

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the academic year 2023 to 2024) 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

Detail	Data
Number of pupils in school	208 pre 16 + 57 post 16
Proportion (%) of pupil premium eligible pupils	58.9%
Academic year that our current pupil premium strategy plan covers	2023/24
Date this statement was published	9/10/23
Date on which it will be reviewed	July 2024
Statement authorised by	Mike Lock
Pupil premium lead	Mike Lock
Governor lead	Jane Hallwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,445
Recovery premium funding allocation this academic year	£108,706
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£240,151

Part A: Pupil premium strategy plan

Statement of intent

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 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.

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.

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: £61,216

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Update read write inc training as a refresher and also for new staff; new materials and resources	The new reading framework stresses the importance of a rigorous phonics programme.	1,4

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

Budgeted cost: £53,713

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 and small group targeted intervention over a term. This is backed up by our own data.	1,2,4
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

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

Budgeted cost: £125,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide 1 days specialist behavioural counselling support for pre/post 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
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
To provide 5 days Senior Mental Health Lead and counselling and pastoral support for pupils	We have employed a specialist trained Thrive Practitioner to act as our Senior Mental Health Lead	3,4
Careers Adviser +2 days	We have increased our P/T Careers Adviser from 3 to 5 days to enable us to provide careers education and guidance across the school and organise work experience placements.	2,4

To provide a specialist person as a job finder	To source, develop and maintain employer an increasing number of work placements and business partners to ensure a greater number of pupils leave CPS to employment	
To enable all pupils to undertake out of school residential and activities	We have (pre-covid) a well-established programme of residential visits, locally, in the UK and internationally	2,3,4,5
To enable our 6 th form students to develop personal and social skills	We have committed to provide Duke of Edinburgh training for our Sixth Form Students	2

Total budgeted cost: £240,151