

Pupil premium strategy statement – Coombeshead Academy

This statement details our school's use of pupil 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	827 (KS3 + KS4), 898 incl KS5
Proportion (%) of pupil premium eligible pupils	26.9% - 242 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 – 2027/28
Date this statement was published	November 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Helen Coulson
Pupil premium lead	Jo CHAPPELL
Governor / Trustee lead	Marie Light

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227, 740
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£227,740
<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>	

Part A: Pupil premium strategy plan

Statement of intent

- Coombeshead Academy is dedicated to diminishing the attainment and progress difference between students who are deemed to be our most disadvantaged and their peers. We bear in mind the challenges faced by some of our most vulnerable students such as those working with social services and those who are young carers.
- As a school we believe that we must work in partnership with our students, parents and carers, staff and the community to provide an outstanding education for our young people. We place a strong emphasis on ensuring a high quality of teaching and learning so that **every student** has equal access to the very best conditions in order to achieve and succeed. Providing quality first teaching and learning is our principal approach to diminish the difference - an approach which is supported by national research.
- We will regularly seek to develop strategies and interventions which can improve the progress and attainment of these pupils. For some students, provision may be personalised to meet their individual needs. We will seek to base our provision on research, both national and local, in our aim to diminish the difference. For example, we will use the Education Endowment Fund Teacher Toolkit as a key source of evidence, along with the Sutton Trust evaluations. However, our primary strategy in improving the outcomes for our Disadvantaged Students (DS) is quality first teaching.

Challenges

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

Challenge number	Detail of challenge
1	Progress – DS students do not make progress in line with their similar prior attaining non-DS peers. Data from academic year 23-24 shows whole school progress recorded as -0.11. For non-DS students progress was +0.06 compared with -0.6 for DS students. Gap of -0.66 Update 24-25. Whole school attainment 46.84. Attainment for non-DS students recorded as 36.69 compared to 50.05 for DS students.
2	Literacy – 54.4% of DS students in Y7 have reading age below their chronological age. 30% of DS students in Y7 have a reading age below 8 Update Sept 2025 – 41.8% of Y7 students with SAS score of below 90 are DS. 28% of students identified as needing phonics support are DS.

3	Behaviour – 45% of referrals for Disruption to Learning were from DS students. DS students represent 27% of the school cohort. Update 24-25: 75% of praise points were awarded to non-DS students compared to 25% to non-DS. For negative points, non-DS students were awarded 59% of the negative points allocated compared to 41% for DS students.
4	Attendance - Attendance for DS students is below that of non-DS students. There are higher rates of persistent absence in DS than non-DS students and, on average, DS attendance is consistently lower than that of non-DS peers. This is carefully tracked each week and the gap remains consistent but is not improving. Whole school attendance for 23-24 was 91.58%. Attendance for DS students was 86.22%. Update 24-25: Attendance for the DS cohort sat above the Devon average. Whole school attendance was 90.1%. Attendance for DS students was 84.7%
5	Enrichment - Our enrichment data indicates that DS are under represented on off-site enrichment activities, particularly on residential visits. In addition, participation in general extra-curricular activities by DS is below that of non-DS peers. Update 24-25: a change in MIS systems means it is now easier to track engagement of DS students with extra-curricular activities. Use of 11 by 11 to roll out a 'universal provision' offer for enrichment opportunities.

