Pupil premium strategy statement

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 impact that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Coombes CE Primary School
Number of pupils in school	**332**
Proportion (%) of pupil premium eligible pupils	18% (60)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Kathryn Foster
Governor / Trustee lead	Kate McKrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£96,640**
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£96,640

Part A: Pupil premium strategy plan

Statement of intent

At The Coombes, our Christian vision, "A love of learning grows here", underpins all that we do. Rooted in our values of respect, responsibility, wisdom, perseverance, compassion and forgiveness, we are committed to ensuring every pupil, particularly those who are disadvantaged, flourishes academically, socially and emotionally. Our curriculum is designed to nurture curiosity, develop deep and connected knowledge and provide rich experiences that enable every child to thrive and feel a strong sense of belonging.

Our intention is to eliminate disparity in outcomes between disadvantaged pupils and their peers by ensuring full access to our ambitious curriculum and high-quality teaching. We recognise that disadvantage can present in varied and complex ways. Therefore, we take a long-term, relational approach, working closely with families to understand individual barriers and to tailor support that promotes both learning and wellbeing.

This strategy focuses on three key aims:

1. Ensuring disadvantaged pupils achieve strong academic outcomes through consistently high-quality teaching and pedagogy grounded in cognitive science.
2. Removing social, emotional and cultural barriers so all pupils can engage confidently and positively in school life.
3. Securing long-term readiness for the next stage of learning, ensuring pupils leave The Coombes as confident, resilient individuals with secure foundations for future success.

Guided by the Education Endowment Foundation's (EEF) tiered approach, our strategy integrates.

Excellent teaching: embedding evidence-informed approaches, precise use of assessment, strong subject knowledge and adaptive teaching.
Targeted academic support: early reading intervention, structured programmes, tutoring and small group support tightly aligned to identified needs.
Wider strategies: pastoral and emotional support, attendance work, before/after-school enrichment and removal of financial or cultural barriers.

We rigorously monitor academic progress, behaviour, attendance and engagement for disadvantaged pupils to ensure provision has maximum impact. Leaders and teachers use assessment intelligently to identify gaps early, adapt provision rapidly and maintain ambition for every child. Our approach is rooted in the Ofsted 2025 expectation that inclusion is everyone's responsibility and that disadvantaged pupils must access the full breadth of the curriculum, taught well.

Through this strategy, we commit to creating a learning environment where disadvantaged pupils experience success, secure a rich set of cultural experiences, develop self-belief and aspiration. By the time they leave The Coombes, we aim for all disadvantaged pupils to be confident, articulate, academically secure and fully prepared for the next stage of their education.

Challenges

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

Challenge number	Detail of challenge
1	Upon entry, pupils in receipt of Pupil Premium do not have the same level of fundamental knowledge in reading, writing or maths and cultural capital in comparison to their non-disadvantaged peers.
2	Disadvantaged pupils do not confidently demonstrate effective communication skills and have a narrow academic vocabulary in comparison to their peers. As a result, pupils can find it difficult to confidently communicate their thoughts, ideas or opinions in an age appropriate/expected way.
3	Monitoring and discussions with pupils and parents have identified that our disadvantaged pupils do not demonstrate emotional resilience or have effective skills or strategies to address their own wellbeing. This can lead to a lack of engagement with learning and low levels of self-esteem and metacognitive skills which impacts on their academic attainment.
4	Disadvantaged pupils have limited access to enriching experiences beyond the classroom, such as extra-curricular clubs and residential visits. This restricts opportunities to build cultural capital, which is essential for developing background knowledge and supporting academic learning.
5	Parents of disadvantaged pupils are less likely to attend school events or provide support at home with their learning. This results in reduced engagement with learning and, at times, lack of aspirations for later life.
6	Disadvantaged pupils to not attend school in line with their peers. Analysis of attendance data (2024-25) demonstrates that pupils in receipt of Pupil Premium have lower attendance at 90.8% (-3.3%) and this is consistently lower than their non-disadvantaged peers.

