



Pupil premium strategy statement

School overview

Metric	Data
School name	Combe Martin
Pupils in school	141
Proportion of disadvantaged pupils	28 19.8%
Pupil premium allocation this academic year	£42590.00 includes recovery premium
Academic year or years covered by statement	2021-2022
Publish date	December 2021
Review date	September 2022
Statement authorised by	Gail Holmes
Pupil premium lead	Jo Railston
Governor lead	Sharon Beckworth

Disadvantaged pupil progress scores for last academic year end of KS2

Measure	Score
Reading	104.3
SPAG	99.8
Maths	101

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	80% - 90% ARE for PP children
Achieving high standard at KS2	30-40 GDS for PP children

Challenges

Challenge number	Detail of challenge.
1	We have a high percentage of disadvantaged that are also SEND, which can negatively affect outcomes related to age related expectations. This is an additional barrier to be able to close the attainment gap for some children.
2	Assessments, observations, and discussions with pupils from internal staff and external visitors indicate underdeveloped oral

	<p>language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in knowledge gaps leading to pupils falling behind age-related expectation across the curriculum.</p> <p>Phonics, reading, writing, SPAG and Maths are core areas to focus on but also across the curriculum to ensure high quality teaching and learning is implemented for all children across the full breadth of the curriculum.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
5	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Teaching priorities for current academic year

Budgeted spend: £8,020 – From school allocation - £4500 from Central School Improvement Allocation

Aim	Actions	Challenge number and Target date
Disadvantaged and SEND identified early to ensure targeted intervention and specialist support implemented early to	SENDCO to work closely with class teachers to raise quality and expectations of T&L in the classroom around universal provision and targeted provision.	Challenge number 1, 2 and 3 July 2022

<p>help close the attainment gap.</p>	<p>Class profiles implemented and 'cause for concern' lists created to ensure pathway for identification follows a graduated response to ensure interventions implemented are monitored and reviewed.</p> <p>SENDCO released by School Improvement lead to support and monitor the teaching of SEND across the school</p> <p>CPD to support every teacher being a teacher of SEND</p> <p>Trust SEND lead to monitor and lead SEND hub and audit SEND provision to identify trust wide action plan</p>	
<p>Disadvantaged pupils will develop language skills to enable them to articulate grammatically correct sentences with an extensive vocabulary.</p>	<p>Oracy ITT lead to continue to embed the ALumnis Oracy framework and monitor impact.</p> <p>Oracy lead to ensure T&L always includes opportunities for Oracy linked to the Alumnis framework</p> <p>ITT team CPD for teachers on Alumnis Trust portal - Professional Learning Centre</p>	<p>Challenge number 1,2 and 3</p> <p>July 2022</p>
<p>To ensure high quality teaching for all children - with focus on Maths</p>	<p>Maths ITT to embedded the Alumnis Calculation policy and ensure there is a consistent approach to teaching Maths and implementation of White Rose/Power Maths linked to sound pedagogical ideas to ensure all children progress.</p> <p>Pre teaching used for targeted support for disadvantaged children</p>	<p>Challenge 3</p>
<p>To ensure high quality teaching for all children - with a focus on Phonics and Reading</p>	<p>Literacy Lead to ensure high quality texts are used to support reading - high expectations for all children</p> <p>Tiered approach to reading - 1:1, group reading and whole class reading to be used across the school to ensure high quality teaching of reading at every level through a multi-layered approach but ensuring consistency across the school</p>	<p>Challenge number 3</p>

	<p>To ensure appropriate phonetically decodable texts are available for children across the school in KS1 and KS2</p> <p>To ensure a consistent systematic approach to teaching phonics and early reading in EY and KS1</p> <p>ITT team lead for Literacy to work with Alumnis ITT hub to develop CPD linked with the Alumnis Professional Learning Centre</p>	
<p>To ensure high quality teaching for all children - with a focus on SPAG</p>	<p>Class teachers to continually review T&L of decision spelling through the use of incremental coaching.</p> <p>Decision spelling lead to monitor and review implementation.</p> <p>Decision spelling walls are evident in all classes.</p> <p>Common exception words are available in bespoke work books and around the classroom.</p>	<p>Challenge number 3</p> <p>Target date: July 2022</p>
<p>Disadvantaged pupils' writing is in line with that of their peers.</p>	<p>School Improvement Leads to work with key groups of children to raise stamina and self-editing skills.</p> <p>Chromebooks used to support editing skills and 'offload children' through the talk to text application</p>	<p>Challenge number 3</p> <p>Target date: July 2022.</p>
<p>To ensure the implementation of the C360 to support children's ability to consolidate and apply knowledge and skills taught through the 4 cornerstones</p>	<p>Curriculum 360 Intent, implementation through curriculum maestro and impact is designed through to support all learners and carefully mapped to ensure clear progression throughout the school</p> <p>Regular opportunities to recap prior learning will enhance new learning</p>	<p>Challenge number 3</p> <p>Target date: July 2022</p>

Targeted academic support for current academic year

Budgeted cost: £12,690 – includes tutor led funding

Aim	Actions	Challenge number and Target date
<p>19 disadvantaged pupils engage in school-led tutoring. Judgement made by assessing whose education has been most impacted by the pandemic.</p>	<p>19 pupils to receive 15 hours of 1:1 or small group tuition in the spring and summer term.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>Challenge number 2 and 3</p> <p>Target date: May 2022.</p>
<p>Children will be given opportunity to access a range of activities at home and school using their chromebooks.</p>	<p>Chromebooks implemented for all KS2 children to enhance learning and ensure our children are innovators</p> <p>Research into the best app for impact and purchase (IXL?)</p>	<p>Challenge number 3</p>

Wider strategies for current academic year

Budgeted cost = £12,940 + £4440 – central school improvement

Aim	Actions	Challenge number and Target date
<p>Disadvantaged pupils and families are given support to access a range of services.</p>	<p>Social Inclusion Team to lead on early help cases.</p> <p>Social Inclusion Team to regularly signpost families to key holiday activities, financial support etc</p>	<p>Challenge number 4</p> <p>Target date - ongoing.</p>

	Social Inclusion Team to support families with referrals to agencies that support SEMH and other social needs within the family.	
To ensure disadvantaged children's attendance improves	<p>Social inclusion team to work closely with families to ensure children's attendance improves.</p> <p>Social inclusion team to work with the children and SILs to ensure close monitoring.</p>	<p>Challenge number 5</p> <p>Target date - ongoing</p>
The language of character education to be thoroughly embedded across the whole school community to support in raising aspirations and completion on the 6 inspiring changemaker challenges.	<p>Character Lead for the trust to continually drive character, providing ongoing training, monitoring and assessment of impact.</p> <p>All staff to ensure that pupils have planned opportunities for the 6 ICC to be completed by the end of the academic year.</p> <p>To implement a careers fayre in the Spring term to raise aspirations for all.</p>	<p>Challenge number 4</p> <p>Target date - ongoing.</p> <p>Target Date – Spring term</p>
Disadvantaged pupils are given the opportunity to access a range of enrichment opportunities over the course of the year to support the sought element of the character education programme.	<p>Planned opportunities throughout the year to support the 6 ICC and provide children with a range of experiences.</p> <p>Financial support given to ensure disadvantaged children access enrichment opportunities.</p>	<p>Challenge number 4</p> <p>Target date - July 2022</p>