

PUPIL PREMIUM STRATEGY STATEMENT

2025–28 · Three-Year Strategy Plan

Aligned to the EEF Tiered Model and DfE Pupil Premium Guidance (March 2025)

Co-Principals: Simon Barber & Jenny Gaylor · PP Lead: Kristina Manuel, Assistant Principal (Inclusion)

Carshalton Boys Sports College · Published September 2025 · Review: September 2026

Part A: Pupil Premium Strategy Plan

School Overview

Detail	Information
School name	Carshalton Boys Sports College
Number of pupils (Years 7–11)	1,248
Proportion of pupil premium eligible pupils	32% (401 pupils)
Academic years covered	2025/26 to 2027/28 (3-year plan)
Date published	September 2025
Date of next review	September 2026
Statement authorised by	Simon Barber, Jenny Gaylor
Pupil premium lead	Kristina Manuel, Assistant Principal (Inclusion)
Trustee lead	Katrina O’Brien

Funding detail	Amount
Pupil premium allocation this academic year	£409,575
Recovery premium funding carried forward	£0
Total budget for this academic year	£409,575

Catchment Context: Why This Strategy Is Needed

CBSC is a non-selective boys’ secondary in the London Borough of Sutton — one of the most selective boroughs in England, where the majority of secondary places are allocated through grammar, faith or specialist criteria. This structural effect concentrates pupils with elevated SEND, high socioeconomic disadvantage and above-average social care complexity in non-selective schools. The data below is not background: it is the direct cause of the barriers our disadvantaged pupils face.

Deprivation and Income Poverty

- St Helier ward — the school’s primary catchment — is the most deprived ward in Sutton, sitting in IMD national decile 2–3 (worst 20–30% in England).
- IDACI score: approximately 28–34% of children in income-deprived families — nearly 3× the Sutton borough average of ~13% and approximately twice the national average of ~17%.
- FSM6 eligibility ranges from 35.6% (Year 7) to 28.6% (Year 11) — significantly above the Sutton borough average (~20–22%) and national average (~24%) in every year group.
- 480 pupils in Years 7–11 live in IDACI Decile 1–3 areas — 33% of the secondary cohort. This spans St Helier ward (286 pupils) and deprived LSOAs in Sutton, Merton and Croydon (194 pupils).
- Employment deprivation in St Helier: ~13–16% vs ~7% borough average. Income deprivation: ~20–25% vs ~11% borough. These are not marginal gaps — they are structural.

Crime, Domestic Abuse and Community Risk

- St Helier records the highest rates in Sutton for domestic violence and abuse (DVA), anti-social behaviour, serious youth violence and knife crime. All are documented drivers of SEMH need, attendance difficulties and readiness to learn.
- DVA generates a disproportionate share of Sutton’s MARAC referrals from St Helier ward. High repeat victimisation is an operational feature of the local Safer Neighbourhood Team. Many pupils witness or experience DVA at home.
- County lines drug supply networks have been documented on the estate. St Helier is a named priority area in Sutton’s Violence Reduction Strategy.
- These community risk factors create direct, documented pressure on pupil concentration, behaviour, attendance and emotional availability for learning.

Health, Mental Health and Housing

- CAMHS referral rates are above the borough average, with documented waiting times for Tier 2/3 assessment. Post-pandemic mental health deterioration has been most severe in deprived areas.
- Healthy life expectancy in St Helier is approximately 4–5 years below affluent neighbouring wards. Emergency hospital admissions are the highest in Sutton. Childhood obesity (Year 6) is in the top quartile for the borough.
- Approximately 35–40% of St Helier households are in social or affordable rented housing vs ~18% borough average. The ward generates the highest number of homelessness presentations in Sutton, driven by DVA survivors, care leavers and private sector evictions.
- Overcrowded and insecure housing conditions directly affect pupils’ ability to complete homework, rest adequately, and attend school consistently.