As a result of the above stated challenges, attainment outcomes for disadvantaged pupils are detailed below:

	End of Key Stage Two*	Whole School
Reading	77%	72%
Writing	54%	47%
Maths	54%	78%

*% of pupils achieving a scaled score of 100+ in end of Key Stage statutory assessments (SATS)

Intended outcomes

This explains the outcomes we are aiming for by July 2027, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
By end of academic year 2026/2027, there will be no difference between attainment data of disadvantaged pupils compared to non-disadvantaged pupils.	• Ensure expert teaching to enable disadvantaged children to develop a broad range of knowledge that builds over time • Refine use of Assessment for Learning strategies to ensure disadvantaged pupils demonstrate high engagement in learning • Teachers utilise adaptations to learning through scaffolds (such as the 4S systems), flexible grouping, and metacognitive strategies to ensure all pupils, including those who are disadvantaged, can access the curriculum and develop independence • Regular assessment and diagnostic analysis ensure teaching targets gaps and provides appropriate support for pupils. • Implement a structured coaching programme for teachers to continue to improve classroom practice and accelerate progress for disadvantaged pupils. • Introduction of oracy framework (Voice 21) across the school, with planned opportunities for teachers to model and teach oracy within all curriculum subjects. • Implement planned oral rehearsal and frameworks for talk within writing lessons to support translation into written outcomes • Implement whole school agreed consistencies to explicitly teach tier 2 and tier 3 vocabulary through oracy activities in foundation subjects • Ensure consistent, systematic phonics programme is available across all year groups including KS2, to ensure all learners can decode and apply phonics knowledge to reading and writing. • Continue to work alongside the Literacy Hub to delivery highly effective phonics lessons from the earliest point • Identify consistent whole-school interventions to support language development, writing and foundations maths skills • Support teachers to implement systems of support detailed in The Coombes Ordinarily Available Provision (OAP) document as part of everyday high-quality instruction • Systems in place across the school to address misconceptions within learning to address quickly • Monitoring systems are robust and ensure high quality learning for disadvantaged pupils
A range of whole-school systems and targeted provision in place to enable disadvantaged pupils to develop the learning	• In partnership with TKAT colleagues, implement collaborative approaches and strategies as outlined in our joint PPG strategy • Systems for structured 1:1 feedback support disadvantaged pupils to understand their next steps in writing, strengthening self-evaluation skills and metacognitive awareness. • Tracking systems identify barriers for learning for all individual disadvantaged pupils and monitor outcomes at regular intervals

habits and confident learning attitudes in line with their peers. As a result, disadvantaged pupils will develop the range of skills required to progress and flourish in their future in line with their non-disadvantaged peers.	• Pupils are explicitly taught how to plan, monitor and review their learning across subjects, enabling them to take greater ownership and develop resilience when facing academic challenges. • Classroom reading environments equipped with high-quality and age-appropriate texts and children encouraged to broaden their reading exposure by recommending reads for their peers • Weekly visits to the library for children to borrow books to develop exposure, interest and subject knowledge • Implement phonics tutoring in EYFS to address gaps in learning from the earliest point • Allocate tutoring sessions using in-school tutor and deployment of support staff, ensuring content aligns with classroom learning to reinforce key concepts and skills to reduce the attainment gap. • Targeted family support is provided by Community Support Officer to signpost families to relevant community services • Targeted pastoral support is provided to develop emotional literacy, confidence and positive learning behaviours. • Strategies that promote resilience, wellbeing and self-regulation are embedded within classroom routines and small-group interventions, ensuring pupils are equipped with the skills they need to manage challenges and remain engaged in learning. • Monitoring and pupil voice opportunities demonstrate high engagement in lessons and articulation of their maths knowledge • Regular target setting and progress meetings monitor the outcomes of disadvantaged pupils
Disadvantaged pupils develop emotional resilience and wellbeing strategies, enabling them to manage their emotions, engage positively with learning and build confidence and metacognitive skills to support academic progress.	• Behaviours for learning, including metacognitive strategies, are taught and revisited on regular occasions • School-wide approach to self-regulation in place within all classrooms and across the wider school, teaching children the vocabulary to self-regulate and strategies to address their feelings • All staff aware of disadvantaged pupils and utilise school-wide approaches to engaging pupils in positive learning interactions • Monitoring captures improved pupil engagement, understanding and application of metacognitive strategies • Monitoring, pupil voice and teacher feedback demonstrates pupils are consistently prepared for learning. • Zones of regulation used in all classes across the school to teach children about self-regulation • Roles and responsibilities across the school provide children with opportunities to lead others and include training on managing difficult situations • Positive behaviour strategies utilised which identify specific achievements
Disadvantaged pupils have a broad vocabulary and use strategies to continue to develop their	• Targeted vocabulary (oracy) is planned considering sequence and progression throughout all curriculum areas • Pre-teaching opportunities for vocabulary and other foundational knowledge • Teachers plan and deliver pre-teaching opportunities to share and learn new vocabulary

