

# Congerstone Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Congerstone Primary School
Number of pupils in school	183
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024 <i>(Interim review of part B- Dec 22)</i>
Statement authorised by	
Pupil premium lead	Mrs Alison Ruff
Governor (Chair of Governors)	Sandra Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,615
Recovery premium funding allocation this academic year	£1,450
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b>	<b>£22,065</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- Quality first teaching is central to meeting the needs of every child in our school. This involves appropriate support and challenge to ensure all children are challenging themselves to be the best they can be and working just outside their comfort zone. This is based on excellent assessment for learning and assessment processes which mean teachers know their children and what they require in order to meet their needs and maximise progress.
- ❖ We believe pupil premium should benefit the ‘whole child’ and propose to spend our Pupil Premium money in two main ways to;
  - a) Remove barriers and ‘Build Learning Power’, which will extend confidence and maximise progress/attainment in reading, writing and maths (approx. 80%)
  - b) Enhance emotional literacy, communication/social skills, self-awareness and sense of belonging through enrichment opportunities within school (approx. 20%).

## Challenges

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

Challenge number	Detail of challenge
1	Ensuring children reach their full potential as a result of; <ul style="list-style-type: none"> <li>• Issues accessing age related learning in maths and English</li> <li>• Being suitably challenged to see potential they have</li> </ul>
2	Lack of independent learning skills and self confidence which impact on ability to have a voice.
3	Accessing wider opportunities to see what life can offer.
4	Meeting the needs of children whose lives and learning have been impacted by school closure and lack to access to the wider world

## 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
<ul style="list-style-type: none"> <li>• Able to challenge themselves to achieve their full potential.</li> </ul>	<ul style="list-style-type: none"> <li>• Workbooks provide evidence of how child has been challenged (and supported) to challenge them self.</li> <li>• Data shows this group have made good progress in key areas of learning relating to their needs. (support/challenge)</li> <li>• Pupil voice shows this group know how they are challenging themselves and understand their next steps.</li> </ul>
<ul style="list-style-type: none"> <li>• Develop a growing ability to work independently and with sustained concentration through a more ‘can-do’ attitude and greater self-belief.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a positive attitude towards learning, school and life.</li> <li>• Ability to discuss aspects of Building Learning Power and what it means to them.</li> <li>• Can take a more active role in lessons.</li> <li>• Offer opinions and ideas with confidence in class.</li> </ul>

<ul style="list-style-type: none"> <li>• Find their ‘voice’ and feel that what they have to say matters to them and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Feel confident enough to speak clearly out in front of others e.g in class, in assembly, with visitors.</li> </ul>
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## 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: £1525

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>• Use results of standardised diagnostic assessments. Discussion of these will form part of regular pupil progress meetings with class teachers which will in turn be reflected in provision of intervention support/challenge activities</li> </ul>	<ul style="list-style-type: none"> <li>• Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</li> <li>• <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></li> </ul>	1,2
<ul style="list-style-type: none"> <li>• Provide feedback in a range of ways – Feedback Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback can be verbal, written or provided by tests or digital technology. It can come from the teacher or someone taking a teaching role, or from peers</li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></li> </ul>	1,2, 4
<ul style="list-style-type: none"> <li>• Staff development and preparation time for meeting needs of children</li> <li>• Professional services to support what goes on in school e.g Educational psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Staff need to work together to meet the children’s needs. This includes attending training and disseminating ideas/resources; time to meet and act on advice from professionals e.g Educational psychologist; time to prepare quality intervention sessions that meets child’s needs</li> </ul>	1,4

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

Budgeted cost: £17,003

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>• Additional group/individual support /challenge in class to ensure child;</li> <li>- makes good progress</li> <li>- challenges themselves</li> <li>- develops independent learning skills-‘<i>Know when can I work on my own and when I need help</i>’ (<i>Build Learning Power</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement, encourage and support children to develop their understanding of metacognition and raise expectations.</li> <li>• <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></li> <li>• See also metacognition</li> </ul>	1, 2
<ul style="list-style-type: none"> <li>• Additional group support outside of class, including pre and post teaching, and targeted intervention which are carefully selected to meet specific needs – are regular</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback can be verbal, written or provided by tests or digital technology ( in lockdown). It can come from the teacher or someone taking a teaching role, or from peers</li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></li> </ul>	1, 2

