

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	Connor Downs Academy
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	19.2% (40 pupils Not YR)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2
Date this statement was published	September 2021
Date on which it will be reviewed	September 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	£70,180.00
Recovery premium funding allocation this academic year	£7,685.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,865.00

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 & 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 lockdowns in 2019-20 and 2020-21 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 such as NELI and other speaking and listening interventions including support from a speech and language therapist.	Improved speaking and listening skills for children in class, reflected in their academic progress
Children's emotional needs have been supported through whole school TIS approach, targeted interventions for individual pupils and group emotional support.	Increased 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 of all stakeholders	Parents/carers feel well supported Pupils feel a sense of achievement and have aspirations.
High attaining pupils need to continue to maintain and accelerate good progress to ensure more PP children continue to reach GD	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: £30,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils access quality first teaching. Appropriate training to be accessed by staff.	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.	1, 2, 3, 5
To ensure that our whole school growth mindset culture continues to be embedded throughout the academy. Staff model growth mind-set and pupils use growth mindset language.	Promoting growth mindset is an effective strategy to use to support effective learning particularly for disadvantaged pupils.	1,2,3,4,5
CPD- Tackling Disadvantage Through High Quality Teaching Training Nov 2021 Continued TiS training for new staff and refreshers.	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. The EEF state that 'The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).	2,3,5

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils who enter EYFS and other year groups	Use of EEF toolkit (and research findings shared by Ofsted and Sir John Dunmore	1

at Connor Downs Academy at below age-related expectations especially in language and communication are well supported to make accelerated progress.	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. Strategies used to include: early intervention, oral language interventions and phonics.	
MAT PP children are provided with additional opportunities and challenge to develop their reading skills. Additional support through targeted support in class and access to competitions, First News differentiated resources for reading comprehension to challenge pupils.	Reading is a key focus within our school and MAT development plan and challenging high attaining pupils a focal point of this. It is also known that reading for pleasure is more important for children' cognitive development than their parents/carers level of education and is more powerful factor in life achievement than socio-economic background (OECD 2010) Further to this, EEF Literacy specialist Caroline Bilton states that students' attainment and development of their social and emotional learning skills can be boosted through high-quality shared reading sessions.	3,4,5
PP children receive high quality, purposeful, focused support to develop their skills in maths and particularly in writing.	Research (EEF) evidence's high quality one to one support that is purposeful and focused has a high impact on raising attainment. EEF analysis of PUMA results comparing Autumn 2019 and 2020 indicates that pupils from socio-economically deprived backgrounds have fallen further behind since the onset of the pandemic.	1,2,3,5

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

Budgeted cost: £29,180

Activity	Evidence that supports this approach	Challenge number(s) addressed
To meet the emotional needs of PP pupils, to effectively support high	TIS is recognised as an effective tool supporting emotional resilience which is a skill that some disadvantaged pupils require support with.	2

<p>levels of engagement with learning and a positive impact on outcomes.</p> <p>Access to cultivating futures.</p> <p>Whole school and targeted TIS intervention.</p> <p>Bespoke nurture groups provided by our TIS practitioner and class TAs to support emotional wellbeing and engagement with learning for identified pupils.</p>	<p>Research evidences the positive impact on wellbeing of outdoor learning and social and emotional interventions. Our TiS report (2019) 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>	
<p>PP pupils benefit from enrichment activities for example sports, theatres and museums.</p>	<p>Research evidences the positive impact on well-being on outdoor and enrichment activities.</p>	<p>2,3,4</p>
<p>Raise aspiration and expectations of pupils and parents and carers of PP pupils.</p> <p>Access opportunities from providers (Duchy College/ Falmouth University/Uni of Exeter etc) for PP pupils.</p> <p>Careers Day all year groups.</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>4,5</p>

Total budgeted cost: £77,865

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 2020 to 2021 academic year.

In 2020-1, pupils with PP received opportunities for enhanced learning opportunities, including additional whole class, small group or individual support to extend learning. PP children were given additional opportunities through competitions such as reading and an enhanced programme of sporting activities in school through Cornwall Games. Those who were learning from home during lockdown were regularly contacted and had bespoke work where appropriate. PP children were involved in the new Library launch to encourage and support them to read widely.

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

% PP and non-PP pupils at least at Expected Standard 2020-1

	Writing		Reading		Maths	
	<i>PP</i>	<i>Not PP</i>	<i>PP</i>	<i>Not PP</i>	<i>PP</i>	<i>Not PP</i>
<i>Autumn 2020</i>	77.8	91.9	77.8	91.9	83.3	87.9
<i>Summer 2021</i>	75	89.3	86.5	92.6	86.5	90.9

Through 2020-1 comparative data shows that %PP at least at Expected Standard increased in Reading and Maths through the year, but dipped for Writing. This will be a focus for 2021-2. It also shows that PP pupils are not performing as well as their non-PP classmates.

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

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Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£1550 (2 pupils)
What was the impact of that spending on service pupil premium eligible pupils?	Both pupils made Expected Progress in Maths, Reading and Writing across the year. Both benefitted from additional TA support in lessons and close monitoring of reading and homework. One benefitted from additional intervention in maths and reading with a specialist teacher.

Further information (optional)

This year the school will aim for the Gold Pupil Premium Charter Mark.