



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	30.8.21	

2. Current attainment

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

pupil	Reading baseline	Writing baseline	Maths baseline	Reading T6	Writing T6	Maths T6	Reading progress	Writing Progress	Maths Progress
A	-1	-2	-3	ARE	-1	-2	+1	+1	+1
B	-3	-3	-3	-3	-3	-3	0	0	0
C	-2	-1	-1	-3	-3	-1	-1	-2	0
D	0	-3	-2	-1	-1	0	-1	+2	+1
E	-6	-6	-6	-5	-5	-5	+1	+1	+1
F	0	-3	-3	-2	-1	-2	-2	+2	+1

3. Barriers to future attainment (for children eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
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
External barriers (issues which also require action outside school, such as low attendance rates)	

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

OUTCOMES				
	Desired outcomes and how they will be measured	Success criteria	Reviews	RAG
A.	<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>	<p>Pupils have increased self esteem, see themselves as successful learners and are more willing to challenge themselves.</p> <p>Pupils have dramatically improved their stamina for producing work, and for sustained periods of on-focus learning.</p> <p>OUTCOME A MET IN FULL</p>	
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 Maths 4+ progress points to reduce the gap by at least 1</p>	<p>See data above.</p> <p>Accelerated progress made by ¾ of pupils in Writing and Maths to close the gap to age related.</p> <p>Y6 PP = ARE Reading but not in Writing and maths.</p> <p>OUTCOME MET IN PART</p>	
C.	<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>	<p>2x children have not attended all of Term 1 due to parental refusal with regard to concerns over covid-19. These 2x children then did not attend for Lockdown 2 due to parental choice – virtually all of Term 3 and T4. 2x children did not attend for Lockdown 2 (term 3 and term 4) due to parental choice. These 2x children have missed over 1yr of full time education due to parental choice.</p> <p>Weekly homework tasks completed by all 6.</p> <p>However, 4 children did not fully engage in remote learning in Lockdown 3 – parental choice.</p> <p>OUTCOME NOT MET</p>	

<p>D.</p>	<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>	<p>Homework completed each week.</p> <p>Homelearning – remote learning – expectations were not met consistently by all parents.</p> <p>Pupils were happy. Parents felt that good learning was being achieved at school and there had been a reduction in 'barrier' as a result of familial set-up.</p>	
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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	RAG
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	Pupils engaged well with Homework booklets and with homework retrieval session. WE WILL CONTINUE WITH THIS NEXT ACADEMIC YEAR	
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-regulation	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	Learning Powers approach successful in terms of improving pupil self-belief. EXTEND NEXT YEAR WITH AFL TECHNIQUES IN MARKING	
A	Whole school consistency of behaviour management for positive reward <ul style="list-style-type: none">- 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	Pupils responded well to positive rewards within the whole school system. 2021-22 CREATE INDIVIDUALISED TARGETS AND REWARDS TO FORE EACH PUPIL PREMIUM PUPIL – ON TOP OF WHOLE SCHOOL APPROACH	
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	Improved QFT supported pupil attitude to learning and self-belief.It also improved accelerated progress in most areas. Where it did not in reading pupil conferencing identified pupils now enjoy reading and enjoyed the whole school strategies.	

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	Funding of full time LSA in each class supported accelerated progress. Individual timetabled support worked to support accelerated progress. 2021-22 – EACH PUPILS TO HAVE TIMETABLED PLAN OF ASSIGNED TIME MATCHED TO INDIVIDUAL TARGETS.	
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	COVID resulted in attendance not being able to be successfully challenged. Once EWO was involved attendance did improve in T5/6. IN A POST COVID WORLD IT IS EXPECTED FOR ATTENDANCE TO DRAMATICALLY IMPROVE – THUS ENABLING OUR OTHER STRATEGIES TO HAVE MORE IMPACT – THE WILL BE INCREASED FOCUS ON ATTENDANCE IN 2021-22	
Total budgeted cost					£3,500 LSA support in class £500 High quality homework resources	

