



West Street, Comberton, Cambridge CB23 7DU  
(01223) 262503  
[thecollege@combertonvc.org](mailto:thecollege@combertonvc.org)  
[www.combertonvc.org](http://www.combertonvc.org)



**PRINCIPAL: PETER LAW**

**Comberton Village College**  
**Disadvantaged Review and Development Plan**  
**2020 – 2023**

<b>Published by N Carrick – Assistant Principal, Disadvantaged Lead</b>	<b>December 2021</b>
<b>To be considered by Governors on</b>	<b>3<sup>rd</sup> Feb 2021</b>
<b>Date for review</b>	<b>December 2022</b>

1. Summary information					
<b>School</b>	Comberton Village College				
<b>Academic Year</b>	20-21	<b>Total PP budget</b>	TBC	<b>Date of most recent PP Review</b>	Nov 20
<b>Total number of pupils</b>	1795	<b>Number of pupils eligible for PP</b>	164	<b>Date for next internal review of this strategy</b>	Oct 21

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
<b>Progress 8 score average</b>	<b>N/A</b>	N/A
<b>Attainment 8 score average</b>	<b>5.1</b>	TBC

Year	CVC disadvantaged	CVC non disadvantaged	CVC difference	Local authority state funded non disadvantaged	CVC disadvantaged difference to LA non disadvantaged	National state funded schools non disadvantaged	CVC disadvantaged to England state schools non disadvantaged difference
2016 Attainment 8	47.1	58.7	-11.6	51.5	-4.4	49.9	-2.8
2016 Progress 8	+0.19	+0.53	-0.34	0.24	-0.05	+0.1	+0.09
2017 Attainment 8	45.5	58.9	-13.4	47.7	-2.2	46.3	-0.8
2017 Progress 8	+0.01	+0.57	-0.56	0.23	-0.22	+0.11	-0.1
2018 Attainment 8	46.1	60.7	-14.6	48	-1.9	46.5	-0.4
2018 Progress 8	+0.22	+0.78	-0.56	0.27	-0.05	+0.13	+0.09
2019 Attainment 8	49.2	60.8	-11.6	52.3	-3.1	50.3	-1.1
2019 Progress 8	+0.01	+0.62	-0.61	0.3	-0.29	0.13	-0.12
2020 Attainment 8	51	65	-14	TBC	TBC	TBC	TBC
2020 Progress 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### **2019 to 20 review:**

COVID-19 makes a review of the data and the outcomes of 2019 to 2020 unreliable. The data is not like for like with previous years and any conclusions made would not be based on fair comparisons.

Instead there is an opportunity to review more widely, looking at the national picture, at Comberton, as well as at some of the wider thinking occurring around pupils receiving the pupil premium and the 'disadvantaged gap'. Equally as important, COVID-19 and remote learning have suggested 'fault' lines with pupil premium defined by income alone, raising questions and steering plans for the coming years

The Children's Commissioner in April released a briefing paper entitled, 'Tackling the disadvantaged gap during the COVID crisis'. In it she indicated that between 2011 and 2019 there had been a small widening of the 'gap'. This is contradicted by Professor Becky Francis, CEO of the Educational Endowment Foundation, who recently talked about there having been a small narrowing of the gap in the same timescale. What is clear is that nationally any change in the 'gap' has not been significant. This is mirrored at Comberton where the gap has also largely stayed stationary. That said it must be recognised that our disadvantaged cohort do better than the average 'other' pupils nationally.

COVID-19 has wiped out any progress made nationally. Professor Francis talks in terms of the research showing anything between an 11% and 75% downturn in the gap because of COVID. Following the year 11 interims this autumn early indications show a potential increase in Comberton's gap in comparison to previous years. However, concerns are not limited solely to disadvantaged pupils or even to the disadvantaged cohort, for example FSM boys are doing well (and only a few disadvantaged pupils impact disproportionately on the cohort as a whole), but LPA (Lower Prior Attaining) boys and girls are a worry, as are Cabin (autistic) boys, and to a lesser extent boys generally. Identifying and supporting key individuals is essential.

