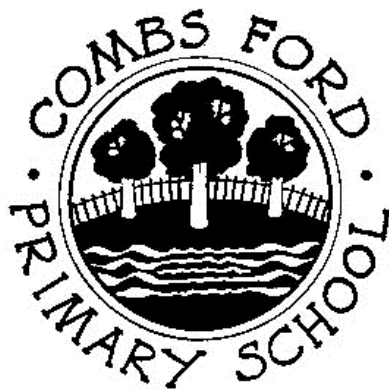


Combs Ford Primary School

Pupil Premium Strategy Statement 2022-2025



Successful Learners ~ Confident Individuals ~ Responsible Citizens

Prepared By:	Kathryn Day (Headteacher)	Date:	February 2025
Approved By:	Governing Body	Date:	
Review Cycle:	Annual – this Strategy is incorporated in the School Improvement Plan which is reviewed regularly throughout the year.		
Next Review By:	August 2025		

Table of Contents

Table of Contents	2
Overview	3
School Overview (2024-2025)	3
Funding Overview (2024-2025)	3
Part A: Pupil Premium Strategy Plan.....	4
Statement of Intent	4
Challenges.....	4
Intended Outcomes	5
Activity to Address Identified Challenges	7
Part B: Review of Previous Academic Year.....	12
Sources	13

Overview

This statement details our school's use of the Pupil Premium Grant, the Recovery Premium and School-Led Tutoring Grant 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.

School Overview (2024-2025)

Detail	Data
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	22% (81 Pupils)
Academic year that our current pupil premium strategy plan covers.	2022-2025
Date this statement was published	August 2024
Date on which it will be reviewed	Termly
Statement authorised by	Kathryn Day (Headteacher)
Pupil premium lead	Kathryn Day (Headteacher)
Governor Lead	Vanessa Kingsley (Chair of Governors)

Funding Overview (2024-2025)

Detail	Amount
Pupil premium funding allocation this academic year	£ 119,880
Recovery premium funding allocation this academic year	£ 0
School-led tutoring grant	£ 0
Funding carried forward from previous years	£ 0
Total budget for this academic year	£ 119,880
Total Predicted Spend this Academic Year	£ 128,988

Part A: Pupil Premium Strategy Plan

Statement of Intent

- Our aim is for all children who are facing extra barriers to learning to achieve similar academic outcomes to their peers.
- To achieve this, we follow the EEF’s tiered approach to school improvement which focuses on:
 - Access to high quality teaching;
 - Impactful targeted academic support;
 - Wider strategies to remove non-academic barriers to attainment.
- Our strategy covers 3 academic years:
 - Year 1: 2022-2023
 - Year 2: 2023-2024
 - Year 3: 2024-2025

Challenges

This details the key extra barriers to learning that we have identified across our school community.

Challenge Number	Detail of Challenge
1	Not all areas of the school’s curriculum are coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.
2	Some children do not have effective reading skills or have gaps in their learning.
3	Some children do not have effective writing skills or have gaps in their learning.
4	Some children do not have effective mathematical skills or have gaps in their learning.
5	Some children do not have effective learning skills because they do not have high levels of cognition (the mental process involved in knowing, understanding, and learning), metacognition (often defined as “learning to learn”) and motivation (willingness to engage metacognitive and cognitive skills).
6	Some children are not ‘ready to learn’ in class because they are not socially, emotionally or mentally secure.
7	Some children have not been exposed to the cultural experiences and background knowledge that will equip them with cultural knowledge to boost their education, careers and social development.
8	Some families may not be confident in the best way to support their children because they do not have the time or resources.

