

## Pupil premium strategy statement

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 outcomes for disadvantaged pupils last academic year.

### Combe Pafford School overview

Detail	Data
Number of pupils in school	180 pre 16 + 56 post 16
Proportion (%) of pupil premium eligible pupils	60.2%
Academic year that our current pupil premium strategy plan covers	2025/26
Date this statement was published	05/12/25
Date on which it will be reviewed	July 2026
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	£140,390
Pupil premium (funding carried forward from previous years)	£0
<b>Total budget for this academic year</b>	<b>£140,390</b>

# 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 60.2% 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 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 20% of students leaving to gain employment or apprenticeship. Nationally, only about 4.8% to 5.9% of people with a learning disability are in permanent paid employment.
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 20% 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 funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Update read write inc training as a refresher and training for new staff; new materials and resources are purchased	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: £57,375

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 provide speech and language intervention 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: £77,585

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  To provide a specialist person as a job finder	We have a full time Careers Adviser to enable us to provide careers education and guidance across the school and organise work experience placements.  We have employed a member of staff 2 days a week to source, develop and maintain employer engagement to enable us to increase the number of work placements and business partners to ensure a greater number of students leave CPS to employment	2,4
To enable our 6 <sup>th</sup> form students to develop personal and social skills	We have committed to provide Duke of Edinburgh training for our Sixth Form Students	2
Activity	Intended Outcome	Evidence that supports this approach
To improve our attendance levels and reduce behaviour incidents through the appointment of a dedicated Deputy Headteacher for Attendance and Behaviour. This leader will develop and implement robust systems for monitoring, early intervention, and tailored support for disadvantaged pupils.	Sustained high attendance and reduced persistent absence rates for disadvantaged pupils, narrowing the gap with their non-disadvantaged peers. This will be demonstrated by a reduction in behaviour incidents, improved engagement, and better academic outcomes.	3,5

**Total budgeted cost:**

**£140,390**