

Pupil Premium Strategy Statement



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Coomb Briggs Academy
Number of pupils in school	150
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26
Date this statement was published	1/12/25
Date on which it will be reviewed	1/09/26
Statement authorised by	A Altoft
Pupil premium lead	H Redmnd
Governor / Trustee lead	A Altoft

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,205
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	£55,205

<p>The total budget spent for Pupil Premium is detailed. This is above the allocation and demonstrates the commitment to narrowing the gap for disadvantaged pupils in our community</p>	<p>£55,205</p>
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Our aim at Coomb Briggs Academy is to make a difference by leading by the core values of Inspire, Enjoy and Achieve. We strive to achieve the very best for our pupils by encompassing them with love, care, guidance and high quality skills each and every day. Our commitment reaches beyond the classroom door to ensure all of our young people are safe and secure.

Our ultimate objective is to accelerate progress for each and every pupil but for this to be enhanced for pupil premium pupils.

Our current plans strive to achieve this through high quality bespoke interventions, small class sizes and high quality interventions.

Key Principles:

We believe that our Pupil Premium strategy is underpinned by a set of key principles.

1. **High expectations** – we have a culture of high expectations for all our pupils, this includes those identified as ‘disadvantaged’. Barriers to learning are identified and strategies put in place to ensure children overcome them - no excuses.
2. **True Quality First Teaching** - we recognise that quality first teaching is the biggest factor in raising standards of attainment. A consistent approach to Teaching, Learning and Assessment is fundamental to ensuring all children receive the best possible education. Professional development for all staff is focused on ensuring everyone has the skills to ensure high quality teaching and learning is standard practice.
3. **High priority** - diminishing differences in attainment is high priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning.
4. **Sharp focus** –our approach to raising standards ensures there is a sharp focus on the impact of teaching. Smaller teaching groups are created underpinned by children’s next steps, are run for set amounts of time and are reviewed regularly.
5. **Early Intervention** - Keep up, not catch-up – there is an understanding amongst all staff that children should be supported to keep up with their peers. In this way, gaps don't form and children can more confidently access learning.
6. **Non-withdrawal** – we believe it is important for all children to be able to access a broad and balanced curriculum. Reading, Writing and Maths are taught daily. Where possible, our strategy is to support children in their core teaching with any additionality given outside of the core curriculum

Challenges

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

Challenge number	Detail of challenge
1	Progress of disadvantaged pupils within core areas
2	Attainment of disadvantaged pupils with core areas
3	Progress of pupils who are also identified as SEND
4	Intervention from outside agencies for disadvantaged pupils
5	Persistent absentees of disadvantaged pupils
6	Development of Early language skills of disadvantaged pupils
7	Engagement of disadvantaged pupils and families in wider curricular activities

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
To accelerate the progress within core areas for disadvantaged pupils	Quality first teaching in all areas Wave 1 targeting of pupil premium pupils Reduced class sizes to ensure a bespoke tailored approach for disadvantaged pupils.
To accelerate the progress of SEND pupils who are also identified as disadvantaged	Quality wave 1 provision for SEND pupils Clear provision maps and targeted interventions/ Work watch pupils identified each term Targeted pupil progress meetings
To improve the attendance of disadvantaged pupils inclusive of persistent absentees	Targeted attendance support Clear action planning Direct work with the cluster Daily intervention by attendance officer Clear incentives for good attendance
To improve the language skills of disadvantaged pupils	Participation within the 'Nell Project' High quality wave 1 teaching Targeted daily intervention

<p>To improve learning behaviours and attitudes of disadvantaged pupils</p>	<p>Whole school 'Thrive' approach Targeted resource provision support Targeted support by in-house counsellor and pastoral support</p>
<p>To improve community participation of disadvantaged pupils</p>	<p>Whole school curriculum parental participation events Community events</p>
<p>To improve the participation of disadvantaged pupils in extra curricular and wider community events.</p>	<p>Disadvantaged pupils increased attendance at after school activities Targeted attendance of disadvantaged pupils at holiday provision</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: £51,048

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To ensure class sizes within EYFS/Key Stage 1 LKS2 to support the acceleration of progress and attainment within core areas.</i></p> <p>UPS3 £51,048</p>	<p>Coomb Briggs Academy has 4 classes facilitated within EYFS/KS1/LKS2 (90 pupils -23 per class opposed to 30). One strength of these smaller class sizes is the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive such as daily SDI in maths). The EEF states, “that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.”</p>	<p>1 and 2</p>
<p><i>Targeted intervention HLTA:</i></p> <p>£7,178.20</p>	<p>Daily intervention - highly skilled HLTA support has shown to accelerate the progress of key pupils.</p> <p>Y1 - 2 Y2 - 5 Y3 - 6 Y4 - 4 Y5 - 8 Y6 - 5</p> <p>The Education Endowment Foundation supports this and states “Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact,”</p> <p><i>Example of Year targeted intervention -</i></p>	<p>1, 2 and 6</p>

