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Comberton Village College
Disadvantaged Review and Development Plan
2020 – 2023

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| Published by N Carrick – Assistant Principal, Disadvantaged Lead | November 2021 |
| Approved by the governing body on | November 2021 |
| Date for review | December 2022 |

| 1. Summary information | | | | | |
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| School | Comberton Village College | | | | |
| Academic Year | 21-22 | Total PP budget | £159795 | Date of most recent PP Review | Nov 21 |
| Total number of pupils | 1693 | Number of pupils eligible for PP | 159 | Date for next internal review of this strategy | Oct 22 |

| 2. Current attainment | | |
|----------------------------|--------------------------------------|-----------------------------------------------|
| | Pupils eligible for PP (your school) | Pupils not eligible for PP (national average) |
| Progress 8 score average | +0.19 | |
| Attainment 8 score average | | |
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| 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 |
| 2021 Attainment 8 | | | | | | | |
| 2021 Progress 8 | +0.19 | +0.86 | -0.67 | | | | |

2020 to 21 review:

Autumn 2020 saw the start of a three-year pupil premium plan, building on previous work, which focused around four core pillars of Comberton's pupil premium strategy.

These were:

1. High quality teaching and learning within the classroom
2. Individuals not cohorts
3. Key stage 3 prevention rather than key stage 4 intervention
4. Positive parent and carer/school relationships

The school closure had an immediate impact on the PP strategy. Three areas of focus became key, diverting the strategy away from its initial plan due to the immediacy of need created by the pandemic. These were:

Developing high quality remote teaching and learning
Ensuring that all children had access to a suitable device and the internet
Ensuring high levels of well-being in staff and pupils.

Our INSET day in January 2020 focused on teaching and learning at KS3, in particular memory, cognitive overload, cultural capital, EAL, meta cognition and literacy. This initial impetus was replaced by the necessary work on developing remote learning from March 2020 through most of the following year. This was done exceptionally well; the commitment of staff and pupils was extraordinary, with timetabled lesson being delivered remotely for many months. Some ground has been regained since September 2021 with CPD and staff research groups focused once more on the themes from January 2020.

Surveys carried out early in 2020 revealed a huge need to support remote learning via devices. In total, 82 families received laptops/iPads and support with the internet to ensure that all families could access remote learning. Since September 2021, all Key Stage 3 pupils have their own personal 1-2-1 device. Ensuring all pupils can access online learning as an entitlement has been a driving force in the creation of a fifth core principle in this year's PP strategy, namely that of equity of access to the basics.

The school closure created significant concerns for mental health, with the senior mental health lead working tirelessly to support staff and pupils. Pupils were supported by year teams and tutors, with many individuals receiving regular online support and even home visits from the inclusion staff (the Green Room, the Hub, the Cabin and the SEND Centre team). Significant numbers of staff stepped forward to help with mentoring beyond that already covered; a further 78 families and pupils received a personalised mentor offering weekly and sometimes daily calls home over many months, providing individualised support. The commitment of staff was exceptional.

Much of the planned PP strategy was put on hold and time was spent reviewing the strategy. This time brought pupils' mental health and attitudes to learning to centre stage. Of the 78 individuals who received additional mentoring, only 25 received pupil premium funding; the need was obviously far beyond the 'disadvantaged' cohort. We widened our definition to include 'extended disadvantaged' pupils - those pupils who have been impacted by the pandemic and school closure, for example through:

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 recognised include attendance, effort levels (both perhaps a combination of other factors), Oracy and executive cognitive functional skills. All these factors, in isolation or in combination, could be exhibited by non-engagement. Disadvantaged is 'accumulated' over time from a combination of factors many listed above. Gradually, disadvantage impacts upon individuals' attitude to learning, slowing their progress, effecting their outcomes and in some cases leading to a 'tipping point' in which pupils 'turn away' from education completely. In the summer we identified a further 61 pupils in key stage 3, in addition to those receiving the pupil premium, forming our first extended disadvantage group.

