

Coniston Primary School Pupil Premium Strategy Statement

School overview – September 2025

Metric	Data
School name	Coniston Primary School
Pupils in school	209
Proportion of disadvantaged pupils	38%
Pupil premium allocation this academic year	£118,170
Academic year or years covered by statement	2024-26
Publish date	24 th September 2025
Review date	25 th September 2026
Statement authorised by	Elisa Vindel
Pupil Premium Lead	Alan Walters
Governor lead	Dawn Wilkins

Disadvantaged pupil performance overview for the latest national testing (2025)

Measure	Score %	
	Expected	Higher
Meeting expected standard at KS2		
Reading	100%	20%
Writing	90%	10%
Maths	90%	30%
Reading, writing and maths combined	90%	0%

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Continue to embed Quality First Teaching through lesson design, resources, observations and classroom environments
Priority 2	Have a Deputy Head out of class, who is responsible for teaching and learning
Priority 3	Provide opportunities for teaching staff to observe Quality First Teaching to meet identified areas for development
Priority 4	Each class to have an additional adult for at least ½ day per week to allow the teachers to give additional support to pupils
Priority 5	Lowest 20% of Year 1 and 2's to receive daily, in-class phonics intervention
Barriers to learning these priorities address	Where pupils eligible for PP are making comparable or better progress than non-PP pupils, their progress needs to be further

	accelerated for the attainment gap to close. This is in reading, writing and maths.
Projected spending	£100,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Attainment to be in line with or above the national average at both expected and higher standard	July 2026
Progress in Writing	Attainment to be in line with or above the national average at both expected and higher standard	July 2026
Progress in Mathematics	Attainment to be in line with or above the national average at both expected and higher standard	July 2026
Phonics	Achieve national average expected standard in PSC	June 2026
Other	Improve attendance of disadvantaged pupils to LA average (96.4%)	Termly until July 2026

Targeted academic support for current academic year

Measure	Activity
Priority 1	Delivery of quality synthetic phonics across the school
Priority 2	Continued training provided for all staff in Little Wandle to target support in phonics
Barriers to learning these priorities address	Encouraging wider reading to provide increased background knowledge and use this to further enhance writing at greater depth
Projected spending	£5,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Wellbeing Breakfast Club carefully targets children who need a positive start to the day
Priority 2	Pay into the Local Authority Education Welfare Service to support families with attendance and acute need
Priority 3	Children to receive weekly wellbeing sessions to support their social and emotional development
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£17,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Protected weekly time for Senior Leaders to coach teachers	Deputy Head and Assistant Head to coach teachers through their Instructional Coaching areas for development
Wider strategies	Engaging the families facing most challenges	Working closely with the LA and local pre-schools on Family Workshops, EHAPs and parental support

Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading	Outcomes in reading for disadvantaged pupils was well above both Local and National average at the Expected Standard. Reading at Expected Standard – School = 100% (LA = 58%, National = 62%) Reading at Greater Depth – School = 20% (LA = 15%, National = 18%) Average Scaled Score – School = 107 (LA = 93, National = 103)
Progress in Writing	Outcomes in writing for disadvantaged pupils was well above both Local and National average at the Expected Standard. Writing at Expected Standard – School = 90% (LA = 56%, National = 58%) Writing at Greater Depth – School = 10% (LA = 2%, National = 6%)
Progress in Mathematics	Outcomes in Maths for disadvantaged pupils was well above both Local and National average at the Expected Standard. Maths at Expected Standard – School = 90% (LA = 54%, National = 59%) Maths at Greater Depth – School = 30% (LA = 9%, National = 13%)

	Average Scaled Score – School = 107 (LA = 100, National = 101)
Phonics	Phonics outcomes for disadvantaged pupils exceeded both LA and National average. School = 78% (LA = 61%, National 68%)
Attendance	The attendance of disadvantaged pupils continues to be lower than non-disadvantaged. However, the overall attendance increased from 92.5% (2022/23) and 93.1% (2023/24) to 94.3% (2024/25). The unauthorised absences reduced from 1.5% to 1.1%.