

## Pupil premium strategy statement

This statement details our 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 in this academic year and the effect that last year's spending of pupil premium had within our school.

Research from the Education Endowment Foundation (EEF: The EEF Guide to the Pupil Premium—Autumn 2021) has found that 'Covid has potentially reversed a decade of progress in closing the attainment gap. The evidence is clear that disadvantaged students have fallen further behind during the pandemic. And we know that these students will also face the biggest challenges in educational recovery.' (Prof Becky Francis, CE, EEF, 2021).

We are following the DfE strategy template, so we can be confident that our school improvement approach meets the needs of our pupils and fulfils the expectations of the pupil premium strategy document.

### School overview

Detail	Data
School name	Conway Primary School
Number of pupils in school	444
Proportion (%) of pupil premium eligible pupils	25.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	June 2024
Date on which it will be reviewed	Annually
Statement authorised by	Yalini Carlsson-Ruban, Headteacher
Pupil premium leads	Kelly Barham/Kevin Brewster/Alice Gratton – Assistant Headteachers
Governor lead	Vanita Howells, Lead for disadvantaged pupils

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 176,750

Recovery premium funding allocation this academic year	£ Allocation not available as time of report May 2024
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b>	£ 309,000 <ul style="list-style-type: none"> <li>• 6% increase Year on Year</li> <li>• 57% increase on this years funding</li> </ul>

# Part A: Pupil premium strategy plan

## Introduction

We are committed to ‘closing the attainment gap’ between vulnerable pupils and the Pupil Premium forms a vital part of that process. Our chosen approaches are research based from the Education Endowment Foundation (EEF) with good teaching being the most important lever to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all pupils and has a particular positive effect on children eligible for Pupil Premium.

What does it mean to be ‘disadvantaged,’ and how does being disadvantaged play out in an educational context? Definitions of disadvantage vary across the literature - a comprehensive understanding encompasses not only income poverty, but also a lack of social and cultural capital and control over decisions that affect life outcomes. Disadvantaged children start school behind their more advantaged peers, and the gap in performance widens as they progress through the education system.

The relationship between disadvantage and attainment is highly complex. First, the gap is not actually a gap, but a gradient: the highest test scores are achieved by the most advantaged pupils, and the lowest by those living in the most disadvantaged conditions. Second, disadvantaged children are not a homogenous group: outcomes and experiences of education vary by many factors, including gender, ethnicity, first language, special educational needs and disability (SEND) status, young carer, family history of disadvantage (including having a social worker), and geography, and depend on what performance measure is used.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

## Statement of intent

The challenges are varied and there is no “one size fits all”. Children at Conway Primary School (disadvantaged and not) will be in receipt of high quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn. Through quality first teaching and increased opportunities for reinforcement of learning both within school and in partnership with home, children will make strong progress in reading, writing and maths as well as the wider curriculum.

- All members of staff and Governors are committed to meeting the pastoral, social and academic needs for ‘socially disadvantaged’ pupils in order to raise expectations of what they can achieve.

- All teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school. Performance of disadvantage pupils is monitored on a termly basis by governors.
- Teaching and learning opportunities meet the needs of all of our pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- All our work funded through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
- Pupil Premium resources will be used to target able children receiving the pupil premium grant to achieve end of year expectations, particularly at the end of key stages, thus further supporting their transition to the next phase in their education.
- To facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement, cultural capital and well-being.
- We add additional funds to ensure the attainment and progress for 'socially disadvantaged' children

Quality first teaching (QFT) of the highest standard is at the heart of our ethos at Conway Primary with a focus on areas in which disadvantaged pupils, some in more than one aspect of their life, require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will remain responsive to common challenges, both nationwide and indicative to immediate and the surrounding areas, as well as personalised individual needs. This approach is rooted in robust diagnostic assessment on all aspects of children's lives and not assumptions about the impact of disadvantage

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. Our aim is that over their time at Conway appropriate additional learning will be put in place to ensure we have closed the attainment gap for individual children.

