

Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium funding to help improve the attainment of students eligible for the pupil premium and other students who face barriers to learning through disadvantage.

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. This strategy statement is part of the three-year plan.

School overview

Detail	Data
School name	Coombe Dean School
Number of pupils in school	870 (Y7-11)
Proportion (%) of pupil premium eligible pupils	20.5%
Academic year/years that our current pupil premium strategy plan covers	2023-24, 2024-25, <u>2025-26</u>
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Caroline Granville, Headteacher
Pupil Premium Strategic Lead	Charlie Jacks, Assistant Headteacher
Governor / Trustee lead	WeST Nominee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 190,000
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 52,000
Total budget for this academic year	£ 242,000

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 students eligible for the Pupil Premium (PP-eligible students), 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.

We recognise the existence of material and sociocultural barriers which can prevent some less advantaged students from reaching their full potential. We are also mindful of the challenges faced by vulnerable students who may not necessarily 'qualify' for the pupil premium, such as those who have a social worker, are recently bereaved or those who are Young Carers. Pupil Premium is a key resource for promoting the achievement of all students.

Because the impact of disadvantage on learners is varied, changing and not always predictable, we do not rely on assumptions, but instead on robust assessment of need to ensure that our approach is context- and cohort-specific. We carefully and regularly consider the challenges facing our PP-eligible students and adopt an evidence-based approach to our actions. Common barriers to education, development and learning for PP-eligible students may include less stable home circumstances; less well-developed self-regulation and metacognition; weaker vocabulary and reading skills; attendance issues; fewer opportunities to develop and connect knowledge at home; and more limited access to space, time and resources conducive to effective home learning. However, each child's circumstances differ, and there is no single definitive summary of the challenges that a disadvantaged learner may face.

High-quality teaching is at the heart of our approach, coupled with a continued focus on high expectations. *Quality First Teaching* has been shown through national research (for example, EEF and Sutton Trust reports) to have the greatest impact on closing the disadvantage attainment gap, which in turn benefits non-PP-eligible students within our school community. A sustained focus on developing disciplinary literacy and reading across the curriculum- both areas which research and our own context-specific data show disproportionately affect PP-eligible students- will underpin this work.

In addition, we prioritise providing opportunities for all staff to develop their understanding of the impact of disadvantage, alongside the knowledge and skills required to address this effectively within their roles. Implicit in the intended outcomes detailed below is the expectation that the attainment of non-PP-eligible students will be sustained and improved alongside progress for their disadvantaged peers. This is further strengthened by the strong pastoral ethos that lies at the heart of Coombe Dean School: that all our students, disadvantaged or otherwise, are known, valued and supported as individuals and as learners.

As outlined, we also recognise the challenges faced by other vulnerable students who are not necessarily eligible for the Pupil Premium, such as young carers, those affected by bereavement or those with additional learning needs. The activities outlined in this strategy are also intended to support their needs, regardless of disadvantage status. Where PP-eligible students also have additional SEND needs, we work closely with the SEND and Inclusion Team to ensure that appropriate support is in place and that staff are fully informed and confident in implementing strategies outlined within individual student *Pupil Passports*.

In summary, our approach is responsive to need rather than labels and is rooted in evidence-based research alongside diagnostic assessment. We recognise that addressing educational disadvantage is a complex, ongoing process embedded within school culture rather than a single event. We do not make assumptions about the impact of disadvantage, nor about the aspirations of PP-eligible students and their families. We work purposefully to ensure that PP-eligible students are appropriately challenged in their learning, that staff intervene promptly when need is identified, and that a whole-school approach is adopted in which all staff take responsibility for outcomes and maintain high expectations.

Challenges

This details the key specific challenges to achievement that we have identified among our PP-eligible students and indeed amongst other disadvantaged learners. For the purpose of this document, we refer to 'PP-eligible students'.