Intended Outcomes

Intended Outcome	Success Criteria
Children who are facing extra barriers achieve similar academic outcomes to their peers.	<ul style="list-style-type: none"> Children who are facing extra barriers achieve (or exceed) expected levels in reading, writing and maths and make (or exceed) expected progress.
High quality teaching, assessment and a curriculum which responds to the needs of pupils are embedded.	<ul style="list-style-type: none"> Teaching is at least good across the school. Assessment is fit for purpose and minimises teacher workload. Feedback is mainly verbal (+7 months) and provides children with specific information on how to improve as well as validation of correct work. Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and is accessible to all. Children who are facing extra barriers achieve (or exceed) expected levels in reading, writing and maths and make (or exceed) expected progress.
Children are aware of their strengths and weaknesses (self-regulation) and how to plan, monitor and evaluate their learning (metacognition).	<ul style="list-style-type: none"> There is explicit teaching of metacognitive strategies. Teachers model their own thinking to demonstrate metacognitive strategies. Opportunities are given for children to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties. Children are provided with enough challenge to develop effective strategies, but tasks are not so difficult that they struggle to apply a strategy.
Technology is successfully used to improve learning outcomes.	<ul style="list-style-type: none"> Century Learning is used to support interventions and homework and data analysis shows PPG children are making improved progress. Accelerated Reader is used to support reading fluency and comprehension and data analysis shows children who are facing extra barriers are making improved progress.
Learning Support Assistants (LSAs) are effective in supporting children who are facing extra barriers.	<ul style="list-style-type: none"> LSAs are deployed strategically to target underachieving children, especially children who are facing extra barriers, including those with SEND. LSA support supplements teaching and does not replace high-quality interactions with classroom teachers.
Academic Tutoring is embedded as a permanent fixture in school.	<ul style="list-style-type: none"> Data from Academic Tutoring interventions shows positive and accelerated progress for those children involved.
Children are 'ready to learn' in class because they are socially, emotionally or mentally secure.	<ul style="list-style-type: none"> Children are ready to learn in class without the need for intervention. The number of interventions to ensure children are ready to learn is reduced.

Intended Outcome	Success Criteria
<p>Children are exposed to the cultural experiences and background knowledge that will equip them with cultural knowledge to boost their education, careers and social development.</p>	<ul style="list-style-type: none"> • Children attend workshops, events and visit places they would not usually be exposed to. • Children’s work reflects these experiences where they are linked into the curriculum. • Children’s confidence builds as a result of these experiences, especially those relating to sports and the arts.
<p>Families are engaged with their children’s learning.</p>	<ul style="list-style-type: none"> • School communications are tailored to encourage positive dialogue about learning. • Engagement with families is maintained from EYFS through to Year 6. • Home learning is of high quality and accessible to families regardless of educational background.

Activity to Address Identified Challenges

This details how we intend to spend our Pupil Premium Grant, the Recovery Premium and School-Led Tutoring Grant over the 3 years of this plan to address the challenges listed above.

High Quality Teaching

Budgeted Cost 2024-25 = £7,630

Activity	Evidence to Support This Approach	Challenge # Addressed	Cost to PPG 2022-2023	Cost to PPG 2023-2024	Cost to PPG 2024-2025
<p>Develop high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p><i>“High quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.” EEF Evidence Brief</i></p>	<ul style="list-style-type: none"> • Great Teaching Toolkit • Preparing for Literacy • Improving Literacy in Key Stage 1 • Improving Literacy in Key Stage 2 • Improving Mathematics in the Early Years and Key Stage 1 • Improving Mathematics in Key Stages 2 and 3 • EEF Toolkit: Phonics – high impact for very low cost based on very extensive evidence (+5 months). • EEF Toolkit: Reading comprehension strategies – very high impact for very low cost based on extensive evidence (+6 months). • EEF Toolkit: Mastery Learning – high impact for very low cost based on limited evidence (+5 months). 	<p>1 2 3 4 7</p>	<p>£5,000</p>	<p>£6,680</p>	<p>£3,000</p>
<p>Improve feedback through professional development for staff on evidence-based approaches.</p>	<ul style="list-style-type: none"> • Teacher Feedback to Improve Pupil Learning • EEF Toolkit: Feedback – very high impact for very low cost based on extensive evidence (+6 months). • <i>Effective Professional Development</i> 	<p>1 2 3 4</p>	<p>£0</p>	<p>£0</p>	<p>£0</p>

