not just on days with a mental health focus.</p> <p>The school has set up a well-being team and two staff have trained as MHFA. This has enabled staff to be supported both their own mental health and to support families.</p>
Families are well supported by the school to overcome the socio-economic disadvantage that they face.	<ul style="list-style-type: none"> • Parent attendance at workshops and coffee mornings • School provision of uniform • Attendance at breakfast club 	<p>A number of parents have accessed English course at the local college.</p> <p>The inclusion team provide Early Help and make referrals where necessary, this remains at the highest level seen for many years.</p> <p>All EY pupils have been provided with a school jumper and bookbag for the second year running – parents are appreciative of this. All pupils have access to enrichment opportunities which are targeted to their interests, skills and talents, these have been poorly attended as many pupils attend the mosque after school.</p> <p>All pupils in need of uniform have had this provided for them to ensure that there is no loss of identity due to socio economic factors.</p> <p>Breakfast club numbers continue to grow. All classes get morning toast on a rota basis and pupils reporting that they have not eaten are provided with breakfast in class.</p> <p>Attendance continues to be an issue. Disadvantaged pupils had 0.5% lower attendance than non-disadvantaged. Attendance for disadvantaged was 91.5%.</p>

Externally provided programmes

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

Programme	Provider
Lexia	Lexia
Read Write Inc	Ruth Miskin
SATs companion	SATs Companion
LetterJoin	Letterjoin
Times Tables Rockstars	Maths Circle
The Learning Village	The Learning Village

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A