Two other key ideas developed from the concept of the accumulation of disadvantage:

Firstly, if disadvantage accumulates over time then the sooner we can intervene to 'build advantage' the better. Secondly, we are talking about individuals, and individual needs.

One other significant factor arising from the impact of the pandemic was that nearly 50 of our teaching staff have not been fully immersed in what was called the 'Comberton Way' of doing things. The consequence of the pandemic on the culture of the school is difficult to quantify. Essential to the 'Way' was the huge range of activities, trips, clubs which enabled pupil-staff relationships to flourish outside the classroom. Recreating the extended curriculum to at least its pre-COVID days is extremely important.

Pupil Specific Intervention Leads (PSI) are becoming embedded and these staff are working closely with families and key disadvantaged pupils. A PP+ Lead was appointed and has worked equally closely with this group of pupils. Teaching staff with under allocated timetables acted as literacy mentors for over half a year with the weakest readers in year 7. Teachers have provided 1 to 1 tuition. 15 pupils received maths tuition from the National Tutoring Programme and a further 9 received similar support in English. Peer 6th mentors has been relaunched. In the last academic year, the year 7, 8 and 9 year groups all received training in and individual access for one year to Accelerated Reader, an online reading library. Photos of all the disadvantaged pupils are displayed in the staff room.

2020 to 2023 Development Plan:

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review? |
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| A. The definition of pupil premium to include those identified as 'extended disadvantaged'. | Extended disadvantaged defined as those who, over time, have or might develop a poor attitude to learning, leading to them 'avoiding schoolwork'. | At CVC 90% of PP pupils are defined by income. Dr Dan Nichols talks in terms of pupils accumulating disadvantage. Income levels is one major cause of disadvantage, but Daniel Sobel and | i) The definition needs to be shared and fully understood by all staff. This would include clear examples of how pupils avoid work in addition to poor behaviour. | NC | November 2022 |

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| | | others clearly identify a wide range of other causes. These 'causes', over time, accumulate and can reach a 'tipping point' creating significantly poor attitudes to learning. Identifying these pupils and their individual needs as early as possible and working with them to 'accumulate advantage' is essential. | <p>ii) Identification of extended disadvantaged twice a year through a whole school process involving all teaching staff.</p> <p>iii) All disadvantaged and extended disadvantaged to be matched to a named member of staff.</p> <p>iv) Photos in the staff room. Marked on Go4Schools. Regular agenda item on HoD/HoY meetings.</p> | | |
| <p>1. Equity of access to the basics for all disadvantaged.</p> <p>We are a comprehensive school – education for all kinds and abilities.</p> <p>Pupils who have been accumulating disadvantage, potentially from a very young age, need 'more' to reverse the process and must be actively supported in accumulating advantage.</p> | i) All pupils receiving FSM or identified as LAC/AfC to receive 100% educational costs eg uniform, stationary, calculators, extended curriculum clubs including music tuition, additional GCSE classes, activities including D of E. | <p>The Matthew Effect originating from Robert Merton in 1968 exemplified by Hart and Risley and their work on the 'Word Gap', clearly indicates that disadvantaged and extended disadvantaged need to proactively accumulate advantage to close educational gaps. Equity of PP resources is key to this.</p> | <p>The creation of a one stop spreadsheet where all the disadvantaged pupils are listed with a clear mapping of their engagement with school.</p> <p>Monitoring of progress using the 'Gateway'.</p> | NC and JQ | November 2022 |
| | ii) All Ever6/Service pupils to receive 50% educational costs. | | | NC | |
| | iii) Additional monies to allow FSM/LAC/AfC and Ever6/Service and other financially challenged pupils to access trips and visits. | | | NC and JQ | |
| | iv) Additional staffing resources to support need in maths/English and science, plus through literacy interventions and other interventions including National Tutoring Programme, Accelerated Reader Literacy Programme etc | | | LN, LH and HoD | |

