

1. Summary information					
School	Conifers Primary School				
Academic year	2020-21	Total PP budget £183,435		Date of most recent PP review	October
Total number of pupils		Number of pupils eligible for PP	143 37%	Date of next internal review of this strategy	April 2021

2. Current attainment sept 20		
% at ARE all AND GD	PP	Non PP
Year R	R 7% EXP W14% EXP M 36% EXP	R 20% W 23% M 44%
Year 2 R 40% W 39% M56%	R 14% W 7% M 22%	R 47% W 53% M 68%
Year 6 R 53% W 55% M 53%	R 39% W 39% M 44%	R 61% W 68% M 61%

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	Lack of attendance in school due to COVID
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%
	Nov 19 PP 95.43% Non PP 96.39% 2019-20 Lockdown
	COVID and lockdown.

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 remote learning in reading, writing and maths.	More children to complete remote learning at home in lockdown.
C	Catch up for PP children in line with NON PP children in KS1	Assess children on return to school and put in place 'catch up' programme interventions in all year groups.
D	Catch up for PP children in line with NON PP children in KS2 in reading, writing and maths.	Assess children on return to school and put in place 'catch up' programme interventions in all year groups.
E	Increased attendance rates for pupils eligible for PP	Reduce numbers of persistent absentees (PA) among PP.

Planned expenditure					
Academic year	2020-21				
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 their remote learning.	Staff to plan for overlearning and balance with new learning. Introduce live lessons each week. Weekly phone calls to	Children will come back to school with all different levels and experiences of their learning and will need to recap and reinforce their	Drop ins, monitoring of pupil progress	SLT termly JR Inclusion leader	

	children' who are not engaging.	learning.			
C Catch up for PP children in line with NON PP children in KS1	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 Catch up for PP children in line with NON PP children in KS2 in reading, writing and maths.	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 remote learning	Staff to plan for overlearning and balance with new learning. Introduce live lessons each week. Weekly phone calls to children' who are not engaging.				

C Catch up for PP children in line with NON PP children in KS1	TA support in the afternoons with catch up Interventions Mrs Lorraine Davis phonics year 1 Mrs Thirwell Year 2 and 1	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 Catch up for PP children in line with NON PP children in KS2 in reading, writing and maths.	TA support in the afternoons with catch up Interventions Mrs Morley year 5 Mrs Moss year 6 Mrs Tourgott year 6 Mrs Wilson Year 4 Mr Webb year 3	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	
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 remote learning.	Staff to plan for overlearning and balance with new learning. Introduce live lessons each week. Weekly phone calls to children' who are not engaging.	In the first lockdown there were not many children engaging on line and many came back to school having fallen behind where they were.	SLT will monitor Google classroom.		Termly.

6. Review of expenditure				
Evaluation of Academic year	2019-20			
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on PP	Lessons learned	Cost
A accelerated outcomes in year R	Targeted intervention		Continue with interventions in year R	
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.	The school went into Lockdown in march 2020. Parents of vulnerable children and key workers attended school. Pupils had access to Google classroom and paper packs.	Parents of children not in school were phoned each week by the class teacher or TA if they were not accessing Google classroom or packs at home. Vulnerable children were also contacted by DSLs weekly for a catch up on how things were going.	the cost of the phone calls each week by staff. Cost of producing packs. Staff time
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	Children missed school due to the lockdown. On assessment in September 2020 a COVID catch up programme was put in place By the end of the autumn term Year 1 drop off broadly in line with Non PP maths less of a drop off Year 2 PP drop of greater than Non PP Teacher employed 3 days a week to do Covid catch up Nov 20	Children need to be assessed quickly on return to school and interventions put in place quickly to catch up. Google classroom to be used and planned for to practise key skills as well as introduce new learning	
D Close the gap between attainment of KS2 children		As above Yr 3 reading and writing drop off in	As above.	

and Non PP children in reading and writing and maths		line with Non PP maths more drop off and was a target for catch up in autumn term. Yr 4all in line with Non PP drop off Yr 5Reading and writing in line with Non PP maths an issue but they are starting to catch up and be in line with Non PP Yr 6 writing in line with Non PP drop off Reading and maths higher % drop off being a target for catch up intervention.		
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on PP	Lessons learned	Cost
A accelerated progress in year R	Targeted intervention			
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.		As above	
C. Reduce PP gap KS1	Track monitor and target children. Splinter groups in class with high quality first teaching.	Year 1 drop off broadly in line with Non PP maths less of a drop off Year 2 PP drop of greater than Non PP	As above	
D Reduce the PP gap KS2	As above also boosters in spring term.	As above		
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on PP	Lessons learned	Cost
B Improving engagement of	Introduction of			

families and to engage more PP children with completing their homework at home.	'Accelerated reading' programme for use at home using interactive books on line.			
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For 2020-21 COVID catch up programme.

Covid-19 Catch-Up			
Income			£26,120
Expenditure			
3 x Mornings for 1 term (autumn) 1 morning for 1 term and 4 weeks (spring and summer)		CT	Only 30% £5.288 + £1,762+ £1,000
3 x Whole Days		AT	£13,821 None for term 2 66% £9,121(COVID
1 term afternoons x 5 for one term autumn		BW	£1,677
1 term x 4 afternoons		HW	£1,032
1 Term 1 afternoon		TM	£258
1 term x 4 afternoons		AM	£1,032
1 term x 4 afternoons		CM	£1,032
Spring(4 weeks) and summer term-		CM, TM, AM,	£1,032 £258 £1,032

			£24,524
Pupil Premium overspend of £5,595			£5,595
COVID underspend of £1,596			£1,596