



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	The Coombes CE Primary School
Number of pupils in school	368
Proportion (%) of pupil premium eligible pupils	18.5% (69)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Kathryn Foster
Governor / Trustee lead	Louise Connolly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£92,393
Recovery premium funding allocation this academic year	£11,890
Pupil premium funding carried forward from previous years	£0
School-led tutoring grant	£4,927
Total budget for this academic year	£109,210

Part A: Pupil premium strategy plan

Statement of intent

At The Coombes, the foundations of both learning and well-being of our pupils is based upon our Christian vision; ‘A love of learning grows here’. This vision and our Christian values of respect, responsibility, wisdom, perseverance, compassion and forgiveness is the basis of the aspirations we hold for all of our pupils to grow and flourish.

Our intention is to provide every possible opportunity to enable disadvantaged pupils to realise their full potential and to thrive in all learning and experiences offered to them. We are uncompromising in our expectations for their access to our unique, high-quality curriculum and have high expectations for the academic success of all disadvantaged pupils in our school. As a result, we understand that for pupils in receipt of Pupil Premium, we need to take a long-term approach to addressing their disadvantage, working in partnership with parents to minimise the impact of the barriers they face in order to reach the aspirational attainment and progress outcomes set for them.

The main aim of our Pupil Premium statement is to address these areas that disadvantaged pupils face both in order to achieve well and in line with their peers, to address the barriers they have upon entering school. In order for our children to thrive, we also recognise our responsibility to address the barriers they face in terms of their confidence and readiness to learn and their own identity as learners.

An evidence-based approach, utilising pedagogies that ensure high standards of teaching, alongside targeted academic interventions that focus upon the specific needs of each pupil, forms the foundations of our strategy. We maximise the use of assessment opportunities and thorough analysis of outcomes for this group to ensure that excellent teaching and learning improves the academic attainment of our Pupil Premium pupils so that they are at least in line with their non-disadvantaged peers. Equally, we recognise the need for our commitment to address the social disadvantage pupils have; we prioritise equity of access to experiences and extra-curricular provision to address the social and emotional needs of pupils and consider the experiences of disadvantaged families to best target our support and provision. This comprehensive approach is in place so by the end of their education here, disadvantaged pupils are confident individuals who are ambitious for themselves and are ready for the next stage in their education.

Challenges

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

Challenge number	Detail of challenge
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1	Of the pupils in receipt of Pupil Premium, 42% of them also have an identified Special Educational Need, therefore indicating they have a significant additional disadvantage affecting their attainment outcomes.
2	Pupils in receipt of Pupil Premium do not demonstrate a strong understand of the foundations of reading, writing or maths which results in significant attainment gaps between pupils attain the expected level in Reading, Writing and Maths at the end of KS2. They require support to apply their learning and develop learning independence.
3	Disadvantaged pupils do not have a wide range of metacognitive skills to approach their learning with confidence and resilience and as a result, can have poor engagement in learning/ learning behaviours and can be easily distracted, discouraged or reluctant to take risks in their learning in order to achieve.
4	Disadvantaged pupils do not confidently demonstrate effective communication skills and have a limited academic vocabulary across the curriculum. Pupils do not demonstrated confidence when required to appropriately articulate their learning or to apply academic vocabulary in context.
6	Monitoring, discussions with pupils and parents and frequency of required intervention indicate that pupils do not demonstrate emotional resilience or have effective skills or strategies to address their own well-being, resulting in a lack of engagement with learning and low levels of self-esteem and therefore an impact on their academic attainment.
7	Pupils in receipt of Pupil Premium do not have fair access to a range of experiences outside of school, including extra-curricular clubs and residential experiences.
8	Disadvantaged pupils have limited aspirations for their futures and are unaware of the opportunities available to them. In some cases, pupils and/or families present with disinterest when in comes to the value of schooling and engagement with learning and aspirations for later in life.
9	Analysis of attendance data (2022-23) demonstrates that pupils in receipt of Pupil Premium have lower attendance at 87.8% and poorer punctuality (-12%), consistently lower than their non-disadvantaged peers (93% attendance, -5% punctuality).

