

# Pupil premium strategy statement –Connor Downs Academy 2023-4

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	20.8% (43 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-4
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	J Eddy
Pupil premium lead	K Norton
Governor / Trustee lead	D Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66415
Recovery premium funding allocation this academic year	£5510
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£71925

# Part A: Pupil premium strategy plan

## Statement of intent

EEF research states that, "The attainment gap is the most stubborn test facing English schools". The impact of the pandemic also suggests that "primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning and in addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils".

Pupil Premium funding provides funding, but also focus, setting the achievement of children from disadvantaged backgrounds as a priority in our system.

For disadvantaged pupils at Connor Downs Academy, the ultimate aim is to ensure their needs are identified and fully met. This includes their social and emotional needs, which in turn will allow pupils to make good progress with their learning.

Our current pupil premium strategy works towards achieving this objective as it identifies our priorities for PP pupils. Every member of staff knows who the PP pupils are in each class and closely monitors their progress, which is overseen by PP lead and Head of School. Timely support, whether it is academic or emotional, is offered by highly trained staff. Our approach is flexible, depending on an individual child's needs. We work hard to establish good relationships with parents and carers to ensure we can offer support when necessary.

The key- principles are:

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that 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.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding identifies priority classes, groups or individuals.

## Challenges

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

Challenge number	Detail of challenge
1	A significant number of children enter EYFS at Connor Downs Academy below age related expectations, especially in language and communication.
2	Children, including those in care and under SGO, with high levels of emotional needs, must have these needs met before they can fully engage in learning.
3	Gaps in learning, key skills and confidence identified as a result of Covid Lockdowns and in some children who join our academy other than in YR.

4	The high level of learning needs and at times, low aspiration and expectations from stakeholders.
5	High attaining pupils need to continue to maintain and accelerate good progress to ensure more PP children continue to reach GDS

## 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
Improve speaking and language skills through targeted support and other speaking and listening interventions including support from a speech and language therapist. The Reception baseline assessment informs intervention groups.	Improved speaking and listening skills for children in class, reflected in their academic progress
Children's emotional needs have been supported through a whole school TISUK approach, targeted interventions for individual pupils and group emotional support.	Increased emotional regulation, learning engagement and progress
Additional support for individual children, to ensure gaps in learning and key skills are addressed. Pupils who are double disadvantaged or triple disadvantaged, for example are also SEND or vulnerable are also monitored and given additional support.	Progress Accelerated. Gap between PP and non-PP is reduced.
Raised aspirations and expectations by all stakeholders	Parents/carers feel well supported Pupils feel a sense of achievement and have high aspirations.
High attaining pupils need to continue to maintain and accelerate good progress to ensure more PP children continue to reach GDS.	More PP children reaching GDS or aspiring to it.

## 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: £48,495

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils access quality first teaching.</p> <p>Appropriate training to be accessed by staff.</p>	<p>Large body of research evidence that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils.</p>	<p>1, 2, 3, 5</p>
<p>To ensure that our whole school growth mindset culture continues to be embedded throughout the academy.</p> <p>Staff model growth mind-set and pupils use growth mindset language.</p>	<p>Promoting growth mindset is an effective strategy to use to support effective learning particularly for disadvantaged pupils.</p>	<p>1,2,3,4,5</p>
<p>Upskill support staff with appropriate approaches and pedagogy to enable delivery of targeted teaching interventions.</p>	<p>EEF - research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p>	<p>2,3</p>
<p>Comprehensive training in validated phonics scheme - ensure that Little Wandle Letters and Sounds Phonics scheme is taught with fidelity, monitored closely and pupils making below expected progress are identified in target setting meetings. Purchase of new reading books for children for Rapid Catch Up and children identified and targeted.</p> <p>Ensures SSP lessons are of the highest standard to reduce the number of pupils who need extra support.</p>	<p>EEF – phonics has high impact for very low cost, based on very extensive evidence - +5 months</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>4,5</p>

