

Pupil premium strategy statement 2021-2024

This statement details Conway Primary 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 over the next three academic years and the effect that last year's spending of pupil premium had within our school.

Please note: current costings have not yet been updated as we await detail of our allocation.

School overview

Detail	Data
School name	Conway Primary School
Number of pupils in school	381 (as at 24/09/2021)
	404 (as at 29/09/2022)
	397 (as at 3/10/2023)
Proportion (%) of pupil premium eligible pupils	62.4 (2021-2022)
	65% (2022-2023)
	63% (2023-2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	05.10.2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rebecca Eaton
Pupil premium lead	Rebecca Eaton
Governor / Trustee lead	Andrew McMylor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,725 2021-2022 £286,695 2022-2023
Recovery premium funding allocation this academic year	£0
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	£381,210 2023-2024

Part A: Pupil premium strategy plan

Statement of intent

All pupils are entitled to have an education which allows them to flourish by gaining skills, knowledge and experience that will serve them well in the career of their choice.

Our intention is that all pupils, irrespective of their background and or the challenges they face, make good progress and attain highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

Through high-quality teaching provision overall, we aim to eliminate barriers to learning to ensure progress for all our vulnerable pupils. Good habits of learning are taught at an early age, and we must provide pupils with these tools by fostering a love of learning and a desire to succeed. Where pupils may need extra support, the school seeks to provide this to ensure that every child has access to every opportunity on offer, enabling them to truly learn and achieve. Children who join our school with low attainment on entry will need to make accelerated progress in order to reach at least age-related expectations. It is also important that vulnerable pupils grow in confidence and independence. Therefore, quality social experiences, both inside and outside school, can also have a significant impact. At Conway, we will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, rather than assumptions about the impact of disadvantage. All staff will be trained to understand the misconceptions around pupil premium and have a deep understanding of the strategies that are evidence based to support vulnerable pupils to be successful.

To ensure these strategies are effective we will:

- Assess: using high-quality, research backed, assessments that provide in-depth, specific analysis of pupils' abilities
- Analyse: with a focus on vulnerable and disadvantaged pupils, robust, diagnostic analysis will elicit specific, teachable gaps in pupil knowledge and understanding
- Respond: analysis will lead to planned high-quality teaching and intervention to intentionally close gaps identified through assessment
- Evaluate: we will monitor this process regularly to ensure movement of pupils and modify our approach if impact is not strong
- Regularly consider and plan opportunities for further development of social and cultural capital

Challenges

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

Challenge number	Detail of challenge
1	Lack of progress in reading due to the knowledge and vocabulary deficit. This then impacts learning across the curriculum.

2	Low levels of language on entry to school further limits reading, comprehension and writing skills. This persists through KS1 and into KS2. A significant % of disadvantaged children enter early years with below expected communication and language skills.
3	Quality of teaching: gaps in knowledge not identified and misconceptions not addressed quickly enough. Learning habits are often unsupported at home (including supporting pupils whose parents are away for extended periods or where parents lack the skills to be able to support).
4	Attendance is low across the school for disadvantaged pupils and this is further complicated by the number of families being moved to temporary accommodation and therefore travelling significant distances to attend Conway.
5	Vulnerable pupils presenting with social, emotional and mental health needs are increasing. Teacher referrals have significantly increased since the pandemic and continue this upward trajectory.
6	Support needed for families to overcome socio-economic disadvantage: struggles 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
All pupils reach their chronological reading age	Pupils eligible for PP make as much progress as their peers, across all year groups to reach or exceed their chronological reading age. This is measured through NGRT tests and PM Benchmarks. Staff will be trained in the pillars of reading to be able to forensically identify and support gaps.
Pupils use a range of rich vocabulary in their everyday life and can therefore communicate effectively in the wider world.	All pupils meet the Speaking, listening and attention GLD in EY. PP pupils make greater progress than 'other' pupils in reading as their extended vocabulary allows them to make links between different subject matter. The attainment gap begins to close as does the gap between reading age and chronological age.
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. Pupils' learning habits are well-supported at home and parents are actively engaged in school life.	The school is working with BEP and Tom Sherrington on Walkthrus and developing a coaching model to train experienced staff to provide highly effective coaching and mentoring of all pupil facing adults to enhance and maintain excellent teaching across the school. Staff will also continue to receive training to access and deliver the curriculum to aid the closing of gaps. All parents are engaged and support the school by attending workshops, family learning, curriculum meetings, parents' evenings, coffee mornings and