speaking and listening skills	• Support scaffolds to define new vocabulary planned and model use • Talk partners are utilised and planned to ensure disadvantaged pupils have quality conversations about their learning and are able to actively engage • Learning organisers provide resources for pupils to use learning vocabulary when at home • Opportunities to public speak/ speak for purpose are planned in all stages of the school
Disadvantaged pupils participate in a broad range (in line with their peers) of extra-curricular activities and experiences.	• Disadvantaged families are informed of the support available to them from the school, this includes financial support • Financial support for residential trips (equity of access) • Through targeted support, attendance at extra-curricular clubs is supported and equitable • Disadvantaged pupils represent the school in a wide-range of roles and responsibilities across the school • Experiences such as Careers Day and voting for roles in the school provide opportunities for pupils to explore their future aspirations
Disadvantaged pupils attend school punctually with overall attendance averages above national averages and in line with their peers (Target 96%)	• School-wide approach to addressing attendance quickly addresses attendance below 90% which includes all stakeholders • Targeted support ensures disadvantaged pupils' attendance is in line with non-disadvantaged peers at 96% or above • Reward system in place to promote and reward improved attendance on a termly basis • School staff develop strong relationships with families in receipt of Pupil Premium, addressing barriers to attendance and learning effectively • Education Welfare Office actively supporting families to attend school • Community Support and Engagement Officer support our disadvantaged families with all aspects of school life (engagement) • Regular communication with families ensure the school understands barriers to engagement and actively supports families

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

Budgeted cost: £25,160.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
In-school tutor in place to addresses the specific needs of pupils within a lesson.	Small group tuition impacts on pupils learning by addressing individual/group misconceptions.	1,2,3

Early years Speech and language support and intervention to address learning needs as early as possible	https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language#:~:text=Children's%20speech%20develops%20from%20babble,children%20recognise%20about%201%2C000%20words	2, 3
Access to Read/Write Inc resources, Fast Track Tutoring and virtual classroom	https://www.ruthmiskin.com/programmes/phonics/	1
PM Benchmarking to ensure books are accurately and appropriately matched to children's reading levels	https://shop.scholastic.co.uk/series/1080	1,2,4
Investment in whole school Maths planning resources to support reasoning and problem solving and coordinated CPD to plan and enhance Maths teaching and learning	https://www.ncetm.org.uk/classroom-resources/pm-reasoning-skills/	1,2,3
Reasoning and problem solving resources to embed and develop within Maths lessons	https://mathsnoproblem.com/	1,2,3
Development of staff expertise- Mobius Maths training	https://www.mobiusmathshub.org.uk/Teaching-for-Mastery/	1,3
Access at home and school to TimesTables Rock Stars multiplication support	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,5
Allocation of support staff to effectively address gaps in learning through timely intervention.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2,4
Use of Widgit resource to scaffold and develop understanding and engagement with new vocabulary	https://www.widgit.com/	1,2,3
Use of KS2 Learning organisers to promote organisation, engagement with home learning and independence	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1,2,5
Whole school approach to Social and Emotional Learning	Social and Emotional learning seeks to improve pupils' decision-making skills, interaction with others and their self-management of emotions. This can be delivered in school-level approaches as well as targeted specialised programmes.	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
Rights Respecting School Award promoting and developing strategies to ensure children have an understanding and know how to use their rights	https://www.unicef.org.uk/rights-respecting-schools/	3,4
Resourced and engaging library spaces with targeted lending opportunities	https://literacytrust.org.uk/blog/reading-children-so-powerful-so-simple-and-yet-so-misunderstood/#:~:text=It%20has%20astonishing%20benefits%20for,even%20improves%20their%20sleeping%20patterns.	3,4
Close collaboration with the SENDCO to address the additional special educational needs pupils have and appropriately target support and intervention	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628630/DfE_SEN_Support_REA_Report.pdf	1,2,3
Community Support and Engagement Officer in place	Allocated member of staff trained to support and engage disadvantaged families, promoting positive relationships with school and improving attendance	3,4,5,6

