# Pupil premium strategy statement

This statement details our school’s use of pupil premium (and recovery premium for the academic year 2022 to 2023) 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.

## Combe Pafford School overview

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| Detail | Data |
| Number of pupils in school  | 207 pre 16 + 56 post 16 |
| Proportion (%) of pupil premium eligible pupils | 52.1% |
| Academic year that our current pupil premium strategy plan covers  | 2022/23 |
| Date this statement was published | 8/12/22 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Mike Lock |
| Pupil premium lead | Mike Lock |
| Governor lead | Jane Hallwood |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £117,550 |
| Recovery premium funding allocation this academic year | £106,198 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year** | £223,748 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| All pupils at Combe Pafford School have an Education, Health and Care Plan which identifies their academic, social, emotional and pastoral needs. Consequently, we consider all pupils are disadvantaged and with just over 50% of pupils attracting pupil premium funding, we intend to get maximum benefit for all from the use of the funding.Our intention is to enable disadvantaged pupils to maximise their academic potential, develop personal and social skills and to help develop their resilience and grow their aspirations to enable them benefit and enjoy school and to gain long term employment as the next expected step after formal education.We use pupil premium funding to support these intentions, we employ additional support staff to enable additional reading intervention; additional maths intervention; pastoral support staff; counsellor support; a P/T speech and language therapist; a F/T careers officer….. these are all services and interventions we would struggle to afford from the school budget share.Whilst this supports all our ‘FSM disadvantaged’ pupils, it also supports all of our pupils |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Academic skills on entry are very low compared to ARE |
| 2 | Often pupils’ personal and social skills are underdeveloped for their age  |
| 3 | Many pupils are emotionally fragile which can lead to inappropriate behaviour  |
| 4 | Wide range of needs besides MLD, eg ASC, SLCN, SEMH |
| 5 | Lots of pupils have unmet needs external to school |

## 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.

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| Intended outcome | Success criteria |
| For pupils to achieve their English and maths targets year on year | Disadvantaged pupils to achieve at least in line with the rest of the school population |
| To enable pupils to enjoy attending school | High attendance, above 92%, limited number of suspensions |
| To develop age-appropriate social skills |  |
| To help pupils manage behaviour and conflict in a more appropriate way as they get older | Few serious behavioural incidents, pupils able to access counselling and know how to ask for help |
| To develop a realistic aspiration and expectation towards employment | Over 50% of pupils leaving to gain employment or apprenticeship (The national average for pupils with EHCPs gaining meaningful employment is 6%) |
| To provide a rich and varied extended curriculum offer | To include external visits and residentials (all pupils to be offered the opportunity) |
| For as many students as possible who are leaving the sixth form to gain employment or apprenticeship | At least 50% of sixth form to gain part time jobs whilst at school. |

## 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: £72,765 Revised Cost: £64,331

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Pupil Premium spend | Recovery premium spend |
| Additional paid time needed for LSA for additional support in classrooms | As a school, we wanted to respond to ‘lost learning time’ through Covid by increasing the amount of formal teaching time with teachers by restructuring the day. We have generated 2 hours and 5 minutes extra per week  | 1,2,3,4 | £50,989 | £3,781 |
| Update read write inc training as a refresher and also for new staff; new materials | The new reading framework stresses the importance of a rigorous phonics programme.  | 1,4 |  | £9,561 |

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

Budgeted cost: £34,404 Revised cost: £68,076

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Pupil Premium spend | Recovery premium spend |
| To provide effective literacy and numeracy interventions for pupils as identified through assessment by NTP | EEF and DfE research on the benefits of 1 to 1 targeted intervention over a term. This is backed up by our own data.  | 1,2,4 | £26,561 | £32,848 |
| To have a suitably qualified speech and language therapist on site to assess and design programmes of intervention to the increasing number of pupils with SALT needs | EEF report that the average impact of oral language interventions is approximately an additional six months progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.  | 1,4 |  | £8,667 |