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| | v) KS3 iPads to cover access to the internet. | | | JF | |
| | vi) For systems and structures to allow families and pupils to access support 'invisibly'. | | | NC and CM | |
| | vii) The formation of a 'Breakfast Club' in the Hub to allow pupils who need it to start the school day with a meal. | | | IB, ZB, LR and NC | |
| <p>2. The Comberton Way: A full programme of the extended curriculum – accessed by all.</p> <p>The building of excellent relationships outside of the classroom, can significantly support relationships in the classroom and the culture of the school.</p> | i) An outstanding weekly programme of extended curriculum clubs, groups etc. | <p>The Educational Endowment Foundation (EEF) has no research directly to support this approach; however, 35 years of teaching combined with related EEF findings on Mentoring, One to One tuition and Individualise Instruction justifies the approach.</p> | Regular monitoring of the programme and participation levels. | NC and JM | <p>November 2022</p> |
| | ii) Regular year team socials. | | Regular monitoring of the programme and participation levels. | HoY | |
| | iii) A range of individualised approaches including one to one additional reading, enrichment activities, reduced timetables, work placements, adventure club. | | Monitoring of individual outcomes for pupils. | Inclusion Team and NC | |
| | iv) Significant whole school events such as Curriculum Extension Days and Activities Week. | | Self-review process. | NC | |
| | v) D of E programme. | | Participation rates against completion rates. | PG | |
| | vi) Yr 10 Work Experience | | Survey. | CS and HoY | |
| | vii) UK based trips and visits. | | Regular monitoring of trips and participation levels. | NC and staff | |

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| | viii) International trips and visits | | Regular monitoring of trips and participation levels. | NC and staff | |
| | ix) Financial support through International Bursaries and Exceptional Funding Support Bursary. | | Significant use from appropriate families. | NC | |
| | x) Engaging with the hub/centre/Green Rm/Cabin to look at counselling and supporting mental health concerns, as well as co-ordinating responses. | | Planned regular meetings reviewing the progress of individuals. | NC/ZB/SP/JH | |
| 3. Teaching and Learning within the classroom - monitoring and evaluation of pupil engagement and progress. | i) 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 and extended disadvantaged pupils 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' (equity) within the classroom for all disadvantaged. The EEF is a great resource to support teachers when working within the classroom and should be combined with the research from the working group. | HoD, HoY, SLG meetings, Performance Review process, Dept/Tutor meetings, PSI Lead meetings, dept reviews, year team reviews, Trust Self Review process etc | RL/JC/NC/HoD /SLG | Ongoing throughout the year. |
| | ii) A year group focus on 'gaps' specific to that year group. | | | | |
| | iii) Implementation of Education Endowment Foundations findings and working group research eg marking, collaborative learning. | | Work scrutiny, learning walks, dept. peer observations, whole school lesson reflection exercise, Trust Review. | | Yearly departmental reviews. |
| | iv) HoD engagement – How do you know that every disadvantaged child is engaged within the classroom? | | | | |
| | v) Teaching and Learning research/coaching opportunities around boys, meta-cognition, extended disadvantaged including cognitive function skills | CPD opportunities for staff to research and revisit knowledge and understanding of best practice in the classroom. | Gateway reports | | November 2022 |
| 4. Individuals not cohorts – ensure that the needs of each child are recognised and understood leading to individualised intervention strategies and programmes. | i) All disadvantaged and extended disadvantaged pupils to be clearly identified and to have a named member of staff to oversee their progress throughout their secondary schooling. | Students are individuals with individual needs. If any evidence is needed to substantiate this statement then it is provided by the work of Rachel Macfarlane, Marc Rowlands, Daniel Sobel and many others. | i) Identification of extended disadvantaged twice a year through a whole school process involving all teaching staff. | All staff. | November 2022 |
| | | | ii) All disadvantaged and extended disadvantaged to be matched to a named member of staff. | Named staff. | |

