

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 should be noted that the funding outlined below is just a proportion (between 55-65%) of the spending on improving the outcomes of our disadvantaged pupils and that there is considerable cross-over with SEND.

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.

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 (as of May 2025)	452
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	May 2025
Date on which it will be reviewed	Annually
Statement authorised by	Yalini Carlsson-Ruban, Headteacher
Pupil premium lead	Alice Grattan Assistant Headteacher
Governor lead	tbc

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 184,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 184,220

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 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.

It should be noted that the profile of the pupil is changing and therefore the section around Targeted Interventions changes with the profile changes e.g. mandating oral hygiene done in school, nappy changing in Reception. Changes of behavioural needs require differentiation of play. Cross-over with SEND.

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 often but not always achieved by the most advantaged pupils, and the lowest often, but not always, 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

<p>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</p>

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

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.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
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. On entry to Reception class in the last year, 55% of all children arrive with below age-related expectations for communication and language.
4	Many disadvantaged pupils at our school start their education at a lower level in maths and with limited experience of numbers.
5	Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
6	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.
7	A high proportion of disadvantaged children are not meeting expected or high level standards when compared to the rest of the school.
8	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, by the end of KS2 in reading, writing, mathematics and SPAG.	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"> ○ KS2 SATs
To aim to close the gap between baseline and the end of their Reception year for disadvantages pupils.	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.
To increase the number of disadvantaged pupils who achieve at a greater depth at the end of KS1 and KS2 across reading, writing, mathematics.	Data collection points in October, February and June show progress in disadvantaged pupils attaining the higher standard.

	Year 2 and Year 6 pupil progress meetings demonstrate progress for key pupils through gap analysis.
<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>	<p>% of parent engagement increased</p> <p>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.</p> <p>Parental engagement activities are strategically planned and numbers/feedback demonstrate sustained access.</p>
<p>To ensure the individual needs of disadvantaged children with additional barriers to learning are addressed appropriately and make good progress.</p>	<p>There will be systematic approach to the for individual pupils who:</p> <ul style="list-style-type: none"> • have a SEN/D • are P/LAC • 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” <p>This could include</p> <ul style="list-style-type: none"> • Nurture/Sensory provision • Assess, Do, Review plans
<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>	<p>A consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <p>Attendance officer, HoS and Attendance Advisor Service identify families quickly and early intervention is implemented</p> <p>96% of all DA pupils achieve national and local attendance guidelines</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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.</p>

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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding oracy-based activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1,3
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 in the Reading Framework ensured the best outcomes for pupils.	2,3
Use of Robust Maths sessions to enhance of our maths teaching and curriculum	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.	4
Training to support Quality First Teaching in all subjects 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	<u>Supporting the Attainment of Disadvantaged Pupils</u> identifies high quality teaching as a key aspect of successful schools. DfE, 2015. “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).	1,2,3,4,7
Use of a ReadWrite Inc – a DfE validated Systematic Synthetics Phonics programme, with supporting training	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:	2

	Phonics Teaching and Learning Toolkit EEF	
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, for example interventions such as WordAware	Making Best Use of Teaching Assistants 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	1, 2, 3, 4, 7
Ensuring Emotional Intelligence concepts are incorporated into all aspects of the curriculum and routine and supporting that with 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) Improving Social and Emotional Learning in Primary Schools EEF	5,6,8

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

Budgeted cost: £80,000

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 disorders (DLD) because their difficulties have implications - not just for communication in school, but for their learning and life chances. Children are assessed by the SALT service from Greenwich and then supported by small group sessions delivered by an adult in school.	1
Additional phonics sessions targeted at disadvantaged pupils based on their need.	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	2
Talk Boost	TalkBoost is a structured program designed for children aged 4-7, will	1, 2

	specifically focus on enhancing language and communication skills. Oral language interventions EEF	
Online programmes including: Oxford Reading Buddy and Microsoft Reading Progress Boosters	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.	2,3,5
Targeted small group session developing independent learning skills for example Life Skills and Emotional Literacy	Use TAs to help pupils develop independent learning skills and manage their own learning - EEF Making Best Use of Teaching Assistants Recommendation 3.	6,8
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	7
Targeted extra tuition as part of extended school provision to key year groups 4,5 and 6	Small group tuition has an average impact of four months' additional progress over the course of a year. EEF small group tuition	1,2,3,4,7

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

Budgeted cost: £39220

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management, especially with children who have a range of needs with the aim of improving behaviour across the school	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF	7,

<p>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.</p>	<p>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</p>	<p>All</p>
<p>Embedding enrichment opportunities throughout the curriculum including: Curriculum Topic days, Aspiration and achievement week, visiting workshops</p>	<p>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, systems of evaluation, analysis and forward planning ensure an effective spending model.</p>	<p>6</p>
<p>Subsidised including curriculum-based after school clubs offer for disadvantaged pupils</p>	<p>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). A revised strategy for wider opening of club provision and ASC provision post COVID 19 is in place to ensure provision accessibility to disadvantaged pupils.</p>	<p>6</p>
<p>Life-skills based interventions</p>	<p>For example, oral hygiene taught and implemented in school, nappy changing in Reception, resulting in assistance with toilet changing.</p>	

Total budgeted cost: £ 184,220

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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on our own internal summative and formative assessments.

The data demonstrates that in general our disadvantaged pupils are on track to make good or excellent progress across the year. On average, our disadvantaged children make more points of progress than the cohort as a whole.

Analysis of the data shows that our disadvantaged pupils are often those with other needs, be it diagnosed or undiagnosed SEND, which is reflected in the fact that the targets for achievement of disadvantaged pupils are sometimes lower than that in the cohort as a whole.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that attendance for disadvantaged children was 94.23% as compared to 93.79% for the school as a whole.

Based on all the information above, the performance of our disadvantaged pupils in the most part meets expectations, however, we need to continue to focus on achieving the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that small group work continues to have an impact on accelerated learning, as does Quality First teaching. Both of these require effective support for the teachers and support staff delivering so we are reviewing our strategy plan and making changes as to how we intend to use some of our budget this academic year.