	<p>community events hosted by the school, albeit through online platforms if necessary. With all parental engagement opportunities, attendance is monitored, and specific families are targeted. Pupils complete their homework regularly, online where possible, and pupils who are unable to access this receive additional in-school support. As a result, all pupils complete their homework. Parents are encouraged to engage in dialogue through reading records and through the plethora of support available.</p>
<p>Attendance is low across the school for disadvantaged pupils and this is further complicated by the number of families being moved to temporary accommodation and therefore travelling significant distances to attend Conway.</p>	<p>Pupil attendance is at 97%. Those who have low attendance are monitored and in-school procedures followed this is led by DHT for Inclusion and the Trust's DCEO.</p>
<p>Pupils and their families are well supported to be aware of and take care of their mental health needs</p>	<p>All pupils are assessed through the three-houses model and planned interventions will support the identified needs (will be completed regularly for all and more frequently as worries arise). Provide pupils with strategies to enable them to be responsible for their own mental health. Train 3 staff as MHFA (including 1 SLT) and use outside agencies to provide formal programmes where possible.</p>
<p>Families are well supported by the school to overcome the socio-economic disadvantage that they face.</p>	<p>Coffee mornings are planned by subject leads to support parents. The inclusion team provide Early Help and make referrals where necessary. PE kit/ uniform to be funded by the school as necessary to give all pupils the feeling of belonging and every child has a uniform – all EY pupils are provided with a school jumper and bookbag (from September 2022). All pupils have access to enrichment opportunities which are targeted to their interests, skills and talents.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £184,000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Through the use of NGRT and PM Benchmarking staff will have a baseline of each individual's reading age and will be able to identify specific gaps and use the Simple View of Reading to analyse and plan to close gaps. Year groups will focus on individual need and through quality first teaching will address the widest band of pupils to close gaps and accelerate progress.</p> <p>All pupils will be listened to read on an individual basis weekly, the lowest 20% will be heard daily. Pupils will discuss what they have read and will 'buddy' read to enhance oral language skills. The lowest 20-40% will receive additional reading intervention as these pupils are also reading below their chronological age.</p> <p>Staff will receive training in each of the five pillars to raise subject knowledge and allow them to effectively assess and address gaps. Work around fostering a love of reading to become reading teachers and a school of reading will continue to be prioritised.</p>	<p>To raise chronological reading age across the school is a long-term goal that will not be reached within a year however a baseline of each child's reading age is imperative as a starting point particularly after the challenges of extended lockdowns where pupils have had vastly different experiences. NGRT is reliable as a source to assess and gather pupils' reading ages and provides feedback on gaps. PM Benchmarking will raise staff subject knowledge and allow pupils to be assessed regularly and accurately. Staff need development to read and respond to data effectively.</p> <p>Individual reading and class reading (both pupils reading and being read to) are proven to have an impact on reading ages.</p> <p>EEF shows that, on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 2, 3</p>