The concerns raised and the variety, beyond just 'disadvantaged' of those affected challenge the premise that disadvantaged should mostly be defined by socio-economic circumstances (142 of 164 KS3/4 disadvantaged pupils at CVC are FSM or Ever6). Professor Becky Allen argues that using socio-economic circumstances alone as the definition for disadvantaged is wrong. This is something supported, implicitly, by the Children Commissioner's briefing where a list of 'fault' lines impacting on outcomes have been exposed through COVID and remote learning including: overcrowded, noisy homes with no quiet space to work in, inadequate access to the internet, lack of devices, time limited parents, low levels of literacy, low income values just above the Universal Credit threshold, being a young carer and/or being a vulnerable child. Other factors include attendance, effort levels (both perhaps a combination of other factors), Oracy and executive cognitive functional skills (top-down processes from the pre-frontal cortex of the brain that are required for deliberate thought processes such as forming goals, planning ahead, carrying out a goal directed plan) which in the classroom are exhibited by work avoidance strategies and during remote learning complete non-engagement. Being disadvantaged can be a combination of one or more of these factors and creates a much larger list of 'extended' disadvantaged. This needs to be explored within the context of teaching and learning and a preventative context of early intervention to allow time for pupils to change, rather than reactive interventions late in KS4.

The Educational Endowment Foundation clearly states teaching and learning within the classroom is the keyway of narrowing the gap. Graham Nuthall's book 'The Hidden Life of Learners' makes very clear that "the inequalities in our schooling system largely emerge between children sitting in the same classroom". He is not alone in this belief, but this creates a dichotomy. The focus on teaching and learning is correct, this is the only place where we can ensure that there is an equality for all children, however, given the limited success of school after school to effect change, what that focus looks like needs to be explored and practice revisited.

**2020 to 2023 Development Plan:**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review?</b>
1. Strategic management.	1. Key 'stake holders' to be embedded within the strategic management group helping to 'drive' the development plan forwards.	Every member of staff in the school has a responsibility for supporting all students, including the disadvantaged cohort. Given the demands placed on staff engagement with 'key stakeholders' will ensure an active drive by more staff to move the development plan forwards.	The management group to be comprised of the AP Disadvantaged, Lead teacher LAC/AfC. 5 Pupil Specific Intervention Leads, and a Cabin representative. The group to meet 4 times across the year. Staff taking advantaged of CPD opportunities around disadvantaged may join the meetings.	NC	Summer 2021
	2. Staff to really 'know' both the individual and the data generated about the individual.	Data alongside knowing the students is essential for supporting individuals. Use of Gateway at KS4 with P8 estimates and attendance used to identify causes of concern. At KS3 attendance and possible correlations to CAT scores will be used to raise concerns. The 5 PSI Leads and LAC/AfC Lead plus teacher mentors and tutors to have specific responsibility for small groups of disadvantaged.	HoD/HoY to be consulted. Responsible teachers to take a lead in tutor and departmental meetings.	NC/Lead LAC/AfC, teacher mentors and tutors (overseen by HoY)	Summer 2021
	3. Data should be used to steer Departmental meetings and HoY discussions throughout the year.	A focus of departmental meetings should be the 'quality of teaching and learning within the classroom' with a focus on disadvantaged and boys. For year groups Gateway will	The EEF findings and working group research should be discussed regularly alongside the students causing concern and KS3 Curriculum Development.	NC/RL/SSy	Summer 2021