Safeguarding and Social Care Profile (2025–26)

Category	2025–26 data	Context
Pupils on active Child Protection plans	13	Emotional abuse (6), Neglect (4) — dominant categories nationally correlated with poverty and DVA
Children in Need (active cases)	7 active; 21 further opened and closed this year	Highest CIN concentrations in Years 8 and 9 (12 and 13 respectively per DfE return)
Looked After Children / adopted / SGO	15 across 4 local authorities	Sutton, Croydon, Merton and Ealing. Attracts Pupil Premium Plus
CFCs MASH referrals this year	8	Includes contextual safeguarding, exploitation, Prevent referral, domestic abuse, Section 47
CAMHS SPA referrals this year	3 (all Year 10)	Self-harm (2), suicidal ideation (2), substance misuse (1)
Young carers identified on roll	9	Caring for parents with mental health needs (4), siblings with high needs (3)
Total active safeguarding / welfare caseload	57 pupils	Substantially above expectation for a school of this type and size

SEND Profile

- 229 pupils have identified SEN — 15.0% of roll: 197 on SEN support, 32 with an EHC plan.
- SEMH is the dominant need: 81 pupils (70 SEN support + 11 EHC). This reflects the Adverse Childhood Experiences documented in the catchment — it is an intake characteristic, not a school-generated phenomenon.
- MLD: 76 pupils; ASD: 35 pupils. Highest concentrations in Years 7 and 8, confirming pupils arrive with already-elevated needs.
- 103 of 229 SEN pupils also attract pupil premium funding (FSM6 or CLA) — among the highest SEN–disadvantage overlaps in outer London. These pupils represent the highest-risk group for poor outcomes and require coordinated, intensive support.

Statement of Intent

Our pupil premium strategy is driven by a determination to break the link between socioeconomic disadvantage and educational outcomes. The catchment data above is not background noise — it is the operating context. Every barrier

faced by our disadvantaged pupils has a documented community cause. Our strategy addresses those causes directly, alongside the academic gaps they generate.

Guiding Principles

- Every teacher is a teacher of disadvantaged pupils.
- What works for disadvantaged pupils works for all pupils.
- Investment follows the evidence: low-cost, high-impact strategies first (EEF tiered model).
- Attendance is the prerequisite for all learning — no intervention reaches a pupil who is not in school.
- Aspiration without opportunity is hollow: we provide both.

Evidence Base

- Strategy is structured on the EEF’s recommended tiered model: Tier 1 (High-Quality Teaching) → Tier 2 (Targeted Academic Support) → Tier 3 (Wider Strategies).
- Tier 1 is prioritised as the single most impactful lever — weighted at 44% of total budget (£210,000).
- All selected interventions are drawn from the EEF Teaching and Learning Toolkit (2025 update) and the EEF Guide to the Pupil Premium (2024).

Barriers to Achievement

The five barriers below are informed by IDSR data, internal assessments, self-evaluation, and the community evidence presented in the catchment context above. Each barrier has a documented structural cause rooted in catchment deprivation.

No.	Barrier	Evidence and community context
1	Literacy and oracy gaps at entry	Disadvantaged pupils arrive in Year 7 with significantly lower reading ages and limited academic vocabulary. Only 21.7% of disadvantaged students achieved Grade 5+ in English and Maths in 2025 vs 53.1% nationally for non-disadvantaged peers — a gap of 31.4 percentage points, narrowing from 34.8 in 2023. <i>27% of students have EAL. IMD education deprivation decile for St Helier is Decile 3 — significantly below the borough average. Early years funded-place take-up is below borough average, meaning many pupils arrive without the school readiness foundation that is near-universal in wealthier areas.</i>
2	Persistent absence	45% of FSM6-eligible pupils are persistently absent. Overall FSM6 attendance is 86.4% vs 90.7% whole-school. Year 10 attendance is the lowest at 89.3%, with 34% PA — a critical barrier at the start of GCSE courses. <i>Root causes documented in catchment data: DVA at home (highest rate in Sutton) drives SEMH crisis and non-attendance; overcrowded and insecure housing disrupts sleep and routine; CAMHS waiting times mean mental health need goes unaddressed for extended periods. These are not motivational failures — they are structural barriers.</i>
3	Lower progress across the curriculum	Disadvantaged Progress 8: -0.71, equating to approximately one full grade below non-disadvantaged national peers across every GCSE subject. This persists despite whole-school P8 of -0.14. <i>Whole-school A8 is close to national but plateaued over three years. Low prior attainers achieve A8 of 32.0 vs national 25.2 (significantly above) — demonstrating that intensive support works — but this expertise has not been equitably distributed across the full disadvantaged cohort.</i>
4	Behavioural and social-emotional barriers	In 2023/24, 19.72% of disadvantaged pupils were suspended (1 in 5); repeat suspensions 11.39%. FSM6 suspension rate improved to 7.69% in Autumn 2024/25 but remains approximately double the whole-school rate. SEMH needs are rising alongside a 41% increase in the SEN cohort since 2022/23. <i>Causal factors: DVA is the highest-volume crime in St Helier; county lines exploitation and serious youth violence are documented on the estate; 57 pupils carry active safeguarding designations. ACEs linked to these conditions are the primary driver of SEMH need, not school-generated behaviour.</i>
5	Aspiration and cultural capital deficit	Sustained post-16 destination rate declined from 94% (2021) to 91% (2023). The Grade 5+ attainment gap (31.4pp) effectively locks 80% of disadvantaged boys out of competitive post-16 and university routes. Limited access to professional networks and employer encounters.

