

Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium funding (and the use of the recovery premium) to help improve the attainment of our disadvantaged pupils.

This statement 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	Coombe Dean School
Number of pupils in school	870 (Y7-11)
Proportion (%) of pupil premium eligible pupils	21.6% (187 students)
Academic year/years that our current pupil premium strategy plan covers	2023-24, 2024-25, 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Kevin Dyke, Headteacher
Pupil premium lead	Charlie Jacks, Assistant Headteacher
Governor / Trustee lead	WeST Nominee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,152
Recovery premium funding allocation this academic year	£49,128
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£68,191
Total budget for this academic year	£352,471

Part A: Pupil Premium Strategy Plan

Statement of Intent

‘Schools, in their structure and organisation, can do more than simply reflect the society we have; they can try to be the precursor of the kind of society that we wish to have’ (Gorard, 2010)

Our intention is that all students, regardless of their background or the challenges they face, make good progress and achieve their full potential. Our curriculum design, and the support we afford our disadvantaged learners is inspired by the belief that “children need powerful knowledge to understand and interpret the world. Without it they remain dependent upon those who have it”. We strive to provide all our learners with access to a broad, balanced and challenging curriculum which excites young people and helps them to see the world in new ways, beyond the sometimes-limiting confines of their own experience.

In consideration of students in receipt of Pupil Premium funding (referred to in this document as Disadvantaged Learners, or DLs) there are multiple contextual considerations that inform our approach. Because the impact of disadvantage on learners is varied, changing and not always predictable we do not rely on assumptions, but instead on assessment of need to ensure that our approach is context and cohort specific. We carefully and regularly consider the challenges facing our disadvantaged learners and adopt an evidence-based approach to our actions. Common barriers to education, development and learning for disadvantaged learners may include less stable home circumstances, less well-developed self-regulation/metacognition; weaker vocabulary/reading skills; attendance issues; fewer opportunities to develop and connect knowledge at home and more limited access to space, time and resources cohesive to effective home learning. However, each child’s circumstances differ and there is no single definitive summary of the challenge that a disadvantaged learner faces. Therefore, at Coombe Dean the support afforded to disadvantaged learners is considered a process rather than event – there is no shortcut or *‘one size fits’* all intervention and an understanding of this underpins our approach. By focusing our support on those students who are most disadvantaged in our school community, roughly 21% of the cohort, we ensure that the wider school population also benefits.

Our strategy is reviewed regularly and remains fluid so as to be responsive to the rapidly changing social and economic landscape set against the backdrop of post-Covid recovery and the emergent cost-of-living crisis in Britain - both of which are factors which have ‘hit hardest’ with regard to disadvantaged learners. It is our intent, and indeed moral imperative, that our strategy effectively tackles such challenges and is continuing to meet their individual needs. Thus, our approaches are based on ongoing diagnostic assessment and evidence gathered (e.g., internal data collection, nationally recognised assessment) relating to the students in our specific school context. It is a continued mission of ours that a child’s socio-economic status should never be a barrier to their success in school and that we can, as Gorard puts it, *‘do more than simply reflect the society we have’*.

High-quality teaching is at the heart of our approach, coupled with our continued focus on high expectations. “Quality Teaching First” has been proven by national research (e.g., EEF and Sutton Trust reports) to have the biggest impact on closing the disadvantaged attainment gap, which will in turn benefit the non-disadvantaged learners in our school community. A continued focus on

developing disciplinary literacy and reading across the curriculum— both areas which research and our own context-specific data has shown affects disadvantaged learners disproportionately – will underpin this. Additionally, we prioritise affording opportunity for all staff to develop their understanding of the impact of disadvantage, and their knowledge and skills of how best to tackle this within their role. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged learners' attainment will be sustained and improved alongside progress for their disadvantaged peers. This is, of course, strengthened by the crucial pastoral philosophy that runs through the heart of Coombe Dean School – that all our children (disadvantaged or otherwise) are known and cared for as individuals and as learners.

We will also consider the challenges faced by other vulnerable pupils (not necessarily in receipt of the Pupil Premium), such as those who are young carers or those affected by bereavement. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. Where those disadvantaged learners have an additional SEND need, we will work closely with the SEND and Inclusion Team to ensure that the appropriate support is provided and that staff are fully aware of, and skilled in implementing, strategies to support learning via individual student 'My Coombe Dean Plans'.

