

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
School name	Comberbach Nursery and Primary School
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers	2022-2023
Date this statement was published	6.9.22
Date on which it will be reviewed	26.2.23
Statement authorised by	Annette Williams
Pupil premium lead	Laura Cooke
Governor lead	Frances Barry

Funding overview

Measure	Amount
Pupil premium funding allocation this academic year	£5,540
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£7540

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for our disadvantaged pupils is to inspire them to achieve the very best outcomes regardless of their starting points and barriers to learning. Our current pupil premium strategy plan works towards achieving these objectives by ensuring that we provide a range of enriching opportunities for all of our disadvantaged children. Language acquisition, vocabulary, phonics and reading are prioritised throughout the school environment and within our curriculum. By immersing our children in an ethos built upon quality literature, we aim for all our children to achieve the highest outcomes in all areas of the curriculum.

The key principles of our strategy plan are that:

- Being a disadvantaged child should not be barrier to academic achievement of the highest standard.
- Children are supported best when school staff work in partnership with parents and carers to raise standards.
- There should no gap in attainment or progress between children in receipt of Pupil Premium and those who are not.

Challenges

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

Challenge number	Detail of challenge
1	Every pupil premium child makes at least good progress
2	Every pupil premium child below ARE makes accelerated progress and closes gap in learning
3	Speech and language/vocabulary gap
4	Family mental health issues
5	Children living in trauma
6	Children living in poverty
7	Lack of life experiences

Intended outcomes


This explains the outcomes we are aiming for **by the end of current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupil premium children achieve outcomes that are in line with non-pupil premium children.	<ul style="list-style-type: none"> - Children will make more than 7 steps progress in KS1, and more than 6 steps progress in KS2. - There will be little disparity in the attainment of pupils' outcomes in the following areas: <ul style="list-style-type: none"> - GLD in Reception - Year 1 Phonics Screening - End of KS1 judgements - Multiplication checker in Year 4 - End of KS2 SATS.
All pupil premium children below ARE make accelerated progress in all areas	<ul style="list-style-type: none"> - Through accelerated progression, the gap in attainment between PP and non-PP children is closing. - Pupils will make at least 7 steps of progress over the academic year in reading, writing and maths.
Quality First Teaching	<ul style="list-style-type: none"> - Teaching and Learning Lead employed to support QFT - Timetabled training sessions, with class cover - Planning sessions with Trust support - Use of staff meetings/INSET days
Opportunities enrichment	<ul style="list-style-type: none"> - All children are able to attend enrichment opportunities provided by school including: clubs, residential trips, day trips, workshops and visitors with financial support from school - All pupils have access to a wide, rich set of experiences including learning musical instruments - After-school clubs are facilitated by school with the most disadvantaged families encouraged to attend with costs met. - Children feel inspired by the opportunities presented to them and are encouraged to pursue their interests and talents - The most disadvantaged pupils consistently benefit from enriching opportunities in which they are actively encouraged to participate
Targeted intervention support	<ul style="list-style-type: none"> - TAs deployed to deliver interventions - ELSA support provided

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)

Activity	Evidence that support this approach	Challenge number(s) addressed
<p>Quality first teaching is essential to ensure the progress of all pupils:</p> <ul style="list-style-type: none"> • Implementation of Weaver Trust’s curriculum, which is progressive in knowledge, skills and vocabulary from Early Years to Year 6 • Teachers will have access to high-quality CPD, linked to our SSDP priorities, to ensure they deliver quality teaching • Continual development of the curriculum to ensure it reflects latest research eg. Meta-cognition strategies and Interconnections • Ensure that all classrooms are environments that are rich in vocabulary and reading opportunities to facilitate language acquisition 	<p>Metacognition and self-regulation  <small>High impact for very low cost, based on extensive evidence.</small></p> <p>Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that we focus all of our resources (not just the Pupil Premium) on proven ways of improving teaching.</p> <p>Evidence from the Teaching and Learning Toolkit and EEF-funded projects, focusing on specific themes most relevant to our children, such as feedback, literacy and language strategies and character and life-skills is used to inform our practice and strategy.</p> <p>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.” EEF (A tiered approach to Pupil Premium spending.)</p> <p>“Language provides the foundation of thinking and learning and should be prioritised.” “Use a wide range of approaches including shared reading, storytelling, and explicitly extending children’s vocabulary.” EEF Preparing for Literacy.)</p> <p>“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” EEF (A tiered approach to Pupil Premium spending.)</p>	<p>1, 2 & 3</p>
<p>Tailored and structured support for Early Career Teachers</p> <ul style="list-style-type: none"> • Development of Weaver Trust Career Pathway – providing the training for all teachers, support staff and senior leaders to ensure quality first teaching 	<p><i>“Priorities for professional development might include: ensuring high-quality materials are available for early career teachers linked to the Early Career Framework; online courses linked to the best available evidence on improve literacy and maths; and online courses linked to pedagogical approaches that are likely to be particularly effective for disadvantaged learners, e.g. metacognition.”</i></p> <p>(EEF Impact of school closures on the attainment gap.)</p>	<p>1, 2 & 3</p>

