

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	Conifers Primary School
Number of pupils in school	376
Proportion (%) of pupil premium eligible pupils	132 (35%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-23
Date this statement was published	October 21
Date on which it will be reviewed	July 22
Statement authorised by	Andrew Johnson, Head teacher
Pupil premium lead	Jackie Roper
Governor / Trustee lead	Dorothy Woods

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£188505
Recovery premium funding allocation this academic year	£5,038 + £4,488 School led tutoring
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	£198,031

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our strategy, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified to enable children to thrive in school.

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of each pupil can achieve

Challenges

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

Challenge number	Detail of challenge
1	Very low levels of children's language and attainment in year R and their readiness for national curriculum.
2	Progress and attainment of KS1 children PP in reading and writing and maths
3	Progress and attainment of PP at KS 2 in writing, writing and maths. Children do not always have support with their reading at home
4	Attendance 2018-19 autumn 2019 PP 92.92 % Non PP 95.61 % PP 93.13% at end of year Non PP 94.97% Nov 19 PP 95.43% Non PP 96.39% 2019-20 Lockdown 20-21 Persistent absence 9.22% 64.86% of persistent absence were PP. Dec 21 13out of 25 PA are PP 52% Of all the PP children in school, 22% are Persistently absent. Of all children in school 10.6% of Non PP are persistently absent.
5	High numbers of pupils needing support with SEMH

6	Aspirations of disadvantaged children.
7	Parent engagement in home learning

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				
1. Accelerating outcomes in year R by increase language skills of children	For the % of PP children achieving ARE communication and interaction to be at least 80%				
2. Catch up for PP children in line with NON PP children in KS1 Increased reading at home and at school	The Gap between PP and NON PP will be reduced <table border="1"> <tr> <td>PP</td> <td>NON PP</td> </tr> <tr> <td>R 61% W 52% M 65%</td> <td>R 68% W 65% M 68%</td> </tr> </table> (MOVED)	PP	NON PP	R 61% W 52% M 65%	R 68% W 65% M 68%
PP	NON PP				
R 61% W 52% M 65%	R 68% W 65% M 68%				
3. Catch up for PP children in line with NON PP children in KS2 in reading, writing and maths. Increased reading at home and at school	The Gap between PP and NON PP will be reduced. (MOVED) Improved reading scores for PP children <table border="1"> <tr> <td>PP</td> <td>NON PP</td> </tr> <tr> <td>R 46% W 39% M 46%</td> <td>R 80% W 65% M 74%</td> </tr> </table>	PP	NON PP	R 46% W 39% M 46%	R 80% W 65% M 74%
PP	NON PP				
R 46% W 39% M 46%	R 80% W 65% M 74%				
4. Increased attendance rates for pupils eligible for PP	Sustained high attendance from 2021/22 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1/2%. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more 				
5. Reduce the number of children with SEMH as an identified area of need in COP.	The impact of increased measures to support SEMH via Thrive and Stormbreak will show a reduction in number of children, over time, who have SEND with this area of need.				
6. To improve aspirations of children and their families. To ensure that all children can talk about what they want to do when they leave school and can picture themselves as a successful adult contributing to society.	For children to talk about what they would like to do when they leave school and can talk about the type of person that they want to be in 10 years, 20 years. For children to have a greater awareness of what they can achieve and what jobs there are and how you achieve these jobs with the qualifications required.				
7. To increase the reading engagement at home	Every class to report weekly an increase in the percentage of families who are reading at least 3 times a week to the point where there is 100% engagement in this aim. This will be celebrated in each class and in whole school assembly				

