

## Pupil premium strategy statement

This statement details our school's use of pupil 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 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	356
Proportion (%) of pupil premium eligible pupils	125( 35.1%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-26
Date this statement was published	November 23
Date on which it will be reviewed	September 24
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	£194,970 FSM Ever 6 £335 FSM Ever 4 Total £195,305
National Tutoring Programme	£13,786
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£209,091

# 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	<p>22-23 NON PP children attendance is significantly better than PP children</p> <table border="1"> <thead> <tr> <th></th> <th colspan="5">Attendance</th> </tr> <tr> <th></th> <th>18/19</th> <th>19/20</th> <th>20/21</th> <th>21/22</th> <th>22/23</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>93.13</td> <td>94.10</td> <td>92.29</td> <td>90.86%</td> <td>91.31</td> </tr> <tr> <td>Non PP</td> <td>94.97%</td> <td>96.16%</td> <td>95.58%</td> <td>93.67%</td> <td>94.63%</td> </tr> </tbody> </table>		Attendance						18/19	19/20	20/21	21/22	22/23	PP	93.13	94.10	92.29	90.86%	91.31	Non PP	94.97%	96.16%	95.58%	93.67%	94.63%
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		Persistent Attendance				
		18/19	19/20	20/21	21/22	22/23
	PP			64.86% of all PA	58.6% of all PA are PP	
5	Aspirations of disadvantaged children.					
6	Parent engagement in home learning and in school e.g. parents consultations.					

## 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	<table border="1"> <thead> <tr> <th>22-23</th> <th>PP AR+ reading</th> <th>writing</th> <th>maths</th> <th>Non PP reading</th> <th>writing</th> <th>maths</th> </tr> </thead> <tbody> <tr> <td>Year R</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>58.3%</td> <td>54.2%</td> <td>66.7%</td> <td>88%</td> <td>76%</td> <td>84%</td> </tr> <tr> <td>2</td> <td>60%</td> <td>66.7%</td> <td>73.3%</td> <td>67.6%</td> <td>58.8%</td> <td>70.6%</td> </tr> </tbody> </table>	22-23	PP AR+ reading	writing	maths	Non PP reading	writing	maths	Year R							1	58.3%	54.2%	66.7%	88%	76%	84%	2	60%	66.7%	73.3%	67.6%	58.8%	70.6%							
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4. Increased attendance rates for pupils eligible for PP	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>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%.</li> <li>the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more</li> </ul>																																			
5. 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.	<p>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.</p> <p>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.</p>																																			

6. 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)

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. Autumn term use the Wellcom assessments to track pupils language and use the Wellcom intervention to move children's language on.</p> <p>Use of colourful semantics and blank questioning across the school.</p> <p>Mindful Art for SEND parents making things</p> <p>Aim to improve your communication and reduce anxiety as a family.</p>	<p>Evidence that early intervention for S&amp;L impact on children's learning.</p>	1
<p>Standardised assessment to be used by Inclusion Leader to assess children who are causing concern and then devise programmes for rapid catch up where appropriate. Add those with most difficulties to work with Julie T1:1 3 x weekly for reading.</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><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2 and 3
<p><i>Use of 'Drawing Club' into EYFS which is a vocabulary program.</i></p>	<p>There is strong evidence that introducing children to rich varies and interesting language supports children not only with their speech and language but also with their reading and writing.</p>	1
<p>Continue to use <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. All staff have been 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>	1, 2 and 3