In summary, our approach is responsive to needs not labels and is rooted in evidence-based research alongside diagnostic assessment. We understand that tackling disadvantage through education is a complex ongoing process of school culture and not an event. We do not make assumptions about the impact of disadvantage, or about the aspirations of our disadvantaged learners and their families. We work hard to ensure that disadvantaged learners are challenged in the work that they're set, staff intervene at the time need is identified and, above all, adopt a whole school approach in which all staff take responsibility for disadvantaged learners' outcomes and raise expectations of what they can achieve. We design our curriculum to ensure that what we already know about human cognition and how people learn is accounted for. Principles of curriculum design such as scaffolding, interleaving and retrieval practice are embedded, aiding all learners, particularly those facing educational disadvantage, to know and remember more so as to be able to achieve their full educational potential in line with non-disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1. Attendance	<p>School attendance of disadvantaged learners has historically been lower than the attendance of our non-disadvantaged learners. Though the attendance of DLs was broadly in line with national figures in the 2022/23 academic year (-0.4% differential), our challenge is to increase DL attendance so that it is both above the national average for students eligible for PP and also closer to the attendance of non-DL students at Coombe Dean (the 2022/23 gap was 7.4%). The challenge of increasing the literal, physical access to our curriculum and expert teaching body is critical to the strategy to improve DL outcomes. The strong correlation between attendance and academic progress is evidenced nationally and by the examination data at Coombe Dean School.</p>
2. Progress and Attainment	<p>Disadvantaged learners nationally (and regionally) have historically made less progress between their Key Stage 2 'starting point' and their Key Stage 4 'outcomes'. Whilst at Coombe Dean the gap between the progress of DLs and non-DLs has been significantly smaller than the national average, the challenge of ensuring that disadvantaged learners make progress in line with their non-DL peers continues to be a core focus.</p> <p>Disadvantaged learners nationally (and regionally) have historically returned lower attainment 8 outcomes than their non-DL peers. For example, in 2023, the attainment gap between DLs and non-DLs at Coombe Dean School was 6.42 (a gap significantly smaller than the national average, but a gap nonetheless). It is our ultimate aim, as educators working in non-selective state education, that a child's socio-economic background doesn't pre-determine their outcomes and life chances, and so – in the interest of the continued pursuit of social justice and equality of opportunity - we challenge ourselves to continually reduce the 'attainment gap' between DLs and non-DLs, both nationally and within our school.</p>
3. Literacy	<p>NGRT assessment and observations indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. For example, our Y7-10 DL cohort in the Spring Term of the 2022/23 academic year had a combined average SAS score of 101.6 Vs a combined average SAS score of 108.6 for our non-DL cohort. Though progress was made within the DL cohort through identification of need in the Autumn Term and subsequent intervention between Autumn and Spring, there is clearly a challenge within our context to continually focus on addressing the reading and vocabulary gap.</p> <p>Furthermore, a lack of cultural capital and a lack of understanding of tier II and III vocabulary is evident too from observations and written outcomes. This is a core challenge because both of the above aspects impact on access to, and progress</p>

	through, all aspects of the curriculum which in turn affects outcomes and future opportunities.
4. Parental Engagement	Some families of our learners eligible for the pupil premium can be harder to reach, and this may have been exaggerated by the Covid-19 pandemic and continue to be exaggerated by the difficult conditions linked to the ongoing cost-of-living crisis. Recent evidence tells us that attendance to parents' evenings and school events is lower for DLs than non-DLs. The challenge is of significance because of the known, evidence based, impact that working in partnership has on disadvantaged learners.
5. Behaviour, Metacognition and Self-Regulation	<p>It is evident from aspects of the Curriculum and Literacy Review, student voice and behaviour data (for example referrals to the reflection room and incidents of fixed-term suspensions) that self-esteem and self-regulation have been and continue to be issues affecting DLs in a way which is disproportionate when compared to their non-DL peers.</p> <p>Furthermore, observations suggest many lower attaining disadvantaged learners lack metacognitive / self-regulation strategies when faced with challenging tasks.</p> <p>This is a significant challenge because where standards of behaviour do not meet expectations, potential lost learning time has a detrimental impact on academic progress.</p>
6. Poverty Proofing access to school, the curriculum and extra-curricular activity	<p>It is evident from internal data and observation that DLs may not always have the ability, motivation or support (financially or otherwise) to access the variety of opportunities within/extra to the school curriculum. This can include desire to opt for the EBACC combination for KS4 due to pre-existing perceptions (for example, 2022/23's Y11 cohort saw 22% of DL students following the EBACC combination Vs 38.9% non-DLs).</p> <p>Access to resources such as computers, revision material and other learning resources (including time and space to complete home learning) can also be disproportionately challenging for DLs. Furthermore, engagement in extra-curricular activities can be more challenging for DLs for a variety of reasons.</p> <p>This is a significant challenge against the backdrop of a cost-of-living crisis, and also with our specific school context and location which serves an extensive catchment area with very costly travel implications for a large number of our DL cohort.</p>
7. Emotional Wellbeing	Our assessments (including wellbeing survey), observations and discussions with children and families have identified social and emotional issues for many disadvantaged learners, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This remains a significant challenge as it is well understood children with positive mental wellbeing are more likely to succeed and reach their full potential as per our intent.

