

# 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	323
Proportion (%) of pupil premium eligible pupils	109 (33.7%) Reception (13.3%) Year 1 (16.3%) Year 2 (38.2%) Year 3 (18.6%) Year 4 (47.1%) Year 5 (47.5%) Year 6 (46.8%)
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	October 25
Date on which it will be reviewed	October 26
Statement authorised by	Andrew Johnson, Head teacher
Pupil premium lead	Sara West
Governor / Trustee lead	Dorothy Woods

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Ever 6 - £198,465 (FSM) Ever 4 - £350 (Service Children) £198,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

# 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	Readiness for starting school- independence skills, speech and language, concentration and focus.																																
2	Progress and attainment of KS1 children PP in reading and writing and maths Attainment in KS2 in reading writing and maths.																																
3	Children's readiness to learn. SEMH																																
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		Persistent Attendance									
		18/19	19/20	20/21	21/22	22/23	23/24	24/25			
		PP			64.86% of all PA	58.6% of all PA are PP					
<b><u>23-24 Boys/Girls PP/Non-PP</u></b>											
PP boys 88% PP Girls 90% Non-PP Boys 94% Non-PP Girls% 94%											
<b><u>24-25 Boy/Girls PP/Non-PP</u></b>											
PP Boys 87.44 % PP Girls 91.45% Non-PP Boys 95.51 % Non-PP Girls 95.57%											
5	Aspirations of disadvantaged children.										
6	Parent engagement in home learning and in school e.g. parents consultations.										
7	To ensure more children enjoy school.										
8	Maximising response from parents who meet the criteria.										

## 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, independence and concentration.	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>24-25</th><th>PP AR+ reading</th><th>writing</th><th>maths</th><th>Non PP reading</th><th>writing</th><th>maths</th><th></th></tr> </thead> <tbody> <tr> <td>Year R</td><td>50%</td><td>50%</td><td>50%</td><td>71%</td><td>68%</td><td>77%</td><td></td></tr> <tr> <td>1</td><td>64%</td><td>55%</td><td>73%</td><td>70%</td><td>52%</td><td>65%</td><td></td></tr> <tr> <td>2</td><td>33%</td><td>22%</td><td>33%</td><td>77%</td><td>60%</td><td>67%</td><td></td></tr> </tbody> </table> 24/25 * There were 8 PP children in Reception (2 late joiners that were EAL joined in the Summer Term and one specialist in mainstream education)							24-25	PP AR+ reading	writing	maths	Non PP reading	writing	maths		Year R	50%	50%	50%	71%	68%	77%		1	64%	55%	73%	70%	52%	65%		2	33%	22%	33%	77%	60%	67%									
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<p>4. Increased attendance rates for pupils eligible for PP</p> <p>Enjoy school</p>	<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>
<p>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>	<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>
<p>6. To increase the reading engagement at home</p>	<p>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</p>
<p>7. To ensure more children enjoy school.</p>	<p>For more children to enjoy coming to school and engaging in the school community.</p> <p>School Council Pupil Voice ELSA Support / Family Liaison Thrive Base Sensory Areas Nurture Club Gardening Club Lunch Clubs Forest School LOTC</p>
<p>8. Maximise response from parents to apply for PP</p>	<p>For more parents to access PP funding.</p>

## 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. (training needed on its use for staff)</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>	<p>1</p>
<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>	<p>2 and 3</p>
<p>.</p>		
<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>Continue to use new SEND programme of Little Wandle. Adjust for the lowest 5%</p> <p>Implement Little Wandle spelling programme in Year 2.</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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2 and 3</p>
<p>Continue to implement strategies from Metacognition training.</p> <p>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"> <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>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>All classes to have activities planned into the timetable for revisiting key skills and previous topics. Professional Learning groups focused on using retrieval strategies in the classroom.</p> <p>Entry and exit cards used to practise skills in maths. Revised to include questions about previous learning.</p> <p>Quizzes for retrieval</p> <p>Use hot and cold writes in English. Use to inform planning.</p> <p>We would expect to see children and adults talking about how they learn.</p>		
<p>Talk for Writing continuing using Fiction and Non Fiction with a focus on adjusted learning for individuals where needed.</p> <p>Introduce precision teaching for spelling.</p> <p>Emphasis on no work sheets and teaching children to accurately use 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>	2,3,
<p>Additional training of TT rock stars to raise the profile across the school.</p> <p>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</p> <p>Parents offered support through DC Adult Learning 'Aim High' which helps parents to support their child's Maths at home.</p> <p>Phonic stay and play year R and Year 1</p>	<p>Research shows that repetition on key skills ensures that learning moves to long-term memory.</p> <p>This will improve acquisition of key skills for all the children.</p>	2,3,
<p>TA Staff training</p> <p>TAs to complete a questionnaire or discuss in PDR meeting to find out where they feel they would 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 (JC) sessions for children in their class Autumn term.</p>	<p>EEF research found that well trained and effective TA support leads to increased progress and accelerated outcomes for pupils.</p>	2,3,