As a result of the above stated challenges, attainment outcomes for disadvantaged pupils are detailed below:

	End of Key Stage Two*	Whole School
Reading	62.6%	67.1%
Writing	62.6%	61.5%
Maths	68.8%	65.7%

*% of pupils achieving a scaled score of 100+ in end of Key Stage statutory assessments (SATs)

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
By end of academic year 2024/2025, there will be no difference between attainment data of disadvantaged pupils compared to non-disadvantaged pupils.	Year 1 (2022-2023) <ul style="list-style-type: none"> • Termly assessments and regular feedback support pupils to respond to their learning and address misconceptions promptly • Planning identifies and addresses the needs of disadvantaged pupils • Monitoring and pupil voice opportunities demonstrate high engagement and greater understanding in reading lessons • Consistent pedagogies in place for the teaching of reading and maths in place across the school • Monitoring of data outcomes demonstrates improved attainment in all year groups in Reading and Maths compared to academic year 2021-22
	Year 2 (2023-2024) <ul style="list-style-type: none"> • Introduction of teaching pedagogy in place for writing across the school • Planned interventions across all core subjects target the learning needs of pupils and demonstrate improved attainment as a result of them • Introduction of Learning Organisers- used to set and communicate home learning tasks between home/school, to promote independence in learning and to provide parents with appropriate questions to ask to support children reading at home • Tailored provision for pupils with additional special educational needs identifies their needs quickly and ensures they access the curriculum to improve academic attainment • Early identification of pupils requiring additional support (through in-school provision or tutoring) ensures that knowledge gaps are quickly addressed in all year groups • Monitoring of pupil books, observations and pupil voice demonstrates significantly improved engagement of disadvantaged pupils and quality of scaffolding is high and address individual needs • Improved reading attainment of at least 10% for disadvantaged pupils • To continue to refine the approaches used by all staff to address their learning needs of disadvantaged pupils, which are reviewed regularly
	Year 3 (2024-2025) <ul style="list-style-type: none"> • Implementation of teaching pedagogies in place for Reading, Writing and Maths in place to ensure excellent teaching in all areas in place • Agreed strategies for initial assessments for disadvantaged pupils in place to quickly identify learning strengths/ areas for development to inform teachers from the earliest opportunity (phonics/ maths fluency/ conversational skills) • Mentoring opportunities for pupils help to develop pupils' self-confidence and responsibility in their learning • All pupils in receipt of Pupil Premium can articulate what they are learning and apply academic vocabulary accurately in all subjects • Monitoring of data outcomes demonstrates attainment in all year groups in Reading, Writing and Maths is in line with non-disadvantaged peers • Disadvantaged pupils attendance is in line with non-disadvantaged peers at 96% or above

<p>Reading, Writing and Maths outcomes for disadvantaged pupils in all year groups improved by at least 10% from their current point</p>	<ul style="list-style-type: none"> • Maths fluency and spaced practice planned and sequenced across the school to allow for opportunities to revisit and build upon prior learning at frequent intervals • Breadth of resource available to support pupils in learning ensures targeted and specific provision (manipulatives/ electronic resource base) • Discrete grammar lessons taught weekly, and embedded in the writing pedagogy of the school • Discrete spelling programme in place, which focuses on learning the application of spelling rules and developing wider understanding or etymology, morphology and contextual spellings • Discrete handwriting programme to teach accurate handwriting style/ joins for fluency of handwriting • New pedagogical approach for planning and teaching of writing- prioritising model writing, editing and improving and stamina for writing • Introduction of whole school text-based writing curriculum map, ensuring children have access to a broad range of literary stimuli and write for a wide range of purposes and audiences, based on high-quality texts • Investment in KS2 reading books to ensure texts appropriately meet the reading age of all pupils • Continued engagement with the Literacy Hub • Classroom reading environments equipped with high-quality and age-appropriate texts and children encouraged to broaden their reading exposure by recommending reads for their peers • Weekly visits to the library for children to borrow books to develop exposure, interest and subject knowledge • Whole staff knowledge and understanding of mathematical concepts and whole-school approach to teaching maths (Calculation Policy) and use of manipulatives/ representations • Planning actively specifies the use of manipulatives which are progressively planned over time and are modelled by teachers these throughout lessons • Specifically trained staff to lead and monitor the impact of Maths interventions • Systems in place across the school to address misconceptions within learning to address quickly • Monitoring and pupil voice opportunities demonstrate high engagement in lessons and articulation of their maths knowledge • Assessment outcomes for disadvantaged pupils have been carefully analysed and support directed accordingly • In-school tutor provision in place to provide additional opportunities for pupils to build upon their knowledge
<p>Pupils in receipt of the Pupil Premium grant are aware of their own emotions and can prepare for and are excited for learning</p>	<ul style="list-style-type: none"> • Behaviours for learning taught and revisited on regular occasion • School-wide approach to self-regulation in place within all classrooms and across the wider school, teaching children the vocabulary to self-regulate and strategies to address their feelings • All staff aware of disadvantaged pupils and utilise school-wide approaches to engaging pupils in positive learning interactions • Pupils engage in learning about their metacognition through planned and reviewed sessions • Staff consistently use and teach metacognitive language • Monitoring captures improved pupil engagement, understanding and application of metacognitive strategies