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| <p>Progress to be judged through subjective staff viewpoints on pupils attitude to learning, ongoing levels of attainment, attendance, effort and behaviour, as well as GCSE and Progress 8 and 'Gap' measures.</p> | <p>ii) Individual named staff to co-ordinate the support for all disadvantaged including an awareness of individuals with SEND, Young Carers, EFL, MAT and, those with the CABIN, Green Room and Hub.</p> | <p>The work by Professor Becky Allen, as well as the contradictions in findings between the Children's Commissioner and the EEF, clearly throw doubt upon the reliability of using data to measure disadvantaged outcomes, and in making comparisons between cohorts and schools specifically.</p> | <p>iii) Photos in the staff room. Marked on Go4Schools. Regular agenda item on HoD/HoY meetings.</p> | <p>TA and CM</p> | | |
| | <p>iii) individual progress to be monitored by 'extended disadvantaged judgements' as well as on Go4Schools and through Gateway.</p> | | <p>Comberton has a relatively small number of disadvantaged and extended disadvantaged pupils; the GCSE outcomes of a few can disproportionately skew conclusions.</p> | <p>iv) New students' photos shared across school and be allocated a named member of staff as soon as possible.</p> | | <p>AS, TA and CM</p> |
| | <p>iv) A centralised interventions spreadsheet to provide an overview of all support for disadvantaged and extended disadvantaged.</p> | <p>Comberton has a significant range in the socio-economic backgrounds of its pupils, where 'income' can be a significant factor in accumulating disadvantage Comberton's 'gap' is always likely to be large.</p> | <p>Ongoing monitoring using Go4Schools.</p> | <p>HoD/HoY named staff</p> | | <p>After each report by year group.</p> |
| | <p>v) Individual career advice including Yr 10 Work Experience.</p> | | <p>Year Team and Department analysis of Gateway, following reports to parents.</p> | <p>NC plus HoD/HoY named staff</p> | | |
| | <p>vi) Post 16 destinations monitored.</p> | | <p>Updated termly on the Catalogue.</p> | <p>NC and appropriate staff</p> | | <p>Termly</p> |
| | <p>vii) Increase the level of support provided for counselling.</p> | <p>Changes in the benefit system (and therefore the PP cohort) and in GCSEs over the years mean, that judgements based over time are questionable.</p> | <p>Work Experience yearly review.</p> | <p>CS, NC and HoY 10</p> | | <p>August 2022</p> |
| | | | <p>GCSE outcomes and destinations analysed on an individual basis.</p> | <p>NC, HoY 11 and SLG</p> | | |
| | | <p>Levels of pupil engagement with counsellors.</p> | <p>ZB and LR</p> | <p>July 2022</p> | | |
| <p>5. 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.</p> <p>Increased levels of collaborative work with Key Stage 2.</p> | <p>i) 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 plus: Memory (Cognitive overload and long term) Cultural Capital Literacy Curriculum models SEND EAL Metacognition Whole school skill development</p> | <p>A more KS3 preventative approach will reduce the need for the KS4 intervention culture.</p> <p>The 'drivers' for poorer outcomes among the disadvantage 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</p> | <p>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.</p> | <p>NC/RL</p> | <p>Ongoing</p> | |

