

1. Summary information					
School	Conifers Primary School				
Academic year	2019-20	Total PP budget £188,520,00		Date of most recent PP review	October 2019
Total number of pupils	402	Number of pupils eligible for PP	128	Date of next internal review of this strategy	March 2020

2. Current attainment		
% at ARE all AND GD	PP	Non PP
Year R 22% W30% M27%	R27% W 18% M 27%	R 22%W33% M27%
Year 2 R 45% W 47% M 58% GD R 10% w 5% M 5%	R 57% W 27% M 36%	R 59% W 52% M 48% GD R 6.5 W 6.5 M 13%
Year 6 R 71% W 56% M 64%	R 58% W 33% M 50%	R 80% W 71% M74%

Barriers to future attainment (for PP)	
In school barriers	
A	Very Low levels of children in year R and their readiness for national curriculum.
B	Lack of engagement with homework
C	Progress and attainment of KS1 children PP in reading and writing and maths
D	Progress and attainment of PP at KS 2 in writing, writing and maths.
E	
External barriers(issues that also require action outside school, such as low attendance rates)	
F	Attendance 2018-19 autumn 2019 PP 92.92 % Non PP 95.61 % PP 93.13% at end of year Non PP 94.97%
	This term Nov 19 PP 95.43% Non PP 96.39%

3. Planned outcomes.		
	Desired outcomes and how they will be measured.	Success criteria
A	Accelerating outcomes in year R	Every PP child to make at least expected progress each half term.
B	Improving engagement of families and to engage more PP children with completing their homework at home. (Record home work for each year group.) Introduction of 'Accelerated reading' programme for use at home using interactive books on line.	More children complete homework and bring in to school. More children reading at home regularly.
C	Reducing the gap PP and Non within school and reducing the gap PP and NON PP compared to nationally. 100% of PP make expected progress in reading in KS1 100% of PP make expected progress in writing in KS1	Identify PP pupils making less than expected progress. Monitor and track PP children. Identify areas of weakness and target gaps in their learning through quality first class teaching, differentiation and where appropriate put in place interventions. All PP children to make at least expected progress
D	Close the gap between attainment of KS2 children and Non PP children in reading and writing and maths	Identify PP pupils making less than expected progress. Monitor and track PP children. Identify areas of weakness and target gaps in their learning through quality first class teaching, differentiation and where appropriate put in place interventions. All PP children to make at least expected progress
E	Increased attendance rates for pupils eligible for PP	Reduce numbers of persistent absentees (PA)among PP. PP attendance overall to improve from 95% to above 97%

Planned expenditure	
Academic year	2019-20
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	
i.	Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation
A Accelerating outcomes in year R	Quality First teaching. Timely intervention's by a TA in the autumn term.	This was successful last year and PP children made good progress.	Liaise with EYFS lead.	Sam Hutchinson.	Half termly.
B Improving engagement of families and to engage more PP children with completing their homework at home.	See below				
C Reducing the gap PP and Non within school and reducing the gap PP and NON PP compared to nationally.	Quality first teaching Pupil progress meetings, support from Inclusion lead and intervention staff following careful monitoring of teaching, learning, and data.	Close monitoring and target setting plus effective feedback are proven to have the most effective impact on attainment and progress.	Observations, drop ins and through monitoring children's books and pupil progress reviews.	Jackie Roper Inclusion leader.	Half termly.
D Close the gap between attainment of KS2 children and Non PP children in reading and writing.	As above	As above	As above	As above	As above
E.					
Total budgeted cost					159,010
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation
A Accelerating outcomes in year R					

B Improving engagement of families and to engage more PP children with completing their homework at home.	See below				
C Reducing the gap PP and Non within school and reducing the gap PP and NON PP compared to nationally. KS1	TA support in the afternoons with catch up Interventions Mrs Lorraine Davis	These additional interventions with experienced TAs ensured that target children closed the gap in their attainment by the end of KS2.	Observations. Target setting by teachers. Communication between myself (Inclusion Leader) and the TAs and class teachers.	Jackie Roper Inclusion leader.	Half termly.
D Close the gap between attainment of KS2 children and Non PP children in reading and writing.	TA support in the afternoons with catch up Interventions Mrs Morley year 5 Mrs Moss year 6 Mrs Wilson Year 3 and 4	These additional interventions with experienced TAs ensured that target children closed the gap in their attainment by the end of KS2.	Observations. Target setting by teachers. Communication between myself (Inclusion Leader) and the TAs and class teachers.	Jackie Roper Inclusion leader.	Half termly.
E					
				Total cost	48,063
Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation
A.					
B. Improving engagement of families and to engage more PP children with completing their homework at home.	Introduction of 'Accelerated reading' programme for use at home using interactive books on line.	Children need to practise reading at home and books from guided reading sets and class collections were not being returned. Children use	Staff can monitor the use of the programme by children in their class and targets can be set. Rewards will be in place to	Emma Treweek. English lead.	Termly.

