

# Pupil premium strategy statement – Comberton Primary School

This statement details our school's use of pupil premium (and recovery 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	397
Proportion (%) of pupil premium eligible pupils	28.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Deena Frost, Headteacher
Pupil premium lead	Deena Frost, Headteacher
Governor / Trustee lead	Fran Oborski

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149,165
Recovery premium funding allocation this academic year	£7,540
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 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.</i>	£0
<b>Total budget for this academic year</b> <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>	£156,705

## Part A: Pupil premium strategy plan

### Statement of intent

**Our Intent: *Our role at Comberton is to spark curiosity, creating a world of opportunity, awe and wonder for our children and staff. We aim to equip our children with the knowledge, skills and values to lead productive, healthy and inspired lives in modern day Britain.***

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and includes the use of specific interventions. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs and the approaches we have adopted complement each other to help pupils make good progress. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and support any gaps through targeted interventions;
- act early to intervene at the point need is identified;
- use progress meetings to review and track the progress of disadvantaged pupils and then adapt our approaches as necessary;

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;

## Challenges

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

Challenge number	Detail of challenge
1	<p>The ongoing impact of the historical partial school closures has had a more significant effect on some disadvantaged pupils and the gaps between themselves and their peers have widened – core skills/knowledge needs revisiting (many did not engage with remote learning as well as their non-disadvantaged peers). This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p> <p>Evaluations also evidence that the well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p>
2	<p>Internal and statutory assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Lower ability (including SEN) disadvantaged pupils make less progress than other pupils in reading, writing and maths.</p>
3	<p>Assessments and observations indicate underdeveloped oral language skills among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
4	<p>Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
5	<p>Our evaluations, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to lack of engagement in educational activities, family challenges or access to enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Many of our disadvantaged pupils require additional support with social and emotional needs and the social and emotional issues for an identified group of disadvantaged pupils is having a detrimental effect on their academic progress.</p>
6	<p>Attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.</p> <p>Absence (including persistent absenteeism) rates are higher compared with non-disadvantaged. Our data and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	<p>Our reflections and family support work evidence that home learning environments and family engagement for some disadvantaged pupils is not as strong as non-disadvantaged pupils.</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
<p>Improved attainment (in reading, writing and maths) among disadvantaged pupils so that the gap between the attainment of disadvantaged and non-disadvantaged pupils narrows by the end of 2024/25.</p>	<p>The gap between the attainment of disadvantaged and non-disadvantaged pupils' narrows. At least 75% (or an increase in the proportion from previous assessment point – whichever is greater) of disadvantaged pupils reach National Expectations.</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils (particular focus EYFS disadvantaged pupils).</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, learning journeys, ongoing formative assessment, and summative Wellcomm assessments.</p>
<p>Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and school provides effective targeted support for any causing concern.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• vulnerability meeting minutes 'capturing' and demonstrating planned actions and support;</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations;</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils;</li> </ul> <p>Evidence from curriculum planning of the golden thread of wellbeing</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To decrease the number of disadvantaged children with attendance below 90%.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• improved overall absence rate for all pupils and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced;</li> <li>• the attendance of disadvantaged pupils is at least in line with the national comparative figure;</li> <li>• the number of disadvantaged pupils classed as persistent absentees (less than 90%) decreases and is no more than 3% lower than their peers</li> </ul> <p>the gap between the percentage of disadvantaged and non-disadvantaged pupils' deemed persistent absentees narrows;</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: £75,403

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure CPD for teachers and staff is aligned with the curriculum so that it develops teachers' pedagogical knowledge and teaching content knowledge over time.</p> <p>Focus: sequences of learning across the curriculum (building knowledge and progression) (release time, CPD: £10,000)</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1</p> <p>2</p>
<p>Quality First teaching - small group teaching in Years 5 and 6 (English and Maths) £16,924 (Yr 5) £16,332 x 2 (Yr 6) (£32,664)</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p>	<p>1</p> <p>2</p>
<p>Participation in 'Metacognition Project' with soft federation school. Year 1 of 2 year project with external</p>	<p>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils, when applied effectively in the classroom.</p>	<p>1</p> <p>2</p>

