



## Pupil premium strategy statement: primary schools

1. Summary information					
School	COOMBE BISSETT CEVA PRIMARY SCHOOL				
Academic Year	2020-21	Total PP budget	£8,080	Reviewed	
Total number of children	104	Number of children eligible for PP	6		

2. Current attainment				
<p><i>We will not present data as it would be easy to identify individual pupils – instead this will be an overview. PP children generally not attaining as high as non-pupil premium in core subjects of Reading / Writing and Maths. Baseline data: 0 = AGE RELATED, -1 = 1 OLD TERM BEHIND, -3 = 1 FULL YEAR BEHIND</i></p>				
<i>pupil</i>	<i>reading</i>	<i>writing</i>	<i>maths</i>	
A	?	?	?	
B	?	?	?	
C	-2	-1	-1	
D	0	-3	-2	
E	-6	-6	-6	
F	0	-3	-3	

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> )	
A.	Learning Behaviours need development – sustained focus, self-esteem, high expectation of themselves, stamina for writing
B.	Low prior attainment for some PP children especially in writing and maths
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
C.	Attendance rates for some children eligible for PP are historically below 90% ('persistent absentees'). Currently some of these children not in school due to Covid-19 parental concerns.

<b>D.</b>	Disruption to family life due to break-up and split family homes
<b>E.</b>	SEN related needs of 2 of the children.

<b>Outcomes</b>			
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>	<b>Reviews</b>
<b>A.</b>	<p>Children have raised self-esteem and improved learning powers.</p> <p>Pupil Self-survey. Pupil Observation records. Pupil book scrutiny.</p>	<p>Increased self esteem. Pupils willing to challenge themselves. Pupils see themselves as successful learners.</p> <p>Increased stamina – pupils able to produce more work in their exercise books.</p> <p>Pupils able to sustain their focus in lessons for extended periods of time without going off-task.</p>	
<b>B.</b>	<p>Children close the gap with age related expectations .</p> <p>School assessment system.</p> <p>Book scrutiny</p>	<p>Each child has made accelerated progress in Writing 4+ progress points to reduce the gap by at least 1</p> <p>Each child has made accelerated progress in Writing 4+ progress points to reduce the gap by at least 1</p>	
<b>C.</b>	<p>Attendance rates improve.</p> <p>Measure by each individual child (due to non-attendance of some by Covid) – using SIMS attendance data.</p> <p>Those learning at home engage with home learning resources. Checked weekly by assigned staff.</p>	<p>Attendance for each child is at 97% (excluding non-attendees due to Covid-19 refusal).</p> <p>Those learning at home engage each week in homelearning as evidenced in weekly checks.</p> <p>Those learning at home complete weekly homework tasks.</p>	2x children have not attended all of Term 1 due to parental refusal with regard to concerns over covid-19
<b>D.</b>	<p>Split homes ensure children have routines to support good progress in writing and maths.</p> <p>Split homes ensure children are happy and have positive view on learning.</p> <p>Homework scrutiny. Pupil survey. Parental engagement</p>	<p>Homework completed each week.</p> <p>Parents ensure the system of homelearning support is consistent.</p> <p>Pupils tell us they are happy.</p> <p>Parents feel confident that good learning is being achieved and that split home is not a barrier to learning.</p>	

4. 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	Review
D	Homework booklets for every child of high quality  Homework retrieval session / instructional teaching session (Rosenshine's principles) built into timetable	EEF Teaching Toolkit 2+months	Weekly Teachers monitor returns	Teachers	
A	Whole school focus on Learning Powers explicitly taught and on display  CPD session for staff – webinars from National College £180  PPTs / LF slips include metacognition references	EEF PP Guidance document  EEF Teaching Toolkit 7+mnths progress for metacognition and self-regualtion	Environment scrutiny of displays  Regular PDM sessions to share best practice  Lesson Observations  Pupil Survey  Governor monitoring visit pupil interviews	Head and all staff  Governors for QFT	
A	Whole school consistency of behaviour management for positive reward - Certificates for good learning and WOW - Tokens - 1:1 'support' cards	EEF Teaching Toolkit 3+mnths progress for behaviour interventions	Behaviour sanction records M&E	Head  Behaviour governor	
A	Whole school focus on improving Quality First Teaching through Rosenshine principles of instruction	EEF PP Guidance on importance of QFT	Lesson Observations and environment scrutiny  Regular PDM sessions to share best practice	Head and all staff	