Challenge number	Detail of challenge
1. Attendance	<p>The attendance of PP-eligible students has historically been lower than that of non-PP-eligible students. While the attendance of PP-eligible students in 2024/25 was broadly in line with the national average for students eligible for the Pupil Premium, an in-school attendance gap between PP-eligible and non-PP-eligible students remained.</p> <p>Our challenge is to improve the attendance of PP-eligible students so that it is both above the national average for Pupil Premium eligible students and increasingly aligned with the attendance of non-PP-eligible students at Coombe Dean. Improving consistent, physical access to the curriculum and to expert teaching is a critical driver in improving outcomes for PP-eligible students.</p>
2. Progress and Attainment	<p>Nationally and regionally, PP-eligible students have historically made less progress between their Key Stage 2 starting points and their Key Stage 4 outcomes. At Coombe Dean, the progress gap between PP-eligible and non-PP-eligible students was significantly smaller than the national average in 2021/22 and 2022/23. However, ensuring that PP-eligible students continue to make progress in line with their non-PP-eligible peers remains a core challenge, particularly given that the 2023/24 Progress 8 outcome for PP-eligible students was only marginally above the national average, and an in-school gap persisted.</p> <p>PP-eligible students nationally and regionally have historically achieved lower Attainment 8 outcomes than their non-PP-eligible peers. As a non-selective state school, we are committed to ensuring that a child's socio-economic background does not predetermine their educational outcomes or future life chances. In pursuit of social justice and equality of opportunity, we continue to challenge ourselves to reduce the attainment gap between PP-eligible and non-PP-eligible students, both nationally and within our school. This remains a key focus, particularly in light of the absence of validated national progress data for the 2024/25 and 2025/26 academic years.</p>

<p>3. Poverty Proofing access to school, the curriculum and extracurricular activity (Inc. Parental Engagement)</p>	<p>Internal data and observation indicate that PP-eligible students may not always have the confidence, motivation or support- financial or otherwise- to access the full range of curricular and extracurricular opportunities available to them. This includes reluctance to opt for the EBacc pathway at Key Stage 4 due to pre-existing perceptions or perceived barriers.</p> <p>Access to essential learning resources, such as computers, revision materials, and sufficient time and space to complete home learning, can also be disproportionately challenging for PP-eligible students. Participation in extracurricular activities may be further limited by financial pressures, transport costs and the school’s extensive catchment area, particularly within the context of the ongoing cost-of-living crisis.</p> <p>Some families of PP-eligible students can be harder to engage with school, a challenge that may have been exacerbated by the long-term effects of the Covid-19 pandemic and continues to be influenced by the pressures associated with the cost-of-living crisis. Recent evidence (2021-23) indicates that attendance at parents’ evenings and school events is lower for families of PP-eligible students than for those of non-PP-eligible students.</p> <p>This challenge is significant given the strong evidence base demonstrating the positive impact that effective school–family partnerships have on outcomes for PP-eligible students.</p>
<p>4. Behaviour, Metacognition and Self-Regulation</p>	<p>Quality assurance processes, student voice and behaviour data (including referrals to the reflection room and fixed-term suspensions) indicate that issues relating to self-esteem and self-regulation have disproportionately affected PP-eligible students when compared to their non-PP-eligible peers.</p> <p>In addition, classroom observations suggest that some lower-attaining PP-eligible students lack effective metacognitive and self-regulation strategies when faced with challenging learning tasks. This presents a significant challenge, as behaviour that does not meet expectations can result in lost learning time, negatively impacting academic progress.</p>
<p>5. Staff Continuing Professional Development</p>	<p>A further challenge lies in ensuring that all staff have a clear, shared understanding of their role in addressing educational disadvantage, regardless of their role within the school. For teaching staff in particular, this includes the continued development of knowledge and skills in:</p> <ul style="list-style-type: none"> • adapting teaching approaches to meet the needs of all learners facing disadvantage through a strong universal offer with minimal contextual adaptations. • implementing timely, targeted interventions to support progress for all learners, particularly those facing disadvantage. <p>Ensuring consistency of practice across the school is essential in maximising the impact of support for PP-eligible students and sustaining high expectations for their progress and outcomes.</p>