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

Budgeted cost: £5510.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils who enter EYFS and other year groups at Connor Downs Academy at below age-related expectations especially in language and communication are well supported to make accelerated progress.</p>	<p>Use of EEF toolkit (and research findings shared by Ofsted and Sir John Dunmore publications) identified this as a high- impact low- cost strategy. It has also been noted by EEF that those starting school in Autumn 2020 needed more support with communication and language development as a result of lockdown.</p> <p>Strategies used to include: early intervention, oral language interventions and phonics.</p>	<p>1,4.</p>
<p>Teachers and leaders use Little Wandle SSP assessment to identify immediately pupils falling behind.</p> <p>Extra daily practice for pupils falling behind.</p> <p>Use Rapid Catch Up.</p> <p>Engage the support of parents, where appropriate</p>	<p>Reading is a key focus within our school and SDP development plan and challenging high attaining pupils a focal point of this.</p>	<p>1,3,4,5</p>
<p>PP children receive high quality, purposeful, focused support to develop their skills in maths, reading and writing.</p> <p>Identified pupils invited to after school intervention sessions.</p>	<p>Research (EEF) evidence's high quality one to one support that is purposeful and focused has a high impact on raising attainment.</p> <p>TAs delivering targeted interventions shows consistent positive impact on progress and attainment.</p>	<p>1,2,3,5</p>
<p>Number Sense</p>	<p>This project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and</p>	<p>3,5</p>

	<p>understanding needed in Reception classes, and progression through KS1 to support success in the future.</p> <p><a href="https://publishing.service.gov.uk">Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)</a></p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To meet the emotional needs of PP pupils, to effectively support high levels of engagement with learning and a positive impact on outcomes.</p> <p>Access to Cultivating Futures.</p> <p>Whole school and targeted TISUK intervention using Motional as an assessment tool.</p> <p>Bespoke nurture groups provided by our TIS UK practitioners and class TAs to support emotional wellbeing and engagement with learning for identified pupils.</p>	<p>TISUK is recognised as an effective tool supporting emotional resilience which is a skill that some disadvantaged pupils require support with.</p> <p>Research evidences the positive impact on wellbeing of outdoor learning and social and emotional interventions. Our TiSUK reports (2019 and 2023) found that throughout the school there are very clear warm relationships with children and between the adults. It also states how, ‘the school has developed an environment that enables children to demonstrate their skills and talents in a range of ways not just academically’ and that ‘All adults have been well trained in understanding how to support positive mental health’.</p>	2,3,4
<p>PP pupils benefit from enrichment activities for example sports, theatres and museums.</p>	<p>Pupils are given opportunities they would not otherwise receive to further develop their character/citizenship experiencing a vast array of curricular trips and visits within the local community and beyond.</p> <p>This helps them to fulfil their potential and raise aspiration through wider opportunities and supports in fostering a strong, shared sense of pride in belonging to an aspirational school community.</p>	2,3,4

<p>Raise aspiration, expectations and cultural capital of pupils and parents and carers of PP pupils.</p> <p>Access opportunities from providers eg Falmouth University.</p> <p>Provide inspiration for future career paths by direct contact with a range of employed personnel.</p>	<p>To raise aspiration of parents and pupils by ensuring they are aware of local opportunities to access further education/degree level and vocational courses.</p> <p>Every pupil is involved in an annual Careers Day where a diverse range of parent/carer employed members share their experience and passion for their chosen career path.</p> <p>Every pupil participates in inspirational STEAM workshops delivered by a member of the Royal Navy.</p>	<p>4,5</p>
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**Total budgeted cost: £ 71,925**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

2022-2023					
<b>Data Analysis</b>					
<b>YEAR 1</b>					
<b>Phonics Screening Check</b>					
<b>2023</b>		<b>2022</b>		<b>2019</b>	
All Pupils	No Pupil Premium (PP)	All Pupils	No Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
93%	5	93%	1	90%	8
<b>YEAR 2</b>					
<b>Phonics Screening Check Re-sit</b>					
<b>2023</b>		<b>2022</b>		<b>2019</b>	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
2 resat	0	2 resat	1	3 resat	8
<b>Reception</b>					
<b>Good Level of Development</b>					
<b>2023</b>		<b>2022</b>		<b>2019</b>	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
80%	5	73%	3	79%	8
<b>ELG – composite measure for communication, language and literacy</b>					
<b>2023</b>		<b>2022</b>		<b>2019</b>	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
80%	5	73%	3	79%	8
<b>YEAR 2</b>					
<b>Reading- End of Key Stage 1</b>					
<b>2023</b>		<b>2022</b>		<b>2019</b>	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
86.7%	1	79.3%	5	80%	8
<b>YEAR 6</b>					
<b>Reading- End of Key Stage 2</b>					
<b>2023</b>		<b>2022</b>		<b>2019</b>	
All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)	All Pupils	Number Pupil Premium (PP)
89.6%	7	93.8%	10	87%	8



