

Coombe Dean School – Pupil Premium and Disadvantaged Learners Strategy Snapshot 2025.26

This document provides headline summaries of our ‘tiered model’ approach to tackling disadvantage. Further detail, including budgeting and reviews of previous years’ strategy can be found in the school’s full Pupil Premium Strategy.

1. Teaching

- **Whole-school focus 2025–26: Inclusive Teaching Strategy** - implementation as the core CPD theme, delivered by **Senior Leaders**, monitored and quality assured through the ‘*lens of disadvantage*’ by SLT and Middle Leaders.
- All staff have **Personal Development goals** focused on developing best practice for disadvantaged learners.
- **Pupil Passports** with Additional To/Different From Strategies for disadvantaged learners with requirement for adaptation beyond the universal offer.
- **CPD and professional development** informed by EEF and NASEN research on effective pedagogy, assessment, and addressing disadvantage.
- **‘Little and often’ professional input** on understanding disadvantage (assessment not assumption-led).
- **Development of middle leaders’ quality assurance practice** through the *Lens of Disadvantage* in Curriculum and Literacy Review activity and ‘4 pillars’ approach.
- **Teach, Check, Practice** learning cycle used in all lessons to secure clarity, accessibility, and retrieval for all learners.
- **Codified models** of best practice embedded across the school to ensure consistency and impact.
- **CPD prioritises quality first teaching**: checking for understanding, questioning and responsive teaching routines, high expectations and the ‘Behaviour Curriculum’, expert instruction, including metacognition and self-regulation
- **Disciplinary literacy** embedded across all subjects, in line with *EEF Improving Literacy in Secondary Schools* guidance. Continued focus on SPAG Matters.
- **KS3 reading programme**: all pupils engage in structured reading (30 minutes, three times weekly) to build vocabulary, comprehension, fluency and cultural capital.
- Use of **standardised diagnostic assessments** (e.g. NGRT) to identify gaps and inform targeted teaching and interventions.
- **Classrooms designed to be distraction-free**, with environmental improvements (lighting, screens, layout) to maximise focus and engagement.
- Continued investment in **staff professional development** via National College, NPQs, external networks (EEF, Research Schools, WEST, NSSW).
- Purchase of **pedagogy and evidence-based literature** to sustain a research-informed culture of practice.
- **Four Pillars of Middle Leadership** framework ensures accountability, professional dialogue and leadership of inclusive teaching and tackling disadvantage at all levels.
- **Teach First, ECT and coaching programmes** aligned to quality-first teaching principles established at Coombe Dean School.

2. Targeted Academic Support

- **KS4 Tutor Time Maths/English sessions** to consolidate learning and extend the teaching of Maths/English for disadvantaged students. *These sessions are responsive, and grouping is fluid based on mock exam outcomes and regular assessments; disadvantaged students are prioritised for intervention.*
- **Sub-Zero, Zero, Period 6, Champions’ Hour** equitable access around the school timetable to avoid missed learning time, provide accessible extra study opportunity and transport options provided free of charge.
- **Continued use of NGRT reading tests** across Y7–11 to diagnose needs and trigger appropriate intervention. Targeted Lexia and Read Write Inc. Phonics interventions for identified students. Funding of in-house literacy/phonics teachers and coordinators to increase capacity for early intervention.
- **Homework and online learning** tailored for accessibility (e.g. Sparx Maths, Educake), with homework clubs and funded technology to ensure equity.
- **PP mentoring for Y11s by a single Senior Leader** to build aspiration, confidence, and resilience.
- **Priority transition processes** to support disadvantaged learners joining the school.
- **Priority access to Y9 options guidance, work experience, and careers interviews.**
- **Department-led interventions** informed by data, book scrutiny, and pupil voice as part of ‘4 pillars’ approach to middle leadership, monitored by Senior Leaders fortnightly.

3. Wider Strategies

- **Free breakfast** available daily for all disadvantaged students to support attendance, wellbeing and readiness to learn.
- **Subsidised uniform and bus passes** provided to reduce financial pressure on families and ensure full participation in school life.
- **Learning materials and curriculum-required equipment** (e.g. calculators, revision guides, subject resources) provided free of charge for disadvantaged learners.
- The **Coombe Dean Commitment** ensures equity of access for all learners, with a focus on all disadvantaged learners partaking in all of school life in line with their peers. Aspirations programme for all learners, with focus on disadvantaged learners’ ‘*mountain climb*’ and goals.
- **Weekly pastoral (SOC) meetings** involving Safeguarding, SEN, Year Team Leaders and SLT Links focus on early identification and coordinated intervention.
- **Attendance systems** prioritise early support and family engagement for disadvantaged learners.
- **Poverty-proofing measures** ensure access to trips, cultural experiences, extra-curricular clubs and wider opportunities.
- **Priority engagement for parents and carers** through advance bookings for parents’ evenings, enhanced careers guidance and ongoing communication celebrating success.