

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	COOMBE BISSETT PRIMARY
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	11/10/21
Date on which it will be reviewed	1/10/22
Statement authorised by	Berkeley Basinger-Adams
Pupil premium lead	Berkeley Basinger-Adams
Governor / Trustee lead	Jo Maple

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,105
Services funding this academic year	£2,480
Recovery premium funding allocation this academic year	£3,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Programme	£1,021
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,726 without Services £19,206 with Services

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Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for Pupil Premium children are:

- to raise attainment of Pupil premium to be in line with non-pupil premium National Average
- to improve pupil premium children's resilience and perseverance in learning
- to improve the attendance levels of Pupil Premium children, lowering levels of Persistent Absence amongst Pupil Premium Children
- to explore opportunities for enabling greater engagement with learning at home to enable the children to be ready for the next phase in their learning

Our Targeted strategy below aims to achieve our ultimate objectives. See specific details below.

Our Key Principles are based on:

- Inclusive practice (pupils are part of whole class as much as possible to benefit from QFT, to improve their wellbeing, to expose them to higher level challenges and expectations)
- EEF research – toolkits
- Our Christian Foundation of valuing all God's children
- Our school Vision
 - Enabling all Pupil Premium children to do well, and to find their own uniqueness
 - Enabling all Pupil Premium children to feel joy in learning and to develop their perseverance and resilience
 - Enabling all Pupil Premium children to know that they can make a positive difference to themselves and others
- Our School values of Care, Commitment, Creativity, belief, Bravery, Brilliance

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low prior attainment.
2	Low self-confidence in learning, low engagement in learning.
3	Some of the children are on the SEN register.

4	Some of the children have had history of poor attendance.
5	Some of the children do not have high engagement in learning when at home – for example reading records are not frequently recorded and homework is not regularly completed and not completed in a manner that shows care and consideration.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Raise the attainment outcomes of many of the children to 'narrow the gap' to non-pupil premium children in school	Accelerated progress measures over time in comparison to non-pupil premium children.
Improve attendance of the majority of pupil premium children – reducing the persistent absence rates	Pupil Premium attendance is broadly in line with non-pupil premium pupils. Persistent absence rates of individual pupil premium children reduces to in line with national average.
Raise the self-confidence of pupil premium children and improve their engagement in learning.	Pupils will record that they are more confident in their learning, they will record that they have a greater resilience / perseverance and their work in their books will show an improved output (amount and presentation)
Improve the engagement in reading at home	Reading Records have more frequent records – e.g. 3x per week

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Marking PP books first Planning specifically references PP children Timetables for specific in-class PP support	EEF Teaching Toolkit 3+months of within class teaching grouping	1 2 3
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 £800	5
Whole school focus on Learning Powers explicitly taught and on display CPD session for staff – webinars from National College PPTs / LF slips include metacognition reference	EEF PP Guidance document EEF Teaching Toolkit 7+mnths progress for metacognition and self-regulation National College = £900	2
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	2
Whole school focus on improving Quality First Teaching through Rosenshine principles of instruction And targeting LA Review of Teaching – high challenge, high expectation, marking and feedback	EEF PP Guidance on importance of QFT LA Review	1, 2