Our approach will remain responsive to common challenges, both nationwide and indicative to immediate and the surrounding areas, as well as personalised individual needs. This approach is rooted in robust diagnostic assessment on all aspects of children's lives and not assumptions about the impact of disadvantage.

To ensure the strategies we adopt are effective we will:

- ensure disadvantaged pupils are challenged, at their level, in the work that they're set ensuring no 'glass ceiling' is ever put on them or their potential
- act early to intervene at the point need is identified through a robust pupil progress meeting schedule, adopt a whole school approach in which **all** staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	Many disadvantaged pupils at our school start their education at a lower level of achievement in reading, writing, mathematics combined.
2	Many disadvantaged pupils at our school start their education at a lower level of oracy than other pupils.
3	Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers. They have had less exposure to a wide vocabulary and familiarity with reading.
4	Many disadvantaged pupils at our school start their education at a lower level in maths and with limited experience of numbers.
5	Low self-esteem and lack of confidence - Characteristics of Effective Learning - aspirations of children and role models for PP children are not as high as for non-PP children. PP children are more likely to experience challenges around self-confidence and mind-set, evidenced by post-COVID Leuven scales. Some cases have been evidenced by staff in regular Pupil Progress Meetings that an over-reliance on adults and lack of strategies is being seen to have a detrimental effect on academic progress, with some PP children displaying a lack of belief in themselves and their abilities.
6	Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
7	Student mobility and rapid integration - PP children often have a disadvantaged starting point, in comparison to non-PP. This is evident across the curriculum, but we have noted a weakness in 'Communication, Language and Literacy' as being fundamental in the Early Years. Accelerated progress in this area specifically is needed almost immediately, and then continued accelerated progress especially in reading through KS1 to fully access the curriculum e.g. mathematical and scientific language acquisition and understanding. Use of the PP funding is targeted at Conway to identify and quickly close gaps in their understanding. It is important to note that children who join later in their school career (i.e. after Early Years,) still have the same language issue,

	but this embedded and compounded delay in accessing appropriate education can take a number of years to close
8	Some of our most able disadvantaged pupils do not have aspirational home backgrounds. Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.
9	78% of our children (2024) fall into a disadvantaged category of which 71% fall into more than one category. (SEND, EAL or summer born) This means that children can fall under more than one vulnerability category i.e SEN and EAL or Looked after and EAL etc.
10	A high proportion of disadvantaged children are not meeting expected or high level standards when compared to the rest of the school.
11	Pupils often lack metacognitive approaches. Poor memory skills and the inability to transfer knowledge to long term memory can impact pupil progress and attainment.
12	Challenging home environments or Adverse Childhood Experiences (ACEs) - circumstances in the home have an impact on the pupil's social and emotional wellbeing in school, which affect learning behaviours that support independent learning. For many PP children social and emotional experiences are not as varied and/or as broad as for non-PP children. In addition, PP children are more likely to have to deal with challenging home life. 8 % of current PP children (9 out of 113) are having (or have previously had) support from Children's Social Care e.g. Early Help, Social worker etc.
13	Research shows that disadvantaged children who are on track in the primary phase do not always continue the positive attitude to learning once in secondary school to reach the required level to gain GCSE results. We need to foster a love for lifelong learning to ensure they are able to experience excellent chances in life.

