

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	Coomb Briggs Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Helen Redmond - Headteacher
Pupil premium lead	Shaun Bell – Deputy Headteacher
Governor / Trustee lead	Valerie Crosby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,577
Recovery premium funding allocation this academic year	£2030
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£46,607

Part A: Pupil premium strategy plan

Statement of intent

At Coomb Briggs Primary School we ensure that teaching and learning opportunities meet the needs of all of the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. As well as improving academic achievement, we want to ensure that our pupils also have access to any pastoral support they may need so that they may look forward to their time at our school with enthusiasm and positivity. We are very aware that this year has been very different to previous years and therefore pupil premium may not be used in the way it has previously. Our aim is for all children to achieve to the best of their potential and be happy and safe in school.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates made by pupil premium/disadvantaged children. The children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2	Some of our disadvantaged pupils have a greater difficulty with phonics than their peers thus negatively impacting on their development as readers and writers.
3	Pupil Premium pupils have fewer opportunities than non- pupil premium children. This has been exacerbated as a result of the Covid 19 lockdown. This impacts on pupil motivation and aspirations.
4	Some pupil premium families have poor emotional and mental health. This has been exacerbated as a result of the Covid 19 lockdown. This impacts on readiness to learn, behaviour and attendance
5	Many pupil premium pupils have fewer opportunities for experiences than non pupil-premium children.

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
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage;</p> <p>Children who may have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.</p>	<p>End of summer 2022 and 2023 data will show that at least 95% of disadvantaged children have made expected progress from the previous summer.</p> <p>Summer 2022 data will also show that at least 10% of disadvantaged children will have made accelerated progress.</p> <p>Intervention analysis will show that interventions have had a positive impact on the children and has helped to accelerate progress for them.</p>
<p>Improved phonics skills for disadvantaged pupils.</p> <p>Improved Reading, Writing and Maths attainment for disadvantaged pupils.</p>	<p>Assessments will indicate the majority of disadvantaged pupils pass the phonics screening test (80% pass rate for the cohort).</p> <p>KS2 outcomes in 2023/24 for Reading, Writing and Maths will show that 70% of disadvantaged pupils met the expected standard.</p>
<p>To close the gap for disadvantaged pupils and ensure they have the very best academic offer to aid recovery and progress.</p>	<p>Attainment data in school will show that the gap is narrowing for disadvantaged pupils compared to their peers. Data over time will show that disadvantaged pupils make good progress in school that is at least in line with the national average.</p>
<p>To provide pupils with a wide range of both curricular and extra-curricular experiences so that they are motivated and eager learners</p>	<p>Pupils will make good progress across the whole curriculum.</p> <p>School will have evidence of a whole range of varied activities.</p>
<p>To ensure disadvantaged pupils have access to quality first teaching at all times</p>	<p>Standards of teaching, learning and support will be at least good in all year groups and teachers will receive appropriate training and support.</p>

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	This is fundamental in the progress of all of our children. Teachers are monitored by the SLT on a regular basis through planning scrutinies, professional dialogue and observations to ensure that high standards are maintained across the school.	1,2

	<p>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.” EEF Toolkit</p>	
<p>New approach in the teaching of phonics across the school.</p>	<p>The Government has recommended a change in the way that phonics is taught across schools in England. Our phonics lead for the school has researched and bought into a new phonics scheme, ‘Monster Phonics’. Online CPD is available for this and all classroom staff are expected to undertake this training. This will primarily be used in KS1 but will be used in KS2 where needed. This will further improve our systematic approach across the school and embed phonics to enhance spelling and therefore enhance writing. The school will also set up local support and moderation group for other schools “using the same program</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils”</p> <p>EEF phonics toolkit</p>	1,2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focused phonics groups looking at specifically identified phonemes from whole class phonics teaching.</p>	<p>These groups will be tailored to the individual needs of the children so those attending groups may change over time. Some of these groups will take place at the end of the school day so that they do not miss quality first teaching. By ensuring that the sessions are short in length but often, it will embed the knowledge for the children.</p>	1, 2
<p>Reading interventions- extra guided reading sessions. Whole class reading and teacher reading time daily</p>	<p>Groups will be chosen with similar ability children and planned by a teacher. They will have increased opportunities to practise their reading decoding skills and time to discuss the texts to ensure that their understanding has been secured. They will also be able to develop inference skills within a smaller group where</p>	1, 2

	they feel secure in sharing their ideas and opinions.	
Maths intervention – times tables rockstars, numbots, games to enhance mental strategies, pre-teaching of the calculation strategies	Across year groups, teaching assistants will support children to enhance their mental calculation skills. This may be in the form of an intervention outside of the classroom or giving support within the classroom setting so that they do not miss quality first teaching.	1

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led small group pastoral work to support low aspirations and build social skills. Many of our disadvantaged pupils can quickly become confrontational when dealing with challenge and need support to overcome this.	'Sensitive and targeted intervention may benefit at risk or more vulnerable pupils. This can lead to + 4 months additional progress'(EEF toolkit)	1,3,4,5
To have a member of staff trained in child mental health well-being through DfE funded training.	"Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing (for example, difficulty regulating emotions, concentrating, and interacting with peers)." EEF "Interventions which target social and emotional learning lead to an additional +4 months" EEF	1,3,4,5
Pay for or subsidise Pupil Premium Children to attend Breakfast Club, after school clubs and peripatetic music lessons.	"Wider benefits of self-confidence, self-efficacy, resilience and motivation" EEF	3,4,5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

