



Coombe Wood School

Pupil Premium Strategy

Statement

Coombe Wood School is part of the Greenshaw Learning Trust.

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Pupil premium strategy statement

Report from **Nicole Williams, Headteacher** for Governing Body meeting on **25th November 2025**

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1170
Proportion (%) of pupil premium eligible pupils	24.62% (288 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Nicole Williams - Headteacher
Pupil premium lead	Claudia Boateng - Assistant Headteacher
Governor / Trustee lead	Mrs T Orzieri

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285457.30
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£285457.30

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that every student at Coombe Wood School, irrespective of their background, starting points or challenges, will achieve the very best outcomes in progress and attainment through high quality teaching and learning. Our curriculum is ambitious, broad, and inclusive to meet the needs of all learners. We will not make assumptions about the impact of disadvantage on student outcomes and will use robust diagnostic assessment, alongside trusting relationships to identify needs.

Each student will have their wellbeing and personal development supported and their lives enhanced by an enrichment of experiences and opportunities within and beyond the classroom. We intend to remove any potential barriers to attendance, participation, and inclusion for our school community. We want every student and their family to feel valued and truly part of the school with a culture of belonging and high ambition as outlined in our school vision.

Our intention is that all students will make good progress and achieve their potential across all subject areas. Our aim is to deliver a coherent curriculum that meets the needs of all learners to provide them with the skills, knowledge and conceptual understanding to be successful and happy learners and valuable members of society once they leave Coombe Wood School. We want all students to want to come to school: be their best and be confident, independent, successful learners. Fit for movement, fit for learning and fit for life.

The focus of our pupil premium strategy is to support disadvantaged students to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support and this has been a priority for our school over recent years. We know that disadvantaged students in particular benefit from high-quality teaching. This is the central principle that drives the decisions behind our strategy, enabling us to have the greatest impact not only on the majority of students at our school who receive pupil premium funding, but on all our students.

Increasing our students' attendance is important so that they are learning in the classroom. Through high quality teaching and high expectations, we aim to close the disadvantage gap by ensuring that all our students and in particular our

disadvantaged students, can access, learn and enjoy a rich, ambitious and challenging curriculum in Key Stage 3, Key Stage 4 and Key Stage 5.

This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school.

A high-quality pastoral system based on relationship and character education will be the foundation of this culture. This will be developed through positive relationships, routines and responses, supported by ongoing CPD for all staff and clear communication to students, parents and carers. Positive relationships will be fostered between school staff, students, and their families. Our core values of Teamwork, Respect, Enjoyment and Discipline will manifest in actions every day and will shape our strategy and approaches.

Our continuous professional development and strategic decision-making will be supported by the wider school improvement team at Trust level; to ensure that staff will be trained with evidence-informed approaches. This is also to ensure the most robust interventions are used to meet our challenges and that effective implementation practices give them the best chance of having a positive impact on our students.

Our strategy will be shared with all stakeholders, including governors and owned by all who work with our students and their families. High expectations and ambition will be the core of this approach, where the success of each child will be celebrated by all, both within and outside school, and into the world of work and further education

To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Our disadvantaged students have, on average, slightly lower attendance than our students who are not eligible for the pupil premium. Whilst disadvantaged students at CWS have attendance significantly above the national average for PP students, we want to close the in-school gap. Lower attendance has a negative impact on students' attainment. The school is committed to raising attendance percentages to pre-pandemic levels and a persistent absentee level of 10% or lower.
2	Progress of disadvantaged students up to GCSE is stronger than the national average but not as strong as non-disadvantaged peers at CWS.
3	Our disadvantaged students in Key Stage 3 have lower levels of reading comprehension than their peers. This has a negative impact on their progress in all subjects and could potentially limit the extent to which they can access the curriculum. Our current Year 7 intake in September 2025, the pupil premium-eligible students have an average reading age lower than their non-disadvantaged peers.
4	Our ongoing discussions with disadvantaged students and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support. National indicators show that more vulnerable learners require access to Mental Health and Wellbeing (MHST) support within the school than those of their counterparts. The impact on disadvantaged students has seen an increase in poor mental health and a necessary requirement to access services.
5	Internal assessment data shows that a significant minority of students in Key Stage 3 have gaps in their language and communication skills.
6	Our observations of our disadvantaged students suggest that those in receipt of pupil premium have fewer opportunities to develop cultural capital outside of school. This reduces the background knowledge they need not only to access the curriculum fully.