<p>The school will embed a coaching model for all staff to ensure that co-planning, team-teaching, lesson studies and modelled teaching are the bedrock of our pedagogical development. All staff will be trained in using FFT to set targets using prior attainment and then make plans to ensure that every child meets their potential.</p> <p>The curriculum has been reconstructed to make sure that pupils do not miss out on curriculum threads despite being out of school for two extended periods.</p> <p>The school has appointed subject leads for each subject area. All members of SLT oversee a phase and have responsibility for curriculum oversight of certain areas. A highly skilled, experienced teacher will take the lead on teacher development alongside SLT to ensure that all staff are supported to raise effectiveness.</p> <p>SLT will lead a rigorous CPD, coaching and support programme with the teaching staff.</p>	<p>We know that pupils need an effective teacher teaching them. Research shows that during one year, with a very effective teacher, pupils gain 40% more in their learning than they would with a poorly performing teacher (Sutton Trust). EEF research shows that poor whole class teaching has a disproportionate effect on children eligible for the Pupil Premium. With the inverse also being true, therefore developing quality first teaching is a must. The teacher development model will provide a foundation for this and allow teachers to self-reflect.</p> <p>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</p> <p>Ensuring that the curriculum links across subjects and year groups helps children to build schema thereby committing knowledge into the long-term memory where it can be further built upon. The reworking of our curriculum ensures that pupils are not disadvantaged by the lack of knowledge in different areas – our pupils know a little about a lot.</p> <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. This training will also be disseminated to PSAs.</p> <p>The EEF ‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’ summarises the evidence for teachers</p>	<p>1, 3</p>
<p>Prioritise vocabulary for all pupils, particularly tier 2 & 3 words. All classes to have an independent reading time, a time when they are read to and a reading instruction lesson each day (this is to include the RWInc phonics programme). Vocabulary must be an explicit part of each lesson. Planning must</p>	<p>There is a well-known 30 million-word gap (ref Alex Quigley) and research shows that pupils with a wider vocabulary are more likely to achieve well in life. If the word gap is not reduced in primary school, the opportunities to catch up grow ever smaller. Many of our pupils have poor oral language and communication skills alongside limited vocabulary.</p>	<p>1, 2, 3</p>

<p>explicitly focus on the delivery of vocabulary in reading lessons. The importance of effective 'vital vocabulary' sections of the reading model to be a focus of planning and coaching to ensure all staff are aware of what vocabulary pupils should be exposed to as well as how to develop their understanding of words beyond surface level. Teachers who are more familiar with the depth of vocabulary of their children will be better prepared to deliver lessons that are effective in developing children's reading & vocabulary.</p>	<p>To ensure that disadvantage does not become a factor holding the pupils back from achieving more highly our main foci will be:</p> <ul style="list-style-type: none"> • Language acquisition • Careful selection of key vocabulary that will be taught, linked to units within the curriculum • Habits of discussion and oracy a focus throughout the school in every lesson • Specific language teaching focusing on breadth of vocabulary and depth – ability to use that vocabulary in context. <p>This links to research by NALDIC and EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and, more recently, Preparing for Literacy)</p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p> <p>The school has linked with St Matthew's Research School to take part in a project around oracy and early vocabulary.</p>	<p>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:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>

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

Budgeted cost: £138,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All SLT will have a teaching commitment. Data will be used to target the most vulnerable pupils/cohorts.</p>	<p>We know that pupils need an effective teacher teaching them. We know that during one year, with a very effective teacher, pupils gain 40% more in their learning than they would with a</p>	<p>1, 2, 3</p>

<p>Additional staff have been appointed to allow for in-school, targeted intervention to increase progress and attainment.</p> <p>An EAL programme has been started to allow pupils struggling with English to access the work of their peers.</p>	<p>poorly performing teacher (Sutton Trust). EEF research shows that poor whole class teaching has a disproportionate effect on children eligible for the Pupil Premium. As high cost practitioners the SLT must deliver quality teaching to all pupils assigned to them.</p>	
<p>Pupils will be heard weekly as individuals and class readers will be provided for group reading.</p> <p>This will allow pupils to acquire vocabulary knowledge and further develop language and communication skills. The school will invest further in quality reading materials aimed specifically at engaging high/ low readers, particularly those where English is not fluent. The school will also develop a new library which can be accessed by the whole family to create opportunities for Reading for Pleasure.</p> <p>Every adult within KS1 will be fully trained in RWInc to ensure high quality phonics teaching for all pupils, additional 1:1 tutoring for years 1 and 2 will happen daily until all pupils reach the expected stage of decoding, comprehension and fluency. Resources must be available and of high quality.</p> <p>Volunteers, parents and charities will be approached</p>	<p>Individual reading and class reading are proven to have an impact on reading ages. EEF shows that, on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.</p> <p>Evidence from the Beanstalk charity shows that one to one reading tuition is effective at accelerating learning through short and regular sessions. This tuition is in addition to reading lessons and whole class and individual reading with the class teacher.</p> <p>Evidence from the EEF shows that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1, 2, 3</p>