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 (RAG Rated By Year)
	<p>Pink = Limited Progress Amber = Some Progress Green = Good Progress</p>
<p>Challenge 1 – Attendance</p> <p>To improve the rate of attendance for PP-eligible students.</p>	<p>2023-24: Attendance of PP-eligible students at Coombe Dean is at least in line with the national average for students eligible for the Pupil Premium, with a reduction in the existing (2022/23) gap between PP-eligible and non-PP-eligible students.</p> <p>2024-25: Attendance of PP-eligible students at Coombe Dean is above the national average for students eligible for the Pupil Premium, with a reduction in the in-school attendance gap between PP-eligible and non-PP-eligible students.</p> <p>2025-26: Attendance of PP-eligible students is significantly above the national average for students eligible for the Pupil Premium, with further reduction, or removal, of the gap between PP-eligible and non-PP-eligible students.</p>
<p>Challenge 2 – Progress and Attainment</p> <p>Improved progress and attainment outcomes for PP-eligible students</p>	<p>2023-24: Progress 8 and Attainment 8 outcomes for PP-eligible students exceed national averages achieved by disadvantage students, with a smaller-than-national gap between PP-eligible and non-PP-eligible students.</p> <p>2024-25: Basics 4+, 5+ and Attainment 8 outcomes for PP-eligible students exceed national averages, with a further reduction in the in-school gap between PP-eligible and non-PP-eligible students.</p> <p>2025-26: Attainment 8 and Basics 4+, 5+ outcomes for PP-eligible students remain above national averages, with continued reduction of the in-school gap between PP-eligible and non-PP-eligible students.</p>
<p>Challenge 3 - 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 PP-eligible students are 'invisible to the naked eye'.</p>	<p>2023-24:</p> <ul style="list-style-type: none"> • Increase in the number of PP-eligible students utilising the targeted budget for uniform or other necessary individual expenditure. • Increase in the number of PP-eligible students (and others) accessing breakfast club provision. • Tracking system introduced to effectively monitor access to the extracurricular offer and analyse gaps between PP-eligible and non-PP-eligible students. • 'Lens of Disadvantage' Curriculum and Literacy Review activity, student voice and external visits demonstrate that most PP-eligible students are 'invisible to the naked eye' in terms of equity of access to the curriculum and high expectations. • Year 9 curriculum choices (options) evidence a reduction in the gap in EBacc selection between PP-eligible and non-PP-eligible students compared with the previous year. • Reduction in the attendance gap at parents' evenings and information events.

<p>PP-eligible students enter the EBacc in line with non-PP-eligible peers, reflecting curriculum equity of access and challenge.</p> <p>Parents/Carers access support through the Coombe Dean Pupil Premium Charter.</p>	<p>2024-25:</p> <ul style="list-style-type: none"> • Further increase in the number of PP-eligible students utilising the targeted budget for uniform or other necessary individual expenditure. • Increase in the number of PP-eligible students (and others) accessing breakfast club provision. • Tracking system embedded to effectively monitor access to the extracurricular offer and analyse gaps between PP-eligible and non-PP-eligible students, with evidence that this gap is closing. • 'Lens of Disadvantage' Curriculum and Literacy Review activity, student voice and external visits demonstrate that more PP-eligible students are 'invisible to the naked eye' in terms of equity of access to the curriculum and high expectations. • Year 9 curriculum choices (options) evidence a further reduction in the gap in EBacc selection between PP-eligible and non-PP-eligible students compared with the previous year. • Sustained Reduction in the attendance gap at parents' evenings and information events. <p>2025-26:</p> <ul style="list-style-type: none"> • All PP-eligible students utilise the targeted budget for uniform or other necessary individual expenditure where required. Increase in the number of PP-eligible students (and others) accessing breakfast club provision. • Tracking system embedded that effectively monitors access to the extracurricular offer and analyses gaps between PP-eligible and non-PP-eligible students, with no gap evident. • 'Lens of Disadvantage' Curriculum and Literacy Review activity, student voice and external visits demonstrate that all PP-eligible students are 'invisible to the naked eye' in terms of equity of access to the curriculum and high expectations, with this culture fully embedded. • Year 9 curriculum choices (options) evidence that there is no gap in EBacc selection between PP-eligible and non-PP-eligible students. • No notable attendance gap between families of PP-eligible and non-PP-eligible students.
<p>Challenge 4 - Behaviour, Metacognition and Self-Regulation</p> <p>Reduction in lost learning time due to poor behaviour that disproportionately affects PP-eligible students.</p>	<p>2023-24: Reduction in referrals, internal consequences and fixed-term suspensions for PP-eligible students compared with 2022/23.</p> <p>2024-25: Further reductions evident, Percentage of total student referrals and serious sanctions for PP-eligible students is closer to 19% (PP Cohort figure) than during 2023/24 academic year.</p> <p>2025-26: Continued reductions, with behaviour data for PP-eligible students proportionate to cohort size.</p>