Targeted academic support

Budgeted cost: £ 48,862

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planned interventions delivered by trained staff and where targets are discussed and shared with parents.	Access to high quality teaching is the most important lever school has to improve outcomes for their pupils. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3,4
Targeted, planned and resourced allocation of support staff within lessons to effectively target support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3
Resourced intervention spaces to ensure pupils can engage in additional intervention support	https://educationendowmentfoundation.org.uk/courses/making-best-use-of-teaching-assistants-online-course/structured-interventions	1,2,3

Targeted extra-curricular tutoring to address areas of need.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3,4,6
Provide opportunities for teachers and support staff to pre-teach vocabulary and lesson content.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,3
Introduce and structure a training programme for parent volunteers to provide 1:1 reading sessions with pupils.	DfE Guidance on Reading for Pleasure There is also a relationship between reading frequency and attainment (Clark and Douglas 2011; Clark 2011) Clark and Douglas (2011) in their survey of 17,000 young people found that those who were at or above the expected reading level for their age read more frequently than young people who are below the expected level for their age. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	1,4
Utilise adaptive teaching and external expert opportunities to support pupils with a therapeutic approach to school engagement	https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	3,4

Wider strategies

Budgeted cost: £22,975

Activity	Evidence that supports this approach	Challenge number(s) addressed
Advice, communication and support work in conjunction with the Education Welfare Officer to promote attendance and engage parents.	Parental engagement has a positive impact on attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	6
Employment of a Community Liaison Support Worker to develop parental relationships and provide support to families to engage in all aspects of school life.	By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4,5,6

External experts and partners to provide therapeutic support for pupils whose metacognition impacts upon their ability to manage their feelings and engage in learning.	Interventions have been shown to improve outcomes including resilience and self-esteem, reduce anxiety or depressive symptoms, and prevent violent and aggressive behaviour. Mental health interventions have also been shown to improve academic achievement. https://www.eif.org.uk/blog/three-reasons-why-schools-should-offer-mental-health-interventions#:~:text=School%2Dbased%20interventions%20work&text=Interventions%20have%20been%20shown%20to,shown%20to%20improve%20academic%20achievement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1/2/3
Daily and weekly attendance checks and related communication to parents	Education Endowment Foundation report that frequent, proactive response to short absences has a positive effect, alongside work with parents to address significant absences, through relationship building and highlighting the impact of absence of educational outcomes https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1669324843	6
A provision of contingency funding to provide disadvantaged pupils with fair access to experiences (e.g. residentials, clubs, uniform)	PPG spending guide https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf	4,5
Staff training to support staff in addressing and managing the behaviour and emotional well-being of pupils.	CPD provided to ensure all staff apply their knowledge to supporting the metacognition and emotional well-being of pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1,2,3,5
A broad and exciting range of play equipment to stimulate positive play during lunchtimes.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://ijbnpa.biomedcentral.com/articles/10.1186/1479-5868-7-40/	1,2,3,4,6

Total budgeted cost: £96,997.20

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 2025 academic years.

