

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	The Coombes CE Primary School
Number of pupils in school	446
Proportion (%) of pupil premium eligible pupils	20.4%
Academic year/years that our current pupil premium strategy plan covers	2021- 2022
Date this statement was published	October 2021
Date on which it will be reviewed	August 2022
Statement authorised by	Alex Powley
Pupil premium lead	Frances Florides
Governor / Trustee lead	Louise Connelly

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,905
Recovery premium funding allocation this academic year	£10,875
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£119,780

Part A: Pupil premium strategy plan

Statement of intent

As an inclusive school, we want to see all our pupils thrive as successful learners socially and academically through high quality teaching. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. Through our vision we seek to create the conditions for our pupils to be the best they can be through removing low expectations, raising lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Negative impact on progress caused by low attendance and subsequent disruptions to learning.
2	Insufficient progress for key cohorts: Disadvantaged White British Boys and Disadvantaged SEND.
3	Significant knowledge gaps around key skills in English and Maths
4	High nurture needs due to high levels of social, emotional and mental health issues
5	Low cultural capital and low aspirations
6	Low parental engagement with regard to the value of learning

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
Improve attendance levels of pupil premium pupils	<ul style="list-style-type: none"> • Persistent absences reduced for Pupil Premium pupils to be in line with national averages. • Pupil Premium pupils will meet, or exceed, attendance percentages in line with national averages. • Increased parental engagement through support given by the school's Parent Support Assistant
Improve pupil progress and outcomes for all and especially for key cohorts.	<ul style="list-style-type: none"> • Pupil Premium pupils to make at least good progress in reading, writing and maths, in line with school benchmarks.
Improve literacy and numeracy levels so that pupils are able to access the whole curriculum.	<ul style="list-style-type: none"> • 90% of pupil premium pupils reading at, or above their chronological reading age • Pupil Premium pupils to make at least good progress in reading, writing and maths, in line with school benchmarks.
Provide meaningful support to pupils experiencing Social Emotional Mental Health issues.	<ul style="list-style-type: none"> • Pupils report positive influence of The Hub • All pupils identified as SEMH have a completed BOXALL profile • Interventions linked to BOXALL profile show impact through engagement in learning.

<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.</p>	<ul style="list-style-type: none"> • Curriculum reviewed to ensure pupils have access to a range of meaningful experiences that enrich their understanding of content taught • Reading spine established to support development of substantive knowledge across the humanities • Prioritised places are available on trips for PP learners to ensure fair access. • Monitoring of extra-curricular activity attendance to show that at least 20% of attendees are PP. • Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.
<p>Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.</p>	<ul style="list-style-type: none"> • The attendance of PP parents/carers at Parents' Evenings is at or above that of non-disadvantaged learners. • Parent /carers surveys show engagement and satisfaction with school and school life.

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: £17,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to monitor progress of PP pupils carefully and report on this through regular progress meetings with senior leaders. Progress to be accelerated for identified pupils.	<i>“Clear systems for Pupil Progress meetings/ Ensure Pupil Progress meetings focus on the skills that individual children need” – Paul Ainsworth</i>	2, 3
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Metacognition to be embedded in whole class teaching – particularly in maths Pre-teaching to be used when possible with a vocabulary focus. Teach and test academic vocabulary.	<i>“Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.” – EEF Teaching and Learning Toolkit 2021.</i> Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment by age 7 there is a 4000 word gap between lower class and middle class. – Beck et al.	2, 3, 5
Widget to be purchased to support the development of classroom, behaviour and SEMH resources	<i>“An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils” - EEF SEN in Mainstream Schools, recommendation 1 – Create a</i>	4