<ul style="list-style-type: none"> • Teaching and Learning Lead to provide bespoke support for all teachers, particularly early career teachers • Shared practice across Trust, using Specialist Leaders of Education • ECT and Mentor signed up to Better Network Practice to support the development of ECTs. 		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that support this approach	Challenge number(s) addressed
<p>When a pupil needs support in addition to quality first teaching, structured interventions will be put in place. This includes:</p> <ul style="list-style-type: none"> • Small group tuition for targeted pupils in English and Maths, and, where necessary, one-to-one support. • Social and emotional intervention, which are used in-conjunction with other interventions. • High quality and in-depth pupil progress meetings will take place half termly to ensure that all pupil premium pupils, who will benefit from 1:1 or small group tuition, are identified and support is quickly put in place. • Early identification is key. Children will be monitored as soon as they join school. The evidence from EEF suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. • Speech and language intervention will be prioritised in EY. 	<p>Oral language interventions Moderate impact for very low cost, based on extensive evidence.</p> <p>One to one tuition Moderate impact for high cost, based on extensive evidence.</p> <p>“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” EEF (A tiered approach to Pupil Premium spending.)</p> <p>“More successful schools saw raising the attainment of disadvantaged pupils as part of their commitment to help all pupils achieve their full potential. They ensured TAs had the necessary training and expertise to deliver interventions, provide feedback and monitor progress.”</p> <p>(DFE Supporting the attainment of disadvantaged pupils.)</p> <p>Plan carefully for group-based parenting initiatives (such as regular workshops). A convenient time and location, face to-face recruitment, trusting relationships, and an informal, welcoming environment are the most important factors for parents to attend group sessions.”</p>	<p>2, 3, 4 and 5</p>

<ul style="list-style-type: none"> • ELSA to support Social and Emotional interventions and support wider families • Tuition will be additional to, but explicitly link with, normal teaching, and teachers monitor progress to ensure the tutoring is beneficial. <p><i>If a pupil is below age-related expectation, they will make accelerated progress through receiving additional support which is evidence based and policy driven. This support will be carefully designed to meet the individual needs of each pupil and is reviewed on a half termly basis.</i></p>	<p><i>(EEF Working with parents to support children's learning.)</i></p> <p>In addition to academic intervention social and emotional interventions have an identifiable and have valuable impact on attitudes to learning and social relationships in school. EEF evidence shows that they also have an average overall impact of four months' additional progress on attainment, and are used in-conjunction with other interventions.</p>	
<p>Increased number of teaching assistants in classes across the whole school</p>	<p>“Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.”</p> <p><i>(DFE Supporting the attainment of disadvantaged pupils.)</i></p>	<p>1, 2, 3 & 4</p>

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

Activity	Evidence that support this approach	Challenge number(s) addressed
<p>All pupil premium children will engage with enrichment opportunities provided by the school and be able to access a full curriculum, regardless of their starting points or socio-economic background.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Enriched curriculum opportunities - subsidised school trips and residential. • A variety of after school clubs offered. • Extended childcare provision offers for vulnerable families. <p>Support with equipment/uniform/clothing or other resources required to allow participation.</p>	<p>As a school of opportunity, we provide a wealth of enrichment, and extra-curricular activities. Evidence tells us that improved outcomes are linked to participation in both sports and the arts. Every child at will have the opportunity to access a full curriculum, including trips and experiences, as well as having a range of enrichment activities, in addition to their normal curriculum. We will ensure that during an academic year, a wide range of opportunities are provided for all children. No child should be disadvantaged when these opportunities arise and school staff will monitor closely the uptake of activities to ensure that key groups of children, such as SEND or disadvantaged, are benefitting from what we offer.</p> <p>“Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.”</p> <p><i>(EEF A tiered approach to Pupil Premium spending)</i></p>	<p>3, 4, 5, 6 and 7</p>

<p>Transport to/from school/events/home</p>	<p>“The Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage.”</p> <p><i>(Case Study of excellence – EEF A tiered approach to Pupil Premium Spending)</i></p> <p>“All pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute 3 11 to society.”</p> <p><i>(EEF Case Study A tiered approach to Pupil Premium spending.)</i></p>	
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