## 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
To ensure that disadvantaged pupils achieve at least as well as all pupils nationally in the phonics check, times table check, at the end of KS1 in reading, writing and mathematics and by the end of KS2 in reading, writing, mathematics and SPAG.	<ul style="list-style-type: none"> <li>• Achievement of disadvantaged pupils across school is in line with non-disadvantaged pupils nationally for all standardised assessment points: <ul style="list-style-type: none"> <li>○ Y1 Phonics Check</li> <li>○ KS1 SATs</li> <li>○ Y4 Multiplication check</li> <li>○ KS2 SATs</li> </ul> </li> </ul>

<p>To ensure that disadvantaged pupils in EYFS close the gap between baseline and the end of their Reception year.</p>	<ul style="list-style-type: none"> <li>• Data collection points in October, February and June show progress in disadvantaged pupils closing the gap and reaching EYFS GLD at the end of the academic year.</li> </ul>
<p>To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics.</p>	<ul style="list-style-type: none"> <li>• Data collection points in October, February and June show progress in disadvantaged pupils attaining the higher standard.</li> <li>• Year 2 and Year 6 pupil progress meetings demonstrate progress for key pupils through gap analysis.</li> </ul>
<p>To address the gap in cultural capital through enrichment experiences to enable structured opportunities to develop knowledge, language, and communication.</p> <p>To ensure high degree of engagement and opportunity for parents through coffee morning workshops, enrichment and school oracy/social projects.</p>	<ul style="list-style-type: none"> <li>• % of parent engagement increased</li> <li>• Provision of a wide range of extra-curricular activities accessed by disadvantaged pupils at subsidised cost to allow children to participate experiences that are not provided within the home environment.</li> <li>• Parental engagement activities are strategically planned and numbers/feedback demonstrate sustained access.</li> </ul>
<p>To ensure the individual needs of disadvantaged children with additional barriers to learning are addressed appropriately and make good progress.</p>	<ul style="list-style-type: none"> <li>• There will be systematic approach to the for individual pupils who: <ul style="list-style-type: none"> <li>• have a SEN/D</li> <li>• are P/LAC</li> <li>• are subject to a CIN/CP plan and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND, PLAC and other disadvantage barriers”</li> </ul> This could include <ul style="list-style-type: none"> <li>• Nurture/Sensory provision</li> <li>• Assess, Do, Review plans</li> </ul> </li> </ul>
<p>For all disadvantaged pupils to attend school regularly and on time, PA in line with national and attendance in line with all pupils.</p>	<ul style="list-style-type: none"> <li>• A consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</li> <li>• Attendance officer, HoS and Attendance Advisor Service identify families quickly and early intervention is implemented</li> <li>• 96% of all DA pupils achieve national and local attendance guidelines</li> </ul>

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<ul style="list-style-type: none"> <li>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</li> </ul>
<p>Improve Low self-esteem and lack of confidence - Characteristics of Effective Learning -</p> <p>Implementation of research-driven approaches to wellbeing e.g. targeted PHSE Lessons &amp; EI Workshops and longer term work on learning behaviours e.g. Growth Mindset</p> <p>Children report higher aspirations for themselves within school but also their longer term future prospects.</p> <p>Children progress and achieve in line with their peers.</p>	<ul style="list-style-type: none"> <li>Structured programs are implemented to ensure that support is targeted and effective in enabling children to be more confident and self-sufficient in their learning.</li> <li>Survey responses indicate a higher percentage of children speaking positivity about themselves and their abilities. Parent survey also demonstrates that they feel support/enabled to help their child to be successful academically. NO perceived 'glass ceilings' for any disadvantaged group.</li> </ul>
<p>Increase attendance and punctuality for PP children, at least in line with non-PP children.</p> <p>Reduced number of persistent absentees among pupils eligible for PP meaning less missed learning opportunities.</p> <p>Higher uptake to academic morning boosters offered.</p>	<ul style="list-style-type: none"> <li>PP children are supported through effective parental meetings and attendance action planning to have a positive impact on attendance and consequently progress/attainment.</li> <li>Less learning missed will consequently lead to higher attainment.</li> </ul>
<p>Improve outcome for children within Challenging home environments or Adverse Childhood Experiences (ACEs) - children to feel safe in school and have trusted adults who can support them with concerns.</p>	<ul style="list-style-type: none"> <li>Social and Emotional wellbeing of children is not a contributing factor to low attainment or progress of PP children.</li> <li>Children are 'Happy, Safe and Learning' meeting developmental milestones both academically and socially.</li> <li>Early identification and help for families that are experiencing incidents that have potential to become Adverse Childhood Experiences (ACEs)</li> <li>Research into training for staff to support children when this is already the case e.g.</li> </ul>