<p>to provide additional 1:1 reading time for our most vulnerable pupils.</p> <p>The library will be opened and the use of it open to families outside of school hours.</p>		
<p>Interventions will be used to close gaps and support pupils but will be carefully planned to ensure that pupils do not miss out on in-class activities thereby inadvertently extending the gap. Class action plans will support this, and in-year data will feed into Pupil Progress discussions. Interventions must be delivered by a mixture of teacher and PSAs to ensure the quality and effectiveness. Feedback will be the key driver to what intervention is needed. SLT will deliver daily interventions for EAL and HPA pupils to ensure that they meet their goals. Additional teaching staff strengthen this profile and increase capacity.</p>	<p>EEF evidence shows that effective feedback is relatively low-cost but can be highly effective – adding 6 months of learning. For feedback to be effective it must celebrate success as well as identifying improvements. Feedback must be given in a variety of ways and time given to act upon it. Structured responses to feedback will form the basis of interventions to ensure that they are delivered by both PSAs and teachers.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Structured interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Use digital devices in Year Six and Year 4 to extend the school day so that independent learning can continue at home. Through this we can continue to develop the IT of the pupils and also extend the school day without increasing teacher workload.</p> <p>The school has invested in Lexia, SATs Companion, Letterjoin, Spelling Shed and TTRock Stars</p>	<p>Pupil voice tells us that pupils feel more confident when they can access supportive material such as pre-made videos and return to the learning as necessary to ensure understanding. Extending the school day digitally will allow for a personalised extension to the school day through digital means.</p> <p>EEF blog: Lexia Reading Core5 - What does the research tell us? EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4, 5, 6</p>
<p>The school will continue to use action tutoring for Y6 pupils and additional booster classes by in-school staff across a range of year groups.</p>	<p>Action Tutoring is a Government backed Tuition Partner. The company has extensive reports showing the impact that their tutoring makes. Action-Tutoring-Impact-Report-2019_2020.pdf (actiontutoring.org.uk)</p>	<p>1, 4, 6</p>
<p>Provide CGP books to support catch-up to be used</p>	<p>Extending the school day has been much discussed by the government. Previously extending teaching through Saturday and holiday schools has been shown to have an</p>	<p>1, 4, 6</p>

both in school and at home for self-study as appropriate	impact and this is a way of including more pupils and so increasing the impact.	
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 EEF (educationendowmentfoundation.org.uk)	1, 2, 3

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

Budgeted cost: £58,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils will be assessed through use of the three houses model enabling the school to put specific intervention in place.</p> <p>Three staff members have been trained as MHFA with all pupil-facing staff having mental health training to spot early signs and symptoms.</p> <p>The DHT and Inclusion Team will work to bring Mental Health awareness to the community and share the message that mental health is as important as physical health. Individual families will be worked with, with the support of the Ed Psych.</p>	<p>Pupils' mental health and well-being will impact upon their future and their ability to function within society. By addressing these needs at an early age, as they occur and providing pupils with coping strategies, they will be able to flourish in society. The school will be using the Mental Health Framework to support this work to ensure it is robust and reflective.</p> <p>Promoting children and young people's mental health and wellbeing (publishing.service.gov.uk)</p>	4, 5
<p>Workshops, curriculum meetings, parents evenings, community days and coffee mornings are planned to support parents to engage with their child's learning at home. Half termly, as a minimum, there will be an attendance focus for targeted families to raise the attendance of our most vulnerable pupils.</p>	<p>We know that parental support is vital to furthering a child's learning and as such work to engage all parents. By offering parent classes at no cost to parents we are able to support them to support their child with their learning and to forge a better future for their family.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	5, 6

