

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 = 1488 Year 12 and 13 = 463 Total roll = 1951
Proportion (%) of pupil premium eligible pupils	Year 7 to 11 = 14.5% Year 12 and 13 = 4.3% Total roll = 12.1%
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 2024
Date on which it will be reviewed	September 2025
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	£207500
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
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>	£207500

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 a three-pronged approach founded on:

- staff, pupils, and parents/carers all being knowledgeable and supportive of our Positive Behaviour Policy guiding all our and staff/pupil and pupil/pupil interactions,
- staff understanding what 'disadvantage' is and how it impacts on attitudes to learning, and then applying this knowledge into everyday teaching,
- our 6 core principles (below) steering everything we do.

1. Equity (whereby 'equity' means recognising that pupils do not all start from the same place, and that we need to provide **more** for those that are disadvantaged) 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, outside of the classroom'.

3. High quality teaching and learning, with a particular focus on 'equity for the disadvantaged, within the classroom'.

4. Individuals not cohorts. Recognising that grouping pupils into cohorts ie "disadvantaged, boys, low academic achievers etc.", and producing generalised policies for all, forgets that individuals have individual needs; identifying the specific barriers to learning for the individual is essential in improving their attitudes to learning and ultimately their individual outcomes.

5. KS 3 prevention rather than KS 4 intervention. 'Firefighting' in KS4 is too late. Identifying 'need' early and working to prevent poor attitudes to learning forming is key.

6. Positive parent and carer/school relationships is very important to pupil progress.

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 continually establish and renew our culture and ethos with all staff, pupils, and parents/carers.</p>
2	<p>‘Closing the Gap’.</p> <p>Not all disadvantaged need support and not all disadvantaged are defined solely by household income or by being Pupil Premium+.</p> <p>24 out of 32 disadvantaged pupils from year 11 2023-24 (similar to previous years) averaged estimated GCSE outcomes by Progress 8 of +0.52 equalling whole school outcomes. The 8 ‘other’ disadvantaged averaged an estimated P8 of -2.04.</p> <p>‘Disadvantage’ is broader and can involve key indicators beyond that defined by government (FSM6/PP+). It involves disadvantaged pupils accumulating a further range of differing types of ‘disadvantage’, overtime, fundamentally impacting on pupil’s attitude to learning and on their behaviour. These pupils are of key concern.</p> <p>The challenge is twofold:</p> <ol style="list-style-type: none"> 1. Identifying this group, early in a pupil’s school career, through understanding disadvantage in its many forms, how it is accumulated overtime, and then, its impact on pupils’ individual attitude to learning and behaviour. 2. Once the group is identified the challenge is to prevent the forming of poor attitudes to learning.
3	<p>Behaviour is founded on a combination of an ‘active’ Culture and Ethos, great relationships, positive rewards, and supportive school systems easily understood by all with consequences where needed. For a few disadvantaged where this structure does not change poor behaviours more support is needed.</p> <p>Last year 46 pupils (years 7 to 10) were responsible for 50% (3126) of all detentions. 16 of these pupils were disadvantaged who were not part of an existing provision whether KS3/4, Cabin, or the Centre. This group needs support in reducing poor behaviours and thereby the number of detentions they receive.</p>
4	<p>Attendance in school is essential to positive outcomes and is a type of disadvantage.</p>