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		<i>Employment deprivation in the catchment (~15%) is more than double the Sutton average. Many households have no experience of sustained graduate-level employment. Intergenerational disadvantage means aspiration is constrained by lived experience rather than ability.</i>

Intended Outcomes by 2027–28

No.	Intended outcome	Success criteria
1	Improved literacy and attainment in English and Maths for disadvantaged pupils	a) Disadvantaged Grade 5+ E&M rises from 21.7% to at least 35% by 2028 (~5% per year). b) Reading age gap at KS3 entry narrows year-on-year. c) Disadvantaged P8 improves to at least –0.3.
2	Reduced persistent absence for disadvantaged pupils	a) FSM6 PA rate falls from 45% to below 30% by 2028. b) FSM6 overall attendance rises from 86.4% to at least 90%. c) Year 10 attendance improves to above 92%.
3	Improved progress across the curriculum for disadvantaged pupils	a) Disadvantaged P8 improves from –0.71 to at least –0.3 by 2028. b) Disadvantaged A8 rises to within 5 points of whole-school average. c) Gap to non-disadvantaged narrows in every subject bucket.
4	Improved behaviour outcomes and reduced suspensions for disadvantaged pupils	a) FSM6 suspension rate sustained below 8%. b) Repeat suspensions for disadvantaged drop below 5%. c) Behaviour incidents for PP pupils reduce by 30%.
5	Raised aspirations and improved post-16 destinations	a) Sustained positive destination rate for disadvantaged pupils exceeds 95%. b) Increase in disadvantaged pupils accessing Level 3 courses post-16. c) Every PP student receives at least 4 meaningful employer/HE encounters by Year 11.

Activity Plan: Budget Summary

Tier	Rationale	Budgeted cost
Tier 1: High-Quality Teaching for All	EEF evidence is clear: high-quality teaching is the most important lever for improving outcomes for disadvantaged pupils. Strongest evidence base, best value for money.	£210,000
Tier 2: Targeted Academic Support	Well-structured one-to-one and small group tuition provides strong impact as a supplement to (not replacement for) quality classroom teaching.	£160,000
Tier 3: Wider Strategies	Non-academic barriers — particularly attendance, behaviour and wellbeing — prevent disadvantaged pupils from benefiting from classroom teaching. Community context demands significant investment here.	£105,000
Total	Teaching £210,000 + Targeted Support £160,000 + Wider Strategies £105,000	£475,000

Tier 1 High-Quality Teaching for All	Budgeted cost £210,000
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EEF evidence is clear: high-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Approaches in this tier have the strongest evidence base and represent the best value for money. Tier 1 accounts for 44% of total budget.

Activity	Evidence and rationale	Barriers	Budget
Metacognition and self-regulation training programme Whole-school CPD embedding explicit metacognitive strategies across all subjects.	EEF Toolkit: Metacognition and self-regulation = +8 months' progress. Very low cost. Evidence strength: High (355 studies). Single highest-impact, lowest-cost strategy in the EEF Toolkit. Effective across all phases and subjects.	Barriers 1, 3	£35,000

