



## Pupil premium strategy statement: primary schools

1. Summary information					
<b>School</b>	COOMBE BISSETT CEVA PRIMARY SCHOOL				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	FSM= £6600 SPP= £2700 TOTAL = £9300	<b>Total number of children</b>	101
				<b>Number of children eligible for PP (FSM: 3; SPG: 9)</b>	12

2. Current attainment
<i>Both statutory assessments and our internal assessments show PP children making good progress. We have decided not to publish data on the attainment and progress of PP children in statutory assessments as with so few PP children in each year group, individuals would be identifiable. It would also be inappropriate to base our self evaluation on such small cohorts, given the inevitable variability. Instead, we focus on individual PP children. Recent PP governor monitoring included a comparison of children's progress as reflected in their work; PP children were found to be making at least as good progress as non-PP children with similar starting points.</i>

3. Barriers to future attainment (for children eligible for PP including high ability)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Emotional well-being: a number of children have suffered trauma and disruption that have had a significant impact on their emotional well-being, including low self-esteem and relationships with peers
<b>B.</b>	Low prior attainment for some PP children
<b>C.</b>	Continued challenge to sustain higher attainment
<b>D.</b>	Participation in extra-curricular opportunities
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	Attendance rates for some children eligible for PP are below 90% ('persistent absentees'). This reduces their school hours and has an impact on their progress and confidence.

Outcomes			
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>	<i>Evaluation and next steps</i>
<b>A.</b>	Children have skills and strategies to enable them to cope with emotional challenges	Emotional Literacy Support Assistant (ELSA) 'in and out' data shows positive movement Children demonstrate recognition of challenges to themselves and put into practice strategies	Data demonstrates positive movement with children recognising challenges. Limited examples of children putting strategies into practice. PARTLY ACHIEVED NEXT STEP: review structure of ELSA support to increase impact
<b>B.</b>	Lower prior attainment children eligible for PP close the gap with their peers	Children eligible for PP identified as lower attaining make better progress than 'other' children identified as lower attaining; measured by Teacher Assessment and moderated within school and across cluster	<b>KS1: only exceeded peers in maths – identify opportunities to accelerate progress for vulnerable group</b> <i>Maths: equalled or exceeded peers</i> <i>Reading: equalled peers</i> <i>Writing: less than or equalled peers</i> <b>KS2: only exceeded peers in reading – identify opportunities to accelerate progress for vulnerable group</b> <i>Maths: less than or equalled peers</i> <i>Reading: equalled or exceeded peers</i> <i>Writing: equalled peers</i>
<b>C.</b>	Higher rates of progress for high attaining children eligible for PP.	Children eligible for PP identified as high attaining make as much progress as 'other' children identified as high attaining; measured by Teacher Assessment and moderated within school and across cluster	<b>KS1: exceeded peers in maths and Reading – continue with support and review provision for writing</b> <i>Maths: equalled or exceeded peers</i> <i>Reading: equalled or exceeded peers</i> <i>Writing: equalled peers</i> <b>KS2: only exceeded peers in maths - – identify opportunities to accelerate progress for vulnerable group</b> <i>Maths: equalled or exceeded peers</i> <i>Reeading: equalled peers</i> <i>Writing: less than or equalled peers</i>
<b>D.</b>	A greater number of children eligible for PP participate in a greater range of extra-curricular activities and opportunities	More children eligible for PP have taken part in a greater range of extra-curricular activites and opportunities	100% PP children attended at least one club. 100% PP took part in enrichment opportunities
<b>E.</b>	Increased attendance rates for children eligible for PP.	Reduce the number of persistent absentees among children eligible for PP. Overall PP attendance improves from 82% to 96% in line with 'other' children.	No reduction in persistent absentees among FSM – further analysis, actions and support needed to ensure impact for this group No persistent absentees among Service Premium FSM attendance = 90.6% (an increase of 5.4%) Service Premium attendance = 96% (an increase of 0.7%)