



Pupil premium strategy statement: primary schools

1. Summary information					
School	COOMBE BISSETT CEVA PRIMARY SCHOOL				
Academic Year	2019-20	Total PP budget	£10,620	Reviewed	March 2020
Total number of children	98	Number of children eligible for PP		Reviewed in March and no further opportunity to effectively manage outcomes due to COVID-19	

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.</i></p>	

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.

Outcomes			
	Desired outcomes and how they will be measured	Success criteria	End of Year Review – MARCH REVIEW DUE TO COVID-19
A.	Children have skills and strategies to enable them to cope with social and emotional challenges	Children more engaged in their learning as evidenced in scrutiny and in their own personal reviews.	Pupils more engaged in learning
B.	Lower prior attainment children eligible for PP close the gap with their peers	Assessment system (Classroom Monitor) identifies attainment in line with non-pupil premium children	Attainment not in line with peers – explore QFT methods, use of LSAs in class, effectiveness of interventions (review interventions being delivered)
C.	Children eligible for PP make progress from their starting point in-line with or better than their peers at the same starting point	Assessment system (Classroom Monitor) identifies progress rates are better than non-pupil premium children	Progress rates not as high as peers – interventions not focused enough, targeted teaching strategies to improve – low attendance figures significant negative impact on ability to deliver these
D.	Low engagement in learning, poor learning behaviours, poor behaviours from small minority in this group	Pupil Premium children more engaged in class across subjects, engage in more after school activities, more in school clubs, more engaged in in-school competitions, more school to school competitions – registers show this	Pupils more engaged in learning – enjoy it more – pupil feedback. Pupils taking part in more after school activities, more involved in clubs in school and representing school more in competitions - registers
E.	Increased attendance rates for children eligible for PP.	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 ≥ 96%.	Despite increased focus in school on attendance – school held school attendance meetings for the first time this year – attendance fell below peers, persistent absenteeism in this group is high

4. Planned expenditure					
Academic year	2019/20				
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
C.	Learning Support assistants distributed across the school – one for each classroom	Budget inherited assigned in this manner	Maths and English Subject Leaders will provide support and advice to class teachers on high quality challenge	Maths and English Subject Leaders	Progress rates not as high as peers. Need to ensure LSAs have targeted time with PP pupils in their class – records of this provision to be kept so that progress measures can be scrutinised more effectively by leadership – staff CPD required.
D.	A curriculum that is enriched with experiences and opportunities Increase clubs at lunchtimes Improve rewards for good learning behaviours and good behaviours Introduce clear and consistent behaviour policy across the school	Not all families are able to provide access to a wide range of opportunities .	Subject Leaders ensure curriculums re-written to be more engaging and more focused on	Key Stage Leaders	Whole school Curriculum reviewed and re-written. In school clubs increased to target these children – successful engagement from these children PP children more engaged with learning – scrutiny and feedback shows more focused learning behaviours from PP children PP children accessing more opportunities including residential and class visits.....MUST INCREASE CLASS VISIT OPPORTUNITIES NEXT YEAR
Total budgeted cost					£8,000

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
A	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.	Training in ELSA Training for LSAs Monitoring by SENDCO	SENDCO	Improved learning behaviours and learning engagement. ELSA successful – but needs to continue more next year to embed success
B	Provision of small group and one-to-one sessions for children identified by school or/and home.	Poor learning behaviours of this group	Interventions in the afternoon Monitoring by DL and DL Governor	DL Lead	Interventions were often disrupted by the need to move the LSA delivering interventions to support LSA delivering 1:1 support – thus interventions not delivered as much. Interventions disrupted in T2 as LSA assigned resigned and not able to get replacement until T3 – missed 1 whole term. Term 3 delivered by inexperienced LSA – next year this individual will be more experienced. Interventions may not have been most effective ones next year improve monitoring and review of these with GPPs reviewed with more rigour and increased staff CPD on use of GPPs. Interventions disrupted by some events – next year must ensure this does not happen. Interventions unable to continue past T3 due to COVID.
C	Provision of small group and one-to-one booster sessions for children identified by school or/and home.	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	
D	Late Spring and Summer activities specifically targeting this group – such as targeted visits to nature reserves, sports coach	Poor engagement in learning and in activities outside of school / in school in previous years	Class teacher registers Trying lots of different clubs to raise engagement Introduce in school clubs to raise engagement	Class teachers	Late Spring / Summer targeted activities did not happen due to COVID Next year ensure extra-curricular activities and trips for this group programmed in Autumn as well as in spring/summer.

E	Targeted School Attendance Meetings with those in this group who fall into Perstnant Absence category	<p>Continued evidence that many of these families have long-term low attendance rates over time at this school</p> <p>SAMs not held previous years so school needs to raise priority of attendance</p> <p>School attendance across the whole school was below national last year so a school culture change needed</p>	HT hold SAMs and then review attendance data as a result	Headteacher	<p>50% of these SAMs successful in improving outcomes.</p> <p>Next year – from September meet with these families at the start of the year to point out the negative impact on outcomes of poor attendance from this year (missing out on QFT and on additional interventions put aside for their children)</p> <p>Engage with EWO at the start of the year.</p>
Total budgeted cost					£1,000

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
A, B, C	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 / HT	SEN needs of this group identified. SEN LA surgeries raised needs of this group. Wider range of strategies introduced but have not had time to embed yet. Half-termly SENDCO / Class Teacher meetings discussed these children and strategies COVID-19 has meant that strategies to be put in place have not had chance to evolve. SENDCO time disproportionately taken with managing school provision for high needs pupils – next year: - Timetable specific points for PP & SEN review
Total budgeted cost					£1,620