

Pupil premium strategy statement 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the current 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 (updated Autumn 2024)

Detail	Data
School name	Condover CE Primary
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	September 2022
Date this statement was reviewed	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Kerrie Lewis
Pupil premium lead	Kerrie Lewis
Governor / Trustee lead	Margaret Beever

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 12,520
Recovery premium funding allocation this academic year Recovery premium has been pooled at MAT level to support CPD initiatives and training for teaching & learning, safeguarding and early years. The money is funding some of the central team resources supporting these areas on a one-off basis. This is the final year of the Recovery Premium funding.	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£14,520

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non- disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our pupils' health and mental well-being to enable them to access a broad and balanced curriculum.

Our pupil premium strategy plan works towards achieving those objectives by:

- Ensuring quality first teaching for all; through teaching which is good or better in every lesson.
- High quality, focused CPD to ensure the above.
- All our work through pupil premium will be aimed at accelerating pupil progress, moving children to at least age related expectations.
- Pupil premium resources to be used to target more able children on free school meals to achieve greater depth standards.
- Clear mental health strategy and develop resilience
- Support payment for activities, educational and residential visits. Ensuring children have first- hand experiences to use in their learning in the classroom.
- A focus on in the moment interventions and scaffolding to ensure pupils keep up rather than catch up.

The key principles of our strategy plan

Our decisions have been made using the EEF research highlighting the most effective approaches.

- Collaborative learning approach
- In the moment feedback
- Mastery learning
- Metacognition and self-regulation
- Oral language interventions
- Reading comprehension strategies
- Parental engagement

Challenges

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

Challenge number	Detail of challenge
1	Lack of oral fluency in order to clearly express thoughts, ideas and understanding.
2	Comprehensions skills that do not always match good decoding skills.
3	Lack of parental aspiration
4	Ability to apply mathematical knowledge and skills to problem solving
5	Pupils and parents not always understanding how to ensure good mental health

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
Progress in reading	Standards in reading are at least at national for Y2 and Y6 Standards in phonics are at least national for Y1 and Y2
Progress in writing	Standards in writing are at least at national for Y2 and Y6 SPAG scores at national
Progress in maths	Standards in maths are at least at national for Y2 Y6 Standards in Y4 multiplication check are at national Gaps in all other year groups closing for PP children
Oral fluency	Improved oracy of pupils across all curriculum areas
Other	Parental engagement is good-Children are supported with daily reading, phonics and homework. Pupils supported well so that they are able to self-regulate and understand the importance of good mental health in order to make progress and develop resilience.

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: £ 16,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peer coaching in order to develop strategies for oral fluency encouraging pupils to read aloud and then have conversations about book content with teachers and peers modelling inference through the use of structured questioning group or paired work that allow pupils to share thought processes implicit and explicit activities that extend pupils	Evidence suggests that Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary. With any of these activities it is crucial to ensure that oral language activities are linked to the wider curriculum (e.g., using oral language activities to model technical language in science).	1
Whole class guided reading CPD Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches).	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; 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). The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	2

Development of Maths teaching Introduction of White Rose mastery scheme Sustaining mastery teaching and leaderships	The impact of mastery learning approaches is an additional 5 months progress, on average, over the course of a year.	4
Development of writing teaching Introduction of Talk for Writing Group or paired work that allows pupils to share thought processes	Talk for Writing schools have found that children initially double their rate of progress and where the approach has been systematically applied across a setting have achieved outstanding success. Just over $\frac{3}{4}$ of year 6 children achieved the expected standard in reading writing and mathematics in 2019.	1,2

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

Budgeted cost: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant to provide feedback and in the moment interventions in order for pupils to keep up rather than catch up and to provide emotional support.	In the moment targeted feedback to pupils has been found to have a high impact on learning outcomes +6 months	1,2,4,

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

Budgeted cost: £ 3,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocated time for research on mental well-being-being in	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of	5

school and policy writing	emotions, rather than focusing directly on the academic or cognitive elements of learning.	
CPD for ELSA-emotional literacy support	See above While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.	5
Residential visits and instrumental lessons	Research shows that pupils taking part in extra curricular/curriculum enhancement activities have a stronger sense of self-worth developing stronger social skills and becoming more resilient leaders. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum +3 months	3, 5

Total budgeted cost: £21,325

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.

When looking at outcomes it is important to consider the very small cohort numbers.

Early years Children – 50% of disadvantaged pupils reached a GLD by the end of the reception year.

Phonics Y1 0% disadvantaged children met the standard compared to 87.5% non PP.

Phonics Y2 There were no disadvantaged pupils retaking the phonics screening in year 2.

Key Stage 2 SATs

There were no disadvantaged pupils in year 6

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
Maths Mastery	White Rose maths and NCETM
Talk for Writing	Pie Corbett
Geography, history, DT, music schemes	Kapow
Art	Access Art
Times Table Rock Stars	TT Rockstars
Spelling Shed	Edshed
PSHE scheme	Coram Scarf

