



Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	401
Proportion (%) of pupil premium eligible pupils	18.48% (73)
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£109, 979
Recovery premium funding allocation this academic year	£11,890
Pupil premium funding carried forward from previous years	£0
School-led tutoring grant	£17,000
Total budget for this academic year	£138,869

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 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 2 main focus areas; academic achievement and emotional well-being. In order for our children to thrive as learners, 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 to utilising pedagogies that promote 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 prioritise equity of access to experiences and extra-curricular provision to address the social and emotional needs of pupils, so by the end of their education here, they 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
1	Of the pupils in receipt of Pupil Premium, 51% of them also have an identified Special Educational Need, therefore indicating they have a significant additional disadvantage affecting their attainment outcomes.
2	Analysis of attendance data (2021-22) demonstrates that pupils in receipt of Pupil Premium have lower attendance at 87% and poorer punctuality (-12%), consistently lower than their non-disadvantaged peers (93% attendance, -5% punctuality).

3	Disadvantaged pupils do not have frequent enough opportunities to read at home or receive the required parental support to access to appropriate reading materials, discuss and enjoy books and do not choose to read for pleasure. This contributes to outcomes which demonstrate 34% of pupil premium children do not meet the age-related expectations of pupils of their age in Reading.
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.
5	Pupils in receipt of Pupil Premium do not demonstrate a strong understand of the foundations of maths fluency or arithmetic, which results in only 41% of disadvantaged pupils attain the expected level in Maths at the end of KS2.
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 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.

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

	End of Key Stage One *	End of Key Stage Two*	Whole School
Reading	16.7%	66.7%	60.6%
Writing	33.3%	58.3%	50.7%
Maths	33.3%	41.7%	53.5%

*% 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.	<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

	<ul style="list-style-type: none"> • 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 atleast 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 atleast 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 atleast 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 • Assessment outcomes for disadvantaged pupils have been carefully analysed and support directed accordingly

<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"> <input type="checkbox"/> Pupils can articulate their own metacognition using appropriate language <input type="checkbox"/> Pupils utilise metacognitive strategies in preparing to learn <input type="checkbox"/> Pupil can reflect on their own feelings or experiences and discuss strategies used • Monitoring, pupil voice and teacher feedback demonstrates pupils are consistently prepared for learning.
<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.
<p>Disadvantaged pupils participate in a broad range of extra-curricular activities and experiences</p>	<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.

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
<p>Recruitment of an in-school tutor who addresses the specific needs of pupils within a lesson.</p>	<p>Small group tuition impacts on pupils learning by addressing individual/group misconceptions.</p>	<p>2/3/5</p>
<p>CPD and curriculum review of Reading lessons and associated pedagogies to provide quality first teaching.</p>	<p>Research based practice relating to teaching Reading through Prosody and the 6 Key Reading Skills: EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-</p>	<p>3</p>

	comprehension-strategies#:~:text=These%20can%20include%3A%20inferring%20meaning,metacognition%20and%20self%2Dregulation).	
Investment in assessment tools, and associated CPD relating to data provides opportunities for teachers to understand and effectively respond to the learning needs of pupils.	Question level analysis enables teachers to gain a finer level of understanding of performance relating to specific questions and areas of the curriculum at an individual level. This can inform interventions and targeted response. https://www.nfer.ac.uk/for-schools/free-resources-advice/assessment-hub/assessment-data/report-spotlight-question-level-analysis/	2
Review of Marking and feedback policy and CPD for both teaching and support staff to implement feedback opportunities to redirect or refocus a learner.	Providing feedback is well-evidenced and has a high-impact on learning outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1/3
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	1/3/4
Review of reading books available to pupils and investment in new texts, as well as new library spaces identified and resourced in both KS1 and KS2	The wide variety of high-quality books on offer to children broadens their reading diet and provides them opportunities to engage with texts that are identified as challenging, engaging and considerate of a broad range of subjects and interests. <i>Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006)</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	3/4
Investment in whole school Maths manipulatives and coordinated CPD to plan and enhance Maths teaching and learning	Mobius Maths Hub https://www.mobiusmathshub.org.uk/	5
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	6/7
Close collaboration with the SENDCO to address the additional special educational	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf	1

needs pupils have and appropriately target support and intervention		
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	1/3/5
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

<p>Introduce and structure a training programme for parent volunteers to provide 1:1 reading sessions with pupils.</p>	<p>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</p>	<p>2/3</p>
<p>Utilise external alternative provision opportunities to support pupils with a therapeutic approach to school engagement</p>	<p>https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	<p>6</p>

Wider strategies

Budgeted cost: £ 17,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Advice, communication and support work in conjunction with the Education Welfare Officer to promote attendance and engage parents.</p>	<p>Parental engagement has a positive impact on attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2</p>
<p>Employment of a Community Liaison Support Worker to develop parental relationships and provide support to families to engage in all aspects of school life.</p>	<p>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</p>	<p>2/3</p>
<p>Alternative provision of education and therapeutic support for pupils whose metacognition impacts upon their ability to manage their feelings and engage in learning.</p>	<p>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</p>	<p>1/2/5</p>

	work&text=Interventions%20have%20been%20shown%20to,shoun%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: £199,600 (Pupil Premium Income £138,869)

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 2021 to 2022 academic year.