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
Progress	No difference in performance between DS and non-DS students
Literacy	Number of students needing additional literacy intervention has reduced. Any additional support needed is identified promptly.
Behaviour	Reduction in referrals to Reset/Bridge reduces overall across whole school but in particular for DS students
Attendance of PP students in line with non-PP peers.	Attendance figures in line with national averages with no gaps between PP and non-PP attendance. Persistent absence will be at a minimum with clear evidence with PP PA is addressed quickly.
An increasing number of PP students participate in extracurricular activities.	Participation data will evidence higher number of PP students participating in extra-curricular activities term on term and year on year.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £77,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching to be evident in all lessons – use of EEF teacher toolkit strategies to be used in lessons including metacognition, feedback, reading comprehension strategies. We actively promote live marking in lessons to address SPaG errors, as well as using constant teacher circulation to identify misconceptions in student writing and address these through live feedback. T and L strategies whole school (STOPs) include strategic seating plans to identify DS, use of Pathways document in all year groups	<p>EEF toolkit research evidences low cost, high impact strategies. One T and L briefing per half term is focussed on DS.</p> <p>Use of the Sutton Trust evaluations of intervention impact.</p> <p>Quality First Teaching is about following the StOP to meet the needs of all DS students by:</p> <ul style="list-style-type: none">• Following the Coombeshead Way to give a structured routine for the lesson promotes learning• Sharing the learning objective and progression steps so that all students have a clear journey for the lesson – this breaks down the lesson for those who struggle to cue in• Insisting on silence during key parts of the lesson – DIN / extended writing because this might be the only quiet time they get• Tracking the speaker – reinforce this so that all learners are cued in to the discussion• Targeting questioning – make sure Disadvantaged and SEND students are specifically targeted to check that they have full understanding• Provide reading opportunities and check comprehension. Define key vocabulary by using Frayer models in all subject areas, use of knowledge organisers to reinforce key subject specific terms.• Delivering effective and impactful feedback. Encouraging reflection and learning how to learn (metacognition) has a direct impact on DS.• Setting of appropriate and challenging homework. Chase, challenge and check that homework is done. <p>Quality First Teaching is also about knowing the students and their individual needs. Staff will:</p>	1, 2

	<ul style="list-style-type: none"> • Annotate seating plans and photos with key needs of students e.g. PP – Pathway 1 etc. • Read the pathways for each year group and knowing which band the student falls in • For those students with complex needs e.g. PP + SEND, ensure that you know the SEND profile and how to meet their needs 	
Improve literacy in all subject areas. We will continue to embed the Tutor Reading Programme as well as appoint a whole school literacy and reading coordinator.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.	1,2

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

Budgeted cost: £50,759

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 provision of IDL literacy and numeracy to close gaps in year 7 & 8 students.	EEF guidance on small group and 1:1 provision used to target individuals. IDL – EEF teachers toolkit identified that students using IDL make 6 months additional progress on average.	1,2
Purchase of standardised diagnostic assessments to be used with new cohort of Y7 students	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.	1,2

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

Budgeted cost: £99,429

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of enrichment lead to coordinate	Enrichment coordinator has capacity to monitor and support the offer of enrichment	5

development of enrichment activities across the school with DS students as a priority focus	activities across all areas of the curriculum and also including Enrichment Week. Participation rates are tracked and monitored. Focus on provision of activities that can be accessed by all DS students. Rewards linked in to participation of activities.	
Appointment of team lead within student support officer team. Dep Head with attendance focus. SSO team to have DS students as a priority focus	SSO team has capacity to link in with more families and undertake interventions to improve attendance. Weekly attendance meetings generate DS names causing most concern and SSO to prioritise these students for visits for their respective year groups. SSO also support DS parents in making appointments for year group parents' evenings and carry out face to face meetings with parents at beginning of school year. Attendance rates and login rates for meetings and parents' evenings tracked throughout the year.	4
Appointment of SSO team manager to coordinate response to behaviour alerts school wide and to increase capacity to deal with behaviour concerns	2 non-teaching members of staff are able to be on duty at all times during the school day to respond to behaviour alerts. SSO team form part of whole school inclusion team and meet weekly to discuss students of concern and plan interventions and support	3

Total budgeted cost: £227,740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Data from academic year 24-25 shows whole school attainment recorded as 46.84. For non-DS students attainment was 36.69 compared to 50.06 for DS students. We recognise that the gap between DS and Non-DS remains and our strategy moving forward will continue to have the reduction in the gap at its core.

Whole school attendance recorded as 90.1% as of July 2025. Attendance for our Pupil Premium cohort was recorded as 84.7%. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

We have recognised the under representation in extracurricular activities by our DS students. This is why our strategy has been adapted to offer a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. We have a systematic approach to monitoring and tracking participation in extracurricular and enrichment activities and are able to strategically target DS students for participation. We will be actively seeking student voice to further explore the barriers that prevent our DS students from taking part in enrichment activities. The 11 by 11 programme will form a core part of our offer going forward by guaranteeing a 'universal provision' offer to enable all students to benefit from enrichment opportunities.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.