	<ul style="list-style-type: none"> • More frequent access to trips and experiences are planned to enthuse and engage pupils with their learning and provide 'real-life' experiences to address cultural capital of disadvantaged pupils • Monitoring, pupil voice and teacher feedback demonstrates pupils are consistently prepared for learning.
Disadvantaged pupils have a broad vocabulary and use strategies to continue to develop their speaking and listening skills	<ul style="list-style-type: none"> • Targeted vocabulary is planned considering sequence and progression throughout all curriculum areas • Pre-teaching opportunities for vocabulary to be explored • Teachers plan and deliver pre-teaching opportunities to share and learn new vocabulary • Support scaffolds to define new vocabulary planned and used • Talk partners are utilised and planned to ensure disadvantaged pupils have quality conversations about their learning and are able to actively engage • Learning organisers provide resources for pupils to use learning vocabulary when at home • Opportunities to public speak/ speak for purpose are planned in all stages of the school
Pupils demonstrate emotional resilience and use effective skills or strategies to address their own well-being	<ul style="list-style-type: none"> • Nurture sessions in place teaching pupils friendship skills, social interaction and emotional regulation • Zones of regulation used in all classes across the school to teach children about self-regulation • Roles and responsibilities across the school provide children with opportunities to lead others and include training on managing difficult situations • Positive behaviour strategies utilised which identify specific achievements
Disadvantaged pupils participate in a broad range of extra-curricular activities and experiences	<ul style="list-style-type: none"> • Disadvantaged families are informed of the support available to them from the school, which includes financial support • Attendance of disadvantaged pupils on residential trips is significantly improved • Analysis of attendance at extra-curricular clubs demonstrates increased participation for disadvantaged pupils • Disadvantaged pupils represent the school in a wide-range of roles and responsibilities across the school • Experiences such as Careers Day and voting for roles in the school provide opportunities for pupils to explore their future aspirations
Disadvantaged pupils attend school punctually and have overall improved attendance	<ul style="list-style-type: none"> • School-wide approach to addressing attendance quickly addresses attendance below 90% which includes all stakeholders • Reward system in place to promote and reward improved attendance on a termly basis • Data demonstrates overall improvement in school attendance, as well as that for disadvantaged pupils specifically • School staff develop strong relationships with families in receipt of Pupil Premium, addressing concerns about attendance promptly • Parental engagement, including attendance at meetings to discuss barriers to attendance, is high and demonstrates improvement • Improved attendance and punctuality of disadvantaged pupils in all stages of the school.

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

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of an in-school tutor who addresses the specific needs of pupils within a lesson.	Small group tuition impacts on pupils learning by addressing individual/group misconceptions.	1/2
Use of support staff- Mobius Maths training	https://www.mobiusmathshub.org.uk/Teaching-for-Mastery/	2
Allocation of support staff to effectively address gaps in learning through timely intervention.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1/2
Library and lending		
Learning organisers		
Early years S&L		
Maths planning resources		1/2
Investment in whole school Maths planning resources to support reasoning and problem solving and coordinated CPD to plan and enhance Maths teaching and learning	https://www.ncetm.org.uk/classroom-resources/pm-reasoning-skills/	2
Whole school approach to Social and Emotional Learning	Social and Emotional learning seeks to improve pupils' decision-making skills, interaction with others and their self-management of emotions. This can be delivered in school-level approaches as well as targeted specialised programmes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4/6

Close collaboration with the SENDCO to address the additional special educational needs pupils have and appropriately target support and intervention	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf	1
Recruitment of Community Support and Engagement Officer	Allocated member of staff trained to support and engage disadvantaged families, promoting positive relationships with school and improving attendance	2

Targeted academic support

Budgeted cost: £ 80,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned interventions delivered by trained staff and where targets are discussed and shared with parents.	Access to high quality teaching is the most important lever school has to improve outcomes for their pupils. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1/2/5
Targeted, planned and resourced allocation of support staff within lessons to effectively target support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1/3/5
Targeted extra-curricular tutoring to address areas of need.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1/3/5
Provide opportunities for teachers and support staff to pre-teach vocabulary and lesson content.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1/4/5/6

Introduce and structure a training programme for parent volunteers to provide 1:1 reading sessions with pupils.	DfE Guidance on Reading for Pleasure There is also a relationship between reading frequency and attainment (Clark and Douglas 2011; Clark 2011) Clark and Douglas (2011) in their survey of 17,000 young people found that those who were at or above the expected reading level for their age read more frequently than young people who are below the expected level for their age. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	2/3
Utilise external alternative provision opportunities to support pupils with a therapeutic approach to school engagement	https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	6

Wider strategies

Budgeted cost: £ 17,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Advice, communication and support work in conjunction with the Education Welfare Officer to promote attendance and engage parents.	Parental engagement has a positive impact on attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2
Employment of a Community Liaison Support Worker to develop parental relationships and provide support to families to engage in all aspects of school life.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2/3
Alternative provision of education and therapeutic support for pupils whose metacognition impacts upon their ability to manage their feelings and engage in learning.	Interventions have been shown to improve outcomes including resilience and self-esteem, reduce anxiety or depressive symptoms, and prevent violent and aggressive behaviour. Mental health interventions have also been shown to improve academic achievement. https://www.eif.org.uk/blog/three-reasons-why-schools-should-offer-mental-health-interventions#:~:text=School%2Dbased%20interventions%20	1/2/5

	work&text=Interventions%20have%20been%20shown%20to,shown%20to%20improve%20academic%20achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
Daily and weekly attendance checks and related communication to parents	<p>Education Endowment Foundation report that frequent, proactive response to short absences has a positive effect, alongside work with parents to address significant absences, through relationship building and highlighting the impact of absence of educational outcomes</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1669324843</p>	6
A provision of contingency funding to provide disadvantaged pupils with fair access to experiences (e.g. residential, clubs, uniform)	<p>PPG spending guide</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf</p>	6
Staff training to support staff in addressing and managing the behaviour and emotional well-being of pupils.	<p>CPD provided to ensure all staff apply their knowledge to supporting the metacognition and emotional well-being of pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	5
A broad and exciting range of play equipment to stimulate positive play during lunchtimes.	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-7-40/</p>	

Total budgeted cost:

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 2022 to 2023 academic year.

Aim	Outcome
<p>By end of academic year 2024/2025, there will be no difference between attainment data of disadvantaged pupils compared to non-disadvantaged pupils.</p>	<p>Progress for our PP pupils has been impacted by the pandemic and overall the attainment gap has widened.</p>
	<p>Year 1 (2022-2023)</p> <ul style="list-style-type: none"> • Termly assessments and regular feedback support pupils to respond to their learning and address misconceptions promptly • Planning identifies and addresses the needs of disadvantaged pupils • Monitoring and pupil voice opportunities demonstrate high engagement and greater understanding in reading lessons • Consistent pedagogies in place for the teaching of reading and maths in place across the school • Monitoring of data outcomes demonstrates improved attainment in all year groups in Reading and Maths compared to academic year 2021-22 <p>Year 2 (2023-2024)</p> <ul style="list-style-type: none"> • Introduction of teaching pedagogy in place for writing across the school • Planned interventions across all core subjects target the learning needs of pupils and demonstrate improved attainment as a result of them • Tailored provision for pupils with additional special educational needs identifies their needs quickly and ensures they access the curriculum to improve academic attainment • Early identification of pupils requiring additional support (through in-school provision or tutoring) ensures that knowledge gaps are quickly addressed in all year groups • Monitoring of pupil books, observations and pupil voice demonstrates significantly improved engagement of disadvantaged pupils and quality of scaffolding is high and address individual needs • Improved reading attainment of at least 10% for disadvantaged pupils <p>Year 3 (2024-2025)</p> <ul style="list-style-type: none"> • Review of teaching pedagogies in place for Reading, Writing and Maths in place to ensure excellent teaching in all areas in place • Mentoring opportunities for pupils help to develop pupils' self-confidence and responsibility in their learning • All pupils in receipt of Pupil Premium complete can articulate what they are learning and apply academic vocabulary accurately in all subjects • All staff can identify and articulate the needs of disadvantaged and have plans in place to address their learning needs, which are reviewed regularly • Monitoring of data outcomes demonstrates attainment in all year groups in Reading, Writing and Maths is in line with non-disadvantaged peers

<p>To significantly improve engagement and parental support in home reading to see the attainment of disadvantaged pupils meet at least the national average for Reading.</p>	<ul style="list-style-type: none"> • Parents and pupils demonstrate engagement in reading (frequency and responses to texts) at home through monitoring and feedback of reading records • Targeted book lending engages pupils by encouraging them to read and respond to appropriate and high-quality texts • Frequency of reading monitored by class teachers shows improved engagement and response to high-quality texts • Pupils demonstrate enjoyment in reading by sharing responses to high quality texts within class (likes, recommendations, responses) • Monitoring of quality of interaction and recording in pupil reading records demonstrate parental engagement to support and training • Pupils and parents have access to and actively engage in reading high quality texts at home and share responses to texts, including what they read for pleasure • Regular attendance of parents at school-led workshops (focusing upon reading for pleasure, vocabulary and questioning) improves parental knowledge and understanding of how best to support children with their reading at home
<p>Maths outcomes for disadvantaged pupils in all year groups improved by at least 10% from their current point</p>	<ul style="list-style-type: none"> • CPD focusing on evidence-based pedagogy in Maths ensures high-quality teaching in all year groups • Termly assessments and regular feedback support pupils to respond to their learning and address misconceptions promptly • Planning considers the use of manipulatives and teachers model and utilise these throughout lessons • Monitoring and pupil voice opportunities demonstrate high engagement in lessons and articulation of their maths knowledge <p>Assessment outcomes for disadvantaged pupils have been carefully analysed and support directed accordingly</p>
<p>Pupils in receipt of the Pupil Premium grant are aware of their own emotions and can prepare for learning</p>	<ul style="list-style-type: none"> • A consistent approach to metacognitive learning shared with staff through evidence-based CPD and review of provision throughout the year • Pupils engage in learning about their metacognition through planned and reviewed sessions • Staff consistently use and teach metacognitive language • Monitoring captures improved pupil engagement, understanding and application of metacognitive strategies: <ul style="list-style-type: none"> • Pupils can articulate their own metacognition using appropriate language • Pupils utilise metacognitive strategies in preparing to learn • Pupil can reflect on their own feelings or experiences and discuss strategies used <p>Monitoring, pupil voice and teacher feedback demonstrates pupils are consistently prepared for learning.</p>
<p>Disadvantaged pupils attend school punctually and have overall improved attendance</p>	<ul style="list-style-type: none"> • Data demonstrates overall improvement in school attendance, as well as that for disadvantaged pupils specifically • School staff develop strong relationships with families in receipt of Pupil Premium, addressing concerns about attendance promptly • Parental engagement, including attendance at meetings to discuss barriers to attendance, is high and demonstrates improvement • Improved attendance and punctuality of disadvantaged pupils in all stages of the school.

Disadvantaged pupils participate in a broad range of extra-curricular activities and experiences	<ul style="list-style-type: none"> • Attendance of disadvantaged pupils on residential trips is significantly improved • Analysis of attendance at extra-curricular clubs demonstrates increased participation for disadvantaged pupils • Parents understand the support on offer to them and how to access it, with requests been responded to promptly.
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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
Therapeutic Alternative Provision	Storyy Alt Prov
Equine Therapy	Just Around the Corner (JAC)
Peripatetic Music Instruction	Berkshire Maestros