<p>consultant through 'Thinking Matters.'</p> <p>£1350 project cost Teacher release time for the Drive Team training and staff CPD £2880 + £3565</p>	<p><a href="https://educationendowmentfoundation.org.uk">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>To develop a whole school calculation policy that builds on NCETM's Mastering Number programme and White Rose Curriculum to support fluency in calculation</p> <p>Maths Lead &amp; SLT Link release time to access Maths Hub and White Rose Resources CPD for all Staff in implementation £960</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in the</a></p> <p>Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught. A clear whole school approach to calculation will support this.</p> <p><a href="https://educationendowmentfoundation.org.uk">Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2</p>
<p>To hold progress meetings (termly) with each staff member to review the progress of pupils (specific focus disadvantaged) to then address and adapt provision as required.</p> <p>(Release time: £3600)</p>	<p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the 'bread and butter' of effective teaching. Teachers should be mindful of the differing needs within their classes – it is just as important to avoid over-scaffolding as it is to ensure all pupils are adequately supported.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1 2</p>
<p>English Lead monitoring the 'bottom 20%' readers to ensure appropriate provision is in</p>	<p>Clear assessment of need and tracking of progress can help to ensure appropriate provision. 'Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not</p>	<p>2 4</p>

place to accelerate progress.  English Lead Release time £960	wasted on rehearsing skills or content that a pupil already knows well.' (EEF) <a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>	
Phonics Lead coaching staff 30 mins 4x week for delivery of high quality phonics £2500	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2  4

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

Budgeted cost: £55,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions on a 1-1 or small group basis (delivered by TAs during pm sessions)  Cost: £30,615 (4 hours per week x 12 adults)	Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a>  Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	1  2
Develop the role of SLCN TA to address need in EYFS and identified groups across the school to improve listening, narrative and	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	3

<p>vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (£19,209)</p>		
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (£2840: 1 hour per day)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>4</p>
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for identified disadvantaged pupils, including those who are high attainers. £2418</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1 2 4</p>



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

Budgeted cost: £26,221

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Designated family support worker/well-being mentor to work alongside pupils and families, including the development of wellbeing champions £24,721</p>	<p>Social and emotional skills' are essential for children's development— they support effective learning and are linked to positive outcomes in later life. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. Both community-based and school-based approaches can be successful: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>5</p> <p>7</p>
<p>Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Working_together_to_improve_school_attendance_-_GOV.UK.pdf">Working together to improve school attendance - GOV.UK (www.gov.uk)</a> This will involve training and time for staff to develop and implement new procedures. £1500</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Working_together_to_improve_school_attendance_-_GOV.UK.pdf">Working together to improve school attendance - GOV.UK (www.gov.uk)</a></p>	<p>6</p>

**Total budgeted cost: £156,705**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attainment and Progress

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Statutory assessments for KS1 and 2 during 2021-22 evidence that the performance of disadvantaged pupils remains significantly lower than in pre covid years. The gap has narrowed in reading and maths showing progress towards our 3 year strategy plan. In KS2, accelerated progress in reading and maths especially has resulted in a higher proportion of children reaching the expected standard than in 2021 internal assessments.

2022 Phonics screening results shows the impact of the quality first teaching and targeted provision in phonics which has resulted in closing the gap to just 1%.

The impact of the low starting points for children in the Early Years is reflected in 2022 outcomes, where gap closing will be cumulative across this strategy.

Our evaluations of the reasons for these outcomes points primarily to ongoing Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. Quality First Teaching and targeted interventions in phonics, reading and maths are beginning to support gap closing but this, understandably, is slower than we would like. Application of taught skills and language and vocabulary remain the barrier in writing especially.

### Attendance

In 2018/19 (the last full year of attendance data pre covid), whole school attendance was at 95% and 92.5% for our pupil premium pupils. In 2021/22, whole school attendance was at 92.9 % (92.8% National) and 91.4% for our pupils premium pupils (90.5% National). Although school attendance for our disadvantaged pupils was above National last year and the gap has closed between pupil premium and non pupil premium pupils from 2018/19, showing the positive impact of our work to date, we still need to increase overall attendance for this group. Persistent absence rates also remained higher, which is why attendance is a continued focus of our current plan.

### Well-being

Our evaluations, vulnerability meetings and observations indicate that pupil behaviour, wellbeing and mental health remain significantly impacted due to ongoing COVID-19-related issues as well as current external pressures within families from the cost of living crisis. The impact is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on that approach with the activities detailed in this plan.

These results mean that in some areas, we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## 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
N/A	N/A

## Service pupil premium funding (optional)

*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***

N/A

**The impact of that spending on service pupil premium eligible pupils**

N/A

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around SEND provision - taking part in EEF research project 'Making a Difference for pupils with SEND' which draws on a range of evidence based research including supporting disadvantaged learners
- embarking on KS2 reading fluency project to support lower attainers
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated the impact of the previous year's activity in order to make adjustments for this current year plan.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupil's and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at research about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We have put a robust evaluation framework in place, in line with our school development plan and made disadvantaged pupils a focus of our appraisal process and will adjust our plan over time to secure better outcomes for pupils.