

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Comberton Village College
Number of pupils in school	1434
Proportion (%) of pupil premium eligible pupils	9.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2020/21 to 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Peter Law Principal
Pupil premium lead	Nigel Carrick Assistant Principal
Governor / Trustee lead	Janet Banks, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138930
Recovery premium funding allocation this academic year	£20865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£159795

Part A: Pupil premium strategy plan

Statement of intent

At Comberton Village College, we aim to integrate the 'growth of advantage' culturally and systematically in everything we do for all disadvantaged pupils, maximising equality of opportunity whilst supporting each pupil through understanding and responding to their individual needs. This is a long-term project, tackling head on the accumulation of disadvantage expressed by Robert Merton (1988, 'The Matthew Effect') and more recently by Dr Dan Nicholls (Director of Learning, Cabot Learning Federation).

Our approach is based on six core principles influenced by Comberton Village College itself, its own culture and dynamics and by the work of many, including Daniel Sobel (CEO and founder of Inclusion Expert), Rachel MacFarlane (Director of Education Services at Herts for Learning) Marc Rowland (Pupil Premium Adviser – Unity Schools Partnership) and the Educational Endowment Foundation toolkit. The core principles are:

- 'The Comberton Way'
- Provide the basics for all,
- High quality teaching and learning,
- Individuals not cohorts,
- Key stage 3 prevention not key stage 4 intervention
- Parents/Carers in partnership.

With the core principles applied, we aim for disadvantaged pupils to leave Comberton Village College having made outstanding progress and outstanding individual achievements in line with all other pupils and fulfilling our ethos of becoming 'capable, confident and caring' young adults with the skills and character to lead creative and flourishing lives as active citizens.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>The Comberton Way – To re-establish the Extended Curriculum to at least pre-Covid levels.</p> <p>We pride ourselves on having highly positive relationships between staff, pupils and parents. This is the 'bed rock', of our outstanding success over the last 2 decades. These relationships have been established within the classroom but also, crucially and significantly through our extended curriculum, where the huge range of clubs, activities, trips and other curriculum experiences has allowed the staff-pupil relationships to flourish.</p>

2	<p>To redefine 'disadvantaged', engaging the whole school teaching staff, to include all pupils receiving pupil premium and those pupils (the Extended Disadvantaged) whose attitude to learning over time is poor, or could become poor, due to the accumulation of 'disadvantage'.</p> <p>'Disadvantage' is a gradual process with many factors influencing a child's accumulation of disadvantage impacting incrementally on their attitude to learning. A wider and more nuanced definition of disadvantage, the extended disadvantaged, is needed if all pupils are to be supported at Comberton Village College.</p>
3	<p>To ensure that all disadvantage/extended disadvantage pupils have equality of access to:</p> <p>A culture of growth mindset with departments and the use of language Devices and the internet at home Training on key device platforms eg TEAMS. Equality of access to the curriculum, including 'working' literacy levels for all pupils Trips, including Duke of Edinburgh, pastoral and curriculum trips and international trips Afterschool GCSE classes, music and other clubs Stationery and textbooks, Uniform.</p>
4	<p>To have an unrelenting focus on outstanding teaching and learning within the classroom at KS3 and KS4, supporting all children.</p> <p>The only place where we can ensure equality of provision is within the classroom. For disadvantaged/extended disadvantaged pupils, this means an exceptional awareness by teachers of who they are and what works for those individual pupils, so that progress is at least in line with other pupils within the class.</p>
5	<p>To really 'know' each pupil and to individualise the response for every child who receives pupil premium, as well as those defined as 'Extended Disadvantaged'.</p> <p>There are many factors that can accumulate differently within individual pupils until they become disadvantaged, Each disadvantaged child will be given at least one staff member who really knows them and is an advocate for them.</p>
6	<p>To identify 'need' early among the disadvantaged and extended disadvantaged, quickly putting into place preventative strategies rather than reactive interventions in later years.</p> <p>Disadvantage can start to accumulate the moment a child is born. Often it can be difficult to change a pupil's attitude to learning by year 9 or</p>

	older. In order to make genuine change in a pupil's mindset, we aim to provide opportunities to gain advantage as early as possible.
7	To fully engage with the parents/carers of disadvantage/extended disadvantage, ensuring all feel that they are a valued member of the community that is Comberton Village College. Pupils are at school for about 15% of the time, during their school age years. Parents/carers are hugely significant for much of that time. Engaging with them so that they feel a partnership with the school will inform all how best to move forwards with individual pupils.
8	To continue to adapt to the changing pressures of COVID-19.
9	To achieve a positive value added for pupils. Comberton Village College will report internally progress made by those pupils who are 'extended disadvantaged'. We will analyse both individual and group outcomes.