8. Staff Continuing Professional Development	<p>Ensuring that all staff have a detailed understanding of their role in tackling disadvantage through education in whatever role they fulfil. For teaching staff in particular the challenge is to ensure that time is given to developing knowledge and skills of:</p> <ul style="list-style-type: none"> • appropriate variation with regards to teaching and learning to support progress of disadvantaged learners • targeted intervention to support progress of all learners (notably those facing disadvantage)
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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.

The ‘**Key Mitigating Actions**’ for each are intended to help guide readers to the specific activities of most relevance to meeting the challenge which are listed later in the document.

Intended outcome	Success criteria
<p>Challenge 1 – Attendance: To improve the rate of attendance for Disadvantaged Learners.</p> <p>Key Mitigating Actions: Q, R, T</p>	<p>2023-24: DL attendance at Coombe Dean is at least in line with the national DL attendance average and there is some reduction in the existing (2022/23) gap between DL attendance and non-DL attendance at Coombe Dean.</p> <p>2024-25: DL attendance at Coombe Dean is above the national DL attendance average and there is notable reduction in the gap between DL attendance and non-DL attendance at Coombe Dean.</p> <p>2025-26: DL attendance at Coombe Dean is significantly above the national DL attendance average and there is further reduction (based on 2024-25 figures), or removal of the gap, between DL attendance and non-DL attendance at Coombe Dean.</p>
<p>Challenge 2 – Progress Improved progress and attainment outcomes for DLs</p> <p>Key Mitigating Actions: A, B, H, K, N</p>	<p>2023-24: Exceed national average for progress 8 and attainment 8 outcomes achieved by disadvantaged students and register a smaller than national average progress and attainment gap between DLs and Non DLs’ outcomes.</p> <p>2024-25: Exceed the national average for progress 8 and attainment 8 outcomes achieved by disadvantaged learners and reduce further the in-school gap between progress 8 and attainment 8 outcomes of DLs and non-DLs within Coombe Dean School.</p> <p>2025-26: Exceed the national average for progress 8 and attainment 8 outcomes achieved by disadvantaged learners and reduce further the in-school gap between progress 8 and attainment 8 outcomes of DLs and non-DLs within Coombe Dean School.</p>

<p>Challenge 3 – Literacy</p> <p>Improved reading comprehension of the DL cohort supporting progress outcomes.</p> <p>Key Mitigating Actions: D, E, F, H, O</p>	<p>2023-24: Gap between DLs’ reading levels and non-disadvantaged peers to be reduced – measured by average SAS (NGRT).</p> <p>2024-25: Gap between DLs’ reading levels will and non-disadvantaged peers to be reduced and a clear increase in the number of students reading and writing at age-appropriate levels by end of KS3 (Y9).</p> <p>2025-26: Disadvantaged learners’ reading levels will be in line with non-disadvantaged peers and all learners reading and writing at age-appropriate levels by end of KS3 (Y9).</p>
<p>Challenge 4 – Parental Engagement</p> <p>Increased engagement in school events, communication, and events with parents/carers of DLs</p> <p>Key Mitigating Actions: Q, S, U</p>	<p>2023-24: reduction in attendance gap between DLs’ parents/carers and non DLs’ parents/carers to parents’ and other information evenings*.</p> <p>2024-25: Further and sustained reduction in attendance gap between DLs’ parents/carers and non DLs’ parents/carers to parents’ and other information evenings*.</p> <p>2025-26: No notable attendance gap between DLs’ parents/carers and non DLs’ parents/carers to parents’ and other information evenings*.</p> <p><i>*Supported by increase in positive verbal/written feedback from DLs’ parents/carers through parent/carer feedback mechanisms (i.e regular surveys) – Measure: PP lead (CJS) qualitative analysis.</i></p>
<p>Challenge 5 - Behaviour, Metacognition and Self-Regulation</p> <p>Reduction in lost learning time owed to poor behaviour affecting disadvantaged learners disproportionately.</p> <p>Key Mitigating Actions: B, G, K, R, T</p>	<p>2023-24: Reduction in the total number of referrals to the reflection room, internal consequences and fixed-term suspensions for DLs compared with data from 2022/23.</p> <p>2024-25: Further reduction in the number of referrals to the reflection room, internal consequences and fixed-term suspensions for DLs and progress evident in metacognition/self-regulation through ‘lens of disadvantage’ Curriculum and Literacy Review activities. Percentage of total student referrals and serious sanctions for DLs is closer to 21% (DL Cohort figure) than during 2023/24 academic year.</p> <p>2025-26: Further reduction in the number of referrals to the reflection room, internal consequences, and fixed-term suspensions for DLs and progress evident in metacognition/self-regulation through ‘lens of disadvantage’ Curriculum and Literacy Review activities. Percentage of total referrals and serious sanctions for DLs is closer again to 21% (DL Cohort figure) than during 2024/25 academic year.</p>