		be used to identify the specific characteristics of each year group.	After each data entry and production of year team Gateways, each year team will receive an individual report highlighting the key characteristics of their year group.		
	4. Literacy – use of Accelerated Learner and Literacy mentors to support in year 7 in support of the literacy co-ordinator	Being literate is essential to accessing the curriculum.	Working with the literacy co-ordinator and the English department AR to be bought for all KS3 in the first year. Second year new year 7 only. Literacy mentors to be provided for all student with a reading age of less than 8 years and 5 months.	NC/JH (literacy co-ordinator.	Summer 2021
	5. Access to the internet from home.	All students to have access to a suitable device (Ipad, laptop or PC) at home, the internet and knowledge of school programmes.	Just essential for all children to have access to the internet from home.	NC and. JF	Summer 2021
	6. Identification of extended disadvantaged incl. cognitive executive functional skills issues and boys	The impact on T and L by non-engaged students can impact on all students.	Clear identification of extended disadvantaged with appropriate setting to explore impact on teaching and learning in the classroom.	NC	Summer 2021
	7. Supporting the attendance officer and AP in charge attendance.	Attendance is key to outcomes. Enhancing ways of increasing levels of attendance and improving lateness,	Meeting with ZB and IG to explore opportunities for improving practice.	NC/ZB/IG	Summer 2021
	8. Engaging with the hub to look at counselling and supporting mental health concerns.	Increase in the number of referrals since COVID.	Planning meetings with ZB and SP.	NC/ZB/SP	Summer 2021
A. Teaching and Learning within the classroom - monitoring and evaluation of student engagement and progress.	1. Whole school focus on excellent teaching and learning	High quality teaching and learning is at the core of what every school should be doing. However, if all things are equal within the classroom disadvantaged children will not close the gap that already exists. They may progress at the same rate as other children, but likely the gap will widen because of other factors. Therefore, schools must look to do 'additionality' within the classroom for the disadvantaged. The EEF is a great resource to support teachers when working within the classroom and should be	HoD, HoY, SLG meetings, Performance Review process, Dept/Tutor meetings, PSI Lead meetings, dept reviews, year team reviews, Trust Self Review process etc Go4Schools overview page (see point B5 below) to indicate impact.	RL/JC/NC	Ongoing throughout the year.
	2. A year group focus on 'gaps' specific to that year group.			NC/RL/HoD	
	3. Implementation of Education Endowment Foundations findings and working group research eg marking, collaborative learning.			HoD, SLG	
	4. HoD engagement – How do you know that every disadvantaged				NC/RL/SLG/HoD

	child is engaged within the classroom?	combined with the research from the working group.			
	5. Teaching and Learning research/coaching opportunities around boys, extended disadvantaged including cognitive function skills	CPD opportunities for staff to research and revisit knowledge and understanding of best practice in the classroom.	The key to everything we do.	NC and T and L group.	Summer 2021
B. Individuals not cohorts – ensure that the needs of each child are recognised and understood leading to individualised intervention strategies and programmes.	1. Pupil Specific Intervention (PSI) Leads and LAC/AfC Lead embedded within the year group and run by the HoY/AHOY overseeing a small group (4 to 6) of the most at need students. 1.1 Teaching staff under their teaching allocation to be used as Year 7 Literacy Mentors.	Students are individuals with individual needs. With fewer than 165 PP students across KS4 and 3, and with the majority of those doing well, CVC has the capacity to focus on a handful of individuals in each year group, and not as a part of a generalised cohort.		HoY and PSI Leads (RP PJB DJ and JB), NC	Summer 2021
	2. Awareness of individuals within SEN, MAT, CABIN, Young Carers, EFL.	Conversations about individuals are at the heart of good teaching and learning. Awareness of pupils' needs is essential to T and L. PSI Leads ensures that the most at risk pupils get individual attention and support and be the 'bridge' between school and parents.	Lists shared. Go4Schools used to collate all groups onto one screen page accessed by all. Go4Schools overview page (see point B5 below) to indicate impact. New students' photos shared across school and pupil passports completed.	All staff Arwen/CM to inform of new students.	Summer 2021
	3. Year 7 to 11 Pupil Specific Intervention (PSI) students' half termly key area of focus within departmental and HoY meetings.		Calendared meeting process, half termly. Go4Schools overview page (see point B5 below) to indicate impact.	HoD/HoY/NC	
	4. Teacher Tuition – teacher's 1 to 1 sessions, 1 period a week in English and maths. Use of external tuition and Peer to Peer mentoring.	Specific individual support to fill 'gaps' in knowledge.	Impact was very positive, and departments want this resource to continue.	HoD English, Maths	Summer 2021
	5. Use of Go4Schools to monitor attendance, progress, effort.	These are all key data indicators of pupils doing well within school. Monitoring of these areas, alongside knowing the children through our pastoral processes, will allow early indicators of concern to be flagged up.	Go4Schools used to collate all appropriate information onto one overview screen page accessed by all, 'Gateway'.	NC/JF	Three times a year following the reporting stages.  Termly.
	6. Use of Go4Schools to monitor participation with the extra-curricula provision.		Go4Schools used to collate all extra-curricular attendance onto year team pages accessed by all.	NC/tutors/JM	
	7. Use Go4Schools to monitor pupil engagement with homework.		PSI Leads to check monthly	PSI Leads/HoY	

