

Pupil premium strategy statement – Comberton Village College

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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
Number of pupils in school	Year 7 to 11 = 1483 Year 12 and 13 = 440 Total roll =1923
Proportion (%) of pupil premium eligible pupils	Year 7 to 11 = 13% Year 12 and 13 = 5% Total roll = 11%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 to 2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Peter Law Principal
Pupil premium lead	Nigel Carrick Assistant Principal
Governor / Trustee lead	John Hartley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,000
Recovery premium funding allocation this academic year	£72000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£20000
*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	

Total budget for this academic year <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>	£253000
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Part A: Pupil premium strategy plan

Statement of intent

We aim for every pupil to gain a positive Progress 8 GCSE outcome along with becoming Caring, Confident and Capable citizens exhibiting the characteristics and skills outlined below.

CARING

Comberton pupils and students **care for and serve each other, the school and their wider environment**. They **understand, value, and respect their own and each other's place in our community**. They have a sense of belonging and purpose that enables them to be **open-minded and outward facing** as they move forward in their life.

CONFIDENT

Comberton pupils and students are individuals who become **confident, creative, interested citizens**, with the **character, resilience, and well-being** to make and grasp new opportunities.

CAPABLE

Comberton pupils and students follow a **broad and balanced** curriculum which equips them with the **powerful knowledge** and **skills** necessary to express **informed opinions**, to make **safe choices** and to live a **flourishing life** in changing times.

Our approach is centred around staff understanding what is disadvantage and how it impacts on attitudes to learning and behaviour around school and in the classroom. We recognise disadvantage as being accumulated, incrementally, overtime and, recognise its many causes, allowing a wider cohort (the 'extended' disadvantage) of pupils to be identified and included in our planning and support mechanisms.

Our approach is founded on 6 core principals which steer everything we do:

1. Equity of access to the basics for all disadvantaged, with a particular focus on literacy.
2. The Comberton Way: A full programme of the extended curriculum to develop the 'whole young person' – accessible by all with a particular focus on 'equity for the disadvantaged and extended disadvantaged, outside of the classroom.
3. High quality teaching and learning, with a particular focus on 'equity for the disadvantaged and extended disadvantaged, within the classroom.
4. Individuals not cohorts.
5. Key stage 3 prevention rather than key stage 4 intervention.

6. Positive parent and carer/school relationships.

Challenges

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

Challenge number	Detail of challenge
1	<p>Culture and ethos are at the centre of Comberton’s approach to positive behaviour.</p> <p>Our challenge is to embed the renewal of our culture and ethos with all staff, pupils and parents following years of disruption in the continuity of education due to COVID, and with a 40% change in teaching staff since 2019.</p>
2	<p>Behaviour is founded on a combination of a ‘living’ Culture and ethos, great relationships, positive rewards and supportive school systems easily understood by all with consequences where needed. For a few where this structure does not change poor behaviours more support is needed.</p> <p>Eighty-eight pupils were responsible for 60% of all detentions and other significant consequences in school last year. Twenty five of those eighty-eight were pupil premium pupils or 28% of this cohort. The challenge is to reduce the number of pupils receiving significant repeated consequences.</p>
3	<p>Attendance in school is essential to positive outcomes.</p> <p>Average attendance for disadvantaged pupils across all year groups was less than the 96% school target.</p>
4	<p>The ‘Matthew Effect’ clearly outlines the exponential growth in the learning gap overtime across key stages. High quality education, in and outside of the classroom for all pupils does not address this need; only through additionality or ‘equity’ will the ‘gap’ stay consistent or narrow.</p> <p>The challenge is to embed ‘equity’ across school life and in particular, equity through the Educational Endowment Funds findings on best practise in supporting the disadvantaged in the classroom.</p>
5	<p>Literacy is the key to accessing education in school and it is where the Matthew Effect can be very easily seen.</p>

	Of the PP cohort (2022-23) 46% had a reading age below their chronological age.
6	<p>Disadvantaged is broader than that defined by government.</p> <p>The challenge is in identifying this group (CVC calls the 'extended disadvantaged') early in a pupil's school career and through understanding its many forms and how they accumulate overtime, work on how to apply 'equity' to this wider group.</p>
7	<p>Narrowing the 'gap' is a constant aim for schools when it comes to disadvantaged pupils.</p> <p>Disadvantaged pupil's outcomes indicate a +0.1 Progress 8 average for 2022-23, based on initial Family Fisher Trust analysis, still lower than the whole school average of +0.5.</p>
8	<p>The gap in outcomes between boys and girls is a longstanding national issue as well as a school issue impacting on disadvantaged pupils and 'other' pupils.</p> <p>Based on initial FFT findings the Progress 8 gap whilst positive for both boys and girls stood at 0.6.</p>
9	<p>Parents/Carers relationship and mutual support are essential in supporting all children.</p> <p>Ensuring parents/carers of disadvantaged are always well informed about the opportunities available to their child/ren through PP funding and, feel comfortable in contacting and engaging positively with the school.</p>