		electronic devices at home and can be independent. The programme has the ability to read the books to the children.	encourage children to read the books.		
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6. Review of expenditure					
Evaluation of Academic year		2018-19			
i. Quality of teaching for all					
1. End of year data 2018-19					
	PP ARE	Non PP ARE	PP Progress	Non PP progress	
Year R	R 55% W 55% M 55%	R74% W72% M81%	R 100% W 90% M 100%		
Year 2	R 50% W 38% M 56%	R 81% W72% M79%	R 73 % W 80% M 80%		
Year 4	R 62% W 52% M 48%	R% W M	R 76% W 83% M 79%		
Year 6	R 67% W71% M 92%	R61% W 78% M92%	R 75% w 79% M 100%		
Desired outcome	Chosen action/approach	Estimated impact: Dis you meet the success criteria? Include impact on PP	Lessons learned	Cost	
A. Increase Year R PP funding	Office to target parents. Staff to talk to parents at parent meetings.	April 2019 all parents eligible for PP are processed by the school and are now min receipt of PP.	The office targeting parents had a positive effect. Target Pre-school next year to catch parents early.	Office staff time.	
B accelerated progress in year R	Targeted intervention	All PP children made expected progress in	Continue with interventions in year R	Teacher and TA time.	

		reading and maths. Only one child made less than expected progress in writing.		TA time 1 person 5 mornings a week Starting in the autumn term. Cost 4 hours daily 20 hours a week £200 weekly
C. lack of engagement with homework.				
D. Reduce PP gap KS1	Track monitor and target children. Splinter groups in class with high quality first teaching.			Afternoon TA time, JR data time. TA time in class.
E. Reduce the PP gap KS2	As above also boosters in spring term.			Afternoon TA time, JR data time. TA time in class. Drop ins, observation time. JR
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on PP	Lessons learned	Cost
B accelerated progress in year R	Targeted intervention	All PP children made expected progress in reading and maths. Only one child made less than expected progress in writing.	Intervention had a positive effect on outcomes.	TA time 1 person 5 mornings a week starting in the autumn term Cost 4 hours daily 20 hours a week £200 weekly
D. Reduce PP gap KS1	Track monitor and target children. Splinter groups in class with high quality first teaching.	Year 2 still –Gap PP Non PP for all subjects however the gap did close for all areas in relation to predictions from end of year 1.	Target PP and also SEND as 60% of PP in this year group are SEND	Afternoon TA time, JR data time. TA time in class. Intervention costs £34,170 split between KS1 and 2
E Reduce the PP gap KS2	As above also boosters in spring term.	Gap reduced for reading PP better ARE than Non PP Maths – No Gap for PP	Intervention and boosters especially the Friday afternoon additional	Afternoon TA time, JR data time. TA time in class. Intervention costs £34,170 split between

		ARE PP Non so maths has seen a big improvement. Writing gap -7% PP and Non PP	intervention by year 6 teachers had a very positive impact on all children.	KS1 and 2
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Dis you meet the success criteria? Include impact on PP	Lessons learned	Cost
Increased attendance.	Thrive, ELSA support, JM school counsellor. Incredible years course for parents. Meetings with parents and use of outside agencies. Incentives for parents and children.		Start of the year PP 92.92% Non PP 95.61 % At end of year PP 93.13% Non PP 94.97% PP have increased	Half termly DN time to track meetings with parents, school counsellor time. Running 'Incredible Years' course.
Lack of engagement with homework.	Incentives for children to bring in homework. Incentives for parents to get children to do homework. Homework audit by school council.		Audit carried out by school council July 2019	