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: £ 63,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>JC Speech and Language specialist TA to support in year R for part of the autumn and spring term to work alongside staff and children supporting language development. Spring term research the Wellcom resources to support assessment, tracking and activities for S&L</p> <p>Use of colourful semantics and blank questioning.</p>	<p>Evidence that early intervention for S&L impact on children's learning.</p>	<p>1</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for Inclusion leader to ensure assessments are interpreted and administered correctly.</p> <p>Assess children and put in place programmes for class teacher and 1:1 TA's . Add those with most difficulties to work with Julie T1:1 3 x weekly</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>2 and 3</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. All staff to be trained on how to implement the phonics scheme and drive reading outcomes.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2 and 3</p>
<p>Training for staff on Metacognition. All staff and pupils to use language of metacognition in classes</p> <p>Teach children to identify their own learning style and needs.</p> <ul style="list-style-type: none"> • planning for a task. • gathering and organizing materials. • arranging a study space and schedule. • monitoring mistakes. • evaluating task success. • evaluating the success of any learning strategy and adjusting. <p>All classes to have activities planned into the timetable for revisiting key skills and previous topics.</p> <p>Entry and exit cards used to practise skills. Revised to include</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p>	<p>1,2,3</p>

<p>questions about previous learning. We would expect to see children and adults talking about how they learn.</p>		
<p>Writing training using the steps to writing. JR working with year groups and individual teachers. Staff meetings on Steps to writing. and target flaps in books so children know what target they are working on. Monitoring of steps to writing being used in lessons through book scrutinies and pupil progress reviews. Staff input on targeting children's writing from their starting points with support on planning activities for vulnerable children. To be extended to next steps in writing.</p>	<p>Well-sequenced lessons built on the children's starting points leads to greater understanding and progress for all children.</p>	<p>2,3,</p>
<p>Maths club with year 5 pupils at lunch using IT e.g. TT Rock Stars focus on PP</p>	<p>Research shows that repetition on key skills ensures that learning moves to long-term memory. This will improve acquisition of key skills for the younger children and the year 5 buddies who will be explaining the learning and practising alongside the other children.</p>	<p>2,3,</p>
<p>TA Staff training TAs to complete a questionnaire to find out where they feel they would benefit from further training Move TAs between classes and year groups to gain experience and to work with experienced teachers. New TAs to work alongside experienced TAs delivering the 1st Class maths intervention to develop their maths skills. 6 month training cycle - TAs to do observations of Teachers and TAs in maths, reading phonics and writing. TAs to observe SALT sessions for children in their class Autumn term. KS2 TAs to observe phonics in year KS1 Spring term.</p>	<p>EEF research found that well trained and effective TA support leads to increased progress and accelerated outcomes for pupils.</p>	<p>2,3,</p>
<p>Thrive and Stormbreak training for all staff. We would expect to see Thrive and Stormbreak activities being done in classes across the school. We would expect to hear Thrive Stormbreak language being used by staff and children. We would expect to see a reduction in the number of pupils on the</p>	<p>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)</p>	<p>5</p>

COP for SEMH		
<p>PP books to be marked as a separate group , so that all PP children have IPs and targets in books.</p> <p>Feedback on work to move the learning forward and to deal with any misconceptions</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback can be effective during, immediately after and sometime after learning.</p>	2,3,
<p>Staff plan for opportunities to read in class through the wider curriculum as well as in core subjects.</p> <p>Introduce whole class reading across the school.</p> <p>Have additional guided reading sessions for SEND group.</p>	<p>For children to be successful readers they need to be given opportunities to read as much as possible and in different contexts.</p> <p>Children make accelerated progress in reading when having access to high quality texts and questioning.</p>	2,3
<p>Buddy readers. Year 5 children supporting a reading buddy each lunch time for 10 minutes with a book matched to their phonic ability or reading ability when they have progressed through the phonic scheme. JR inclusion lead overseeing the scheme to ensure Buddies support in a positive way and allow children time to use reading strategies.</p>	<p>Regular short reading sessions practising skills can increase reading progress, demonstrated by the assessments before and after the reading buddies last summer term.</p>	2,3,
<p>All staff to talk to parents at parent evening to see what challenges there are.</p> <p>Parents offered support through DC Adult Learning 'Aim High' which helps parents to support their child's reading at home. This also supports parents to improve their own literacy.</p>	<p>Reading at home and practice with reading has a positive influence on outcomes. Improved reading and a love of reading will impact language /vocabulary skills.</p>	1,2,3, 6
<p>Lunchtime reading club in the library for all year groups across the week.</p>	<p>Regular short reading sessions practising skills can increase reading progress.</p>	2,3
<p>Reading comprehension strategies – through whole class reading and small group trial in year 5 using 'Reading between the lines' resource.</p>	<p>Improved focus on reading comprehension strategies has an impact on language and learning.</p>	2,3
<p>Aspirations - Whole class assembly with follow up activities.</p>	<p>There is research to show that children engaging in work on aspirations and having information on jobs and what they can aspire to, can improve outcomes for chil-</p>	6

