



Pupil premium strategy statement: primary schools

1. Summary information					
School	COOMBE BISSETT CEVA PRIMARY SCHOOL				
Academic Year	2018-2019	Total PP budget	FSM £5 307 SPP £2 400 TOTAL £7 707	Reviewed	March 2019
Total number of children	103	Number of children eligible for PP (FSM: 4; SPP: 8)	12 children		

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)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Emotional well-being and social development: some 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.	Low prior attainment for some PP children
C.	Continued challenge to sustain higher attainment
D.	Participation in extra-curricular opportunities
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	

E.	Attendance rates for some children eligible for PP are below 90% ('persistent absentees'). This has a significant impact on all areas of development now and for the future.
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4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children have skills and strategies to enable them to cope with social and emotional challenges Parents have access to support to enable them to support their children.	Children eligible for PP have accessed small group and one-to-one support for social and emotional skills and strategies. Evidenced by intervention tracking documents Parents have had opportunities to meet and work with our Parent Support Advisor.
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. Evidenced by Classroom Monitor data moderated within school and across cluster
C.	Children eligible for PP make progress from their starting point in-line with or better than their peers at the same starting point	PP children make at least good progress. Evidenced by Classroom Monitor data moderated within school and across cluster
D.	Children eligible for PP access a rich and broad curriculum including extra-curricular activities and opportunities	More children eligible for PP have taken part in a greater range of extra-curricular activities and opportunities. Evidenced by pupil conferencing and club records
E.	Increased attendance rates for children eligible for PP. Parents have access to support for issues that have an impact on school attendance, including lateness.	Reduce the number of persistent absentees among children eligible for PP to 10% or below. Overall PP attendance is in-line or better than other pupils \geq 96%. Evidenced by attendance data Parents have had opportunities to meet and work with our Parent Support Advisor.

5. Planned expenditure					
Academic year	2017/2018				
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?
C. Children eligible for PP make progress from their starting point in-line with or better than their peers at the same starting point	Provision of challenges and booster sessions for children identified as high attaining and middle attaining starting points	Children eligible for PP in Key Stage One and Key Stage Two have been identified as having high and middle attaining starting points; high quality challenges will enable these children to make at least good progress.	Maths and English Subject Leaders will provide support and advice to class teachers on high quality challenge	Maths and English Subject Leaders	March 2018
D. Children eligible for PP access a rich and broad curriculum including extra-curricular activities and opportunities	A curriculum that is enriched with experiences and opportunities	Not all families are able to provide access to a wide range of opportunities.	Class teachers will ensure that all children engage in rich experiences beyond the national curriculum requirements	Key Stage Leaders	March 2019
Total budgeted cost					£500

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. Children have skills and strategies to enable them to cope with emotional and social challenges	Provision of small group and one-to-one sessions for children identified by school or/and home. Provision of appropriate environment to support emotional well-being.	A significant number of children eligible for PP are struggling to understand and cope with a range of emotionally challenging experiences.	Trained LSAs will deliver programmes accurately matched to the needs of the children as identified by their class teacher and the SENDCo	SENDCo	March 2018
B. Families are supported in their emotional well-being and with the challenges of parenting	Parent Support Advisor's details are shared and promoted Opportunities for parents to meet our Parent Support Advisor	Parents can feel isolated this would enable parents to develop relationships with other parents in similar situations and with our Parent Support Advisor.	DL lead will work with PP governor to develop opportunities and raise profile	DL Lead	June 2018
C. Lower prior attainment children eligible for PP close the gap with their peers	Provision of small group and one-to-one booster sessions for children identified by school or/and home e.g. Talk Boost; Paired Reading; Wave 3; Accelerate/Accelwrite; Sounds Discovery	Children eligible for PP in all Key Stages have been identified as having low starting points and require booster sessions to accelerate their progress and close the gaps with their peers	Trained LSAs will deliver programmes accurately matched to the needs of the children as identified by their class teacher and the SENDCo	SENDCo	March 2018
D. Children eligible for PP make progress from their starting point in-line with or better than their peers at the same starting point	Provision of challenges and booster sessions for children identified as high attaining and middle attaining starting points	Children eligible for PP in Key Stage One and Key Stage Two have been identified as having high and middle attaining starting points; including those on the cusp of middle attaining. Carefully targeted booster sessions and challenges will enable these children to make at least good progress.	Maths and English Subject Leaders will monitor progress to identify where booster sessions will accelerate learning.	Maths and English Subject Leaders	March 2018
Total budgeted cost					£6980

iii. 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?
E. Children eligible for PP access a rich and broad curriculum including extra-curricular activities and opportunities	Financial provision for children eligible for PP to access extra-curricular activities where necessary	Not all children eligible for PP can access all extra-curricular opportunities due to the financial requirements without support.	Rigorous monitoring of uptake of extra-curricular opportunities. Open door policy for all families	Headteacher	March 2018
F. Increased attendance rates for children eligible for PP.	Working closely with Parent Support Advisor (PSA) and Educational Welfare Officer (EWO) to support families that struggle with attendance	Some children eligible for PP have low attendance data, including some with persistent absenteeism. This impacts on all aspects of their development: personal, emotional, social and academic.	Rigorous monitoring of attendance followed up by action from Headteacher with support from PSA and EWO as appropriate.	Headteacher	March 2018
Total budgeted cost					£500