

# Pupil premium strategy statement – Coomb Briggs Primary Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail                                                                                                                                                                           | Data                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| Number of pupils in school                                                                                                                                                       | 168                            |
| Proportion (%) of pupil premium eligible pupils                                                                                                                                  | 15%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> ) | 2023/2024 – 2026/2027          |
| Date this statement was published                                                                                                                                                | December 2024                  |
| Date on which it will be reviewed                                                                                                                                                | December 2025                  |
| Statement authorised by                                                                                                                                                          | Helen Redmond                  |
| Pupil premium lead                                                                                                                                                               | Lu Martin and<br>Hayley Dawson |
| Governor / Trustee lead                                                                                                                                                          | Ms Amy Altoft                  |

## Funding overview

| Detail                                                                                                                                                                             | Amount  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                                | £47,670 |
| Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>                                                                                      | £0      |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £47,670 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Coomb Briggs Primary Academy, we ensure that teaching and learning opportunities meet the needs of all 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 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. 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                | Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Support for well being and pastoral care has markedly increased since the pandemic. |
| 2                | 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.                                                                                                                     |
| 3                | Poor parental engagement in supporting reading and phonics.                                                                                                                                                                                                                                                |

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| 4 | Narrowing the attainment gap in reading, writing, maths and science                                                                                                                                |
| 5 | 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. |

## 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                                                                                                                                                                                                                               |
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| 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. | Data will show that at least 95% of disadvantaged children have made expected progress from the previous summer.<br><br>Quality first teaching in all areas<br><br>Focused and robust pupil progress meetings                                  |
| Children who may have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.                                                 | Summer 2024 data will also show that at least 10% of disadvantaged children will have made accelerated progress.<br><br>Quality first teaching in all areas<br><br>Targeting of pupil premium children                                         |
| To ensure fallen behind children receive targeted high-quality intervention monitored by intervention leader.                                                        | Intervention analysis will show that interventions have had a positive impact on the children and has helped to accelerate progress for them.<br><br>Quality provision for SEND children<br><br>Targeted SEND pupil progress meetings 3 x year |

|                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Improved phonics skills for disadvantaged pupils.                                                                                            | Assessments will indicate the majority of disadvantaged pupils pass the phonics screening test (80% pass rate for the cohort)<br><br>Streaming of phonics groups across KS1                                                                                                                                                                                                                                     |
| Improved Reading, Writing and Maths attainment for disadvantaged pupils.                                                                     | KS2 outcomes in 2023/24 for Reading, Writing and Maths will show that 70% of disadvantaged pupils met the expected standard.<br><br>An increase in parental engagement in reading shown in reading records and through improvement in reading data                                                                                                                                                              |
| To close the gap for disadvantaged pupils and SEND pupils and to ensure they have the very best academic offer to aid recovery and progress. | 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.<br><br>Quality provision for SEND pupils through clear provision maps and targeted interventions.<br><br>Targeted SEND progress review meetings 3 x a year. |
| To provide pupils with a wide range of both curricular and extra-curricular experiences so that they are motivated and eager learners        | Pupils will make good progress across the whole curriculum. School will have evidence of a whole range of varied activities.<br><br>An increase in participation in enrichment activities, particularly among disadvantaged pupils. All children access school visits and visitors.                                                                                                                             |
| To ensure disadvantaged pupils have access to quality first teaching at all times appropriate training and support.                          | Standards of teaching, learning and support will be at least good in all year groups and teachers will receive                                                                                                                                                                                                                                                                                                  |

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6406

| Activity                                                       | Evidence that supports this approach                                                                                                                                                                                                                                                                               | Challenge number(s) addressed                   | Impact and lessons learnt                                                                                                                |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| Positive regard level 1<br>£350                                | Whole school training to support all children with social, emotional and mental health needs.<br>EEF “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.” | Continuous Professional Development (1,2,3,4,5) | Staff have a better understanding of social and mental health needs of children                                                          |
| Team Teach level 2<br>£2080                                    | Whole school training to keep children and staff safe<br>EEF “ schools should adopt a positive and proactive approach to behaviour, as described in the EEF’s Improving Behaviour in Schools guidance report.”                                                                                                     |                                                 | All staff have a clear understanding of how to keep children safe and de-escalate behaviour                                              |
| Dyslexia Training<br>£379                                      | Whole staff training to support the teaching and learning for pupils with dyslexia and literacy difficulties.                                                                                                                                                                                                      |                                                 |                                                                                                                                          |
| Tourettes training                                             | Whole staff training on Tourettes                                                                                                                                                                                                                                                                                  |                                                 | Staff have a basic understanding of Tourettes and how to support children with it                                                        |
| Phase leader/SENDCO release time for targeted support<br>£7000 | Curriculum lead to revisit whole school curriculum and remodel and give SL support to staff<br>SENDCO out of class during the afternoon to provide focussed support to pupils and staff and oversee intervention and bespoke timetables.                                                                           |                                                 | Focussed support given for both curriculum and SEND. Ch more supported with same day intervention which will support a rise in standards |