Aim	Outcome																														
<p>Progress for our PP pupils has been impacted by the pandemic and overall the attainment gap has widened.</p>																															
<p>Improve attendance levels of pupil premium pupils</p>	<p>Attendance figures for</p> <ul style="list-style-type: none"> • 2020-21 89% • 2021-2022 88% <p>This shows a broadly in-line attendance percentage for disadvantaged pupils. 28% families in receipt of Pupil Premium had support regarding attendance from our Parent Support Link.</p>																														
<p>Improve pupil progress and outcomes for all and especially for key cohorts.</p>	<p>Progress data for Pupil Premium pupils across the whole school improved by 5.6 points.</p> <p>Due to the pandemic, data sets for the year 2020-21 are not available and therefore comparison of progress is limited. However, expected progress points at the end of each academic year is 6.</p> <table border="1" data-bbox="810 1200 1219 1350"> <thead> <tr> <th>EYFS</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6</td> </tr> <tr> <td>Writing</td> <td>5.9</td> </tr> <tr> <td>Maths</td> <td>5.7</td> </tr> </tbody> </table> <table border="1" data-bbox="810 1386 1406 1462"> <thead> <tr> <th>PHONICS</th> <th>2020-21</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td></td> <td>83.7%</td> <td>83.9%</td> </tr> </tbody> </table> <table border="1" data-bbox="810 1498 1219 1648"> <thead> <tr> <th>KS1</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6</td> </tr> <tr> <td>Writing</td> <td>5.9</td> </tr> <tr> <td>Maths</td> <td>6</td> </tr> </tbody> </table> <table border="1" data-bbox="810 1684 1219 1834"> <thead> <tr> <th>KS2</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6.2</td> </tr> <tr> <td>Writing</td> <td>5.8</td> </tr> <tr> <td>Maths</td> <td>6.5</td> </tr> </tbody> </table>	EYFS	2021-22	Reading	6	Writing	5.9	Maths	5.7	PHONICS	2020-21	2021-22		83.7%	83.9%	KS1	2021-22	Reading	6	Writing	5.9	Maths	6	KS2	2021-22	Reading	6.2	Writing	5.8	Maths	6.5
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<p>Improve literacy and numeracy levels so that pupils are able to access the whole curriculum.</p>	<p>Attainment data comparison of year 2021-22 demonstrates improved attainment in % of pupils achieving Age Related Expectations in Reading, Writing and Maths for disadvantaged pupils.</p> <table border="1" data-bbox="810 376 1402 526"> <thead> <tr> <th></th> <th>2020-21</th> <th>2021-22</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>43.5%</td> <td>60.6%</td> </tr> <tr> <td>Writing</td> <td>35.7%</td> <td>50.7%</td> </tr> <tr> <td>Maths</td> <td>41.4%</td> <td>53.5%</td> </tr> </tbody> </table> <p>Support from external Library advisor who sorted and organised the library spaces to ensure pupils had texts appropriate to their age and reading level accessible in the libraries</p>		2020-21	2021-22	Reading	43.5%	60.6%	Writing	35.7%	50.7%	Maths	41.4%	53.5%
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Reading	43.5%	60.6%											
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<p>Provide meaningful support to pupils experiencing Social Emotional Mental Health issues.</p>	<p>ELSA provided support to 12 disadvantaged pupils. Widgit purchased and CPD provided for all staff; widget used successfully and consistently across the school as an inclusive approach to scaffolding and communication. Boxall Profile purchased and initial stages of creating profiles and related Social and Emotional support and targets in place.</p>												
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience.</p>	<p>Due to continued limited planning opportunities for external visits due to the pandemic, experience opportunities for pupils was limited. Pupil Premium engagement in the residential trip were increased by the take up of additional financial support available.</p>												
<p>Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.</p>	<p>Attendance of parental workshops from parents of disadvantaged pupils improved and Parent Support Worker worked alongside 7 disadvantaged families and made referrals for 4 to access additional Early Help Support</p>												

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
Kicks Therapeutic Alternative Provision	Reading Football Club
Equine Therapy	Just Around the Corner (JAC)
Peripatetic Music Instruction	Berkshire Maestros