

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	(352)
Proportion (%) of pupil premium eligible pupils	(34.7%) Yr R 8.9% 1 38.2% 2 16.9% 3 49% 4 43% 5 48% 6 38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-26
Date this statement was published	October 24
Date on which it will be reviewed	October 25
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	£185,000
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																								
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%
	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%																				

	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	
23-24 Attendance All 94.76% PP 89.85%					
PP boys 88% Girls 90% Non PP boys 94%					
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> </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>62%</td> <td>62%</td> <td>62%</td> <td>76%</td> <td>67%</td> <td>71%</td> </tr> <tr> <td>2</td> <td>40%</td> <td>40%</td> <td>40%</td> <td>75%</td> <td>68%</td> <td>66%</td> </tr> </tbody> </table>	24-25	PP AR+ reading	writing	maths	Non PP reading	writing	maths	Year R							1	62%	62%	62%	76%	67%	71%	2	40%	40%	40%	75%	68%	66%							
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4. Increased attendance rates for pupils eligible for PP Enjoy school	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <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. 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.
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
8. Maximise response from parents to apply for PP	For more parents to access PP funding.

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
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. Use of colourful semantics and blank questioning across the school. (training needed on its use for staff) Mindful Art for SEND parents making things. Aim to improve your communication and reduce anxiety as a family.	Evidence that early intervention for S&L impact on children's learning.	1
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	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: Standardised tests Assessing and	2 and 3

reading.	Monitoring Pupil Progress Education Endowment Foundation EEF	
.		
<p>Continue to use DfE validated Systematic Synthetic Phonics programme 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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2 and 3
<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"> • 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>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.</p> <p>Use to inform planning.</p> <p>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>	1,2,3
<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</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>books with handwriting lines.</p> <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>	<p>2,3,</p>
<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>Professional Learning Groups- Focus on retrieval using the book- WALKTHRU's (tom Sherrington)</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 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>	<p>5</p> <p>5</p>
<p>Feedback on work to move the learning forward and to deal with any misconceptions</p>	<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>2,3,</p>

	Impromptu feedback can be effective during, immediately after and sometime after learning.	
<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
<p>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.</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>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 '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 - 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>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.</p>	6

<p>School engages with Primary College to support aspirations for further education and future careers.</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>Living museum have ELSA for example in the hall with information/activities for home.</p>		
<p>After school clubs – target PP children</p> <p>Trips- WOEC, Dartmoor, local area,</p>	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
<p>Additional 1:1 and small group interventions covering gaps in learning in year R – highly focussed on speech and language.</p>		<p>Small targets that are covered often have an impact on learning and helps embed learning into long-term memory and reduces cognitive overload.</p>	1
		<p>Targeted work that reinforces children's learning helps to embed concepts from working memory to long term memory.</p>	2 and 3
<p>TA support in class Pre teaching groups with the teacher, Precision teaching with the TAs</p> <p>TAs and teacher doing additional reading support for those who need it and may not read at home.</p>		<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</p>	

		afternoon Autumn term working on writing targets through the broader curriculum. Supporting access to the broader curriculum.	
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 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. 'Bagels' for all	Started in May 22 To start spring term	4
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
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

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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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2023-24

1. Wellcom tables

September 31% well below

28% below

44% on track

July

Green on track 81%

Orange 11.5%

Red 4%

2. and 3 Progress KS1 and KS2 Reading writing maths

Year	R	1	2	3	4	5	6
ARE All Reading	Word level 68% Comprehension 65%	60% July 72%	77% July 75%	60% July 61%	68%	60% July 68%	65% SATs 80% GD 25%
ARE PP	Word 60% Comp 70%	40%	64% July 58%	46% 50-%	56% 57%	55% 48%	59% July 74% GD15%
Progress		July 80%	100%	100%	95%	July 78%	85%
ARE All Writing	63%	60% Spring 55.2% July 63%	61% July 69%	54%	63% July 62%	57% July 56%	63% July 77%
ARE PP	60%	40%	50% July 52%	41% July 42%	60%	37% July 35%	56% 62% July 74%
Progress		100%	96%	95% July 96%	82% July 87%	70% July 74%	85% July-
ARE All Maths	69%	59% July 61%	78% July 80%	66% July 61%	65% July 74%	65% July 64%	70% SATs77% GD 27%
ARE PP	60%	40%	77% July 74%	55% July 50%	65%	46%	63% July 67% GD 19%
Progress		100%	92%	100%	91%	83%	85%

		July 90%	July 88%	July 90%	July 96%	July 87%	
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Attainment

KS1 Reading PP below Non PP

Writing KS1 PP below Non PP

Maths PP and NON broadly in line

Progress reading progress good

Writing all made expected progress

Maths progress good

KS2 Attainment

Reading broadly in line with Non PP

Writing broadly in line

Maths below Non PP

Progress for PP reading, writing and maths good.

4 Attendance - Attendance All 94.76% PP 89.85%

PP boys 88% Girls 90% Non PP boys 94%

5. Aspirations

Aspirations day was a successful day and the children were al enthusiastic about the activities and talked about what they would like to do when they grow up.

6. 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

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