B	Full time LSA (Learning Support Assistant) in each classroom where PP children are – working alongside them / enabling teacher to work alongside them while LSA supports others	EEF	Individual plan for provision / timetable reviewed each term  Observations and drop ins	Head and SENCO  Class teacher	
C	School Culture continues to evolve as began in 2019....Targeted School Attendance Meetings with those in this group who fall into Persistent Absence category	Continued evidence that many of these families have long-term low attendance rates over time at this school  SAMs not held previous years prior to 2019 so school needs to raise priority of attendance  School attendance across the whole school was below national 2018/19 so a school culture change	HT hold SAMs and then review attendance data as a result	Head	
<b>Total budgeted cost</b>					£3,500 LSA support in class £500 High quality homework resources

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	Review
B	<p>Small group interventions to target pupil progress through closing the gap</p> <p>Writing</p> <ul style="list-style-type: none"> <li>Use of wordshark £900</li> </ul> <p>Maths</p> <ul style="list-style-type: none"> <li>Fluency</li> <li>Catch-up Maths Rising Stars programme £600</li> <li>Use of Numbershark £900</li> </ul>	EEF Teaching Toolkit 4+months for small group tuition	<p>Observations of interventions</p> <p>GPP (Group Progress Plan) record sheets scrutiny – for impact and pupil progress measures</p> <p>Data analysis at key data-drops</p>	<p>Head / SENCO</p> <p>Class Teacher</p> <p>Assigned LSA for interventions</p>	
C	<p>Home visits by dedicated tutor for those not in school 30mins per week</p> <p>Checking work, supporting any misconceptions, checking homework</p>	EEF Teaching Toolkit 4+months for small group tuition	<p>Feedback visits from tutor and follow up call from Headteacher</p> <p>Local Authority EWO engagement with family</p>	Tutor / head / EWO	
D	Regular (termly) meetings with parents to identify areas for support / areas for parents to target	EEF Teaching Toolkit 3+months for parental engagement	<p>Data progress of pupils</p> <p>Disadvantaged Governor monitoring</p>	<p>Head and class teacher</p> <p>Disadvantaged learner governor</p>	
D	Weekly homework club for PP pupils	EEF Teaching Toolkit 2+months for homework, 4+months for small group tuition	Homework records	Head	

A	<p>Marking of PP books first</p> <p>Planning to reference PP child and specific focus needed</p> <p>Timetable for in-class support for PP children</p>	EEF Teaching Toolkit 3+mnths of within class teaching grouping	<p>PDMs to regularly review</p> <p>Timetables monitoring</p>	<p>Head</p> <p>Disadvantaged lead governor</p>	
A	<p>ELSA support for PP to focus on developing self confidence</p> <p>30mins per term</p>	EEF Teaching Toolkit 4+mnths social and emotional learning	<p>ELSA feedback to class teacher</p>	<p>SENCO</p> <p>ELSA</p>	
A	<p>CPD for disadvantaged learner lead from Local Authority 3x per year</p> <p>Learning from this to be applied to strategies</p>	LA guidance, examples of Best Practice from Bristol / Bath University project	<p>Head to feedback to Resources committee</p>	head	
<b>Total budgeted cost</b>					<p>£2,400 resources</p> <p>£3,500 for interventions</p> <p>£500 for home visits</p> <p>£500 for ELSA</p> <p>£300 for disadvantaged learner lead CPD sessions</p>

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	Review
E	Appoint dedicated school wide SENDCO separate from Headteacher and Disadvantaged Lead who can identify specialist SEN needs of this target group	Range of opportunities can be explored to meet specific needs as many of the PP children also fall into those significantly behind – they may require SEN specialist support	Regular HT / SENDCO meetings  SENDCO review sessions with these children  Half-termly SEN meetings between SENDCO and Class Teachers  SENDCO lead 'SEN surgeries' with LA external advisors and ensure these children are part of discussions / solutions	SENDCO / Head	-
<b>Total budgeted cost</b>					£1,620