	<p>Last year average attendance for the 173 disadvantaged pupils' years 7 to 10 was 88.7%.</p> <p>Of the 173</p> <ul style="list-style-type: none"> • 59 pupils caused most concern, averaging 75.4% (these pupils had 90% or less attendance), • Of these 24 are already being supported by some form of provision (KS3/4, Cabin, Centre), • 15 having attendance concerns and multiple detention issues, • the last 20 having attendance issues only. <p>Tackling the attendance of the 59 is the challenge.</p>
5	<p>The 'Matthew Effect' clearly outlines the exponential growth in the learning gap, overtime, across key stages.</p> <p>Literacy is key to accessing education in school and it is a type of disadvantage. It is where the Matthew Effect can be most easily seen.</p> <p>Of the 173 disadvantaged cohort (2023-24) 47% had a reading age below their chronological age; with 32 pupils having a reading age at least 2 years below their chronological age.</p> <p>Improving the reading age of the 47% is important, but the 32 is the significant challenge.</p>
6	<p>The 'Matthew Effect' impacts on all areas of education, as well as on self-image, self-belief, and individual's attitudes to learning. 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 twofold:</p> <ol style="list-style-type: none"> 1. Embed 'equity' across school life and in particular, equity through the Educational Endowment Funds Toolkit findings on best practise in supporting the disadvantaged in the classroom. 2. Embed 'equity' in the extended curriculum raising engagement to exceptionally high levels among the disadvantaged.
7	<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 and has been a focus of the school this year.</p> <p>In 2022/23 the gap between genders by Progress 8 stood at 0.6. In 2023/24 the gap between genders is estimated at being 0.1. This progress in better understanding of boys needs to continue. However, gender, whilst possibly being considered a type of disadvantage, must not hide the fact that girls can also have specific issues related to gender; 2 of the 8 disadvantaged contributing to a P8 estimate outcome of -2.04 for this year (challenge 2) were girls.</p>
8	<p>Positive parent and carer/school relationships is very important to pupil progress. Our challenge is to ensure parents/carers of disadvantaged are always well informed about the opportunities available to their child/ren through PP funding, understand and accept the school Positive Behaviour</p>

	Policy and feel comfortable in contacting and engaging positively with the school.
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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.	For all staff and pupils to know and to 'act' upon the 3 'C's': Caring – is many acts of kindness every day. Confident – is about building people up, not putting them down. Capable – is the ability to try and try again.
To improve further the ratio between positive and negative points across the whole of the main school.	At present 84% of all behaviour points are positive; by Sept. 2026 we will aim for 90% positive points.
To have integrated into the school year the identification of 'other' pupils with significantly poor attitudes to learning into the disadvantaged cohort.	The formation of a wider list of disadvantaged by the beginning of November, to be shared with staff, and with the process embedded by Sept. 2026.
To reduce the number of pupils (presently 46 across year 8 to 11) across the whole school, as well as those disadvantaged pupils, in a cycle of repeated consequences.	Next year, and subsequent years, fewer pupils cumulating large number of significant consequences.
To improve levels of attendance (presently at 88.7%) for disadvantaged in line with the school target.	A focus on the 35 disadvantaged with attendance below 90% (presently averaging 81.7%), looking to raise attendance for all disadvantaged to within 3 percentage points of the overall school attendance average.
To improve reading ages of the disadvantaged cohort.	The percentage of disadvantaged pupils with a reading age 2 years below their chronological age stands at 26% (45 disadvantaged pupils year 8 to 11); this is to be reduced to 15%.
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

	<p>everyday lessons and clubs/visits supporting the disadvantaged.</p> <p>To raise levels of engagement in extra-curricular clubs and visits by disadvantaged pupils from 85.2% (1 club/visit or more) and 54.6% (2 clubs/visits or more) to 95% and 70% respectively.</p>
To narrow the GCSE Progress 8 gap between disadvantaged and 'other' pupils.	For disadvantaged pupils to have a positive progress 8 average points total in each of the next 2 years.
To narrow further (estimated for 2024 at 0.1) the GCSE Progress 8 gap between boys and girls.	For there to be no discernible gap between the genders by GCSE Progress 8 outcomes in each of the next 2 years.
To increase the number of positive communications with parents/carers of disadvantaged pupils.	Positive behaviour points directly linked with parental communications to increase from last year's total of 4699 points to 7000 by the end July 2026.

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: £ 76775

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund an Assistant Principal as Disadvantaged Lead Teacher.	Strategic overview	Challenges 1 to 8
Additional 6 periods of staffing in English and Maths to support disadvantaged.	Reducing class sizes with the lower ability groups EEF +2	Challenges 5, 6 and 7
To support the Literacy Co-ordinator with whole school literacy projects.	Reading Comprehension Strategies EEF+6	Challenges 5, 6 and 7
Whole school CPD focused on 'equity' through teaching and learning for disadvantaged pupils in and outside of the classroom. Also, relationships and behaviour for learning. All through 'WalkThrus' and the work of the Behaviour for Learning Working Group.	High quality teaching and learning is the 'main thing'.	Challenges 2, 5, 6 and 7

To support CPD opportunities on why some pupils fail to change negative behaviours impacting on their final GCSE outcomes.	High levels of staff knowledge and understanding of some of the key drivers of underperformance and poor attitudes to learning is essential.	Challenge 3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 68475