	8. Individual career advice including Yr 10 Work Experience.	Providing a vision for the future can provide pupils with the self-motivation to do well. Ensuring student awareness of their options is vital Support with work experience is essential for a positive experience.	Booking appointments through Careers in the library; starting the Work Experience process with disadvantaged students at least a month before other students. Successful placements for students' indication of success.	CS/NC	Ongoing and then July of each year 10.
	9. Monitoring destinations.	Monitoring destinations supports self-evaluation.	Yearly analysis of Post 16 destinations to inform practice. All students post 16 to be in appropriate post 16 establishments or work.	NC/CS/ST/SLG	Yearly in the autumn.
	11. Provision of equipment/clothing etc as appropriate.	Having the right equipment etc like everyone else should be a basic right of all disadvantaged.	Processes in place for transport (reception), stationery (library), bursaries (website) and all other equipment (CM). Uptake by students to measure impact.	Tutors/CM	Daily.
	12. Photographs on new disadvantaged students shared with staff.	Disadvantaged students often move schools, staffing knowing new arrivals by face as early as possible will help with transition.	New students are photographed on arrival at CVC. Photos to be shared with all staff.	HoY/ Arwen/CM	Ongoing.
C. Improvement over time. KS3 prevention rather than KS4 reaction – support within both key stages to increasingly be proactive in the lower school rather than playing 'catch up' later in the students' school career.	1. KS3 Curriculum Development a continued refocusing of staff time on the yr 7 to 9 curriculum looking at: Content/Intent & Sequencing coherence, progression, embedding, retrieving Memory (Cognitive overload and long term) Cultural Capital Literacy Curriculum models SEND EAL Metacognition Whole school skill development The pastoral curriculum.	A more KS3 preventative approach will reduce the need for the KS4 intervention culture.	Time provided till July 2022, for departments to look at and embedded changes into teaching. Use of training days, gained time, meeting structure, reports and research updates, appropriate videos to help inform thinking.	NC/RL	Ongoing
	2. D of E, Trips and International trips, Music/Art and afterschool clubs costs and barriers negotiated with parents.	In a comprehensive school there should be no barriers to individuals accessing any offer available to the student body as a whole.	Individual letters home and reminders. Increased take up. - CM	CM, NC, HoY	Ongoing.