Professional Learning Groups- Focus on retrieval using the book- WALKTHRUs (tom Sherrington)		
<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>Multifamily Group starting January 2024.</p> <p>Introduce Zones of regulation and associated language as a way of self-managing.</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>	5 5
Feedback on work to move the learning forward and to deal with any misconceptions	<p>Providing feedback is a well-evidenced strategy 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>Impromptu 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>Whole class reading across the school.</p> <p>Have additional guided reading sessions for SEND group.</p> <p>SEND Little Wandle phonics scheme across KS1 and adjusted for lowest 5%</p> <p>Buddy reading for those and 'bridging group' using colour banded books.</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
Buddy readers. Year 5 children supporting a reading buddy each lunch time for 15 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
Aspirations - 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.  Workshops on breaking down stereotypes. School engages with Primary College to support aspirations for further education and future careers.  School to provide range of assemblies, including links to Weymouth Football Club and book authors, through the Chesil Reading Project involvement.  Living museum have ELSA for example in the hall with information/activities for home.	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  Trips- WOEC, Dartmoor, local area,	Planned for next term	2,3,4,5,6,7

## 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		Small targets that are covered often have an impact on	1

interventions covering gaps in learning in Year R – highly focussed on speech and language.		learning and helps embed learning into long-term memory and reduces cognitive overload.	
Additional small group TA intervention to support learning.		Targeted work that reinforces children's learning helps to embed concepts from working memory to long term memory.	2 and 3
TA support in class Pre teaching groups with the teacher, Precision teaching with the TAs  TAs and teacher doing additional reading support for those who need it and may not read at home.		<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 Steps to Writing and progression documents</p> <p>Targeted work that reinforces children's learning helps to embed concepts from short term memory to long term memory.</p> <p>Y1 TAs 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, well-being)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive base	1:1 support for children needing support with their emotional health and wellbeing. 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	4, 5

	peers)	
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. 'Bagels' for all	Started in May 22  To start spring term	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
Introduce coffee morning for parents to socialise	To start spring term in the studio staff to attend after a couple of weeks to socialise and get to know parents in an informal setting.	
Pupil voice speak to the children about what they like how they feel.		

**Total budgeted cost: £**

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

### Pupil premium strategy outcomes

#### 1) Readiness for starting school- independence skills, speech and language, concentration and focus.

##### 2024-25-Wellcomm data

Wellcomm tables

September 13 % well below (Red)

49 % below (Orange)

38 % on track (Green)

##### July

Green on track 63%

Orange 13%

Red 25% (more children joined Reception at the end of the academic year)

##### EYFS Early Learning Goals PP children

Listening and attention September 25% July 50%

Managing self September 12.5% July 50%

Self regulation 12.5% July 50%

#### 2) Progress and attainment of KS1 children PP in reading and writing and maths

#### Attainment in KS2 in reading writing and maths.

##### End of KS1 attainment PP/Non-PP

There is a significant gap in attainment between PP children gaining the expected level for Reading in Year 2 and Non-PP children.

There is a significant gap in attainment between PP children gaining the expected level for Writing in Year 2 and Non-PP children.

There is a significant gap in attainment between PP children gaining the expected level for Maths in Year 2 and Non-PP children.

##### End of Key Stage 2 Attainment PP/Non-PP

PP children attained better than Non-PP children in Reading with 80% achieving ARE+.

PP children attained the same as Non-PP children in writing with 73% achieving ARE+.

PP children attained better than Non-PP children in Maths with 80% achieving ARE+.

##### Progress Data

Progress for PP Reading, Writing and Maths was good.

### **3. Children's readiness to learn. SEMH**

Social, Emotional, and Mental Health (SEMH) support is critical for school-aged children, as it directly impacts academic performance, attendance, and behavioural outcomes. Addressing these needs helps students manage emotions, build positive relationships, and reduce stress, thereby fostering a safe learning environment that prevents absenteeism and exclusion. Children with SEMH needs are quickly identified, and we address/support needs by:

**ELSA**- employing two fulltime ELSA support TAs that complete a 6–8-week programme with individuals on a need's basis.

**ELSA Drop In** – A soft finish to ELSA sessions so children that have received ELSA support can continue to drop into the ELSA room and speak to our ELSAs if they want to maintain contact.

**Stay And Play**- The opportunity for parents and carers to come into the school to have dedicated 1:1 time with their adults to support, nurture and foster positive relationships (facilitated by the school by invite).

**Nurture Group**- Early Access into school in the morning and at the end of the day for our most vulnerable pupils to support a smoother transition into and out of school.

**Breakfast Club**- Invite only breakfast club to support families and ease transition into school daily (offering social interaction, bagels, cereal and juice).