School The first number in the brackets denotes the number of pupil premium children in the cohort at time of assessment; the second, the number of children in the whole cohort.	Not meeting prior attainment Reading		Not meeting prior attainment Writing		Not meeting prior attainment Maths		Meeting prior attainment Reading		Meeting prior attainment Writing		Meeting prior attainment Maths		Exceeding prior attainment Reading		Exceeding prior attainment Writing		Exceeding prior attainment Maths	
	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP	PP	Not PP
Connor Downs	10.3%	6.9%	3.4%	13.8%	3.4%	3.4%	3.4%	55.2%	17.2%	48.3%	10.3%	62.1%	10.3%	13.8%	3.4%	13.8%	10.3%	10.3%
Year 6 (7/29)	(3)	(2)	(1)	(4)	(1)	(1)	(1)	(16)	(5)	(14)	(3)	(18)	(3)	(4)	(1)	(4)	(3)	(3)
Year 5 (12/32)	6.3%	15.6%	9.4%	28.1%	12.5%	12.5%	25.0%	34.4%	21.9%	31.3%	21.9%	40.6%	6.3%	12.5%	6.3%	3.1%	3.1%	9.4%
Year 4 (10/29)	(2)	(5)	(3)	(9)	(4)	(4)	(8)	(11)	(7)	(10)	(7)	(13)	(2)	(4)	(2)	(1)	(1)	(3)
Year 3 (6/28)	3.4%	0%	6.9%	0%	0%	3.4%	24.1%	41.4%	24.1%	62.1%	31.0%	51.7%	6.9%	24.1%	3.4%	3.4%	3.4%	10.3%
Year 2 (2/29)	(1)	(0)	(2)	(0)	(0)	(1)	(7)	(12)	(7)	(18)	(9)	(15)	(2)	(7)	(1)	(1)	(1)	(3)
Year 1 (5/28)	0%	3.6%	7.1%	0%	7.1%	0%	21.4%	71.4%	14.3%	78.6%	14.3%	78.6%	0%	3.6%	0%	0%	0%	0%
	(0)	(1)	(2)	(0)	(2)	(0)	(6)	(20)	(4)	(22)	(4)	(22)	(0)	(1)	(0)	(0)	(0)	(0)
	0%	6.9%	0%	0%	3.4%	6.9%	3.4%	75.9%	0%	82.8%	3.4%	75.9%	3.4%	10.3%	6.9%	10.3%	0%	10.3%
	(0)	(2)	(0)	(0)	(1)	(2)	(1)	(22)	(0)	(24)	(1)	(22)	(1)	(3)	(2)	(3)	(0)	(3)
	0%	3.6%	0%	3.6%	0%	3.6%	0%	39.3%	14.3%	64.3%	14.3%	64.3%	17.9%	39.3%	3.6%	14.3%	3.6%	14.3%
	(0)	(1)	(0)	(1)	(0)	(1)	(0)	(11)	(4)	(18)	(4)	(18)	(5)	(11)	(1)	(4)	(1)	(4)

In 2022-23 individual pupil premium pupils have been monitored on an individual basis, with their provision tailored to meet their needs.

An analysis of the data identifies that this must be maintained into 2023-2024, in order to ensure that the gap between progress of PP pupils and non-pupil premium pupils is narrowed.

PP children's progress, both academically, emotionally and socially are closely monitored by all staff, to ensure timely intervention is given when necessary.

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Trauma Informed Schools	Trauma Informed Schools
Little Wandle	Little Wandle
Accelerated Reader	Renaissance
White Rose Maths	White Rose
Outdoor Learning	In school provision through Cultivating Futures.
Safety, Caring Achievement, Resilience and Friendship (SCARF)	Coram Life Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

### **The impact of that spending on service pupil premium eligible pupils**

How did you spend your service pupil premium allocation last academic year?

Pupils accessed intervention for Maths, Reading and Writing as appropriate. They benefitted from additional TA support in lessons and close monitoring of reading and homework. They also had access to TiS support.

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*