	<p><b>KS3</b> - Year 7 projects:</p> <p>1. The development of Growth Mindset – tutors + art extended into other departments and across year groups.</p> <p>1.2. Departments to embed memory techniques within everyday teaching.</p>	<p>The ‘drivers’ for poorer outcomes among the disadvantaged as a whole start from a young age but often only materialise later in a child’s school career. By this time issues can be ingrained and difficult to recover. The earlier preventative/supportive work can be done to help create the foundations for learning and the growth of a positive self-image the less likely there will be need for intensive ‘fire-fighting’ as GCSEs approach.</p>	<p>Both points need to continue to be developed across the school.</p>	<p>NC/RL</p>	<p>Summer 2021</p>
	<p>2. Teacher Tuition – teacher’s 1 to 1 sessions, 1 period a week in English and maths.</p>	<p>Specific individual support to fill ‘gaps’ in knowledge.</p>	<p>Teacher tuition to be focused on year 11 from the autumn half term till the exams, the rest of the summer and first half of autumn to be focused on KS3.</p>	<p>HoD (English/Maths) /NC</p>	<p>Summer 2021</p>
	<p>3. Additional curriculum support – 6 periods for English, maths and science.</p>	<p>Throughout the year, allowing departments to react flexibly to need.</p>	<p>Teacher tuition to be focused on year 11 from the autumn half term till the exams, the rest of the summer and first half of autumn to be focused on KS3.</p>	<p>HoD</p>	<p>Summer 2021</p>
	<p>4. Introduction of Accelerated Reader at KS3 and Literacy Mentors at year 7.</p>	<p>Being literate is essential to accessing the curriculum.</p>	<p>Working with the literacy co-ordinator and the English department AR to be bought for all KS3 in the first year. Second year new year 7 only. Literacy mentors to be provided for all student with a reading age of less than 8 years and 5 months in year 7.</p>	<p>NC/JH (literacy co-ordinator).</p>	<p>Summer 2021</p>
	<p><b>KS4:</b></p> <p>1. Yr 11 departmental based interventions and revision sessions.</p>	<p>Additional support in the build-up the GCSE exams.</p>	<p>Departments to review the impact of their interventions and revision sessions through their yearly departmental review. Progress 8 outcomes to measure impact.</p>	<p>HoD</p>	<p>Summer 2021</p>
	<p>2. Yr 10 Work Experience – Disadvantaged preferential timing.</p>	<p>Ensuring a good work experience for all disadvantaged providing high quality, motivational experiences.</p>	<p>Processes reviewed yearly following the completion of work experience. Successful placements for students’ indication of success.</p>	<p>CS/NC</p>	<p>Summer 2021</p>
	<p>3. Additional curriculum support – 6 periods for English, maths and science.</p>	<p>Throughout the year, allowing departments to react flexibly to need.</p>	<p>The resource has been provided for departments; a review post GCSEs exams and results, particularly Progress 8 outcomes, will reflect on impact.</p>	<p>HoD plus OS, JB and EW</p>	<p>Summer 2021</p>



	4. Peer tuition – 6 <sup>th</sup> formers supporting individuals in year 11, English, maths and science.	Year 12s with recent GCSE experience being trained to support individuals in year 11 needing a little guidance and practical experience of how to succeed.	The resource has been provided for departments; a review post GCSEs exams and results, particularly Progress 8 outcomes, will reflect on impact.	JB, OS and EW	Summer 2021
	5. Teacher Tuition – teacher’s 1 to 1 sessions, 1 period a week in English and maths.	Specific individual support to fill ‘gaps’ in knowledge.	Teacher tuition to be focused on year 11 from the autumn half term till the exams, the rest of the summer and first half of autumn to be focused on KS3.	HoD (English/Maths) /NC	Summer 2021
D. Parental Engagement – to proactively engage with parents promoting closer, mutually supportive, working relationships.	1. Year 11 parental contact from individual departments encouraging participation in revision/intervention sessions.	Whilst time consuming, direct personal contact between the school and parents is the best means of communicating and signposting students towards revision and intervention sessions.	A review post GCSEs exams and results, particularly Progress 8 outcomes, will reflect on impact.	CM, HoD, Admin to Depts and HoY.	Summer 2021
	2. PSI Leads.	PSI Leads will work with disadvantaged students as individuals both pastorally and across subjects; they will also be a significant point of contact for parents.	This resource has been provided and is being monitored; a full review will take place in the summer in preparation for 2019 to 2020. Stakeholders will be questioned on how successful the roles have been.	NC, HoY	Summer 2021
	3. Yr 7 Literacy mentors and use of Accelerated Readers.	Literacy is the key to learning, additional support and sharing of practice with parents to bring a greater cohesive approach to learning.	Part of the Literacy policy supported by English and NC.	JH and English dept/NC	Summer 2021
	5. Use of Go4Schools to monitor participation with the extra-curricular provision.	School is also about community and a sense of belonging; to know which students need encouragement to engage in the wider community of school life the school needs to monitor weekly participation.	Tutors talking to, signposting and supporting individuals into the extra-curricular programme with increasing levels of participation.	JM, NC, HoY and tutors	Termly.
	6. Use of Go4Schools to monitor pupil engagement with homework.	Go4Schools identifies which students are not logging on, this allows immediate contact with home to address barriers to learning.	Checks at the end of every month. Increasing student engagement with PSI Leads	NC, CM, PSI Leads, HoY	Monthly.

