

Pupil Premium Strategy



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	166
Proportion (%) of pupil premium eligible pupils	5% (8 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2023-2026
Date this statement was published	20.12.23
Date on which it will be reviewed	15.7.24
Statement authorised by	Holly Martin
Pupil premium lead	Holly Martin
Governor lead	Frances Barry

Funding overview

Measure	Amount
Pupil premium funding allocation this academic year	£5,820
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£7820

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aim for all pupils including those entitled to pupil premium, is to inspire them to achieve the very best outcomes regardless of their starting points and barriers to learning. This also includes progress for those disadvantaged pupils who are already high attainers. 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. We ensure we provide quality first teaching, interventions where necessary and a range of enriching opportunities for our disadvantaged pupils. Language acquisition, vocabulary, phonics and reading is at the heart of our curriculum and throughout the school environment. 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. We understand that significant non-academic challenges such as attendance, behaviour and social and emotional needs can sometimes have a negative impact on academic outcomes so we aim to also address these wider issues as part of our strategy.

Our approach will be responsive to the common academic and non-academic challenges as well as the individual needs of the pupils.

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	Attendance: Emotional based non-attendance and linked to health conditions
4	Parental wellbeing: family mental health issues,

5	Children living in trauma
6	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 for 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 if required - All pupils have access to a wide, rich set of experiences

	<ul style="list-style-type: none"> - Children to have opportunities to access ELSA support - 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
<p>Targeted intervention support</p>	<ul style="list-style-type: none"> - Specialist teacher/TA employed to deliver interventions - Designated teacher delivers ELSA support
<p>All children are well prepared for each day</p>	<ul style="list-style-type: none"> - All children are offered breakfast each morning - Children have correct equipment, uniforms, PE kit and shoes - Wraparound provision and after-school clubs are accessible to children - Disadvantaged families are specifically targeted for support

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: £2000

Activity	Evidence that support this approach	Challenge number(s) addressed
<p>Quality First Teaching in all year groups which includes quality CPD for all staff, related to both academic and non-academic topics including mastery.</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." <i>EEF (A tiered approach to Pupil Premium spending.)</i></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." (<i>EEF Preparing for Literacy.</i>)</p>	<p>1 &2</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." <i>EEF (A tiered approach to Pupil Premium spending.)</i>	
Tailored and structured support for Early Career Teachers	"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." (EEF Impact of school closures on the attainment gap.)	1, 2, 3 & 5
Work closely with external professionals to implement appropriate support for children with complex needs and other barriers to learning, including Educational Psychologists	The Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage. (Case Study of excellence – EEF A tiered approach to Pupil Premium Spending)	1, 2 & 5

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

Budgeted cost: £2000

Activity	Evidence that support this approach	Challenge number(s) addressed
Provide extensive training opportunities for all Teaching Assistants	"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."	1, 2 & 5

	(DFE Supporting the attainment of disadvantaged pupils.)	
Structured Interventions with a keep up approach across the school Speech and language interventions. Phonics interventions	<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>	1, 2, 3 & 5
Work closely with external professionals to implement appropriate support for children with complex needs and other barriers to learning, including Educational Psychologists	<p>The Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage. (Case Study of excellence - EEF A tiered approach to Pupil Premium Spending)</p>	1, 2 & 5

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

Budgeted cost: £3820

Activity	Evidence that support this approach	Challenge number(s) addressed
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>"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>	3, 4, 5 & 6

Arrange emotional support CPD for nominated staff, including mental health support and ELSA	"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.)	3,4&5
School to support with some funding towards developing cultural capital	"All pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society." (EEF Case Study A tiered approach to Pupil Premium spending.)	6
Arrange family/parental courses including: qualifications, 1:1 support with routines and boundaries	<p><i>"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."</i></p> <p><i>"Running workshops showing parents how to read and talk about books with their children effectively."</i></p> <p>(EEF Working with parents to support children's learning.)</p>	4

Total budgeted cost: £7820