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 embed the culture and ethos of the school with staff and pupils.	<p>For all staff and pupils to know and to 'act' upon the 3 'C's':</p> <p>Caring – is many acts of kindness every day.</p> <p>Confident – is about building people up, not putting them down.</p> <p>Capable – is the ability to try and try again.</p>
To reduce the number of pupils across the whole school, as well as those	Next year, and subsequent years, fewer pupils cumulating large number of significant consequences.

disadvantaged pupils, in a cycle of repeated consequences.	
To improve levels of attendance for disadvantaged in line with the school target.	For all year groups average disadvantaged attendance to be at or above 96%.
To embed 'equity' into teaching and learning and the extended curriculum.	Staff to be able to define 'equity' and explain with clarity how equity is built into their everyday lessons supporting the extended disadvantaged. All disadvantaged children to have full access and are actively encouraged to engage with the extended curriculum.
To improve reading ages across all pupils but, particularly the disadvantaged cohort.	The percentage of disadvantaged pupils with a reading age below their actual age to decrease.
To have systematically integrated into the school year the identification and updating of pupils defined as extended disadvantaged.	A comprehensive list of extended disadvantaged, updated by staff twice yearly.
To narrow the GCSE Progress 8 gap between disadvantaged and 'other' pupils.	For disadvantaged pupils to have a positive progress 8 average points total.
To narrow the GCSE Progress 8 gap between boys and girls.	For boys to improve their overall positive progress 8 average points total.
To increase the number of positive communications with parents/carers of disadvantaged pupils.	More 'points' of positive contact with every disadvantaged parent/carer, including merits, postcards, phone calls home and coffee meetings.

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: £ 93000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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To fund an Assistant Principal as Disadvantaged Lead Teacher.	Strategic overview	Challenges 1 to 9
Additional 6 periods of staffing in English, Maths and science to support disadvantaged and extended disadvantaged.	Reducing class sizes EEF +2	Challenges 4, 5, 6, 7 and 8
Whole school CPD focused on teaching and learning, behaviour and 'equity' in and outside of the classroom through the use of WalkThrus and the work of the Behaviour Working Group.	High quality teaching and learning is the 'main thing'.	Challenges 1, 2, 3, 4, 5, 6, 7 and 8
To support the Literacy Co-ordinator and library with whole school literacy projects.	Reading Comprehension Strategies EEF+6	Challenges 4, 5, 7 and 8
To continue to fund a National Tutoring Programme Lead Teacher post.	Small Group tuition EEF +4 Mastery Learning EEF +5	Challenges 4, 5, 7 and 8
To provide funding supporting CPD opportunities focused on developing knowledge and understanding of staff on why some pupils fail to change negative behaviours, and how boy's behaviour impacts upon poorer outcomes in comparison to girls.	High levels of staff knowledge and understanding of some of the key drivers of underperformance and poor attitudes to learning is essential.	Challenges 1, 2, 3, 4, 5, 7 and 8

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

Budgeted cost: £ 85000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify our 'extended disadvantaged' providing one to one support wherever possible.	At CVC 90% of PP pupils are defined by income. Whilst recognising income levels as one major cause of disadvantage, Daniel Sobel and others clearly identify a wide range of other causes. These 'causes', over time, accumulate and can reach a 'tipping point' creating significantly poor attitudes to learning (Dr Dan Nichols).	Challenges 2, 4, 6, 8.

To create an extensive National Tutoring Programme aimed firstly at mastery within Key Stage 3 maths and English.	Small Group tuition EEF +4 Mastery Learning EEF +5.	Challenges 1, 2, 3, 4, 5, 6, 7, 8 and 9
To create an afterschool homework/football catch up club.	Homework EEF +5.	Challenges 4,5 and 7
All year 7 FSM pupils to receive a fully funded place on the annual residential trip to Beaumanor.	Behaviour interventions EEF +4 Extending school time EEF +3	Challenges 1, 2 3 and 9
All disadvantaged pupils to access bursaries for trips and overnight stays.	Equity and Culture Capital opportunities.	Challenges 1, 2 3 and 9
6 th form peer mentoring.	Peer mentoring EEF + 5	Challenges 1, 2 4, 5, 7 and 8
Increased levels of year 11 1 to 1 literacy support.	One to one tuition EEF +5	Challenges 4, 5, 7 and 8
Reading Fluency support pre and post-test staffing costs.	Reading Comprehension strategies EEF +6	Challenges 4, 5, 7 and 8
Literacy enrichment – guest speakers, drama companies etc. Costs and administrative support.	Enthusing pupils with a love of literacy supports learning across curriculum areas.	Challenges 4, 5, 7 and 8

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

Budgeted cost: £ 75000

Activity	Evidence that supports this approach	Challenge number(s) addressed
No child to 'stand out' because of financial need. This includes all stationary, access to trips (including one international trip whilst at CVC), clubs, after hours GCSEs, music tuition, DofE, uniform etc.	Equity without shaming.	Challenge 1, 4, 5, 7, 8 and 9
To enhance our inclusion offer in KS3 and KS4 support and Centre through expanding time allocations for Inclusion Support, Attendance and Family Support,	Social and Emotional Learning EEF +4 Teaching Assistant	Challenge 3

