

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the academic year 2024 to 2025) 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	203 pre 16 + 57 post 16
Proportion (%) of pupil premium eligible pupils	57.4%
Academic year that our current pupil premium strategy plan covers	2024/25
Date this statement was published	19/10/24
Date on which it will be reviewed	July 2025
Statement authorised by	Sally Banfield
Pupil premium lead	Sally Banfield
Governor lead	Jane Hallwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,500
Pupil premium (funding carried forward from previous years)	£0
Total budget for this academic year	£133,500

Part A: Pupil premium strategy plan

Statement of intent

All students at Combe Pafford School have an Education, Health and Care Plan which identifies their academic, social, emotional and pastoral needs. Consequently, we consider all students are disadvantaged and with 57.4% of students attracting pupil premium funding, we intend to get maximum benefit for all our students 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 to 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; a part time speech and language therapist; a full time careers officer, and an Employment Engagement officer..... these are all services and interventions we would struggle to afford from the school budget share.

Whilst this supports all our 'FSM disadvantaged' students, it also supports all of our students

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 students to achieve their English and maths targets year on year	Disadvantaged students to achieve at least in line with the rest of the school population
To enable students to enjoy attending school	High attendance, above 92%, limited number of suspensions
To develop age-appropriate social skills	The mental health needs of children in our school are changing. The needs focus on emotional and social aspects and there is a need for further intervention to support our most vulnerable children.
To help students manage behaviour and conflict in a more appropriate way as they get older	Few serious behavioural incidents, students able to access counselling and know how to ask for help
To develop a realistic aspiration and expectation towards employment	Over 40% of students leaving to gain employment or apprenticeship (The national average for students with EHCPs gaining meaningful employment is 6%)
To provide a rich and varied extended curriculum offer	To include external visits and residentials (all students to be offered the opportunity) both in the UK and abroad
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: £40,804

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: £52,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide effective literacy and numeracy interventions for students 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: £40,477

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 To provide a specialist person as a job finder	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. To source, develop and maintain employer an increasing number of work placements and business partners to ensure a greater number of students leave CPS to employment	2,4
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: £133,500

Pupil premium strategy statement – Combe Pafford School

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, evidence shows that progress has been noticeably better for pupils that have had the 1 to 1 and small group interventions.

We have been unable to find and employ a qualified SALT and so appointed an experienced LSA who has worked with just over 40 pupils throughout the school either 1 to 1 or in small groups each week.

We continue to employ a member of staff to source work placements for our sixth form courses. This allows them to be work ready by the time they leave our sixth form and give them the best opportunity to secure paid employment or an apprenticeship.

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 to encourage pupils into school and increase our attendance rate.

We employ our own Pastoral Support Manager who liaises with the LA and creates bespoke packages for some of our pupils who find a full day/week at school challenging. We also now have a named SENCO and have created space in 'The Pea Pod' so these pupils can work in a welcoming environment on a 1:1 basis.

Specialist Careers guidance has enabled between 40-50% 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. 60% of our pupils attended a residential visit, ranging from two nights for our youngest pupils, to trips abroad for our oldest.

We believe that the additional support we were able to provide has contributed to our good attendance across the whole school for 24/25 meaning we are above the national average in all areas:-

National data for the academic year 2024/25 was as follows.

Attendance in special schools was 87.1% nationally. CP main school attendance was 90.7%

Unauthorised absence nationally was 3.4%. CP main school was 2.7%

Persistent absence rate in special schools (below 90%) was 35.8% nationally. CP main school persistent absence rate was 27.9%