<p>Challenge 5 – 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</p>	<p>2023-26 Inclusive:</p> <ul style="list-style-type: none"> • Establishment, development and embedding of codified models of best practice, alongside the introduction of the principles of the school’s inclusive teaching strategy (launched 2025). • Development of the ‘Lens of Disadvantage’ Curriculum and Literacy Review activity as a vehicle for assessing the impact of teaching and learning strategies on PP-eligible students. • Improved progress outcomes for PP-eligible students (see Challenge 1 success criteria). • Student voice from PP-eligible students increasingly demonstrates understanding of learning routines, cycles and principles that positively impact their ability to access the curriculum and fulfil their potential.
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The review of outcomes (found in section B at the end of this document) alongside the more granular review of the individual elements of the success criteria above is what has formed the ‘**activity for this academic year**’ section below.

We have made changes to our approach for this academic year drawing upon areas of strength and success, as well as focusing resource on areas for improvement.

Much of the approach sits alongside our whole school focus on the implementation of our ‘Inclusive Teaching Strategy’ which launched in September 2025.

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: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole-school focus on the Inclusive Teaching Strategy as the core CPD theme. This is delivered by senior leaders, supported through protected time in the CPD calendar and 'little and often' professional learning. All teaching and pastoral staff develop their understanding of educational disadvantage and how to meet the needs of PP-eligible students using assessment rather than assumption. Middle leaders quality assure impact through the Lens of Disadvantage within Curriculum and Literacy Review activity as well as with specific focus on disadvantaged learners in assessment series.</p>	<p>EEF implementation guidance highlights that sustained improvement in teaching practice requires high-quality professional development and effective implementation. The EEF Guide to the Pupil Premium identifies teaching quality as the strongest lever for improving outcomes for PP-eligible students.</p> <p>Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Implementation Guidance: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	2, 5
<p>Codified models of best practice are embedded across the school to ensure consistency and impact. CPD prioritises quality-first teaching, including checking for understanding, questioning and responsive teaching routines, high expectations and the Behaviour Curriculum, expert instruction, and the development of metacognition and self-regulation.</p>	<p>EEF evidence indicates that high-quality, consistent teaching has the greatest impact on improving outcomes for PP-eligible students. Guidance on effective professional development and the Teaching and Learning Toolkit highlight the importance of explicit instruction, feedback and metacognition.</p> <p>Teaching and Learning Toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Metacognition and self-regulation: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Improving Behaviour in Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-behaviour-in-schools</p>	2, 4, 5
<p>Disciplinary literacy is embedded across all subjects in line with EEF guidance. CPD and individual coaching</p>	<p>EEF guidance identifies disciplinary literacy as central to improving attainment at secondary level. Evidence shows that improving reading</p>	2

<p>support the consistent use of literacy, vocabulary, oracy and SPAG strategies to improve access to subject knowledge and accelerate progress for PP-eligible students.</p>	<p>comprehension and vocabulary has a strong impact on progress across subjects.</p> <p>Improving Literacy in Secondary Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Reading comprehension strategies: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Oral language interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	
<p>Standardised diagnostic assessments, including NGRT, are used systematically to identify gaps and inform targeted teaching and intervention. Staff receive training to ensure assessment information is interpreted accurately and used to guide provision for PP-eligible students.</p>	<p>EEF evidence shows that standardised assessments provide reliable insights into pupil strengths and areas for development, supporting targeted instruction. The EEF Guide to the Pupil Premium emphasises the importance of assessment-led approaches.</p> <p>EEF Guide to the Pupil Premium: The EEF Guide to the Pupil Premium EEF</p>	2, 5
<p>All pupils in KS3 engage in a structured reading programme for 30 minutes, three times per week, to develop vocabulary, reading comprehension, fluency and cultural capital.</p>	<p>EEF evidence highlights the strong link between language development and attainment. Exposure to high-quality texts supports vocabulary growth and reading comprehension, particularly for PP-eligible students.</p> <p>Reading comprehension strategies: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Oral language interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms (figshare.com)</p>	2, 3
<p>Classroom environments are designed to be distraction-free, with improvements to layout, lighting, screens and learning resources to maximise focus and engagement.</p>	<p>Research indicates that attention is a prerequisite for effective learning. Reducing environmental distraction supports engagement and learning, particularly for PP-eligible students.</p>	2, 4