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
Improved attendance of all students, particularly those who receive the pupil premium.	Sustained high attendance of disadvantaged students by 2026-27, demonstrated by a higher average attendance than previous years. Reducing gap between disadvantaged learners and others attendance headlines.
Disadvantaged students make progress and achieve that is at least in line with national rates of progress.	A8 for disadvantaged students is in line or above average in the summer examinations 2027 and remains above this figure.
By the end of Year 9, a large majority of students have sufficient reading fluency and stamina to comfortably access GCSE content.	NGRT data shows an average increase in reading age of at least 6 months over the course of the year in each year group.
Students receive timely support around their emotional wellbeing and mental health to minimise escalations of poor health and disengagement	Sustained high levels of wellbeing from 2026/27 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations.
To improve progress and attainment among disadvantaged students, particularly boys, in speech, language, and communication by the end of Key Stage 4. Early identification and targeted intervention reduce the number of students with persistent speech and language gaps.	Disadvantaged students, particularly boys, demonstrate improved speech, language, and communication skills that support access to the wider curriculum and enhance overall academic attainment. Foundational gaps in speech, language, and communication skills will be effectively identified and addressed, enabling the majority of students to access the full curriculum, participate confidently in learning, and express their understanding with clarity and accuracy. Staff have increased awareness and expertise in supporting speech, language, and communication development across all subjects.

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<p>All students, and especially disadvantaged students, are given multiple opportunities to gain more cultural capital.</p>	<p>100% of students in Key Stage 3 participate in some form of co-curricular club inside or outside of school (e.g. sports or arts after-school clubs, or the <i>Duke of Edinburgh</i> award scheme). Students in KS4 and KS5 are able to attend wider curriculum knowledge trips or visits.</p>
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £188,402

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality Teaching for all.</p>	<p>Research undertaken by NFER has identified High quality teaching for all as being one of the 7 building blocks that are common in schools which are more successful in raising disadvantaged students' attainment.</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes.</p> <p>What are the most effective ways to support disadvantaged students' achievement? (publishing.service.gov.uk)</p>	<p>2, 3, 5, 6</p>
<p>Teaching staff CPD to address greatest barriers to student engagement in the classroom.</p>	<p>EEF report on mechanisms for supporting effective CPD</p>	<p>2, 3, 5, 6</p>

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<p>We have chosen to address the areas which we believe will be most beneficial to our students and to cover each area in detail both as a staff cohort and in department groups.</p> <p>These areas are: High Behavioural Expectations and Routines; Assessment and Feedback and Quality of Instruction.</p> <p>Resources are given to all staff and shared electronically for those who are not present.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
<p>LSA specific CPD centred around developing and supporting independent learning including working with teaching staff to empower them in the classroom.</p>	<p>Research available suggests that LSAs are most effective when deployed in specific interventions and can have limited value in classrooms. On the basis of this we have provided targeted CPD to our LSAs about their time spent in the classroom and also revisited expectations for teaching staff about how best to utilise LSAs when they are available; encouraging practices such as sharing classroom resources in advance and communicating before and after lessons with the LSA about how effectively the learning objectives have been achieved.</p> <p>This is an ongoing process in conjunction with the research conducted as part of the EFF 'scale-up' campaign to ensure that deploying LSAs in classrooms has the greatest possible impact.</p>	<p>2, 3, 5, 6</p>

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	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	
<p>Our intention is to increase exposure to disciplinary literacy for all students in every subject and to reinforce comprehension and use of tier 3 vocabulary consistently throughout the year.</p> <p>Understanding of this acquired vocabulary will be assessed via low and high stakes assessments regularly completed in individual subject areas.</p>	<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools.</p> <p>Our intention is that all students, but especially those who are disadvantaged, are exposed to discipline-specific academic language and supported in their use of it, in order that they can achieve the best possible outcomes by being able to retain this acquired knowledge as a fundamental life skill.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>1, 2, 3, 5</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA (Emotional Literacy Support) intervention</p>	<p>Interventions are run by our trained ELSA practitioners. By offering daily emotional support we work on the basis that if our students are feeling emotionally well and equipped with the social skills which they need to communicate their emotions effectively, they are more receptive to being in class, which supports their education.</p> <p>This supports the research-based evidence that, when trained LSAs are deployed to deliver interventions with a specific intention, they can have a positive impact on disadvantaged students.</p> <p>https://www.elsa-support.co.uk/about-elsa-support/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 4, 5
<p>Use of academic key workers to work with groups of students whose learning in core subjects has been affected by the pandemic. A significant proportion of those</p>	<p>Tuition targeted at specific needs can be an effective method to support low attaining students or those falling behind in small groups.</p> <p>See EEF evidence findings around small group intervention.</p>	1,2,3,4,6