Activity	Evidence to Support This Approach	Challenge # Addressed	Cost to PPG 2022-2023	Cost to PPG 2023-2024	Cost to PPG 2024-2025
Improve children's awareness of their strengths and weaknesses (self-regulation) and how to plan, monitor and evaluate their learning (metacognition) through professional development for staff on evidence-based approaches.	<ul style="list-style-type: none"> Metacognition and Self-Regulated Learning EEF Toolkit: Metacognition and self-regulation – very high impact for very low cost based on extensive evidence (+7 months). Effective Professional Development 	2 3 4 5	-	-	£
Implement Century Learning to support teachers with effective interventions and save them time on marking and data analysis.	<ul style="list-style-type: none"> Using Technology to Improve Learning 	2 3 4	£1,680	£1,680	£1,680
Implement Accelerated Reader to motivate, monitor, and manage children's independent reading practice	<ul style="list-style-type: none"> Using Technology to Improve Learning 	2	£3,000	Subscription = £3,000 Additional Staff Hours to Add Books to System = £2,000	Subscription = £2,950

Targeted Academic Support

Budgeted Cost 2024-25 = £85,702

Activity	Evidence to Support This Approach	Challenge Number Addressed	Cost to PPG 2022-2023	Cost to PPG 2023-2024	Cost to PPG 2024-2025
<p>Teaching assistant deployment and interventions – training for teachers and TAs.</p> <p><i>“Strategic deployment of TAs is important to ensure priority pupils are supported.” EEF Evidence Brief</i></p>	<ul style="list-style-type: none"> Making Best Use of Teaching Assistants EEF Toolkit: Teaching Assistant Interventions – moderate impact for moderate cost based on moderate evidence (+4 months). Effective Professional Development 	<p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>£67,692</p>	<p>£47,000 Equivalent to 2.5 FTE TAs</p>	<p>£57,353</p> <p>2.5 TA on 32.50 hpw</p>
<p>Academic Tutoring: one to one and small group tuition.</p> <p><i>“Intensive individual support, either one to one or as a small group, can support pupil learning.” EEF Evidence Brief</i></p>	<ul style="list-style-type: none"> EEF Toolkit: One to one tuition – high impact for moderate cost based on moderate evidence (+5 months). EEF Toolkit: Small group tuition – moderate impact for low cost based on moderate evidence (+4 months). 	<p>2</p> <p>3</p> <p>4</p> <p>5</p>	<p>Academic Tutor = £24,156</p>	<p>Academic Tutor = £27,000</p>	<p>1 HLTA FTE</p> <p>£28,349</p>

Wider Strategies

Budgeted Cost 2023-2024 = £35,656

Activity	Evidence to Support This Approach	Challenge Number Addressed	Cost to PPG 2022-2023	Cost to PPG 2023-2024	Cost to PPG 2024-2025
Supporting pupils' social, emotional and behavioural needs. "Social and emotional skills support effective learning and are linked to positive outcomes later in life." EEF Evidence Brief	<ul style="list-style-type: none"> Improving Social and Emotional Learning in Primary Schools Improving Behaviour in Schools EEF Toolkit: Social and emotional learning – moderate impact for very low cost based on very limited evidence (+4 months). EEF Toolkit: Behaviour interventions – moderate impact for low cost based on limited evidence (+4 months). Trauma Informed Schools 	2 3 4 5 6	Pastoral Lead = £27,580	Pastoral Lead = £30,000 Nurture Lead (0.5) = 13,500	Pastoral Lead = £29,417
Extracurricular activities including sports, outdoor activities, arts, culture and trips.	<ul style="list-style-type: none"> EEF Toolkit: Arts participation – moderate impact for very low cost based on moderate evidence English Outdoor Council – High Quality Outdoor Learning PE and Sport Premium for Primary Schools 	2 3 4 5 7	Cultural Capital = 7 classes x £500 = £3,500 1 Term of Clubs for each PPG child = £2,184 1 Educational Visit per PPG child = £1,820 1 school jumper per PPG child = £930	Cultural Capital = 7 classes x £500 = £3,500 1 Term of Clubs for each PPG child = £2,184 1 Educational Visit per PPG child = £1,820 1 school jumper per PPG child = £930	Cultural Capital = 7 classes x £500 = £3,500 1 Term of Clubs for each PPG child = £1,215 1 Educational Visit per PPG child = £500 1 school jumper per PPG child = £1,024