<p>Implement the new SEND programme of Little Wandle. Implement little Wandle spelling programme in year 2.</p>	<p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Continue to implement strategies from Metacognition training. All staff and pupils to use language of metacognition in classes Teach children to identify their own learning style and needs.</p> <ul style="list-style-type: none"> <li>• Planning for a task.</li> <li>• Gathering and organizing materials.</li> <li>• Arranging a study space and schedule.</li> <li>• Monitoring mistakes.</li> <li>• Evaluating task success.</li> <li>• Evaluating the success of any learning strategy and adjusting.</li> </ul> <p>All classes to have activities planned into the timetable for revisiting key skills and previous topics. Entry and exit cards used to practise skills in maths. Revised to include questions about previous learning. Introduce hot and cold writes in English. We would expect to see children and adults talking about how they learn.</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>Talk for Writing continuing from last year but introducing training for Non-fiction texts. Continue training on transcription Introduce precision teaching for spelling. Introduce new work books with handwriting lines.</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>Additional training of TT rock stars to raise the profile across the school. Inset on teaching times tables and monitoring to ensure they are being taught daily in all classes e.g. TT Rock Stars focus on PP Parents offered support through DC Adult Learning 'Aim High' which helps parents to support their child's Maths at home.</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 all the children.</p>	<p>2,3,</p>
<p>TA Staff training TAs to complete a questionnaire to find out where they feel they would</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>benefit from further training</p> <p>Move TAs between classes and year groups to gain experience and to work with experienced teachers.</p> <p>New TAs to work alongside experienced TAs to develop their skills.</p> <p>6 month training cycle -</p> <p>TAs to do observations of Teachers and TAs in maths, reading phonics and writing.</p> <p>TAs to observe SALT sessions for children in their class Autumn term.</p> <p>Professional Learning Groups- All staff work in groups following lines of enquiry and observing each other to share good practise and reflect on their own teaching. Focus for 23-24 SEND reading and EAL strategies.</p>		
<p>Thrive training for all staff.</p> <p>We would expect to see Thrive and Stormbreak activities being done in classes across the school.</p> <p>We would expect to hear Thrive Stormbreak language being used by staff and children.</p> <p>We would expect to see a reduction in the number of pupils on the COP for SEMH</p> <p>Multi family Group starting January 2024</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>Support parents and help communication between children and parents.</p>	<p>5</p> <p>5</p>
<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>	<p>2,3,</p>
<p>Staff plan for opportunities to read in class through the wider curriculum as well as in core subjects.</p> <p>whole class reading across the school.</p> <p>Have additional guided reading sessions for SEND group.</p> <p>23-24 introduce SEND Little Wandle phonics scheme across KS1</p> <p>Buddy reading for those and 'bridging group' using colour banded</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>	<p>2,3</p>

books.		
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.	Regular short reading sessions practising skills can increase reading progress, demonstrated by the assessments before and after the reading buddies last summer term.	2,3,
All staff to talk to parents at parent evening to see what challenges there are.	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.	1,2,3, 6
Lunchtime reading club in the library for all year groups across the week.	Regular short reading sessions practising skills can increase reading progress.	2,3
Reading comprehension strategies – through whole class reading and small group ‘Reading between the lines’ resource.	Improved focus on reading comprehension strategies has an impact on language and learning.	2,3
<p>Aspirations - Whole class assembly with follow up activities.</p> <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> <p>Primary college for year 6 students.</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 children.	6

After school clubs – target PP children	Planned for next term	2,3,4,5,6,7
Trips- WOEC, Dartmoor, local area,		

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

Budgeted cost:

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
		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		<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 broader curriculum.</p> <p>Supporting access to the broader curriculum.</p>	
Booster groups in the spring term to target children in year 6.		High quality targeted support leads to increased progress and accelerated outcomes for pupils.	2,3,



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive base	1:1 support for children needing support with their emotional health and well being. Children access the base 3 days a week and are then supported back in class.	4,5
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
Lego club	Targeted 1:1 support for children using Lego therapy.	4,5
breakfast club for children with poor attendance and persistent absence.	Started in May 22	4
Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> 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: £ £209,091**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

2022-23

### 1. Wellcom tables

September 31% well below

23% below

46% on track

July

82% on track

18% below

### 2. Progress KS1 Reading writing maths

	PP ARE + reading	writing	maths	Non PP reading	writing	maths
Year R						
1	58.3%	54.2%	66.7%	88%	76%	84%
2	60%	66.7%	73.3%	67.6%	58.8%	70.6%
3	57.1%	47.7%	66.7%	76.9%	73.1%	69.2%
4	53%	29.4%	47.1%	73.7%	65.8%	68.4%
5	55.6%	48.1%	59.3%	67.8%	71%	74.2%
6	56.5%	60.8%	43.5%	71%	84.2%	73.7%

In Ks1 PP were in line with or above National figures for PP.

### 3. and KS2

Reading

Schools PP 57% achieved ARE

National PP 60%

Writing

Schools PP 47.7%

Maths Schools PP

54.5%

National PP 43%

PP is below in reading but above national in maths at KS2

PP is below Non PP and will be on the SDP for next year with a focus on boys writing, reading and progress for PP .

4. Increased attendance rates for pupils eligible for PP

21-22 90.86% 22-23 91.31

Attendance has increased since last year however it is still not back to what it was Pre COVID.

5. Reduce the number of children with SEMH as an identified area of need in COP.

The percentage of children on the COP for SEMH has reduced to 11% of all SEND 5% of all children.

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.

The aspirations day was very successful with a large variety of jobs on offer for children to investigate and take part in the activities. All children were enthusiastic and enjoyed the day and talked about what they would like to do.

7. To increase the reading engagement at home

Children enjoyed the reading challenges and whilst they were happening staff did see an increase in reading at home, this fell off after the challenges.

## 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?	
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.