planned and evaluated afterwards	<ul style="list-style-type: none"> <li>• see also oral interventions and teaching assistant interventions</li> </ul>	
<ul style="list-style-type: none"> <li>• Additional 1:1 support through use of precision teaching and targeted specific programmes e.g toe-toe and Power of 2</li> <li>• Phonics support</li> </ul>	<ul style="list-style-type: none"> <li>• One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching</li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></li> </ul>	1, 2, 4
<ul style="list-style-type: none"> <li>• Additional reading materials to ensure children are challenged/supported to enjoy reading for pleasure widens vocabulary, interests and therefore progress.</li> <li>• Additional support to ensure all children have the phonic knowledge required to decode Children with specific needs e.g dyslexia are supported to find reading enjoyable. e.g The week/First news. Aquila/Story. WordBlaze</li> <li>• Additional support to develop comprehension skills to understand what they have read</li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension strategies focus on understanding written text. Including comprehension, inference, summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. (See also metacognition and self regulation.) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></li> <li>• 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:</li> <li>• <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul>	1, 2, 4

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

Budgeted cost: £3587

Activity	Evidence that supports this approach	Challenge addressed
<ul style="list-style-type: none"> <li>• Additional ELSA sessions to help children understand feelings and behaviour and how this impacts on learning self-confidence and friendships.</li> <li>• Provide <i>Positivity Ambassador</i> training for some identified children in Y5/6</li> </ul>	<ul style="list-style-type: none"> <li>• There is extensive evidence to show that children who are able to emotionally regulate their feelings achieve greater academic success with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</li> <li>• <a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></li> </ul>	1,2,3,4
<ul style="list-style-type: none"> <li>• Weekly music lessons for KS2 children to develop self-confidence and raise self-esteem. Including clearly articulating themselves in a 1:1 situation</li> <li>• Opportunities to attend residential trips, day trips and swimming</li> </ul>	<ul style="list-style-type: none"> <li>• 1:1 music lessons provide an opportunity for purposeful, curriculum focussed dialogue and interaction; speaking, listening and a combination of the two which impacts on self- confidence, supports metacognition and provides opportunities like other children have</li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></li> </ul>	2,3,4
<ul style="list-style-type: none"> <li>• Support for studying at home-study guides, encouragement and resources. Closely linked to work on Building Learning Power homework</li> </ul>	<ul style="list-style-type: none"> <li>• Helping children to see the importance of self-help and the need for self-motivation to achieve in life.</li> <li>• (also metacognition)</li> <li>• <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></li> </ul>	

**Total budgeted cost: £ 1525 + £17003 +£3587 = £22,115**

## Part B: Review of the previous academic year- 2021-22

### Outcomes for disadvantaged pupils

Throughout 2021-22 we have;

- Provided frequent, timely support and/or challenge intervention which is carefully planned to meet child's needs and complements quality classroom teaching. Pupil premium children drive the focus of any groups. Other children join them if it is to the benefit of PP child (*\* all staff are aware of and work together to support pupil premium children and those who are vulnerable across all aspects of school.*)
- Worked to remove identified barriers to learning through appropriate support and/or challenge in class or within groups. Sometimes this works better as part of a small group.
- Worked to maximise attendance; children feel supported in school

Attainment (Y1-6) July 22	PP = 12 (8%)	All (167)
% at expected or above R.W.M	42%	63%
% at expected or above reading	67%	74%
% at expected or above writing	50%	55%
% at expected or above maths	50%	70%
Progress (Y1-Y6) July 22		
% at expected or above reading	70%	82%
% at expected or above writing	70%	67%
% at expected or above maths	50%	76%

- Attendance for All Pupil Premium children is in line with All Children

Attendance for All Children = 95%		
Pupil premium (9)	Pupil Premium/ SEN (4)	SEN (12)
96%	90%	94%
93% (16)		
All Pupil Premium children = 94% (13)		

- Children have been challenged to explore with reading material such as Aquila, The Week, First News. 1:1 support materials have been purchased and used e.g Power of 2 for small steps progress & improved confidence.
- ELSA talk & wellbeing support has aided concentration in lessons and increased confidence to manage feelings.
- Additional sessions were provided for some children to increase confidence in bike riding as some don't own a bike. Bikes were also provided for a small number of children so they could take part in 'bikability sessions' alongside their peers.
- Music lessons have provided valuable opportunities to improve motor skills and perform alongside their music teachers in front of the school – These children showed increased confidence to talk/perform in front of others. Providing a feeling of success in a different area of learning
- Children experienced a residential trip away from home, some for the first time (Y2/3 and Y5/6) Children confidently joined in and tried new things.
- Using sports premium, KS2 children were offered access to sports clubs after school. Zumba and Tri Golf provided clubs these children were happy to engage in- some joining a sports club for the first time due to the sports that were on offer. Providing further opportunities to try something different.