	<p>long term impact (Ed Psych service as required)</p> <ul style="list-style-type: none"> <li>• Development of Wellbeing Team and training for Wellbeing Lead</li> <li>• Development of Signposting Support for Families contained within school website</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: £ 216,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary	<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   Toolkit Strand   Education Endowment Foundation   EEF</p>	3, 6
Ensure staff understand the key Reading principles and the way reading is taught at the school CPD for subject leads regarding best practice	A systematic and consistent approach to reading based on strong theoretical research ensured the best outcomes for pupils Reading Framework	1, 3, 5, 9
Training to support Quality First Teaching across the school to support all groups of children but particularly those disadvantaged, SEN and More Able Training to develop teacher knowledge of the most effective ways to ensure children remember more and make good or better progress from starting points	<p><u>Supporting the Attainment of Disadvantaged Pupils</u> identifies high quality teaching as a key aspect of successful schools. DFE, 2015.</p> <p>“Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving is the key ingredient of a successful school and should rightly be top priority for any pupil premium spend.” (Sutton Trust Report, 2011).</p>	1, 2, 3, 4, 5, 9, 10, 11
Release time for	<u>Coaching for teaching and learning: a practical guide for schools</u> identifies that	1, 2, 3, 4, 5, 9, 10, 11

<ul style="list-style-type: none"> <li>• all staff to observe practice</li> <li>• middle leaders to provide additional coaching/ mentoring support for Early Career,</li> <li>• Recently Qualified Teachers</li> <li>• new to school induction in order to improve Teaching &amp; Learning, to ensure all children receive quality first teaching and the children's offer is consistent across the school</li> <li>• Continue CPD programme with all staff (include targeted release time for team teaching across all year groups and coaching partner time)</li> </ul>	<p>teachers' learning and development underpins school improvement and provides a vehicle for raising achievement and attainment. When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes. (National College, 2010).</p>	
<p>Higher Level Teaching Assistant and Teaching Assistant training to enable targeted interventions within the classroom to ensure effective challenge from starting points and the lowest 20% catch up quickly</p>	<p><u>Making Best Use of Teaching Assistants</u> identifies that research on TAs delivering targeted interventions in one to-one or small group settings shows a consistent impact on attainment. Within the school context, training, development and evaluation of intervention undertaken by teaching assistants is in place to ensure identified pupils catch up quickly</p>	<p>1, 2, 3, 4, 5, 9, 11</p>

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

Budgeted cost: £73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT	Many of our disadvantaged children have delayed speech. Early intervention is particularly so for children with developmental language	1, 2, 3, 4, 5

	disorders (DLD) because their difficulties have implications - not just for communication in school, but for their learning and life chances	
Additional sessions targeted at disadvantaged pupils based on their need: <ul style="list-style-type: none"> <li>• phonics</li> <li>• reading</li> <li>• maths</li> </ul>	Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> EFF guide to pupil premium - tiered approach - teaching is top priority, including CPD Sutton trust - quality first teaching has a direct impact on student outcomes.	1, 2, 3, 4, 5, 9, 11
Purchase a suite of books across all key-stages relevant to our PP and EAL cohorts learning needs – include books/texts with specific language support and translations in own language	Increased engagement in reading Learn new words and improve comprehension. Increase metalinguistic awareness. Self-empowerment Improving language skills. Researchers agree that a solid foundation in the home language will help facilitate the acquisition of additional languages Enhancing reading enjoyment Encouraging literacy Promoting quality writing Valuing both languages	1, 2, 3, 4, 5, 9, 11
Talk Boost – develop in Nursery and Reception 23-24	Highest caseload in the city for Speech and Language support with Speech Therapy.	1, 2
Online programmes including: Oxford Reading Buddy and RM Maths, Teams Learning Office 365 Accounts for all Pupils with target learning applications for each child home learning access (across the school)	Digital technology can add up to +4 months progress (EEF, 2019). Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1, 2, 3, 4, 5, 9, 11
Targeted small group session developing independent learning skills in maths and reading.	Use TAs to help pupils develop independent learning skills and manage their own learning - <a href="#">EEF Making Best Use of Teaching Assistants Recommendation 3</a>	1, 2, 3, 4, 5, 9, 11