<p>The library is working to foster a love of reading and a true culture of reading for pleasure for our pupils, we need to ensure that this is not limited to purely our pupils but also to engage families as well. Timetable usage to allow families, as well as pupils, to access the library.</p>	<p>We all know that reading is the greatest gift. By not having a library space to share with adults both within school and from home the school does not foster the love of reading. The library will be a place to be used by the community to develop the love of reading through the generations.</p> <p>The Future of Primary School Libraries.pdf (cdn.ngo)</p>	<p>1, 2, 4, 6</p>
<p>Offer extended breakfast club to encourage parents to bring their children to school on time, every day.</p>	<p>Starting the day without breakfast is a barrier to learning, we know that some of our families are unable to provide a nutritious start to the day and this will remove that barrier.</p> <p>National school breakfast club programme - GOV.UK (www.gov.uk)</p>	<p>4, 6</p>
<p>Develop enrichment opportunities within the curriculum to develop pupils' confidence, resilience and independence. Provide funding for trips / visitors to the academy to ensure all children have access to a wide range of new and challenging opportunities that stretch and nurture pupils' talents and interests.</p> <p>In current times when it is not safe to take pupils out of school on trips to enrich their learning we must revisit our curriculum and find ways to enhance through technology or visitors into school or other methods to ensure that learning is memorable for the right reasons and knowledge is retained. Ensure that we have the right books to enthuse and hook our pupils so that they become life-long readers. School will also subsidise trips as necessary.</p>	<p>To broaden the knowledge base of our pupils we must ensure that pupils know a little bit about a lot. To do this we need to broaden their experiences but know that a proportion of parents cannot afford for their child to join in the experience, this is damaging not only to the immediate knowledge deficit but also to self-confidence and self-esteem.</p> <p>School trips help schools succeed Education Business (educationbusinessuk.net)</p>	<p>1, 2, 5, 6</p>

<p>Provide funding for Y6 residential.</p>		
<p>All families are supported so that they have food, a safe place to live and a school uniform.</p> <p>Provide access to local food banks. Through partnerships create our own foodbank for those in real need. Provide all pupils in EY with a jumper as they start school. Provide uniform for families who need it.</p>	<p>Growing numbers of our pupils are using foodbanks on a regular basis for, for parents who struggle with English, they find it difficult to access them. As a school we can help them to access the foodbank. Research shows that a feeling of not belonging impacts upon a child's learning and so by providing uniform every child will feel they belong at Conway.</p>	<p>6</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcome	Success Criteria	Impact 2022-2023
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>Pupils discuss their reading more widely although this is still a work in progress</p> <p>GLD: Disadvantaged pupils outperformed non-disadvantaged in Lit & Lang. Lit was below national average whilst language was broadly in line.</p> <p>GLD overall: disadvantaged pupils outperformed non-disadvantaged pupils and were above the LA average.</p> <p>Phonics: Disadvantaged pupils were outperformed by non-disadvantaged pupils but attained more highly compared to national figures.</p> <p>KS1: Disadvantaged pupils attained more highly than non-disadvantaged pupils by 15% and more highly than the LA average.</p> <p>KS2: Disadvantaged pupils were outperformed by non-disadvantaged pupils and by pupils nationally.</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 and 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 	Training delivered to staff has been of high-quality and targeted to teacher need to ensure that all pupils have excellent teaching. 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.