Activity	Evidence that supports this approach	Challenge number(s) addressed
To identify our 'other' disadvantaged allowing focused and targeted academic support (to include pupils receiving multiple detentions, pupils with poor attendance, pupils with literacy issues, and pupils not engaging in the wider school life).	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, 3, 4 and 5
The formation of Culture and Ethos groups in year 7 and 8 to improve attitudes to learning.	Pupils with poor attitudes to learning can struggle to be motivated in the classroom (46 pupils created 50% of all detentions last year 23/24).	Challenges 1 and 2
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 to 8
All disadvantaged pupils to access bursaries for clubs, trips and overnight stays.	Equity and Culture Capital opportunities.	Challenge 6
6 th form peer mentoring.	Peer mentoring EEF + 5	Challenge 3

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

Budgeted cost: £ 62250

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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 to 8
To enhance our inclusion offer in KS3 and KS4 support and Centre through expanding time allocations for Inclusion Support, Attendance and Family Support, Counselling Support and Education Welfare Officer.	Social and Emotional Learning EEF +4 Teaching Assistant Interventions EEF +4.	Challenge 3, 4 and 8
Support of the attendance development plan including the 'soft start' and 'return to school' programmes, EWO visits to disadvantaged pupils with absence longer than 5 days, rewards for 90% attendance+, greater use of EHAs, as well as a 'pin point' focus on specific identified disadvantaged pupils with attendance issues of below 90% (35 pupils year 8 to 11).	The link between attendance and GCSE outcomes. Parental engagement EEF +4	Challenge 4 and 8
To improve further the school rewards system supporting good uniform, good behaviour and improvement.	Rosenshine's 80% success.	Challenge 1

Total budgeted cost: £ 207500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023 to 24 review.

Initial FFT data shows this year's year 11 GCSE disadvantaged cohort achieved an average Progress 8 of -0.2, with 24 of 32 disadvantaged pupils achieving an estimated +0.52 and the 'other' 8 disadvantaged achieving an estimated P8 of -2.04.

Overall, 2024-year 11 GCSE Progress outcomes demonstrate a significant narrowing of the gap between boys and girls to an estimated 0.1 of a point. Indicative figures from the 2023 to 24 KS4 disadvantaged cohort suggest the same gap exists.

Attendance among disadvantaged pupils was a concern with an average across all 5-year groups of 86.5%. In years 7 to 10, 59 pupils had attendance below 90%, averaging 75.4% and these will receive targeted support in the coming year.

The concept and wider understanding of disadvantaged and its impact on the individual based on the work 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) continues to be developed with staff but is ongoing.

The numbers of disadvantaged remain significant but small across the school (215 disadvantaged of nearly 1500 main school pupils or 14.5% of the cohort). Most disadvantaged do well, as seen in this year's GCSE outcomes, a repeat of the last decade. The very small number of pupils less successful by GCSE P8 (8 pupils had a P8 of -1.0 or worse) outcomes highlights the importance of continuing to work with individuals. It must be recognised that success for these pupils is not always measurable through GCSEs and the many different success stories nurtured within our various provisions and through the care of staff, is quite extraordinary. Not a single pupil has been permanently excluded from Comberton, all have been supported through to the end of their schooling.

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 receive multiple detentions (46 pupils creating 50% of detentions), 57% of whom are disadvantaged (a total of 26 pupils). Tackling this group

will be a major focus for the staff led by Behaviour for Learning Working Group this year.

The profile of equity over equality has been heightened 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 reinforced yearly with staff and parents. Financial support with trips (for example every FSM child obtained a free place on the year 7 residential trip to Beaumanor) and clubs is also in place. A new 'access fund' allows for staffing costs to support pupils with clubs and trips. Further work around QR registers will improve the targeting of individuals to take advantage of the many opportunities available at CVC; opportunities which have returned to pre COVID levels. In the year 2023-24 participation by disadvantaged pupils in at least one club/trip stood at 91% of 143 pupils surveyed or supported by one of the provisions (KS3/4 support, Cabin or Centre). Follow up with individuals was by tutors, pastoral teams and the provisions.

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. Whole school approaches to literacy have been strengthened over the last three years. Regular monitoring and testing of Reading Ages with supportive interventions as appropriate is embedded.

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

There were 89 recorded interventions which took place across the year through departments, KS3/4 support, the Centre, and Cabin.

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.

All 6 core principles behind the development plan were advanced in 23-24 with work continuing into 24-25.