<p>Aspirations day- adults invited into school to hold workshops for all children in small groups to show discuss and have activities to demonstrate different professions and jobs.</p> <p>Workshops on breaking down stereotypes.</p> <p>School engages with Primary Futures to support aspirations. School completes an 'Aspiration Passport' in year 6 to share with secondary school.</p> <p>School to provide range of assemblies, including links to Weymouth Football Club and book authors, through the Chesil Reading Project involvement.</p>	dren.	
<p>After school clubs – target PP children</p> <p>Trips- WOEC, Dartmoor, local area,</p>	Planned for next term depending on COVID restrictions.	2,3,4,5,6,7

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

Budgeted cost: £ 48,521

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional 1:1 and small group interventions covering gaps in learning in year R – highly focussed on speech and language.	Small targets that are covered often have an impact on learning and helps embed learning into long-term memory and reduces cognitive overload.	1
To recruit intervention teacher for KS1 Mrs Thirwell to start September in Year 2 and 3 and year 1 term 1 second half	Targeted work that reinforces children's learning helps to embed concepts from working memory to long term memory.	2 and 3
TA support in the afternoons with catch up Interventions Mrs Mitchell year 1 Interventions Mr. Webb year 5 Mrs Tourgott year 6 and Mrs Moss	<p>These additional interventions with experienced TAs ensured that target children closed the gap in their attainment by the end of KS2.</p> <p>Staff to work using children's target walls and intervention analysis grids.</p> <p>Targeted work that reinforces children's learning helps to embed concepts from short term memory to long term memory.</p> <p>YTAs to be in class in the afternoon Autumn term working on writing targets through the</p>	

Mrs Wilson Year 3 Mrs Thirwill first term year 3 Mrs Fairclough and Mrs Davies Year 4	broader curriculum. Supporting access to the broader curriculum.	
Spring term maths clubs for 15 minutes with intervention TAs to target key skills for PP and vulnerable children.	High quality targeted support leads to increased progress and accelerated outcomes for pupils.	2,3,

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

Budgeted cost: £ 77,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison worker employed to have close links to parents and Family Workers.	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)	4, 5
ELSA support	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)	4, 5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

Total budgeted cost: £ 189,967

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

2020-21

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Our internal assessments are shown below and suggest the performance of PP children was lower than in previous years. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended

In year R Start of year PP reading 7% expected level Writing 14% maths 36% at end of year R50% Writing

End of year R 50% W 57% M 50%

In all other year groups during COVID Parents had support to access Google classroom. Children missed school due to the lock down. On assessment in September 2020 a COVID catch up programme was put in place

By the end of the autumn term

Year 1 drop off broadly in line with Non PP, maths less of a drop off

Year 2 PP drop of greater than Non PP

Teacher employed 3 days a week to do Covid catch up Nov 20

Catch up see Catch up figure 2.

PP children did make progress.

Targeting needs to continue to close the gap between PP and NON PP.

Spring Yr 3 reading and writing drop off in line with Non PP maths more drop off and was a target for catch up in autumn term.

Yr 4 all in line with Non PP drop off

Yr 5 Reading and writing in line with Non PP maths an issue but they are starting to catch up and be in line with Non PP

Yr 6 writing in line with Non PP drop off Reading and maths higher % drop off being a target for

catch up intervention.

Catch up see Catch up figure 2.

PP children did make progress.

Targeting needs to continue to close the gap between PP and NON PP.

The Buddy reader programme that was introduced in the spring term had a positive impact on children's reading And all children made progress some as much as a year in a term. This is going to be continued in 2021-22

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

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?	1:1 support for reading
What was the impact of that spending on service pupil premium eligible pupils?	

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, analysis of pupil drop off, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.