Continued investment in staff professional development through local and national networks, NPQs, external networks and evidence-based literature. Induction programmes are aligned to the school's quality-first teaching principles to ensure consistency and impact.	EEF guidance identifies sustained professional development and instructional coaching as effective in improving teaching practice and maintaining change over time. Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 56,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 Tutor Time Maths and English sessions provide additional, responsive support to consolidate learning and extend understanding. Grouping is fluid and informed by mock examinations and regular assessment, with PP-eligible students prioritised for targeted intervention.	EEF evidence suggests that disadvantaged pupils may benefit more from additional school time when it is used effectively. Targeted academic support delivered in small groups or through structured additional sessions can support progress in core subjects. Extending school time EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Small group tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Equitable access to additional study time is provided through Sub-Zero, Zero, Period 6 and Champions' Hour. Transport is provided free of charge where required to avoid missed learning time and ensure PP-eligible students can fully access additional academic support.	EEF guidance indicates that providing structured opportunities for additional learning time can support attainment, particularly for pupils who may otherwise face barriers to access. Removing logistical barriers supports engagement and sustained participation. Extending school time EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2, 3
NGRT testing is used systematically across Years 7 to 11 to diagnose reading needs and trigger appropriate	EEF evidence shows that targeted literacy interventions, including phonics and reading comprehension approaches, can	2

<p>intervention. Targeted Lexia and Read Write Inc. Phonics interventions are implemented for identified students, supported by funded in-house literacy and phonics staff to increase early intervention capacity. In addition to this, fluency focused reading interventions are in place.</p>	<p>have a positive impact on progress, particularly for pupils with identified gaps in reading and language.</p> <p>Literacy EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/literacy</p> <p>Reading comprehension strategies EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>One to one tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>Homework and online learning platforms, including Sparx Maths and Educake, are used to provide accessible, tailored home learning. Homework clubs and funded access to technology (including laptop and equipment loans free of charge) ensure equity for PP-eligible students.</p>	<p>EEF evidence indicates that homework can have a positive impact when it is well designed and supported. Ensuring equitable access to resources and appropriate support increases the likelihood of impact.</p> <p>Homework EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Individualised instruction EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	2, 3
<p>PP mentoring for Year 11 students is provided by a designated senior leader to build aspiration, confidence and resilience. Priority transition processes support disadvantaged learners joining the school, and priority access is given to Year 9 options guidance, work experience and careers interviews.</p>	<p>EEF guidance highlights the importance of structured mentoring, targeted guidance and transition support in improving engagement and long-term outcomes. Supporting aspiration and informed decision making can positively influence progress and post-16 pathways.</p> <p>Mentoring EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Careers education EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/careers-education</p>	2, 3
<p>Department-led interventions are informed by assessment data, book scrutiny and pupil voice as part of the</p>	<p>EEF implementation guidance emphasises the importance of ongoing monitoring, responsive adjustment and leadership</p>	2, 5

<p>Four Pillars of Middle Leadership framework. Senior leaders monitor impact regularly to ensure timely adjustment and sustained progress for PP-eligible students.</p>	<p>oversight to sustain the impact of interventions.</p> <p>Implementation Guidance EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	
<p>Targeted alternative provision through the Start Point programme supports learners at risk of disengagement. Provision is primarily accessed by PP-eligible students and is used where support beyond the mainstream classroom is required.</p>	<p>EEF evidence suggests that individualised instruction and small group provision can support progress for pupils at risk of disengagement when appropriately targeted and monitored.</p> <p>Individualised instruction EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Small group tuition EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 4</p>