<p>Challenge 6 - Poverty Proofing access to the school, its curriculum and extra-curricular activities.</p> <p>Equity of access to all aspects of school life is evident and DLs are 'invisible to the naked eye'.</p> <p>DLs enter the EBACC in line with non DL peers (curriculum equity of access and challenge)</p> <p>Key Mitigating Actions: S, U, W, X, Z</p>	<p>2023-24:</p> <ul style="list-style-type: none"> • Increase of DLs utilising targeted budget for uniform or other necessary individual spend. • Increase of DLs (and others) accessing breakfast club provision. • Tracking system introduced to effectively monitor access to extra-curricular offer and analyse gap between DLs and Non-DLs. • 'Lens of Disadvantage C+L Review activity, student voice and external visits demonstrate that most DLs are 'naked to the invisible eye' in terms of equity of access to the curriculum and high expectations. • Y9 Curriculum Choices (options) evidence a reduction in the gap between EBACC selection between DLs and non-DLs from previous year. <p>2024-25:</p> <ul style="list-style-type: none"> • Further increase of DLs utilising targeted budget for uniform or other necessary individual spend. • Increase of DLs (and others) accessing breakfast club provision. • Tracking system embedded to effectively monitor access to extra-curricular offer and analyse gap between DLs and Non-DLs; this gap is closing. • 'Lens of Disadvantage' C+L Review activity, student voice and external visits demonstrate that more DLs are 'naked to the invisible eye' in terms of equity of access to the curriculum and high expectations. • Y9 Curriculum Choices (options) evidence further reduction in the gap between EBACC selection between DLs and non-DLs from previous year. <p>2025-26:</p> <ul style="list-style-type: none"> • All DLs utilising targeted budget for uniform or other necessary individual spend. • Increase of DLs (and others) accessing breakfast club provision. • Tracking system embedded which effectively monitors access to extra-curricular offer and analyses gap between DLs and Non-DLs; this gap doesn't exist. • 'Lens of Disadvantage' C+L Review activity, student voice and external visits demonstrate that all DLs are 'naked to the invisible eye' in terms of equity of access to the curriculum and high expectations – the culture is embedded. • Y9 Curriculum Choices (options) evidence that there is no gap between EBACC selection between DLs and non-DLs.
<p>Challenge 7 – Emotional Wellbeing</p> <p>DLs' emotional and wellbeing needs are</p>	<p>2023-2026 (inclusive):</p> <ul style="list-style-type: none"> • DLs' and parents' needs are met through appropriate referrals to both in house and external resource. • Emotional wellbeing offer is developed further (increase in support services accessed and working with/within the school

<p>met with a mixed constitution of 'in-house' support and external referral identified through effective and regular monitoring by school professionals.</p> <p>Key Mitigating Actions: R, T, V</p>	<p>as well as in-house group therapies) based on identified need from SOC meetings and pastoral reviews.</p> <ul style="list-style-type: none"> • Parental support (through signposting and provisions such as information events) is increased with notable focus on parents/carers of DLs. • PASS Surveys (or school's own equivalent survey mechanisms) demonstrate that DLs are increasingly confident in support available, where to access support and strategies to manage mental wellbeing.
<p>Challenge 8 – Staff Continuing Professional Development</p> <p>Ensuring that high quality training supports staff in developing knowledge/skills for addressing education disadvantage and that time is afforded to this.</p> <p>Ensuring that 'quality first teaching' permeates the approach to tackling disadvantage and that this is supported with codified models of best practice and the development of coaching which supports all learners, particularly those facing disadvantage.</p> <p>Key Mitigating Actions: A, B, C, D, J</p>	<p>2023-26 Inclusive:</p> <ul style="list-style-type: none"> • Establishment, development and embedding of codified models of best practice (notably on engagement, academic rigour and vocabulary, principles of instruction and routines/behaviours for learning) and introduction of the principles of instructional coaching to support this. • Development of 'Lens of Disadvantage' Curriculum and Literacy Review Activity as vehicle for assessing impact of teaching and learning strategy on disadvantaged learners. • Staff confidence and knowledge of tackling disadvantage and teaching and learning strategies to promote this are increased; evidenced through feedback, Curriculum and Literacy Review and observations. • Progress outcomes for DLs (see challenge 1 success criteria). • DL student voice increasingly shows understanding of learning routines/cycles and principles which have positive impact on ability to access the curriculum and fulfil potential.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above:

