



This statement details our school's use of pupil 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 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	176
Proportion (%) of pupil premium eligible pupils	7% (13 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2025 - 2026
Date this statement was published	19.12.25
Date on which it will be reviewed	December 2026
Statement authorised by	Claire Harrison
Pupil premium lead	Holly Young/ Claire Harrison
Governor lead	Jim Barlow

Funding overview

Measure	Amount
Pupil premium funding allocation this academic year	£19,248
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£19,248

Part A: Pupil premium strategy plan

Statement of intent

At Comberbach Primary and Nursery School we aim to inspire all pupils, including those entitled to Pupil Premium, to achieve the very best outcomes regardless of their starting point and barriers to learning. We are committed to ensuring that our disadvantaged pupils have the same rich experiences, opportunities and high-quality learning as their peers.

Language acquisition, vocabulary, phonics and reading are central to 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.

Our strategy is underpinned by the following principles:

Aspiration: Being a disadvantaged child should never limit academic success or future opportunities.

Impact: There should be no gap in progress or attainment between pupils eligible for Pupil Premium funding and those who are not.

Partnership: Strong relationships between school and home are essential. By working closely together, we can raise expectations and support children effectively.

From the moment children join us, they are provided with a wide range of enrichment opportunities and meaningful, real-life experiences that are accessible to all, including our disadvantaged pupils.

Ultimately, our ambition is for every child at Comberbach Nursery and Primary to achieve excellent outcomes across all areas of the curriculum.

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
4	Parental wellbeing: family mental health issues
5	Children living with 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, at least, the expected amount of progress in KS1 and 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"> - The gap in attainment between PP and non-PP children is narrowing through accelerated progress in learning.
Consistently strong teaching	<ul style="list-style-type: none"> - A rigorous programme of monitoring, which includes brokered support from the Weaver Trust Teaching and Learning Lead, to ensure quality first teaching. - Timetabled training sessions, with class cover. - Curriculum Planning sessions with Trust support - In house and Trust led staff meetings/INSET days - Trust support and training for subject leaders.

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 - Pupils who are in receipt of Pupil Premium are given priority for extra-curricular clubs and financial support is available if required. - All pupils have access to a wide, rich set of Experiences linked to the curriculum
	<ul style="list-style-type: none"> - 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

Emotional and Mental Health Support	<ul style="list-style-type: none"> - Children access ELSA support pupils SEMH needs <ul style="list-style-type: none"> - 1:1 and group sessions tailored to specific needs of pupils, delivered by designated teacher. - Lunchtime well-being club targeted towards the most vulnerable children supports SEMH. - Implementation of Zones of Regulation and review of Behaviour Policy.
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<p>Early identification and Targeted intervention and support</p>	<ul style="list-style-type: none"> - Early diagnosis of need, in particular early reading, dyslexia, executive functioning, postural stability. - Specialist teacher/TA employed to deliver interventions <ul style="list-style-type: none"> - SALT plans implemented in school and sessions delivered to those pupils who have Speech and Language 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: **£10,200**

Activity	Evidence that support this approach	Challenge number(s) addressed
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>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>	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></p>	

<p>Tailored and structured support for Early Career Teachers</p>	<p>"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."</p> <p>(EEF Impact of school closures on the attainment gap.)</p>	<p>1, 2, 3 & 5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £7048

Activity	Evidence that support this approach	Challenge number(s) addressed
<p>Provide bespoke training opportunities for all Teaching Assistants</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>1, 2 &5</p>

	<p>(DFE Supporting the attainment of disadvantaged pupils.)</p>	
<p>Structured Interventions with a keep up approach across the school</p> <p>Speech and language interventions.</p> <p>Phonics interventions</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>Short, regular sessions over a set period of time appear to result in optimum impact.</p> <p>SALT plans implemented in school</p> <p>https://educationendowmentfoundation.org.uk/education-reviews</p>	<p>1, 2, 3 & 5</p>

	n-evidence/teaching-learning-toolkit/one-to-one-tuition	
Work closely with external professionals to implement appropriate support for children with complex needs and other barriers to learning, including Educational Psychologists and Speech and Language Service	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

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £2,000

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.	"The Pupil Premium is used to help pupils and families to overcome the dual barriers of special educational needs and socio-economic disadvantage." <i>(Case Study of excellence - EEF A tiered approach to Pupil Premium Spending)</i>	3, 4, 5 &6

<p>Arrange emotional support CPD for nominated staff, including mental health support and ELSA</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>3,4&5</p>
<p>School to support with funding towards developing cultural capital</p>	<p>"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.)</p> <p>Implement Smart School Council across the school for democracy and citizenship.</p>	<p>6</p>
<p>Arrange family/parental courses including: qualifications, 123 Magic, 1:1 support with routines and boundaries</p>	<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><i>(EEF Working with parents to support children's learning.)</i></p>	<p>4</p>

Total budgeted cost: £19,248

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Outcomes at the end of key stage 2 in 2025 were above the national figure - no pupils within this Year 6 cohort were in receipt of the Pupil Premium grant.

There was one disadvantaged pupil in the EY who also has significant SEND needs and, as such has an EHCP for Cognition and Learning and Communication and Language. This pupil did not achieve GLD.

Attendance at the end of 2025 was 97.6%. Attendance for disadvantaged FSM pupils was 98.9%.