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| <p>The pastoral curriculum</p> <p>ii) Year 7 projects:</p> <p>a) The development of Growth Mindset – tutors + art extended into other departments and across year groups.</p> <p>b) Departments to embedded memory techniques and meta cognition within everyday teaching.</p> | <p>there will be need for intensive ‘fire-fighting’ as GCSEs approach.</p> | | | <p>NC/RL</p> | <p>November 2022</p> |
| <p>iii) Teacher Tuition – teacher’s 1 to 1 sessions, 1 period a week in English and maths.</p> | <p>EEF findings ‘high impact for moderate cost’.</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>November 2022</p> | <p>November 2022</p> |
| <p>iv) 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>November 2022</p> | <p>November 2022</p> |
| <p>v) 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>November 2022</p> | <p>November 2022</p> |
| <p>vi) The National Tutoring Programme to be used to improve ‘mastery’ in English and maths at KS3.</p> | <p>EEF findings ‘high impact for low cost’.</p> | <p>Creating a post of NTP Lead go oversee the development of the NTP programme,</p> | <p>NC and LN</p> | <p>July 2022</p> | <p>July 2022</p> |
| <p>vii) The use of Pupil Specific Intervention (PSI) Leads in each year group. PSIs to work with small groups of pupils most at need of support, throughout that child’s time at CVC.</p> | <p>The EEF has no research directly to support this approach; however, 35 years of teaching combined with related EEF findings on Mentoring, One to One tuition and Individualise Instruction justifies the approach.</p> | <p>Use monitored by NC and HoY.</p> | <p>NC</p> | <p>November 2022</p> | <p>November 2022</p> |
| <p>viii) Teaching Assistants to be used as ‘Extended Disadvantaged’ Registration Support (EDRS) workers within years 7 and 8.</p> | <p>EEF findings, TA interventions ‘moderate impact for moderate cost’.</p> | <p>Use monitored by PSI leads/HoY</p> | <p>NC and PSI leads</p> | <p>November 2022</p> | <p>November 2022</p> |
| <p>ix) Homework/football club</p> | <p>EEF findings, homework ‘high impact for low cost’.</p> | <p>Number of regular participants.</p> | <p>GA, TP and JM</p> | <p>July 2022</p> | <p>July 2022</p> |

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| | ix) Adventure Club – year 8 Outdoor Education Programme. | EEF findings are limited however the personal experience of staff testifies to the strength of this activity. | Review by parents and pupils. | NC and GA | Autumn 2022 |
| 6. Parental/Carer Engagement – to proactively engage with parents promoting closer, mutually supportive, working relationships. | i) PSI leads, Pupil Premium plus lead EDRS workers plus named staff to work even more closely with parents/carers. – Home visits where needed, cover provided year 7 and 8 focus. | Whilst time consuming, direct personal contact between the school and parents is a good means of changing mindsets, communicating and signposting pupils towards revision, intervention sessions, clubs and activities, trips, bursaries etc. (Lamb enquiry 2009 Engaging hard to reach families) During a child’s school lifetime, only 15% of their time will be at school. EEF findings, Parental Engagement ‘moderate Impact for low cost’. | This resource has been provided and is being monitored; a full review will take place in the summer in preparation for 2022 to 2023. Stakeholders will be questioned on how successful the roles have been. PES to be appointed for Jan 2022. | NC and all ‘named’ staff. | Summer 2022 |
| | ii) Parental Engagement Specialist (PES) post a) Admin of merits/postcards and centralised sanction process. b) Year 8 reception rota, greeting and meeting of parents. c) Organisation of coffee mornings, parental tours and classroom visits. d) Parental early invites to parent’s evenings, monitoring and follow up on attendance. e) Co-ordination of consultation and feedback with parents. | | | | |
| | iii) Yr 7 Literacy mentors and use of Accelerated Reader, informing parents/carers of AR and how to access and use it at home. | 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. Pupil engagement to be measured online. | LH and English dept/NC | Summer 2021 |
| | iv) Use of Go4Schools to monitor participation with the extra-curricular provision and the extended curriculum. | 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. Engagement with Comberton eXtra. | JM, NC, CM, ‘named’ staff HoY | Termly |
| | v) 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. Use of Gateway. | NC, CM, ‘named’ staff HoY | Monthly |
| | vi) An increased use of appropriate staff for home visits. | The work of Rachel Macfarlane, Daniel Sobel and Marc Rowland stress the importance of visiting parents/carers in the home. | Year 7 and 8 home visits. Findings by staff reported through SLG meetings. | SLG | Summer 2022 |