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

Budgeted cost: £116,799 Revised Cost: £91,341

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | Pupil Premium spend | Recovery premium spend |
| To provide 2 days specialist behavioural counselling support for pre 16 pupils | Specialist counselling support was needed to provide post Covid support for several on-going issues with pupils. Alongside this, the more complex pupils we are now being asked to take mean this support will need to continue | 2,3,4,5 |  | £7,600 |
| To ‘buy in’ work placements for students as due to covid, several employers were unable to take students  | A significant part of the success of our sixth form is enabling students to be in a work placement 2 days a week | 2, 4 |  | £7,111 |
| To provide 5 days Senior Mental Health Lead and counselling and pastoral support for pupils  | We have employed a specialist trained Thrive Practioner to act as our Senior Mental Health Lead  | 3,4 |  | £17,267 |
| To enable a ‘Saturday Social club’ where professional youth workers would encourage pupils to leave the house at the weekends | Many of our pupils find social activities difficult to successfully engage in and covid made this much worse.   | 2,5 |  | £5,033 |
| To provide specialist careers guidance  | We have increased our P/T Careers Adviser from 3 to 5 days to enable us to source and maintain employer engagement and work placements | 2,4 |  | £14,330 |
| To enable all pupils to undertake out of school residentials and activities | We have (pre-covid) a well-established programme of residential visits, locally, in the UK and internationally | 2,3,4,5 | £40,000 |  |

**Total budgeted cost: £223,968**

**Total revised costs: £223,748**

**Updated December 2023**

**Part B: Review of the previous academic year**

**Outcomes for all pupils, including disadvantaged pupils.**

Outcomes for pupils in the 2022 to 2023 academic year and explain how their performance has been assessed.

We extended our school week by 2 hours and 5 minutes, this has enabled all pupils to benefit from additional teaching time, we have used PP funding to pay for the additional LSA time needed to enable this to happen.

We have invested heavily in Read Write Inc as our early reading strategy, this involved all KS2 and year 7 and a small group of year 8 pupils receiving daily phonics teaching.

We have provided 1 to 1 and small group interventions for English and maths for our poorest attainers. 44 Pupils had specialist reading intervention; 26 specialist maths intervention; 90% of pupils on writing intervention made more progress beyond what they would have; 55% of pupils on reading intervention (all our lowest/Early Readers); 60% of pupils on Maths intervention.

We have been unable to find and employ a qualified SALT and so have appointed and provided training for an LSA who has worked with just over 40 pupils either 1 to 1 or in small groups each week, also supporting our youngest class three times a week as well as a small sixth form group on a weekly basis.

Post Covid, we had struggled to source work placements for our sixth form courses. We needed to purchase some sessions with local trainers to ensure we could keep the courses going. The situation has now improved, and we are reducing our reliance on using these providers in the coming year.

We have employed a senior mental health lead who supported some of our most vulnerable pupils on a daily basis and did home visits when needed.

We bought in specialist behaviour counselling from Evolve Psychotherapy for two days each week, during the year, the therapist worked with 35 pupils who were in need of both behavioural and mental health specialist support.

Specialist Careers guidance has enabled over 50% of sixth form pupils to gain P/T employment and ensures we have few if any pupils who are NEET when they leave Combe Pafford School.

We offered a wide range of residential visit opportunities. 188 (71%) of our pupils attended a residential visit, ranging from two nights for our youngest pupils, to trips abroad for our oldest.

We were using a company called Youth Genesis to provide a Saturday Club once a fortnight to take groups of six pupils at a time for social training and experiences. This proved to be very popular, sadly the company needed to stop offering this and we didn’t complete the full year.

We believe that the additional support we were able to provide has contributed to our good attendance for 22/23 meaning we are above the national average in all areas:-

National data for the academic year 2022/23 was published on 14 August 2023.

Attendance in special schools was 86.9% nationally. CP main school attendance was 93% (91% if you include the sixth form).

Unauthorised absence was 3.1%. CP main school was 1.2% (1.7% including the sixth form).

Persistent absence rate in special schools (below 90%) was 38.7% nationally. CP main school persistent absence rate was 18.75%  (32.95% including the 6th form).