i. 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	RAG
B	<p>Small group interventions to target pupil progress through closing the gap</p> <p>Writing</p> <ul style="list-style-type: none"> Use of wordshark £900 <p>Maths</p> <ul style="list-style-type: none"> Fluency Catch-up Maths Rising Stars programme £600 Use of Numbershark £900 	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>	<p>Numbershark successful for pupil progress. Wordshark successful for pupil progress. Rising Stars Maths successful for progress in 1 class.</p> <p>2021-22</p> <ul style="list-style-type: none"> Ensure Rising stars support used in every PP class Intereventions (IPP) for each PP child to be focused on specific objectives each term to continue accelerated progress 	
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	<p>Tutor could not be secured. 4/6 pupils parents did not want home visits due to covid concerns. We assigned additional LSA time for T1-4 to support home reading and additional supply teacher time in term 1-2 to enable Teachers to make more contact with those at home.</p> <p>2021-22 SCHOOL HAS APPLIED FOR NATIONAL TUTORING PROGRAMME BUT YET TO BE INFORMED IF SUCCESSFUL.</p> <p>THE ONNLY WAY TO SUPPORT LEARING EFFECTIVELY IS TO HAVE PUPILS STAY IN SCHOOL AND TUTORING PROVIDED HERE.</p>	
D	Regular (termly) meetings with parents to identify areas for support / areas for parents to target	EEF Teaching Toolkit 3+mnths 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>	<p>Covid reduced meetings efficacy with parents.</p> <p>2021-22 CONTINUE WITH THIS APPROACH BUT USING INDIVIDUAL ACTION PLANS TO IMPROVE EFFICACY</p>	

D	Weekly homework club for PP pupils	EEF Teaching Toolkit 2+mnths for homework, 4+mnths for small group tuition	Homework records	Head	Homework club could not work during covid due to bubbles in school / non-attendance parent choice	
A	Marking of PP books first Planning to reference PP child and specific focus needed Timetable for in-class support for PP children	EEF Teaching Toolkit 3+mnths of within class teaching grouping	PDMS to regularly review Timetables monitoring	Head Disadvantaged lead governor	Effective strategies. 2021-22 CONTINUE PUPIL CONFERENCING TO BE INTRODUCED AS PART OF FEEDBACK POLICY – FIND WAYS TO INCREASE THE TIME / FREQUENCY FOR TEACHERS WITH THEIR PP PUPILS – SUPPLY?	
A	ELSA support for PP to focus on developing self confidence 30mins per term	EEF Teaching Toolkit 4+mnths social and emotional learning	ELSA feedback to class teacher	SENCO ELSA	COVID meant ELSA could not be applied. However, we introduced so many other strategies for pupil mental health, that clearly were effective considering pupil self-confidence improvements.	
A	CPD for disadvantaged learner lead from Local Authority 3x per year Learning from this to be applied to strategies	LA guidance, examples of Best Practice from Bristol / Bath University project	Head to feedback to Resources committee	head	LA CPD – many strategies could not be employed during COVID. We will continue to be part of this network group / CPD session termly to identify if covid was the reason for reduced impact.	
Total budgeted cost					£2,400 resources £3,500 for interventions £500 for home visits £500 for ELSA £300 for disadvantaged learner lead CPD sessions	

i. 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	RAG
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	Half-termly sessions with SENDCO and teacher was effective. CONTINUE SENDCO could not meet with these pupils due to parental choice for them not to attend for parts of the year due to covid concerns. As some of these children are SEN the SENDCO has been very effective at identifying next steps and applying for additional SEN funding to better meet their needs. WE AWAIT FUNDING RESPONSE FROM THE LA 2021-22 <ul style="list-style-type: none"> • CONTINUE WITH PLAN TO HAVE REGULAR SESSIONS WITH SENDCO AND PUPILS • CONTINUE WITH TERMLY MEETINGS WITH TEACHERS AND SENDCO • ADDITIONAL £3000 TO TRAIN KS1 MEMBER OF STAFF AS A SENDCO SO AS TO HAVE GREATER IMPACT IN KS1 AND EARLY INTERVENTION. 	
Total budgeted cost					£1,620	