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £88,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
A. We will ensure all teaching and pastoral staff understand the challenges of educational disadvantage and how to meet them in their role. This will be achieved by provision of appropriate time in the school CPD calendar and curriculum as well as 'little and often' input on understanding and addressing disadvantage (being assessment not assumption led) and meeting needs of all learners. This will be further supported by development of middle leaders' understanding of quality assurance through the Lens of Disadvantage Curriculum and Literacy Review Activity.	<p>The EEF Implementation Guidance Report (and related behaviour/psychology science) suggests that underlying values and beliefs need to be addressed and affected to make sustained changes to human behaviour and assumptions, in this case to teachers' practice in the classroom.</p> <ul style="list-style-type: none">• The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)	2,3,6,8
B. We will work to develop 'Quality First Teaching' for all. This will include the development of codified models of best teaching and learning practice delivered through	<p>There is significant evidence within the EEF 'five a day' to improve SEND outcomes as well as guidance to effective professional development as well as various items within the EEF Teaching and Learning Toolkit that inform us that high-quality, consistent teaching is</p>	2,3,6,8

<p>a nimble CPD Curriculum for staff based on ongoing identified needs through senior leadership team-led curriculum and literacy review activities. Specific focus on aspects evidenced to have significant impact on disadvantaged learners.</p> <ul style="list-style-type: none"> • Checking For Understanding inc. questioning and responsive teaching. • Routines, High Expectations and The Behaviour Curriculum • Expert Instruction (inc. Metacognition) • Academic Rigour (Literacy, Vocabulary, Oracy) 	<p>the greatest lever for change and addressing disadvantage within our school community.</p> <ul style="list-style-type: none"> • EEF blog: 'Five-a-day' to improve SEND outcomes EEF • Effective Professional Development EEF • Feedback EEF • Oral language interventions EEF • Embedding Formative Assessment EEF • Improving Behaviour in Schools EEF • Metacognition and self-regulation EEF 	
<p>C. We will research, design and develop a programme of peer instructional coaching within the school to embed and develop implementation of pedagogical principles which are evidenced to have most impact on disadvantaged learners.</p>	<p>There is evidence that instructional coaching is a form of PD that can make a positive impact and help to sustain changes.</p> <ul style="list-style-type: none"> • Effective Professional Development EEF • kraft blazar hogan 2018 teacher coaching.pdf (harvard.edu) 	<p>2,8</p>
<p>D. We will continue to work to improve disciplinary literacy in all subject areas in line with recommendations in the EEF guidance.</p>	<p>Developing disciplinary literacy is a key recommendation in the EEF Guidance Report on Improving Secondary Literacy. There is significant evidence that improving students' reading comprehension and vocabulary skills impacts attainment at GCSE.</p>	<p>2,3,6,8</p>

<p>We will fund professional development which includes focus on this area and instructional coaching to develop this further where needed</p> <p>Literacy, reading, vocabulary and oracy strategies will be used across the curriculum to support access to and the development of knowledge with a view to accelerating progress for all DLs as well as non-DLs.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in both maths and English. The EEF shows on average, reading comprehension approaches deliver an additional six months' progress</p> <ul style="list-style-type: none"> • Improving Literacy in Secondary Schools • Reading comprehension strategies EEF • Oral language interventions EEF 	
<p>E. We will continue to use standardised diagnostic assessments (for example NGRT).</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly and interventions are targeted well to address identified need for disadvantaged learners</p>	<p>Evidence shows that use of standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <ul style="list-style-type: none"> • Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF 	2,3,5,6,8
<p>F. All pupils in KS3 will experience high quality reading for 30 minutes 3x per week (during AM Registration) to develop their vocabulary knowledge and improve their reading ability as well as love of narrative, story and language.</p>	<p>There is significant evidence to support the idea that the disadvantage gap is the language/vocabulary gap. Exposing disadvantaged learners to a variety of high quality texts can develop vocabulary, reading comprehension and fluency.</p> <ul style="list-style-type: none"> • ‘Just reading’: the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms (figshare.com) • Oral language interventions EEF 	3,6

<p>G. We will seek to develop metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support through ongoing whole school professional development and provision of material/resources for staff to follow self-directed personal professional development.</p>	<p>There is clear evidence that teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <ul style="list-style-type: none"> • Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF 	<p>2,5,6,7,8</p>
<p>H. We will make increasingly effective use of assessment data so we can identify issues early and implement interventions or planned professional development activity. The appointment of as Associate Assistant Headteacher with this specific remit will support development of middle leaders and wider staff confidence in how to interpret and use assessment data to benefit disadvantaged learners.</p>	<p>High quality tests and assessment processes can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. This can have notable impact on disadvantaged learners where specific intervention and targeted teaching and learning strategies can be implemented (for example through My Coombe Dean Plans). The EEF Guide to the Pupil Premium outlines the importance of assessment not assumption driving intervention/action.</p> <ul style="list-style-type: none"> • Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF • Individualised instruction EEF • The EEF Guide to the Pupil Premium EEF 	<p>2,8</p>
<p>I. We will fund development of classroom design and resource to ensure that distractions to learning are minimised to as reasonable extent as is possible (For example by improving screen quality, lighting, window films to avoid external distractions etc.)</p>	<p>There is limited research in this area, but our own observations and student voice feedback inform us that distractions to learning can and do affect disadvantaged learners disproportionately. We seek to provide distraction-free learning environments so that learners can channel energy into cognitive demands of learning with external influences mitigated.</p> <ul style="list-style-type: none"> • Attention is the Gateway to Cognition Durrington Research School 	<p>2,5,6</p>