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 = using the skills of the teacher....so by having an LSA in each class this enables specific targeted moments for the LSA to do whole class support whilst the teacher focuses in on the Pupil Premium children. LSA = £6,000	1, 2
Feedback Policy also includes termly teacher/pupil consultations focusing on Metacognition	EEF report on marking and feedback EEF Teaching toolkit impact of effective feedback 5x per year teacher day release for 1:1 conferencing (8% of 15 days supply)	1, 2
Phonics programme extended to KS2 – CPD for staff as reading a significant concern for pupils	Assessment of individual pupils using phonics SSP. Missed time during Covid to 'embed' Phonics CPD £500	1,2, 3
SENCO termly focus review of Pupil Premium	Significant number of PP children in our school are SEN...SEN champion works alongside PP champion. £1,000	3
Specific SEN tracking tools and CPD for staff using it	Good practice in SEN I-asend, and CPD = £500	3
Diagnostic tools for assessing reading age / spelling age to make diagnostic analysis more focused	EEF – diagnostic tools to create smart targets £200	1, 3
Flexible groupings to meet needs, metacognition, scaffolding, collaborative learning Changing classroom layout to enable flexible groupings In-house CPD on personalised learning / use of ticklists and targets, use of consultations, collaborative learning methodologies – all from previous cluster leadership as Deputy	EEF – toolkit LA course on QFT relating to Pupil Premium £500 supply costs for staff (2 staff – 4 mornings) Staff Meetings	1, 2
School Pupil Premium Champion attending LA courses each term on	a) Making it Happen – LA course on Pupil Premium	1, 2, 4, 5

a) Supporting Pupil Premium Children b) Small schools networks	b) Pockets of Poverty – LA network for small schools with small numbers of disadvantaged children £1000 – (1 staff 12 mornings)	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme (15hrs each child)	DfE National Tutoring Programme £1021 funded and school to top-up the funding difference - in school top-up required £500 EEF – small group tutoring +4 months	1, 2
FFT Lightning squad	EEF – small group tutoring +4 months	1, 2
Small group interventions to target pupil progress through closing the gap	EEF Teaching Toolkit 4+months for small group tuition £4,000	1, 2, 3
Regular (termly) meetings with parents to identify areas for support / areas for parents to target	EEF Teaching Toolkit 3+mnths for parental engagement £500 cover	5
Weekly homework club for PP pupils	EEF Teaching Toolkit 2+mnths for homework, 4+mnths for small group tuition £500	5
ELSA support for PP to focus on developing self confidence 1 session a week	EEF Teaching Toolkit 4+mnths social and emotional learning £500	2
Termly meeting with parents to review progress / reading records / engagement	No evidence – it is just something we wish to provide as a school £500	5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>School Culture continues to evolve as began in 2019....Targeted School Attendance Meetings with those in this group who fall into Persistent Absence category</p> <p>Attendance Action Plan</p>	<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 prior to 2019 so school needs to raise priority of attendance</p> <p>School attendance across the whole school was below national 2018/19 and 2019/20 although is significantly improving 2020/21</p> <p>£500 supply costs</p>	4
<p>Attendance Action Plan and 42hrs of LA EWO and Traveller Liaison to target specific Persistent absence</p>	<p>Are there any LA figures that identify the success of such a programme?</p> <p>Meetings with EWO</p>	4
<p>Pupil Premium Lead attending LA termly programme of CPD and shared practice (MAKING IT HAPPEN)</p>	<p>Are there any LA figures that identify the success of such a programme?</p> <p>£500 course and supply costs</p>	1,2,4,5
<p>Pupil Premium Lead attending LA termly programme of CPD and shared practice for small schools with small numbers (POCKETS OF POVERTY)</p>	<p>Are there any LA figures that identify the success of such a programme?</p> <p>£1000 course and supply costs</p>	1,2 , 4, 5
<p>Additional Phonics books purchased for decodable texts and texts in LKS2 high interest, low reading age</p>	<p>DfE – strategy for decodable phonics</p> <p>£5,000</p>	1, 5
<p>Additional books purchased for LKS2 for high interest, low ability</p>	<p>No evidence – just meets the need of these pupils</p> <p>£500</p>	1, 5
<p>FFT modules on attainment and attendance</p>	<p>FFT evidence of impact of high aspirations for all children</p>	1, 2, 4

Total budgeted cost: £ 23,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

See Review on 2020-21 Pupil Premium Strategy

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
n/a	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Enabling ELSA support Increased LSA support for wellbeing measures
What was the impact of that spending on service pupil premium eligible pupils?	Pupils more confident. In some cases strong progress academically.

Further information (optional)

<i>n/a</i>