Aim	Outcome
Progress for our PP pupils has been impacted by the pandemic and overall the attainment gap has widened.	
By end of academic year 2024/2025, there will be no difference between attainment data of disadvantaged pupils compared to non-disadvantaged pupils.	*Year 1 (2022-2023)* • Termly assessments and regular feedback support pupils to respond to their learning and address misconceptions promptly • Planning identifies and addresses the needs of disadvantaged pupils • Monitoring and pupil voice opportunities demonstrate high engagement and greater understanding in reading lessons • Consistent pedagogies in place for the teaching of reading and maths in place across the school • Monitoring of data outcomes demonstrates improved attainment in all year groups in Reading and Maths compared to academic year 2021-22 *Year 2 (2023-2024)* • Introduction of teaching pedagogy in place for writing across the school • Planned interventions across all core subjects target the learning needs of pupils and demonstrate improved attainment as a result of them • Tailored provision for pupils with additional special educational needs identifies their needs quickly and ensures they access the curriculum to improve academic attainment • Early identification of pupils requiring additional support (through in-school provision or tutoring) ensures that knowledge gaps are quickly addressed in all year groups • Monitoring of pupil books, observations and pupil voice demonstrates significantly improved engagement of disadvantaged pupils and quality of scaffolding is high and address individual needs • Improved reading attainment of atleast 10% for disadvantaged pupils *Year 3 (2024-2025)* • Review of teaching pedagogies in place for Reading, Writing and Maths in place to ensure excellent teaching in all areas in place • Mentoring opportunities for pupils help to develop pupils' self-confidence and responsibility in their learning • All pupils in receipt of Pupil Premium complete can articulate what they are learning and apply academic vocabulary accurately in all subjects • All staff can identify and articulate the needs of disadvantaged and have plans in place to address their learning needs, which are reviewed regularly • Monitoring of data outcomes demonstrates attainment in all year groups in Reading, Writing and Maths is in line with non-disadvantaged peers

To significantly improve engagement and parental support in home reading to see the attainment of disadvantaged pupils meet atleast the national average for Reading.	• Parents and pupils demonstrate engagement in reading (frequency and responses to texts) at home through monitoring and feedback of reading records • Targeted book lending engages pupils by encouraging them to read and respond to appropriate and high-quality texts • Frequency of reading monitored by class teachers shows improved engagement and response to high-quality texts • Pupils demonstrate enjoyment in reading by sharing responses to high quality texts within class (likes, recommendations, responses) • Monitoring of quality of interaction and recording in pupil reading records demonstrate parental engagement to support and training • Pupils and parents have access to and actively engage in reading high quality texts at home and share responses to texts, including what they read for pleasure • Regular attendance of parents at school-led workshops (focusing upon reading for pleasure, vocabulary and questioning) improves parental knowledge and understanding of how best to support children with their reading at home
Maths outcomes for disadvantaged pupils in all year groups improved by atleast 10% from their current point	• CPD focusing on evidence-based pedagogy in Maths ensures high-quality teaching in all year groups • Termly assessments and regular feedback support pupils to respond to their learning and address misconceptions promptly • Planning considers the use of manipulatives and teachers model and utilise these throughout lessons • Monitoring and pupil voice opportunities demonstrate high engagement in lessons and articulation of their maths knowledge Assessment outcomes for disadvantaged pupils have been carefully analysed and support directed accordingly

Pupils in receipt of the Pupil Premium grant are aware of their own emotions and can prepare for learning	• A consistent approach to metacognitive learning shared with staff through evidence-based CPD and review of provision throughout the year
	• Pupils engage in learning about their metacognition through planned and reviewed sessions
	• Staff consistently use and teach metacognitive language
	• Monitoring captures improved pupil engagement, understanding and application of metacognitive strategies:
	   • Pupils can articulate their own metacognition using appropriate language
	   • Pupils utilise metacognitive strategies in preparing to learn
	   • Pupil can reflect on their own feelings or experiences and discuss strategies used
	Monitoring, pupil voice and teacher feedback demonstrates pupils are consistently prepared for learning.

Disadvantaged pupils attend school punctually and have overall improved attendance	• Data demonstrates overall improvement in school attendance, as well as that for disadvantaged pupils specifically • School staff develop strong relationships with families in receipt of Pupil Premium, addressing concerns about attendance promptly • Parental engagement, including attendance at meetings to discuss barriers to attendance, is high and demonstrates improvement • Improved attendance and punctuality of disadvantaged pupils in all stages of the school.

Disadvantaged pupils participate in a broad range of extra-curricular activities and experiences	• Attendance of disadvantaged pupils on residential trips is significantly improved • Analysis of attendance at extra-curricular clubs demonstrates increased participation for disadvantaged pupils • Parents understand the support on offer to them and how to access it, with requests been responded to promptly.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Therapeutic Alternative Provision	Storyy Alt Prov
Equine Therapy	Just Around the Corner (JAC)
Peripatetic Music Instruction	Berkshire Maestros
Dog Therapy	PAWS