<p>J. We will continue to fund access to courses targeted in closing attainment gaps for all staff (subject-specific and otherwise). We will continue to subscribe to the National College to ensure staff have access to a wide range of professional development resource and promote, encourage and fund visits to other schools and institutions with the aim of increasing knowledge and skills in addressing disadvantage (for example through WEST, NSSW and other extra-Trust links). We will also ensure Pupil Premium Lead(s) attend regular local and national training (i.e EEF/Research School Pupil Premium Conferences) to ensure exposure to best practice and continued professional development around tackling educational disadvantage. Furthermore, we will fund the purchase of a range of pedagogy books to ensure our staff are exposed to the best contemporary reading and research.</p>	<p>There is clear evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD. The EEF guide to the Pupil Premium also points to development of PD relating to teaching and learning as the key lever for change and progress of disadvantaged learners.</p> <ul style="list-style-type: none"> • Effective Professional Development EEF • The EEF Guide to the Pupil Premium EEF 	<p>2,3,5,8</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £123,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>K. We will ensure effective use of Pupil Premium Profiles, conversations and meetings to enhance relationships and support adaptive teaching with personalised targeted intervention which is assessed and monitored.</p>	<p>There is clear evidence that building a sense of belonging and individual understanding for/of all learners, notably those facing disadvantage, is the basis of a culture which leads to increased positive outcomes for disadvantaged learners.</p> <ul style="list-style-type: none"> • Marc Rowland's <i>An Updated Practical Guide to the Pupil Premium and Addressing Educational Disadvantage in Schools and College: The Essex Way</i> • The EEF Guide to the Pupil Premium EEF 	<p>1,2,5,7,8</p>
<p>L. Curriculum reviews will continue to develop knowledge and implementation of accessible homework, online platforms with elements of individuality built into programmes as opposed to 'one size fits all' approach (i.e Sparx Maths, Educake).</p> <p>This will be supported by ensuring that there are mechanisms in place so as to ensure equitable access for disadvantaged learners such as homework clubs and/or funded access to resource/technology.</p>	<p>There is evidence to suggest that quality home-learning which is well timed and targeted can support and develop learning further for all learners. Evidence from the EEF Toolkit suggests that, under the right conditions, regular completion of homework can have a positive impact on student learning.</p> <p>The EEF also notes: Some learners may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported within the school building/day where applicable.</p> <ul style="list-style-type: none"> • Homework EEF • Individualised instruction EEF 	<p>2,3,4,6</p>
<p>M. Use of the Learning Mentors for students in core subjects will provide support and intervention for underperforming disadvantaged students both within/external to the classroom.</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> <ul style="list-style-type: none"> • One to one tuition EEF (educationendowmentfoundation.org.uk) <p>And in small groups:</p> <ul style="list-style-type: none"> • Small group tuition Toolkit Strand Education Endowment Foundation EEF 	<p>2,3</p>

<p>N. We will provide additional KS4 Tutor Time Maths/English sessions -extra targeted intervention for all, with significant benefit for disadvantaged learners.</p>	<p>The EEF outline that There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <ul style="list-style-type: none"> • Extending school time EEF (educationendowmentfoundation.org.uk) 	<p>2,3</p>
<p>O. We will use NGRT testing systematically for all learners in Y7-11, with repeat testing for Y7-10 and subsequent intervention/teaching and learning strategies will be implemented. For example, Lexia Interventions or one-to-one/small group Phonics ReadWriteInk sessions.</p> <p>We will fund the appointment of in-house literacy/phonics teacher/coordinator to increase capacity for early intervention linked to the above.</p>	<p>There is clear evidence to show that addressing the language/reading/vocabulary/comprehension gap can have notable impact on progress for disadvantaged learners across the school curriculum and lead to improved outcomes.</p> <ul style="list-style-type: none"> • Literacy EEF (educationendowmentfoundation.org.uk) • Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) • One to one tuition EEF (educationendowmentfoundation.org.uk) 	<p>2,3</p>
<p>P. We will introduce an aspiration programme for KS3 disadvantaged learners. The Brilliant Club's Scholars Programme targets disadvantaged learners and provides high aspirations, promotes high self-esteem and academic challenge. This is aimed at high-attaining disadvantaged learners, a cohort of whom are notable in our current Year 7 (23/24).</p>	<p>Though the evidence around aspiration interventions is less secure than in some other areas, our knowledge of the specific student cohort and evidence of university aspirations and destinations from previous school years leads us to believe that this will be of benefit to our particular cohort of disadvantaged Y7 learners.</p> <ul style="list-style-type: none"> • Mentoring EEF (educationendowmentfoundation.org.uk) • Aspiration interventions EEF (educationendowmentfoundation.org.uk) 	<p>2,6</p>