		EAL pupils are having specific tailored teaching allowing them to access in-class work.
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 to support their children and know where to get help if needed 	<p>Parents have been invited to join us in school for a number of workshops which have had a range of foci. 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.</p> <p>Parent meetings have 98% attendance and any concerns with a pupil's learning are quickly shared with parents on a regular and on-going basis leading to better support for the pupil at home.</p> <p>Coffee mornings are popular, particularly those with an external speaker or curriculum focus. This, in turn, ensures greater support for pupils at home.</p> <p>Parents are becoming more involved in school-life. There are more opportunities for parents and feedback is positive.</p>
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. 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. 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</p>

		<p>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 0.23% lower attendance than non-disadvantaged. Attendance for disadvantaged was 91.96% which is a slight increase on the previous year however, our aim is 97% and we fell far short of this. Although this was previously a focus, it now needs to be even more of a priority.</p>
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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
Abacus	Pearson
Lexia	Lexia
RWInc	Ruth Miskin
SATs Companion	
Letterjoin	
Times Tables Rockstars	
The Learning Village	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended outcome	Evaluation 2021-2022
All pupils reach their chronological reading age	<p>Staff training has begun and staff are using this deepened knowledge in planning to ensure that pupils' gaps are closing. This is a continued work in progress as pupils do not catch up to their chronological reading age within a year when the gap is large. Data is often skewed at Conway as we have high levels of mobility with many pupils newly arrived to the country with no English.</p> <p>Training for staff to identify gaps and close them is to continue. Work around the pillars of reading is of particular importance – this work has begun but is only at the start of a long journey.</p>
Pupils use a range of rich vocabulary in their everyday life and can therefore communicate effectively in the wider world.	<p>Communication and language was the weakest area upon entry to Reception. It remained the weakest area however 79% of pupils made above typical progress in this area. Every year group made an increase in disadvantaged pupils attainment over the year.</p> <p>Vocabulary is now being taught explicitly and is linked to text or curriculum unit enabling pupils to make links between different subject matter.</p>
All teaching must be effective and disadvantaged pupils will be targeted to ensure they make expected or better progress and levels of combined attainment rise in every year group.	<p>Training delivered to staff has been of high-quality and targeted to teacher need to ensure that all pupils have excellent teaching. Progress levels are rising but this needs to be rapid and sustained. 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>By the end of Year 6 disadvantaged pupils outperformed non-disadvantaged pupils in RWM by almost 20%. In year 2 this was 30%, year 3 20%, year 5 20%. The trend is reversed in year 4 and year 1.</p>
Pupils' learning habits are well-supported at home and parents are actively engaged in school life.	<p>Parents have been invited to join us in school for a number of workshops which have had a range of foci. Workshops have been well-attended with 25-30% of each cohort joining us at any one time. Parent meetings have 98% attendance and any concerns with a pupil's learning are quickly shared with parents on a regular and on-going basis leading to better support for the pupil at home.</p> <p>Coffee mornings are popular, particularly those with an external speaker or curriculum focus. This, in turn, ensures greater support for pupils at home.</p> <p>Parents are becoming more involved in school-life. There are more opportunities for parents and feedback is positive.</p>
Pupils and their families are well supported to be aware of and take care of their mental health needs	All pupils are assessed through the three-houses model each half term. This has enabled the school to build a clearer picture of pupils and families that are in need of

	<p>support. The support needed has been higher than expected.</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>
<p>Families are well supported by the school to overcome the socio-economic disadvantage that they face.</p>	<p>Courses have been run through the school to ensure parents can access English to enable them to support the learning of their child. Unfortunately these have been poorly attended and so now parents are referred to local colleges for English classes. The inclusion team provide Early Help and make referrals where necessary, this has been at the highest level seen for many years.</p> <p>All EY pupils have been provided with a school jumper and bookbag. 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>Attendance has been an issue. Disadvantaged pupils had 0.9% higher attendance than non-disadvantaged. Attendance for disadvantaged was 91.9% this is 1.4% higher than national but, our aim is 97% and we fell far short of this. Although this was previously a focus, it now needs to be even more of a priority.</p>

In Year 4 the school employed a school- led tutor. The tutor was employed for two terms and in this time, all of the disadvantaged pupils she worked with made noticeable progress. This was measured through the level of books the pupils were reading, marks in the MTC and scaled scores.

Pupils who received tutoring from The Lightning Squad made more progress than their peers in terms of the books that they were reading as shown by the data recorded by The Lightning Squad.