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

Budgeted cost: £16,000

| Activity                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed | Impact and lessons learnt |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------|
| Times tables rock stars<br>£250                                                                                                           | In school and home learning package to support the learning and recall of times tables.                                                                                                                                                                                                                                                                                                                                      |                               |                           |
| Monster Phonics scheme adopted across the school<br>£399<br>Monster Phonics – e-programme and<br>Monster phonics hard copy books<br>£1600 | EEF “Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.”<br>Home access and learning in school for all children working on phonics.<br><br>Supporting the access for families who cannot access the e-programme.                                                                                               | Phonics<br>1,2,3,4            |                           |
| Streaming of phonics and daily intensive intervention<br>£9,000 TA costs                                                                  | “The ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests.” EEF<br>“Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy” EEF |                               |                           |

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| <p>Additional reading &amp; phonics time with adults.</p> <p>£1600</p>                                                                  | <p>EEF- Increase opportunities for reading to an adult, targeted intervention, better reading +4</p> <p>To improve the quality and selection of books available</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                           |  |
| <p>High quality, adaptive teaching for all</p> <p>Specific subject leader and TA CPD.</p> <p>SL costs: £3500</p> <p>TA costs: £1200</p> | <p>The Education Endowment Foundation (EEF) 's recent review on 'Special Educational Needs in Mainstream School' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies, are key components of high-quality teaching and learning for all pupils.</p>                                                                                                                                                                                                                                                                                                                                                                  |                                           |  |
| <p>Targeted booster sessions in core subjects at lunchtimes and after school</p> <p>TA cost - £1500</p> <p>Teacher cost - £5500</p>     | <p>Targeted 1:2:1 regular reading has been proven to accelerate readers daily and The Ofsted Reading Framework (2021) states, "Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others"</p> <p>EEF recites, "Both decoding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own. It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading."</p> | <p>Targeted interventions (1,2,3,4,5)</p> |  |
| <p>Development of EYFS classroom and outdoor learning area</p>                                                                          | <p>The EEF states that "Physical development approaches aim to improve young children's physical growth, skills and health. Activities in this area may be focused on a particular aspect of physical development,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                           |  |



|                                          |                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| £6422.23 - indoor<br>£12839.99 - outdoor | e.g. fine motor skills related to writing, or be more general, for instance, encouraging active outdoor play or integrating physical development approaches with other early years activities. Approaches supporting physical development and activity in young children can have a valuable positive effect on their learning of five months additional progress, on average.” |  |  |
|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

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

Budgeted cost: £4500

| Activity                                          | Evidence that supports this approach                                                                                                                                  | Challenge number(s) addressed | Impact and Lessons learnt |
|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|---------------------------|
| Breakfast Club<br>£150                            | Subsidising the cost of breakfast club for all pupil premium children.                                                                                                |                               |                           |
| CPOMS<br>£600                                     | Monitoring and supporting the safeguarding, behaviour and welfare of the children.                                                                                    |                               |                           |
| Support for trips and residential visits<br>£1577 | Subsidising the cost for pupil premium children to attend visits and trips.                                                                                           |                               |                           |
| EWO support<br>£1466                              | Education Welfare Officer supports school by addressing attendance concerns; the EWO communicates effectively with families to support attendance needs with the SLT. |                               |                           |
| Resources to support SEMH needs                   | EEF: “There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in                            |                               |                           |

|                                               |                                                                                    |  |  |
|-----------------------------------------------|------------------------------------------------------------------------------------|--|--|
| throughout the school for regulation<br>£1550 | relation to physical and mental health, school readiness and academic achievement” |  |  |
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**Total budgeted cost: £ 47,407.22**

Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### **Pupil premium strategy outcomes**

Throughout this academic year, our primary focus has been on enhancing reading skills among our students and continuing to tackle the educational disparities that emerged both in the wake of the COVID-19 pandemic and the cost of living crisis. To tackle these disparities effectively, leveraging the expertise of Teaching Assistants (TAs), we have provided targeted support to students in both Key Stage 1 and Key Stage 2. In KS1 children who did not pass the phonics screening test have been allocated to a phonics intervention to focus on the gaps in their phonics reading with daily intervention.

Standards of teaching and learning are at least good in all classes and evidenced in monitoring activities and teachers have received the support and CPD they need to ensure great teaching.

#### **23/24 Data:**

Year 1 phonics - 76%

#### **KS2 Data**

88% - Reading overall. Disadvantaged children (5): 80% achieved ARE, of those children, 20% achieved GD. SEND (4): 75% of SEND achieved ARE, 25% achieved GD

76% - Writing overall. Disadvantaged children (5): 80% achieved ARE. SEND (4): 50% achieved ARE, 25% achieved GD  
76% - Maths overall. Disadvantaged children (5): 60% achieved ARE. SEND (4): 75% achieved ARE, 25% achieved GD

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |