

1. Summary information for 2018-19 £213,480,00 (including EHCP 2018-19)					
School	Conifers Primary School				
Academic year	2018/19	Total PP budget £213,480,00		Date of most recent PP review	Nov 2018
Total number of pupils	418	Number of pupils eligible for PP	141 PP 35%	Date of next internal review of this strategy	October 19

2. Current attainment 2018 October data				
	PP ARE	Non PP ARE	PP Progress	Non PP progress
Year R				
Year 2	R 50% W 33% M 50%	R 73%W 61% M 73%	R 92% W 75% M 83%	R 93% W 82% M 95%
Year 4	R 52% W 44% M 52%	R 77% W 71% M 74%	R80% W 80% M 92%	R 94% W 86 % M 97%
Year 6	R 37% W 38% M 46%	R 56% W 54% M 56%	R 54% W 54% M 63%	R 66% W 68% M 68%

Barriers to future attainment (for PP) 35% of all PP are SEND Year 2 54% SEND year 6 41% SEND Year 4 44% SEND (Sept 2018 numbers)	
In school barriers	
A	Lack of additional funding for children in year R
B	Low levels of children in year R and readiness for national curriculum.
C	Lack of engagement with homework
D	Progress and attainment of KS1 children PP in reading and writing and maths
E	Progress and attainment of PP at KS 2 in writing.
F	Lack of aspirations
External barriers(issues that also require action outside school, such as low attendance rates)	
G	Attendance PP 92.92 % Non PP 95.61 %

3. Planned outcomes.		
	Desired outcomes and how they will be measured.	Success criteria
A	To increase the number of children in year R receiving the pupil premium funding (currently 11)	For additional families to access PP funding.
B	Accelerating outcomes in year R	Every PP child to make at least expected progress each

		half term.
C	Improving engagement of families and to engage more PP children with completing their homework at home. (Record home work for each year group.)	More children complete homework and bring in to school.
D	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
E	Close the gap between attainment of KS2 children and Non PP children in reading and writing.	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
F	To improve aspirations of children, more children to talk about what they want to do when they leave school.	To increase number of children talking about what jobs they want to do when they leave school. January questionnaire and July Questionnaire.
G	Increased attendance rates for pupils eligible for PP	Reduce numbers of persistent absentees (PA)among PP. PP attendance overall to improve from 93% to above 95%

Planned expenditure £213,480,00 (including EHCP 2018-19)					
Academic year	2018-19				
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. Increase Year R PP funding					

B accelerated progress in year R	Targeted intervention	Well targeted intervention based on individual assessments of the child's needs improves outcomes	Termly monitoring and analysis of data.	Reception staff and PP lead.	Half Termly
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.	Well targeted intervention based on individual assessments of the child's needs improves outcomes	As above	KS1 staff and PP lead	Half termly
E. Reduce the PP gap KS2	As above also boosters in spring term.	As above	As above	KS2 staff and PP lead	As above.
F. Aspirations	Brilliant schools project, Peer mediation, School council, sports council, visitors to school.	Having higher aspirations will improve engagement in lessons and attainment.	Monitor assemblies. Monitor impact of Brilliance project.		
ii. Targeted support					
		Total budgeted cost	£27,540 check (additional 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. Increase Year R PP funding	Target parents/carers at stay and play sessions, give them an understanding of how money will be spent. Incentives raffle prizes.	Access additional funding.	By an increase in PP funding for year R	EYFS lead S.H.	Termly
B. accelerated	Involve parents/carers in	Engagement of families	Track numbers of	S.H and PP lead	

progress in year R	their children's learning, Stay and Learn sessions half termly.	has a positive impact on their children's learning Levels of parental engagement are consistently associated with children's academic outcomes(EEF data)	parents coming to Stay and Learn. Track progress of Vulnerable groups in year R		
C. lack of engagement with homework.	Incentives for children to bring in homework. Incentives for parents to get children to do homework.	There is research to suggest that schools that give homework do better. (EEF)This is however more so in Secondary school.	Track numbers of pupils returning homework.	Class teachers and PP lead.	Termly
D. Reduce PP gap KS1	Interventions in the afternoons, to close the gaps in learning	Targeted interventions based on assessments of what individual children need.	Observations of interventions, analysis of data. Discussions in pupil progress meetings.	Class teachers and SLT	Half termly November observations. Learning walk with DW n(GOV) Nov 18 Actions and review.
E. Reduce the PP gap KS2	Interventions in the afternoons, to close the gaps in learning. Boosters in year 6 spring term.	Targeted interventions based on assessments of what individual children need.	Observations of interventions, analysis of data. Discussions in pupil progress meetings.	Class teachers and SLT	Half termly November observations. Learning walk with DW n(GOV) Nov 18 Actions and review.
F. Aspirations	Brilliant schools project with year 5 children. Peer mediation year 5 School council all year groups Sports leaders KS2	Having higher aspirations will improve engagement in lessons and attainment.	Questionnaires to children. Class discussions. School council.		
G. Increase attendance.	Thrive, ELSA support, JM school counsellor. Incredible years course	Case studies and EEF data	Attendance data monitored. meetings with	DN and Amy T	Half termly

	for parents. Meetings with parents and use of outside agencies. Incentives for parents and children.		parents.		
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
F. Aspirations	Invite people into school to talk about their jobs, in assemblies and linked to class topics, authors in book week.	Having higher aspirations will improve engagement in lessons and attainment.	Questionnaires to children. Class discussions. School council.	PP lead	July 19

6. Review of expenditure				
Previous Academic year	2017-18			
i. Quality of teaching for all				
	PP ARE	Non PP ARE	PP Progress	Non PP progress
Year R	50% PP also SEND			
Year 2	38% PP also SEND R 50% W 50% M 67%	All R 68%W 65% M 70%	R 67% W 62% M 71%	R 89% W 86% M 84%
Year 4	24% PP also SEND R 40% W 24% M 16%	R 74% W 50% M 38%	R72% W 52% M 60%	R 85% W 62 % M 59%

Year 6	38% PP also SEND R 67% W 70% M 59%(61% with Sasha and Samuel) GD R 12% W 6% M 19%	All R 68% W 73% M 64% GD R24% W 21% M 15%	R 79% W 92% M 79%	All R -1.2 W -1.1 M -2.1
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on PP	Lessons learned	Cost
Close the gap PP and NON PP KS1	Quality first teaching	Gap for maths closed Reading -18 Writing -15	Target reading and writing	No additional cost.
Close the Gap PP and NON PP KS2	As above	Reading no Gap Writing -12% Maths -13%	Target writing and Maths KS2	As above
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on PP	Lessons learned	Cost
Close the gap PP and NON PP KS1	Interventions in the afternoon	Interventions were put in place in the afternoon. Children did make progress Both PP and Non PP attainment improved on the previous year so the gap did not reduce significantly apart from in maths.	To increase the use of splinter groups in the classes to target individuals and their needs. Target children in September using the assessment data from the previous year group.	1 TA 3 afternoons a week. See budget breakdown £13,00 targeted support
Close the Gap PP and	Interventions and Booster	PP was in line with NON PP	As above.	2 TAs 3 afternoons a week

NON PP KS2	classes after school.	in reading and writing, there was a 9% drop in Maths however 2 children who were expected to achieve 6S in the SATs were on holiday this would have taken the PP to be in line with NON PP		As above				
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.	Attendance PP 92.92% Non PP 95.61% July 93.05% GAP 2.47%	Gap reduced throughout the year. Add additional incentives to children and parents.	<table border="1"> <tr> <td>ELSA support including nurture group- additional hours</td> <td>15,000</td> </tr> <tr> <td>School Counsellor – 75% of salary</td> <td>22,050</td> </tr> </table>	ELSA support including nurture group- additional hours	15,000	School Counsellor – 75% of salary	22,050
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