**Gardening Sessions (Seedlings)**- PP gardening groups weekly and seasonal gardening projects.

**Thrive Base**- A bespoke Thrive Base provision for children with high SEMH needs. Thrive Bases has had significant renovation in the last year and it now composes a home room with a fully function kitchen, classroom and its own outside Garden space in which the children access weekly gardening session delivered by Seedlings.

**Storm Break**- All children in Conifers enjoy fun, interactive movement breaks throughout the day via Storm Break. It aims to improve children's mental health through movement, equipping them with sustainable, transferable skills and coping strategies to thrive during the complex demands of growth into adult life.

**Shine Intervention**- we have a member of staff in the school who is fully trained to lead group or 1:1 interventions for children identified with specific SEMH needs.

**Lunch Club**- We have two lunch clubs which provide a safe space for children to eat their lunch in a quiet, calm environment (fully staffed with activities and games).

### **4. Attendance**

Overall attendance- PP 89.42% Non-PP 95.54%

#### **24-25 Boy/Girls PP/Non-PP**

PP Boys 87.44 %	PP Girls 91.45%
Non-PP Boys 95.51 %	Non-PP Girls 95.57%

\*PP girls attend school significantly better than PP boys  
\*PP girls attendance has improved since the previous academic year.

## **5. Aspirations of disadvantaged children.**

At Conifers every effort is made to foster high aspirations for all.

### **Careers Day -June 2025**

A range of professionals were invited to Conifers as part of our annual Careers Day. Various professionals talked about their career paths and engaged the children in fun activities whilst discussing their plans and aspirations for the future. This included the Emergency Services, RNLI, a vet, a scientist, a theatre nurse and many other professions. The children found this experience engaging and they talked positively about it and what they hoped to do in the future.

### **Mini Professors KS1 PP Science Club (15-20 places)**

This was an invite only club in which the children could engage in fun scientific activities. The club rotates and is always in very high demand.

### **Science Club KS2 (15-20 places)**

An external company volunteer to work with our KS2 PP children in the Summer Term to ignite their interest in all ‘things science’. Children engaged well due to the high level of practical activities. The club fostered a sense of fun in science and opened up the idea that science could be an option of them moving forward.

### **After School Sport Clubs**

We offer a wide range of in school and after school activities here at Conifers including Dodge Ball, Football, Multi-Sports, Forest Schools, Art Club, TT Rock Stars, French club and more. PP children are encouraged to attend as many clubs and activities as they wish to.

## **6. To increase the reading engagement at home**

### **English Hub (Cornerstone) DfE**

We have been working alongside the English Hub to support Phonics teaching and reading across EYFS/KS1. We have looked at ways to explore engagement at home to improve reading and phonics learning. E.g. sending tricky words home. Feedback states that consistency of teaching is strong across for teaching phonics and reading across EYFS and KS1. Our Phonics lead and the Literacy Specialist from have coached and feedback to staff in relation to teaching and learning. This package of support continues until July 2026.

## **7. To ensure more children enjoy school.**

**School Council/Pupil voice** - pupil voice is important and we value having ideas and suggestions to benefit all children across the school. School council meets weekly and their ideas and suggests are brought forward to staff meeting and the PTA. Last year the pupils requested more school discos, so the PTA planned a disco for each term which the children have thoroughly enjoyed.

**Forest School sessions**- adults take groups/classes out weekly to enjoy Forest School activities in our Forest school area. The number of opportunities for year group enjoy Forest school ses-

sions has increased this last year, and a member of teacher staff solely takes out classes on a Friday.

**Team Days/House Days**- whole school Team or House days are held half termly for all children in the school to enjoy. Each day is themed and last Year we had a French day, a Safer Internet Day, a Creative Arts Day (week for Weldmar) and a careers day where a Royal Navy Helicopter landed in the school grounds and the children got to explore the Merlin Helicopter and speak to the crew and pilot.

**Sensory Areas**- There are two dedicated sensory areas in KS2. Both are equipped with rugs, blankets and fidgets.

**Gardening Club**- a large proportion of PP children now enjoy participating in a range of gardening activities weekly.

**LOTC**- Learning Outside the Classroom (LOTC) is essential for enhancing academic attainment, personal development, and well-being by providing memorable, real-world experiences. All classes maximise opportunities to be outside and contextualise learning whilst being outside.

**Inter school competitions**- we offer a range of inter school events including football, rugby, netball and rounders. All children enjoy the competition held across the school particularly the Santa Dash.

## 8. Maximise response from parents to apply for PP

We advertise it through the newsletter and discrete parent bulletins. Our Family Liaison/Parent Champion also maximises opportunities to sign post this through face-to-face discussions with parents.

## 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?	FACE -Face Family advise Ltd £230
What was the impact of that spending on service pupil premium eligible pupils?	It provided mum and other parents with advice and support on a variety of areas e.g. anger management, EBSA, ADHD etc.

We want to support parents in creating nurturing homes where the children are able to thrive and where education is valued.

## 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.