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<p>receiving additional tutoring will be disadvantaged students.</p>		
<p>Targeted Lexia intervention groups for English and numeracy groups in years 7 and 8. These are intense programmes that focus on developing students' basic knowledge and fluency so that students can access the main curriculums in maths and English.</p>	<p>Internal evidence that DI groups develop core knowledge and skills. Regular feedback each lesson is a key feature of this intervention. See evidence in the EEF Toolkit Feedback about the impact of regular feedback on student learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment/</p>	<p>1,2,4,5,6</p>
<p>Implement targeted speech and language interventions for disadvantaged students, particularly those with identified gaps.</p> <p>Provide staff training in strategies to support speech, language, and communication across all subjects.</p> <p>Embed language development strategies into everyday teaching, including structured classroom talk, questioning techniques, and academic vocabulary reinforcement.</p> <p>Monitor progress through regular assessments and adapt interventions to address individual needs.</p>	<p>The Education Endowment Foundation (EEF) highlights that oral language interventions can improve reading comprehension and overall academic attainment, particularly for disadvantaged students.</p> <p>Research shows that targeted speech, language, and communication interventions have significant positive effects on pupil confidence, participation, and literacy skills.</p> <p>Professional development for teachers in language-rich pedagogy leads to improved teaching quality and greater consistency in supporting students' communication needs.</p> <p>Regular assessment and responsive intervention are proven to accelerate progress in students with foundational language gaps.</p>	<p>2,3,5</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 27055.30

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Attendance Manager to embed principles of good practice set out in DfE's ' <i>working together to improve school attendance</i> ' (contribution to cost)	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	5
Adoption of a new Wellbeing curriculum every week during tutor time sessions in years 7-10. This includes training for relevant school staff delivering the sessions and follow up activities.	The Early Intervention report on adolescent mental health found evidence that Social and emotional learning (SEL) interventions can impact young people's social and emotional skills and address anxiety. School exclusions: a literature review on the continued disproportionate exclusions of certain children (publishing.service.gov.uk)	1,5
Pastoral Behaviour Support team to provide increased	Dedicated staff members to work with those who present	1, 2, 4

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<p>mentoring, safeguarding and pastoral support (contribution to cost).</p> <p>The role includes proactive behaviour interventions including positive report cards, internal day-long interventions to cancel out high numbers of detentions, liaison with Heads of Year to improve student outcomes and the recommendation of disadvantaged students for early and additional careers support to reduce the chance of them becoming NEET.</p>	<p>with challenging behaviours (regardless of disadvantage) which prevent all students from accessing the curriculum. Our pastoral team employs strategies such as empowering students to become more self-reflective about the impact of their behaviour, encouraging them to be aware of the advantages of engaging with curriculum content and through mentoring building positive habits in relation to their time at school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
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Total budgeted cost: £285457.30

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	Pupil Premium			Non-Pupil Premium		
Measure	2025	2024	2023	2025	2024	2023
4+ inc. English and Maths	56.86%	50%	58.93%	73.44%	74.24%	79.51
5+ inc. English and Maths	45.1%	27.27%	32.14	59.38%	59.85%	62.3
Progress 8 score		+0.09	-0.13		+0.47	+0.52
Attainment 8 score	45.39	39.53	41.75	55.13	53.66	53.37

We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal assessments. The data demonstrated that whilst the gap between disadvantaged and non-disadvantaged students remains stubborn.

Comparisons with national validated data (**October 2025**) demonstrates that on average our disadvantaged students are making significantly better progress than the overall national figure for disadvantaged students. Previous cohort comparisons are not applicable, as Progress 8 data could not be used this year. This is due to the cancellation of Key Stage 2 (KS2) assessments for two consecutive years during the COVID-19 pandemic, which prevented the calculation of baseline measures.