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

Budgeted cost: £140,987

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Q. We will continue to part-fund the role of the Attendance and Liaison Officer so that there is continued development of communication channels and support to enable learners to raise their attendance and improve their behaviour for learning; Attendance and Liaison Officer (including PP) will prioritise the pupil premium persistent absence; data will be analysed weekly for pupil premium learners and actions put in place to support the learners; process for positive discrimination to increase engagement with parents around parents' and progress evenings to be embedded.</p>	<p>Evidence (national and local) shows that learners with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95% in terms of attainment or progress.</p> <p>The 'Working with Parents to Support Children's Learning Guidance Report' from the EEF note that effective parental engagement can lead to progress gains of +3 months over the course of an academic year.</p> <ul style="list-style-type: none"> • An evidence informed approach to... Durrington Research School • Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk) • Parental engagement EEF (educationendowmentfoundation.org.uk) 	1,2,6
<p>R. We will implement plans and activity aimed specifically at improved behaviour for learning through consolidation of the behaviour curriculum. For example, weekly Student Of Concern meetings involving senior leaders, SEND representatives, Safeguarding Team representatives, Attendance Liaison officer and Year Team Leaders ensure that disadvantaged learners and barriers to attendance/learning are discussed regularly and intervention follows swiftly. We will also continue to part fund our non-teaching pastoral capacity which supports our behaviour team/ systems in ensuring that a consistent behaviour system</p>	<p>There is significant evidence that effective processes and systems to ensure that key stakeholders work in partnership ensure that no child is left behind and the school experience is considered through the lens of disadvantage with intervention swiftly applied where required to target those most in need.</p> <ul style="list-style-type: none"> • Tom Bennett's <i>Running the Room</i> and Creating a culture: a review of behaviour management in schools - GOV.UK (www.gov.uk) • Prioritise social and emotional learning to avoid "missed..." EEF (educationendowmentfoundation.org.uk) 	5,7

is in place and a restorative approach is followed.		
<p>S. We will develop and fund improvement to processes and events which build relationships with parents/carers of disadvantaged learners and their children's teachers and school leaders. For example, targeted booking of parents' evening appointments and support (financial if required) with attendance to key school events.</p> <p>We will also develop and fund an online provision relating to revision and home-study skills and run in-person sessions specifically aimed at supporting parents to develop their skills/knowledge of how to support learning/revision at home.</p>	<p>There is significant evidence to suggest that increasing parental engagement can have a positive effect on all learners. Our observations and data tell us that often the parents/carers of disadvantaged learners can be hard to engage.</p> <p>Social Mobility: Past, Present and Future - Sutton Trust</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	4,1,2
<p>T. We will continue to fund an increased capacity in the Pastoral structure (with the appointment of a DDSL) who will work closely with the pastoral team to and through Students Of Concern meetings to identify and address wellbeing, pastoral and safeguarding issues affecting disadvantaged learners.</p> <p>We will also part fund the Pupil Premium Lead (Assistant Headteacher) who will work across both the pastoral and Teaching and Learning CPD wings of the school to ensure approaches to tackling disadvantage are embedded across both elements as per the strategy.</p>	<p>The EEF guide to the pupil premium outlines the need to ensure that a focus on teaching and learning strategies is at the forefront of school's planning to address disadvantage, but that this is underpinned by (and works in tandem with) robust and effective pastoral provision.</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	1,4,5,7,8
<p>U. We will ensure that systems are in place to support 'poverty proofing' access to the school day, curriculum and extra-</p>	<p>Having a school uniform has been shown to have a positive effect on self-esteem, identity and to some extent children's understanding of behavioural expectations and the boundary between home and school.</p>	1,4,6,7

<p>curricular activities. For example, through uniform subsidies, learning equipment provision, subsidisation of extra-curricular activity, targeted intervention for DLs during work-experience process, provision of DT Food ingredients, revision materials and core texts etc.</p> <p>We will also make significant contribution to the school transport costs for DLs due to the nature of our cohort and the area that we serve against the backdrop of the cost-of-living crisis and expensive travel fees in the local area.</p> <p>We will ensure that there are processes in place linked to our start of term and start of each day routines to give equity of resource provision for all students. For example, through provision of key learning equipment for all students in September and ongoing monitoring and support for disadvantaged learners to ensure that lack of resources are not a barrier to curriculum access.</p>	<p>In addition, the removal of barriers associated with resources, equipment and access to enrichment will ensure that access to the curriculum is equal for all.</p> <p>Attendance to school and a feeling of belonging are fundamental to our approach. We want our DLs to be naked to the invisible eye.</p> <p>School uniform EEF (educationendowmentfoundation.org.uk)</p> <p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p>	
<p>V. We will identify Key workers for Disadvantaged Learners facing significant barriers relating to an identified SEND learning need.</p>	<p>Teaching assistants providing targeted support to specific students within and out-of class can have an impact of +4 months on learners' progress (EEF)</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,5,7</p>
<p>W. We will offer to provide breakfast free of charge to all disadvantaged learners</p>	<p>Evaluation from the EEF found that in schools where there are free of charge, universally provided breakfast, there was improved attendance and as a result progress. The EEF 'Magic Breakfast' research also showed that pupil behaviour and attainment improved.</p> <p>Whilst the strength of the evidence is mixed, the nature of our DL cohort and the travel times to/from school for a significant number of our DLs</p>	<p>1,2,5,6</p>

	<p>means that this provision is important in our context.</p> <ul style="list-style-type: none"> • Magic Breakfast EEF 	
<p>X. We will fund extra-curricular music lessons to increase participation, wellbeing and the development of metacognitive and self-regulation skills associated with these skills.</p>	<p>Research from the EEF indicates a clear connection between household income and involvement in nearly all extra-curricular activities. Children from the most economically disadvantaged households were significantly less inclined to participate in extracurricular activities, with a notable decrease in engagement evident in music and the arts.</p> <ul style="list-style-type: none"> • Arts participation EEF (educationendowmentfoundation.org.uk) 	6
<p>Y. We will fund alternative provisions for disadvantaged learners in need of support beyond the traditional school environment.</p>	<p>There is evidence to suggest that on average, individualised instruction approaches have an impact of 4 months' additional progress and that small group activity can have similar outcomes.</p> <ul style="list-style-type: none"> • Individualised instruction EEF • Small group tuition EEF 	2,5,7
<p>Z. We will seek to increase participation in wider extra-curricular activities and provide financial support for disadvantaged learners to access this where appropriate to reduce the gap between participation between DLs and non DLs.</p>	<p>The limited evidence in this area points to the fact that the overall impact of enrichment activities on academic achievement tends to be positive. We believe in character development and our school value of 'opportunity' drives our belief that all learners should be exposed to experiences/activities beyond the potential confines of their previous experiences.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	1,6,7

Total budgeted cost: £352,471

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 2022 to 2023 academic year.

The table below summarises outcomes for the Summer 2023 examination series regarding the ultimate objective of striving to achieve or exceed national averages for progress made by disadvantaged learners and to narrow the in-school progress gap between disadvantaged learners and non-disadvantaged learners. The table below summaries KS4 outcomes for the Summer 2023 series of examinations.

National P8 figure for Pupil Premium Eligible learners	Coombe Dean School P8 figure for Pupil Premium Eligible learners	Coombe Dean School P8 figure for Non-Pupil Premium eligible learners	National Gap	CDS GAP
-0.57	-0.11	+0.04	-0.74	-0.15

Clearly, there are positives to be taken from the above, notably the significant (+0.46) performance of DLs at Coombe Dean School Vs National DLs in the series. There is also an encouraging reduction in the gap between DL and Non-DL progress outcomes within the school (-0.15), a further narrowing indeed on the 2021/22 figure (-0.34).

With reference to the stated aim regarding Attainment 8, the national average figure for disadvantaged learners was 34.9 in 2023, whereas Coombe Dean's DL cohort returned a figure of 39.8 (Non-DLs at Coombe Dean returned a figure of 46.3). There is still a persisting gap in attainment between DLs and non DLs, both nationally and at Coombe Dean. Thus, a focus on progress and attainment is a continued focus of the strategy moving forward.

Regarding the stated objective of achieving average percentage of Grade 5+ in English and maths scores for disadvantaged learners for similar schools, 25% of DL students at Coombe Dean achieved this against a national average of DLs also at 25%. Whilst this is 'in line', we seek to better national average figures in the future.

Despite significant work and progress to address the attendance gap between pupil premium eligible learners and others, a gap persisted across the 22/23 academic year. There is a clear national trend, and a removal of this gap is an ambitious target – but one we set ourselves with understanding of the importance and impact on progress that positive attendance for disadvantaged learners has. National average attendance for DLs was 85.3% in 2022/23, whereas DL attendance at Coombe Dean School was 84.8%. There also persisted a national gap of 7.4% between DLs and non DLs in the 2022/23 academic year; this was matched exactly in the gap between DLs and non DLs at Coombe Dean School. A focus on attendance remains at the heart of our Pupil Premium Strategy for 2023-26.

With regard to the stated aim of tackling the gap in EBacc entry between PP eligible students and others within the school, over time there has been a reduction in the gap. In 2021/22 (Y11 cohort) the gap was 17%, this reduced to 3.3% in 2022/23 (Y11 cohort). There is still work to be done in this regard to increase the overall EBACC entry rate to be further in line with the national average and ensure that DLs are proportionally represented in school figures. This remains an aspect of the 2023-26 Pupil Premium Strategy.