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
To have reintroduced a full range of activities as part of the extended curriculum to at least pre-Covid levels.	The range of provision and numbers of participants engaged in the extended curriculum to be at least equal to pre-Covid levels.
To have systematically integrated into the school timetable the identification and updating of pupils defined as Extended Disadvantaged.	A comprehensive list of extended disadvantaged, updated by staff twice yearly.
For every child to fully access the curriculum and extended curriculum.	No child to have accumulated any form of disadvantage because of not being able to access 'our' basics.
To have outstanding teaching and learning within lessons.	Teaching staff in any given lesson should know who is disadvantaged, who is extended disadvantage and should know and apply teaching strategies which work with those pupils.
For all children identified as pupil premium and extended disadvantaged to have a member of staff directly overseeing them within school.	For each child identified to have a named member of staff overseeing and delivering support.
To have more and more systematic prevention programmes in place at KS3,	To have integrated Parental Engagement Specialist (PES) roles, the

and to have explored further opportunities regarding the KS2 to 3 transition process.	Extended Disadvantaged Registration Support roles and Accelerated Reader into KS3.
Parents/carers disadvantaged/extended disadvantaged to be actively engaged in working with Comberton supporting their child(ren).	For parents/carers to feel that they are working in active partnership with Comberton.
To maintain an 'agile' response in the face of the pandemic.	Any reaction by the school to Covid should always consciously and actively take into account disadvantaged and extended disadvantaged pupils.
In every realistic case disadvantaged and extended disadvantage pupils to obtain a positive Progress 8 outcome at the end of year 11.	GCSE results.

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: £ 69700

Activity	Evidence that supports this approach	Challenge number(s) addressed
To fund an Assistant Principal as Disadvantaged Lead Teacher.	Strategic overview	1 to 9.
Additional 6 periods of staffing in English, Maths and science to support disadvantaged and extended disadvantaged.	Reducing class sizes EEF +2	1,2,3,4,5,6 and 9.
CPD focused on teaching and learning – feedback and metacognition and self-regulation at Key Stage 3.	Feedback EEF +6 Metacognition and Self-Regulation EEF +7	4,6 and 9.
Post of Literacy Co-ordinator.	Reading Comprehension Strategies EEF+6 Oral Language Interventions EEF +6	2, 3, 4, 6,7 and 9.
To create a Literacy Assistant Co-ordinator Teaching post leading specifically on Accelerated Reader.	Reading Comprehension Strategies EEF+6	1, 2, 3, 4, 5, 6, 7 and 9.
To create a National Tutoring Programme Lead Teacher post.	Small Group tuition EEF +4 Mastery Learning EEF +5	2, 3, 4, 5, 6, 7 and 9.
Provide Pupil Specific Interventions (PSI) Leads to each year group.	Social and Emotional Learning EEF +4	1, 3, 4, 5, 6, 7 and 9.
PP+ Lead	Social and Emotional Learning EEF +4	1, 3, 4, 5, 6, 7 and 9.

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

Budgeted cost: £ 60095

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy support – use of Accelerated Reader for all year 7 to 9 and providing additional reading support where needed. Engaging with parents and reading at home.	Reading Comprehension Strategies EEF+6	1, 2, 3, 4, 5, 6, 7 and 9.
To have Extended Disadvantaged Registration Support (TAs) in years 7 and 8.	Social and Emotional Learning EEF +4 Teaching Assistant Interventions EEF +4	1, 2, 5, 6 and 9.
To create an extensive National Tutoring Programme aimed firstly at mastery within Key Stage 3 maths and English	Small Group tuition EEF +4 Mastery Learning EEF +5	2, 3, 4, 5, 6, 7 and 9.
To create 2 afterschool homework/football catch up sessions Years 7/8 and 9/10.	Homework EEF +5	1, 2, 5, 6, 7 and 9.
To support the formation of a year 8 Adventure Club.	Behaviour Interventions EEF +4	1, 2, 5, 6 and 9.
6th form peer mentoring.	Peer Mentoring EEF +5	1, 2, 4, 5, 6 and 9.
Disadvantage and Extended Disadvantaged Administrator.	To reduce administrative workload for other staff.	3, 8 and 9.

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

Budgeted cost: £ 30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance our inclusion offer in the Green Room, the Hub and Centre through expanding time allocations for Inclusion Support, Attendance and Family Support, Counselling Support and Education Welfare Officer.	Social and Emotional Learning EEF +4 Teaching Assistant Interventions EEF +4	1, 2, 4, 5, 6, 7 and 9.
Ensure all pupils have access to a device (iPad and or other) and the internet at home.	Government policy during lockdown.	2, 3, 4, 5 and 6

No child to 'stand out' because of financial need. This includes all stationary, access to trips (including one international trip whilst at CVC), clubs, after hours GCSEs, music tuition, DofE etc.	Subjective feedback from pupils.	1, 3 and 9.
To have a Parental Engagement Specialist(s) for KS3 and KS4.	Parental Engagement EEF +4	1, 2, 3, 7 and 9.
The creation of a 'Breakfast Club' to allow identified pupils to start the day with a meal.	Basic nutrition studies.	1,2,3,4,5,6, and 9.

Total budgeted cost: £ 159 795

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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/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 are able to 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.

Disadvantaged Yr 11 Progress 8 summer 2021 = +0.19

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Literacy – Accelerated Reader	Renaissance.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.