The Attainment 8 of all students in the June 2025 examinations was **52.35** up from 2024-25 which was **50.13**.

In terms of the **2025** Attainment 8 measure; disadvantaged students achieved an Attainment 8 score of **45.39** which compares to the Croydon LA average for

disadvantaged students 44.3 and for all students 50.3. This is encouraging and provides a strong platform for continued development.

At CWS, for pupil premium students in GCSE English their Attainment 8 score was 45.7 versus non pupil premium students at . In GCSE maths, pupil premium students' Attainment 8 score was -0.10 versus non pupil premium students' Attainment 8 whose score was +0.53. However, there were some notable exceptions: CLA students' Attainment 8 was +2.4 and SEND students' Attainment 8 score was exceptional.

Whilst there is still much work to do to raise overall attainment and progress, this represents a significant achievement, one that was a key objective for the outcome last year. The fact that the rise has been steady over the past three years is also reassuring in that it feels more sustainable, particularly given the variance of GCSE performance for any single set of outcomes.

Our overall EBACC entry rate is 87.6% whilst the figure for disadvantaged students is 87.8%, which has significantly increased from previous years. We continue to ensure that our curriculum is appropriate for the needs of all our students.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged students' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantaged students remains an ongoing concern. Whilst the attendance of our disadvantaged students is slightly higher than the national average (88% vs 85.4%) A better comparison for us is therefore against London schools, where we are a little below attendance (88% vs 89.5%). Disadvantaged students are still overly represented in our suspensions and exclusions, though suspension rates are down considerably for all pupil groups and significantly lower than national averages. For instance, 24/25 suspension rates for disadvantaged students were 20.8%. We continue to use the Graduated Approach to assess, plan, do and review across the school and provide an additional layer of support within the pastoral system to offer a range of interventions at different levels.

Behaviour and attendance for disadvantaged students is heavily linked with rising social emotional and mental health needs. Additional resources to our SEMH provision and greater co-ordination between teaching and specialist staff has helped ensure we are able to meet needs internally and/or in collaboration with local support networks. The appointment of a specialist HLTA SEMH will further increase our ability to identify issues early and match needs to appropriate interventions. Overall the main aims of the previous three-year strategy have been

met and have provided us with a strong platform upon which to continue to raise attainment and welfare.

However, there is already some positive progress to report. Attendance of all students, and those eligible for PP has improved by 1.5% in Autumn 2024/25 in comparison to 2022/23. Students eligible for PP have improved by 2% against September - December last year. This is encouraging and shows the impact that the attendance strategy and team are having on attendance headline figures and especially on reducing the number of severely absent students. In relative terms, attendance (all students) is in line with national averages. However, there is still much to improve in this area. Therefore, this remains a key priority for the school in the new strategy.

We also still have a small number of students who challenge us with lateness. This has decreased over the autumn term with new monitoring systems and consequences, such as same day Whole School Detentions and regular contact home.

Learning walks and work scrutiny show evidence of high-quality teaching and learning in lessons with frequent development of metacognitive strategies and scaffolds towards independence. Staff also reported improved behaviour in lessons and some improvement in behaviour outside of lessons in Autumn 2024 as we launched our 'Habits for Learning Curriculum'.

The extra-curricular offer and participation has increased significantly in 2023-24. We now have over 40 different clubs and activities on offer in school and student voice surveys have repeatedly cited this as a strength of the school. Our AHT for Personal Development and Co-curricular monitors attendance and participation of PP eligible students. Currently (November 25.) PP eligible student attendance is just below being representative of our school population across all clubs. A diverse range of sixth form students are involved in these clubs and act as positive role models to the younger students. This is encouraging and significantly improved in the last few years. However, further encouragement and intervention will take place to try to increase this further and make sure all clubs are suitably inclusive. We are also developing a more inclusive and strategic approach to trips and visits across the school years and curriculum.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Dr Frost Maths	Dr. Frost
CAT 4	GL Assessment
Exact	GL Assessment
NGRT	GL Assessment

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
n/a
<p>The impact of that spending on service pupil premium eligible pupils</p>
n/a

Further information (optional)

n/a