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

Budgeted cost: £76,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority engagement strategies support parents and carers of PP-eligible students, including targeted booking of parents' evenings, enhanced careers communication and ongoing positive contact celebrating success.</p>	<p>EEF guidance indicates that effective parental engagement can lead to meaningful gains in pupil progress. Targeted and proactive approaches support stronger school-family partnerships.</p> <p>Working with Parents to Support Children's Learning EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/working-with-parents-to-support-childrens-learning</p>	<p>3</p>
<p>Subsidised uniform, learning equipment and curriculum resources are provided to remove financial barriers. Systems ensure equity of access to the school day, curriculum and enrichment so that PP-eligible students are 'invisible to the naked eye'.</p> <p>*Please refer to our Pupil Premium Pledge for further detail</p>	<p>EEF guidance indicates that removing material barriers supports engagement, belonging and participation. Access to appropriate equipment and uniform supports behaviour, identity and readiness to learn.</p> <p>School uniform EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>The EEF Guide to the Pupil Premium EEF</p>	<p>3, 4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/pupil-premium	
<p>Poverty-proofing measures ensure PP-eligible students can access trips, cultural experiences, extracurricular clubs and wider opportunities. Financial support and transport subsidies are provided where required.</p> <p>*Please refer to our Pupil Premium Pledge for further detail</p>	<p>EEF evidence suggests enrichment and extracurricular participation has a positive impact on engagement and wider outcomes, with access often limited by financial barriers for disadvantaged pupils.</p> <p>Arts participation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Life skills and enrichment EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/life-skills-and-enrichment</p>	3
<p>Weekly Students of Concern meetings involving safeguarding, SEND staff, pastoral staff and senior leaders ensure early identification of barriers to learning and coordinated intervention for PP-eligible students.</p>	<p>EEF evidence highlights the importance of coordinated pastoral systems and early intervention in addressing behavioural, attendance and wellbeing barriers. Multi-agency and multi-disciplinary approaches support timely and targeted support.</p> <p>Improving Behaviour in Schools EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/improving-behaviour-in-schools</p>	1, 4
<p>Attendance systems prioritise early identification, support and family engagement for PP-eligible students. The Attendance and Liaison Officer role (as well as non-teaching Year Team Leaders) is part-funded by Pupil Premium funding to ensure regular monitoring, swift intervention and sustained communication with families.</p>	<p>Evidence shows that pupils with attendance below 95 percent are significantly less likely to achieve strong academic outcomes. EEF guidance highlights the positive impact of effective parental engagement on attendance and progress.</p> <p>Working with Parents to Support Children's Learning EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/working-with-parents-to-support-childrens-learning</p> <p>Parental engagement EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 3

<p>Free breakfast is provided daily for PP-eligible students to support attendance, wellbeing and readiness to learn, particularly where travel times and family circumstances create barriers to punctuality and engagement.</p>	<p>EEF evaluations of breakfast provision indicate improvements in attendance, behaviour and attainment where breakfast is provided free of charge. While evidence strength is mixed, contextual evidence supports its importance in schools serving disadvantaged communities.</p> <p>Magic Breakfast EEF https://educationendowmentfoundation.org.uk/education-evidence/evaluations/magic-breakfast</p>	<p>1, 2, 4</p>
<p>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 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/SEND/Disadvantaged 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>	<p>1,4,5,7</p>
<p>We will specifically fund extra-curricular music lessons to increase participation, wellbeing and the development of metacognitive, self-regulation and inter-personal skills associated with musical development and belonging to groups as well as the esteem of opportunity to perform.</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</p>	<p>6</p>

	<p>a notable decrease in engagement evident in music and the arts.</p> <ul style="list-style-type: none"> • Arts participation EEF (educationendowmentfoundation.org.uk) 	
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Total budgeted cost: £242,000

Part B: Review of outcomes in the previous academic year

This section details the impact of our Pupil Premium strategy and associated activity on PP-eligible students during the 2024/25 academic year. For reference, there were 27 students eligible for the Pupil Premium in the Year 11 cohort who sat their GCSE examinations in 2025.

Due to the absence of validated Progress 8 data for the 2024/25 academic year, outcomes are reviewed through Attainment 8, English and Maths 'basics' measures, attendance and wider indicators. Taken together, these measures provide an overview of the impact of the strategy during this period.