Counselling Support and Education Welfare Officer.	Interventions EEF +4.	
Appropriate implementation of findings from the EEF 'Attendance Interventions Rapid Evidence Assessment'.	The link between attendance and GCSE outcomes.	Challenge 3
To encourage tutors and mentors to make at least one phone call to discuss positives with parents/carers per half term.	Parental engagement EEF +4	Challenge 1, 2, 3, 7, 8 and 9
To arrange a drop in 'coffee event' once per term for parents/carers to share messages; to include an offer for teachers to attend.	Parental engagement EEF +4	Challenge 9
Disadvantaged and Extended Disadvantaged administrator.	To reduce administrative workload for other staff.	Supporting all of the challenges
Ensure all pupils have access to a device (iPad).	Equity of access to IT.	Challenge 4
To improve the school rewards system supporting good uniform and good behaviour.	Rosenshine's 80% success.	Challenge 1, 2, 3, 4, 7 and 9
Breakfast club in the 'Hub'.	Nutrition and learning.	Challenge 1, 2, 3, 4 and 9

Total budgeted cost: £ 253000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2022 to 23 review.

Initial FFT data shows this year's year 11 GCSE disadvantaged cohort achieved an average Progress 8 of +0.1 indicating that CVC disadvantaged pupils did better than non-disadvantaged pupils nationally.

Overall, 2023-year 11 GCSE Progress outcomes demonstrate a clear gap between boys and girls. Indicative figures from the 2022 to 23 KS4 disadvantaged cohort suggest the same gap exists.

Attendance among disadvantaged pupils was a concern with highest average attendance across the main school year groups being in year 7 and there, only in the low 90%s.

The concept of Extended Disadvantaged based on the working of Dr Dan Nichols and others (fundamentally the steady accumulation of a variety of types of disadvantage over time, and not simply government defined disadvantaged types) has continued to be developed with staff but is ongoing and will need more work this year.

The numbers of disadvantaged remain significant but small across the school (198 disadvantaged of nearly 1500 main school pupils or 13% of the cohort), highlighting the importance of continuing to work on individuals as those individuals can impact significantly on overall averages hiding trends.

Whole school behaviour concerns raised by staff post COVID (October 21) have been tackled through a renewed focus on Culture and Ethos, the development of new rewards systems, the prioritisation of relationship building (reflected by a whole school CPD focus for this year) and the creation of whole school centralised systems to support expectations. As expected, the centralised systems have changed the behaviours of many of those who were just being 'naughty' however, a very small number of main school pupils have become repeated offenders, some of whom are disadvantaged or have been identified as extended disadvantaged, tackling this issue will be a major focus for the Behaviour Working Group this year.

The profile of equity over equality has been raised in school but is not yet embedded with all staff inside and outside of the classroom. Support for basics like uniform, stationary, school trips, exercise books etc is in place but needs to be shared fully with staff and parents. Financial support with trips (for example every FSM child was offered a free place on the year 7 residential trip to Beaumanor) and clubs is also in place but work still needs to develop in communicating opportunities with staff and families with direct encouragement to targeted individuals to take advantage of the many

opportunities available at CVC; opportunities which have returned to pre COVID levels. Last year recording of which individuals have attended which trips and clubs was interrupted by key staff leaving and through the change of our MIS system; this will be addressed this year. Equity within teaching and learning is understood across the school, practical support and CPD opportunities for staff will be a continued focus in developing knowledge and understanding of the most successful Educational Endowment Foundation's findings on best practice.

Significant support was provided to develop literacy, this will be reviewed with library staff and the Literacy co-ordinator and will continue as a key element of the School Development Plan into this year.

Data collated in 'Gateway' spreadsheets will be continued to be collected; working with the data manager and Associate Principal, their use and direct impact will be fine-tuned.

Interventions took place throughout the year through departments, KS3/4 support, the Centre, and Cabin. The NTP programme by mid-May had delivered 718 hours of tuition to 58 KS3 pupils identified by the English and maths departments, as well as 39 (English) and 44 (maths) year 11 pupils receiving a total of 498 pupil hours of tuition during the Easter holiday. Further work needs to take place on tracking interventions across the school as well as reviewing impact.

Parents were engaged through pastoral and support teams and many very good relationships were built between at least one member of staff and each family. Next year greater effort will be made to engage with families physically, in school.

All 6 core principles behind the development plan were advanced in 22-23 with work continuing into 23-24:

1. Equity of access to the basics for all disadvantaged, with a particular focus on literacy.
2. The Comberton Way: A full programme of the extended curriculum to develop the 'whole young person' – accessible by all with a particular focus on 'equity for the disadvantaged and extended disadvantaged, outside of the classroom.
3. High quality teaching and learning, with a particular focus on 'equity', for the extended disadvantaged, within the classroom.
4. Individuals not cohorts.
5. Key stage 3 prevention rather than key stage 4 intervention.
6. Positive parent and carer/school relationships.

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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
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.