Termly pupil progress meetings with teachers & SLT/ML	EEF guide to pupil premium - tiered approach - teaching is top priority, including CPD Sutton trust - quality first teaching has direct impact on student outcomes	1, 2, 3, 4, 5, 9, 11
Targeted extra tuition as part of extended school provision to key year groups 2,5 and 6	Small group tuition has an average impact of four months' additional progress over the course of a year. EEF small group tuition	1, 2, 3, 4, 5, 9, 11

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aspiration and Achievement week To expose possible aspirations to all children, impacting on their future decisions.	<u>Key drivers of the disadvantage gap:</u> 'the gap in cognitive and 'non-cognitive' skills, attitudes and aspirations.'	7, 11
Embedding principles of good practice set out in the DfE's Improving School Attendance advice, working closely with the local Authorities Attendance team and our local officer. This will involve training and release time for staff to develop and implement any new procedures/practices as suggested.	Pupils need to be in school to learn and achieve. There is a direct link between pupil achievement at KS2 and KS4 and attendance. Pupils with no absence are 1.6 times more likely to achieve age expected, and 4.7 times more likely to achieve more than expected, than pupils that missed 15-20 percent of all sessions, (NFER, 2015). The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence  Greatly Improving PP year on year attendance	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11.14
Embedding enrichment opportunities throughout the curriculum including: Curriculum Topic days, Aspiration and achievement week, visiting workshops	The EEF, consider evidence-based research unpicking the 'enriching' of education and the intrinsic benefits to ensure all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Within the school context,	7

	systems of evaluation, analysis and forward planning ensure an effective spending model.	
Subsidised extended day including ASC and curriculum club offer for disadvantaged pupils	Planning to get the most from any extra time is important. It should meet pupils' needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit. Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision (EEF, 2021).	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 10

**Total budgeted cost: £ 309,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

The recovery curriculum and targeted support including interventions and morning/evening booster have had improved outcomes in 2023/2024 will share results at FGB meeting in July

KS1 SATS Results for PP DA Combined was % *Awaiting*

KS1 SATS Results for Non DA Combined was % *Awaiting*

KS2 SATS Results for PP Combined was % *Awaiting*

KS2 SATS Results for Non DA Combined was *Awaiting*

#### *2022/2023 Data*

EYFS – 80% of DA pupils achieved GLD. This is 5% higher than our non-DA pupils and 12% higher than DA pupils in Greenwich

KS1 – 80% of DA pupils achieved EXS or above RWM. This is 6% higher than our non-DA pupils and 28% higher than the DA pupils in Greenwich

Phonics – 93% of DA pupils passed the phonics screening. This is 7% higher than our non-DA pupils. This is 22% higher than Greenwich DA pupils and 26% higher than National DA pupils.

KS2 – 81% of DA pupils achieved EXS or above in RWM, This is 4% lower than our non-DA pupils. This is 25% higher than the DA Pupils in Greenwich and 43% higher than National DA Pupil

The recovery curriculum and targeted support including interventions and morning/evening booster have had improved outcomes in 2023/2024 will share results at FGB meeting in July

Attendance for DA pupils for the year - 95.1% which is above the local average for the year of 94.1 % and well above National Average 88.9%%