<p><i>Targeted daily readers and phonics sessions</i> £3,847.50</p> <p><i>1.5 hours per day</i></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.” At Coomb Briggs, targeted 1:2:1 regular reading has been proven to accelerate readers daily.</p> <p>Y1 - 2 Y2 - 5 Y3 - 6 Y4 - 4 Y5 - 8 Y6 - 5</p>	<p>1, 2 and 6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3078

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To provide intervention for targeted group of pupils</i></p> <p><i>TA 1 X day full year</i> £3,078</p>	<p>Dedicated intervention is being used to tackle and support misconceptions and gaps in learning. This is inline with research by EEF stating, “interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored”.</p> <p>Y1 - 2 Y2 - 5 Y3 - 6 Y4 - 4 Y5 - 8 Y6 - 5</p>	<p>1 and 2</p>

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

Budgeted cost: £3078

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To provide in-house well-being support</i> <i>TA 1 X day full year</i> £3,078</p>	<p>Well-being of targeted pupils addressed.</p> <p>Evaluation to date demonstrates significant improvement in anxiety, participation and general well-being overall.</p> <p>Y1 - 2 Y2 - 5 Y3 - 6 Y4 - 4 Y5 - 8 Y6 - 5</p>	<p>4</p>

Total budgeted cost: £68,229.70

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 2024 to 2025 academic year.

Results for 'Disadvantaged' Children in Academic Year 2024/ 2025

Foundation Stage Attainment Summary ('Disadvantaged' Children) July 2025				
	<i>Reading ELG</i>	<i>Writing ELG</i>	<i>Maths ELG</i>	<i>GLD</i>
<i>1 child</i>	0%	0%	0%	0%

Year 1 Attainment Summary ('Disadvantaged' Children) July 2025				
	<i>Reading - ARE</i>	<i>Writing - ARE</i>	<i>Maths - ARE</i>	<i>Phonics Screening</i>
<i>5 children</i>	20%	20%	0%	40%

Year 2 Attainment Summary ('Disadvantaged' Children) July 2025				
	<i>Reading - ARE</i>	<i>Writing - ARE</i>	<i>Maths - ARE</i>	<i>Combined ARE</i>
<i>8 children</i>	50%	38%	25%	25%

Year 3 Attainment Summary ('Disadvantaged' Children) July 2025				
	<i>Reading - ARE</i>	<i>Writing - ARE</i>	<i>Maths - ARE</i>	<i>Combined ARE</i>
<i>3 children</i>	33%	33%	33%	33%

Year 4 Attainment Summary ('Disadvantaged' Children) July 2025				
	<i>Reading - ARE</i>	<i>Writing - ARE</i>	<i>Maths - ARE</i>	<i>Combined ARE</i>

6 children	67%	50%	50%	50%
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Year 5 Attainment Summary ('Disadvantaged' Children) July 2025				
	<i>Reading - ARE</i>	<i>Writing - ARE</i>	<i>Maths - ARE</i>	<i>Combined ARE</i>
4 children	50%	25%	25%	25%

Year 6 Attainment Summary ('Disadvantaged' Children) July 2025				
	<i>Reading - ARE</i>	<i>Writing - ARE</i>	<i>Maths - ARE</i>	<i>Combined ARE</i>
6 Children	67%	67%	67%	50%

Summary:

- *To continue to accelerate progress of PP pupils throughout school both in terms of academic and social progress.*
- *To consider pastoral and peer mentoring programs to further accelerate.*
- *To consider further targeting of Year 6 provision to ensure all PP secure at ARE and combined.*

EYFS

Expected or above	EYFS GLD
Coomb Briggs	55%
National	68%

Year 1 Phonics

Expected or above	Year 1 Phonics
Coomb Briggs	71%
National	80%

**Year 4 multiplication
check**

There is no expected standard threshold set by DfE.

Expected or above	25/25	20+/25
Coomb Briggs	29%	55%
National	No current data available	No current data available

Key Stage 2

Expected or above	Reading	Writing	Maths	GPS
Coomb Briggs	71%	68%	71%	74%
National	75%	72%	74%	73%
Coomb Briggs Greater Depth	12%	9%	12%	21%
National *	33%	13%	26%	31%

Reading, Writing and Maths combined

Reading, writing, maths combined	KS2
Coomb Briggs Expected or above	56%
National expected or above*	62%
Coomb Briggs Greater Depth	0%
National Greater Depth*	8%

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
Due to the nature of our pupils and demographic all support has been provided in-house with known adults to support and accelerate well-being and progress for all.	

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

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.

School development plan 2024/2025 : [W EPS /BPA - SDP 25/26.docx](#)

Vision 2024-2025: [Vision 25/26](#)