	positive and supportive environment for all pupils without exception.	
Boxall online to be purchased and staff training on how to use the resources. Whole school Boxall profile assessments to be carried out to ensure well-being is carefully monitored.	<p>“From our own experiences with using the Boxall Profile in mainstream settings in New Zealand we would conclude that the information the Boxall Profile provides is extremely useful for teacher-understanding of specific students. The detailed analysis of the students’ stage of learning, their strengths and weaknesses, emotions and behaviours, means help can be precisely focused to meet the identified needs.”</p> <p><i>Keeping our difficult kids in schools – Allison & Craig</i></p>	4
Ensure all relevant staff (including new staff) have received paid-for training to deliver the phonics scheme effectively. Read, Write Inc. to be used in Year 3 as well as KS1 and EYFS.	EEF Teaching and Learning toolkit suggests +5 months progress for the systematic teaching of phonics (over the course of 1 academic year).	2, 3, 5
Whole staff training on Voice 21 (Oracy) and Vocabulary. Nursery to focus on oracy and identify possible barriers for children.	EEF Teaching and Learning toolkit suggests +6 months progress through the implementation of Oracy interventions (over the course of 1 academic year).	2, 3, 5
<p>Librarian and library</p> <p>Purchasing high quality texts linked to school curriculum breadth to enhance substantive knowledge and cultural capital</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>Reading enjoyment has been reported as more important for children’s educational success than their family’s socio-economic status (OECD, 2002).</p>	3, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 68,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small class group reading interventions for disadvantaged pupils falling behind age-related expectations with teacher.	The EEF Teaching and Learning toolkit suggests that teaching assistant interventions can provide up to +4 months progress	2, 3
Use of additional adult to provide 1:1 reading for Year 5/6 pupils who may have fallen behind.	The EEF Teaching and Learning toolkit suggests that 1:1 tuition can provide up to +5 months progress	2, 3
Establish small year group maths interventions for Year 6 pupils to enable 'catch up' on maths curriculum using a specialist Mathematics teacher and school staff.	The EEF Teaching and Learning toolkit suggests that teaching assistant interventions can provide up to +4 months progress	2, 3
National Foundation for Education Research (NFER) tests used to track pupil progress and direct to targeted and evidence-based interventions.	Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.	2
Dedicated Teaching Assistants to support targeted interventions using data from NFER trackers	EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	2

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

Budgeted cost: £33,910

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use pastoral behaviour support workers to positively reinforce attitude to learning.	EEF Toolkit - +3 months progress for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment	4

<p>Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer, Parent Support Assistant and pastoral team.</p> <p>Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and Breakfast Club support for pupils.</p>	<p>EEF Toolkit Parental Engagement suggests +3 months progress.</p>	<p>1, 6</p>
<p>Boxall profile assessments to be carried out to ensure well-being is carefully monitored.</p>	<p>“From our own experiences with using the Boxall Profile in mainstream settings in New Zealand we would conclude that the information the Boxall Profile provides is extremely useful for teacher-understanding of specific students. The detailed analysis of the students’ stage of learning, their strengths and weaknesses, emotions and behaviours, means help can be precisely focused to meet the identified needs.”</p> <p><i>Keeping our difficult kids in schools – Allison & Craig</i></p>	<p>2, 4, 6</p>
<p>Teachers fund available for additional targeted funding identified by class teachers and approved by leaders (especially linked to arts participation). This could include trip support, participation in cultural experiences, extra tuition, clubs and resources needed for school. Reviewed on an individual basis.</p>	<p><i>Removing potential barriers to participation increases attendance – Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia</i></p>	<p>5, 6</p>
<p>Parent workshops designed to support pupils learning at home (with a specific focus on reading and writing)</p>	<p><i>Positive parental engagement can support pupil progress and attendance - Barriers to Learning for Disadvantaged Groups, Jodie Pennacchia</i></p>	<p>3, 6</p>

Total budgeted cost: £119,780

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.

Aim	Outcome
Accelerated progress in Reading, Writing and Mathematics	Progress for PP pupils has been strong throughout the 2020-21 academic year. Although a wide-range of measure were implemented throughout the periods of school closure, there is still a large attainment gap in pupil attainment.
Improvements in phonics scores/early reading and reading provision.	Phonics screening to take place in Autumn 2021. PP pupils made accelerated progress in reading throughout the 2020-21 academic year.
Increase in the number of PP pupils attending clubs and extra-curricular activities.	Due to the pandemic, extra-curricular activities were limited, however opportunities were provided where possible to engage PP pupils in activities- including in school during lockdown.
Improvement in attendance figures for PP pupils. Fewer persistent absentees.	PP attendance in 2020-21 was 89.44%. A new family support liaison will work with families closely from September 2021.

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