Attainment outcomes

With reference to the stated aim of improving attainment outcomes for PP-eligible students, there are clear and significant positives to be taken from the 2024/25 Y11 results. The Attainment 8 score for PP-eligible students increased from **37.55 in 2023/24 to 41.69 in 2024/25**, representing a substantial year-on-year improvement. This places outcomes well above the national average for disadvantaged learners (34.9) and continues a three-year pattern of attainment that is at or above national levels.

While an in-school attainment gap between PP-eligible and non-PP-eligible students remains, this gap narrowed meaningfully in 2024/25, reducing from **-11.6 to -8.6**. This improvement compares favourably with national patterns and reflects the growing impact of targeted academic support, improved curriculum access and a sustained focus on high-quality teaching.

English and Maths basics

Outcomes in English and Maths basics further reinforce this positive picture. In 2024/25, **40 percent of PP-eligible students achieved grade 5 or above** in both English and Maths. This figure is **significantly above the national average** for disadvantaged learners (25.6) and represents a major step forward in securing higher-grade outcomes for this cohort.

Achievement at grade 4 or above also improved notably, with **63.3 percent of PP-eligible students** achieving this benchmark, compared with 52 percent in the previous year. Together, these outcomes demonstrate strengthened access to key enabling qualifications and provide compelling evidence of the impact of targeted teaching, intervention and mentoring strategies.

Attendance

Attendance continues to be a key area of focus. In 2024/25, attendance for PP-eligible students in Year 11 improved to **86.5 percent**, compared with **81.3 percent in 2023/24**. This improvement reflects the impact of targeted senior leader mentoring alongside the wider whole-school focus on belonging and engagement.

Attendance for PP-eligible students across Years 7 to 11 remains below that of non-PP-eligible peers at Coombe Dean School. However, attendance for PP-eligible students is broadly in line with national averages and slightly above that of PP-eligible students in similar schools, reinforcing the importance of sustaining and refining attendance interventions moving forward.

EBacc entry and curriculum ambition

With regard to EBacc entry, there is clear and compelling evidence of improvement when outcomes and forward-looking data are considered together. For the Year 11 cohort in 2024/25, 56.7 percent of PP-eligible students were entered for the EBacc, compared with 14.8 percent in the previous year. This represents a substantial increase and signals a significant shift in curriculum ambition and access for this cohort.

Looking ahead, EBacc entry for the current Year 10 cohort (who will sit their examinations in 2025/26) provides further evidence of sustained improvement. For this cohort, EBacc entry for PP-eligible students is closely aligned with that of non-PP-eligible students, reflecting the impact of strengthened guidance, curriculum ambition and poverty-proofing measures at the point of option choice. Together, these figures demonstrate a strong positive trajectory in EBacc uptake and support the school's continued focus on equitable access to challenge.

Wider indicators

Wider indicators provide further evidence of strengthening outcomes, particularly at subject level. In Mathematics, PP-eligible students in 2024/25 achieved an average Attainment 8 score of **8.1**, compared with a national disadvantaged average of **6.9**, placing outcomes above national levels. The attainment gap between PP-eligible students and national non-disadvantaged outcomes narrowed to **-1.9**, indicating improved relative performance.

A similarly positive picture is evident in English. In 2024/25, PP-eligible students achieved an average Attainment 8 score of **8.9**, compared with a national disadvantaged average of **7.8**, again placing outcomes above national levels. The gap between PP-eligible students and national non-disadvantaged outcomes also narrowed year on year. Together, these subject-level outcomes reinforce the broader improvements seen across Attainment 8 and English and Maths basics.

Summary

In summary, the 2024/25 outcomes demonstrate clear, sustained and accelerating progress in attainment for PP-eligible students, alongside improvements in attendance, curriculum access and higher-grade outcomes. While challenges remain, particularly in sustaining high attendance and further closing in-school gaps, the evidence strongly indicates that the strategy is having a positive and measurable impact. These outcomes will directly inform the continued refinement of the Pupil Premium Strategy as the school moves into the next phase of the 2023-26 plan, with a sustained focus on raising attainment, improving attendance and ensuring equitable access to all aspects of school life.