Activity	Evidence to Support This Approach	Challenge Number Addressed	Cost to PPG 2022-2023	Cost to PPG 2023-2024	Cost to PPG 2024-2025
<p>Communicating with and supporting families.</p> <p><i>“Levels of parental engagement are consistently associated with improved academic outcomes.” EEF Evidence Brief</i></p>	<ul style="list-style-type: none"> Working with Parents to Support Children’s Learning EEF Toolkit: Parental engagement – moderate impact for very low cost based on extensive evidence (+4 months). 	<p>2 3 4 5 8</p>	<p>Pastoral Lead (see above)</p>	<p>Pastoral Lead (see above)</p>	

Part B: Review of Previous Academic Year

PPG Performance Data Summary 2023-2024

Phase	Indicator	Difference to Whole School	Whole School	PPG	Not PPG	Difference to Not PPG
EYFS	Pupil Numbers		44	8	36	
	GLD	-20	70	50	75	-25
Year 1	Pupil Numbers		44	11	33	
	Phonics (Year 1)	-7	80	73	82	-9
Key Stage 2	Pupil Numbers		48	21	27	
	Reading: EXS+	-9	71	62	78	-16
	Writing: EXS+	-14	71	57	81	-24
	Maths: EXS+	-9	52	43	59	-16
	RWM: EXS+	-10	48	38	56	-18
	Reading: GDS	-19	29	10	44	-34
	Writing: GDS	-8	8	0	15	-15
	Maths: GDS	-3	17	14	19	-5
	RWM: GDS	-8	8	0	15	-15
	Progress: Reading	-	-	-	-	-
	Progress: Writing	-	-	-	-	-
	Progress: Maths	-	-	-	-	-
Phase	Indicator	Difference to Whole School	Whole School	PPG	Not PPG	Difference to Not PPG

Sources

- DfE. 2022. [PE and Sport Premium for Primary Schools](#). GOV.UK.
- EEF. 2021. [Effective Professional Development](#). Education Endowment Foundation, London.
- EEF. 2021. [Improving Behaviour in Schools](#). Education Endowment Foundation, London.
- EEF. 2021. [Improving Literacy in Key Stage 1](#). Education Endowment Foundation, London.
- EEF. 2021. [Improving Literacy in Key Stage 2](#). Education Endowment Foundation, London.
- EEF. 2021. [Improving Mathematics in the Early Years and Key Stage 1](#). Education Endowment Foundation, London.
- EEF. 2021. [Improving Social and Emotional Learning in Primary Schools](#). Education Endowment Foundation, London.
- EEF. 2021. [Making Best Use of Teaching Assistants](#). Education Endowment Foundation, London.
- EEF. 2021. [Metacognition and Self-Regulated Learning](#). Education Endowment Foundation, London.
- EEF. 2021. [Preparing for Literacy](#). Education Endowment Foundation, London.
- EEF. 2021. [Putting Evidence to Work – A School’s Guide to Implementation](#). Education Endowment Foundation, London.
- EEF. 2021. [Teacher Feedback to Improve Pupil Learning](#). Education Endowment Foundation, London.
- EEF. 2021. [Using Technology to Improve Learning](#). Education Endowment Foundation, London.
- EEF. 2021. [Working with Parents to Support Children’s Learning](#). Education Endowment Foundation, London.
- EEF. 2022. [Improving Mathematics in Key Stages 2 and 3](#). Education Endowment Foundation, London.
- EEF. 2022. [The EEF Guide to the Pupil Premium](#). Education Endowment Foundation, London.
- EEF. 2022. [Pupil Premium: EEF Evidence Brief](#). Education Endowment Foundation, London.
- Elliot Major, Lee and Emily Briant. 2023. *Equity in Education: A Practical Guide for Teachers*. John Catt .
- English Outdoor Council. 2015. [High Quality Outdoor Learning](#). English Outdoor Council.
- Evidence Based Education. 2020. [Great Teaching Toolkit](#). Cambridge Assessment.
- Rowland, Marc. 2015. *The Pupil Premium: An Updated Practical Guide To*. John Catt.