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High-quality feedback programme Structured CPD on effective feedback practices. Departmental coaching triads focused on responsive marking and verbal feedback.	EEF Toolkit: Feedback = +8 months' progress. Very low cost. Focus on task-level and process-level feedback, not personal praise. Transformative impact on disadvantaged pupil outcomes when implemented consistently.	Barriers 1, 3	£35,000
Disciplinary literacy strategy Appointment of a Literacy Coordinator. Subject-specific academic vocabulary instruction. Reading across the curriculum programme.	EEF Toolkit: Reading comprehension strategies = +7 months. Oral language interventions = +6 months. Both very low cost. Especially effective where disadvantaged pupils are concentrated. 27% EAL cohort requires explicit vocabulary and decoding instruction alongside comprehension strategies.	Barriers 1, 3, 5	£40,000
Collaborative learning structures Training all staff in structured collaborative learning techniques (Think-Pair-Share, Jigsaw, reciprocal teaching) with specific PP monitoring.	EEF Toolkit: Collaborative learning = +5 months. Very low cost. Metacognitive strategies are most effective when taught in collaborative groups where learners make their thinking explicit through structured discussion.	Barriers 1, 3, 5	£35,000
Adaptive teaching CPD: stretch and challenge Targeted CPD addressing the attainment ceiling for high-prior-attaining disadvantaged pupils. Focus on higher-order questioning and curriculum depth.	IDSR data: HPA A8 = 61.7 vs national 66.1 (sig–). Disadvantaged HPAs are significantly underperforming. EEF evidence: Quality First Teaching is the most cost-effective approach for all attainment groups. Targeted CPD addresses the specific deficit in stretch and challenge provision.	Barriers 1, 3	£65,000

Tier 2 Targeted Academic Support	Budgeted cost £160,000
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Evidence consistently shows the positive impact of well-structured one-to-one and small group tuition as a supplement to — not replacement for — quality classroom teaching. All Tier 2 interventions are targeted at pupils for whom the evidence shows the highest likely impact.

Activity	Evidence and rationale	Barriers	Budget
Small-group English and Maths tuition Targeted tuition for disadvantaged pupils on the Grade 4/5 boundary. Groups of 3, minimum 3 sessions per week. Delivered by qualified teachers.	EEF Toolkit: Small group tuition = +4 months. High cost but highest impact per pupil. Most effective with groups of ≤3, delivered by qualified teachers with structured curricula, at least 3 times per week over a sustained period.	Barriers 1, 3	£70,000
Structured literacy intervention (KS3) Phonics-based catch-up programme for Year 7 and 8 pupils with reading ages below chronological age. Daily 20-minute sessions.	EEF Toolkit: Phonics = +5 months. Reading comprehension strategies = +7 months. Both very low cost. 27% EAL cohort requires explicit language and decoding instruction. St Helier's below-average early years take-up means many Year 7 pupils arrive with unaddressed literacy gaps.	Barrier 1	£25,000
One-to-one academic mentoring Dedicated academic mentors for Year 10 and 11 PP students at risk of underperformance. Weekly mentoring on study skills, metacognition and subject-specific gaps.	EEF Toolkit: One-to-one tuition = +5 months. Moderate cost but targeted at highest-need students. Combined with metacognitive strategies, mentoring addresses both academic gaps and self-regulation deficits. Particularly important for the 103 pupils carrying both SEND and PP designation.	Barriers 1, 3, 5	£45,000
Homework and revision support club After-school supervised study space with access to resources, technology and	EEF Toolkit: Homework (secondary) = +5 months. Very low cost. Provides structured study environment for students who lack quiet space at home. Overcrowded housing in	Barriers 1, 3, 5	£20,000

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teacher support. Priority access for PP students.	St Helier (~35–40% social rented; high private rented sector) means independent study at home is practically impossible for many PP pupils.		

Tier 3 Wider Strategies	Budgeted cost £105,000
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Non-academic barriers — particularly attendance, behaviour and wellbeing — can have a significant impact on outcomes. These strategies address the root causes that prevent disadvantaged pupils from benefiting from classroom teaching. The catchment evidence presented above makes a compelling case for significant investment in this tier: DVA, housing instability, mental health and county lines risk are not peripheral concerns for this cohort.

Activity	Evidence and rationale	Barriers	Budget
Attendance mentoring and intervention programme Dedicated Attendance Officer for PP cohort. Daily first-day-absence calling. Tiered intervention: letters, meetings, home visits, parenting contracts. Termly rewards programme.	DfE research: every 1% increase in attendance = approximately 5–6 additional GCSE grade points. FSM6 PA rate of 45% is the single biggest barrier to improved outcomes. St Helier's highest-in-Sutton DVA rate, homelessness presentations and overcrowded housing are documented drivers of non-attendance.	Barrier 2	£15,000
Year 10 attendance recovery programme Targeted intervention for Year 10 cohort (89.3% attendance, 34% PA). Personalised attendance plans, period-by-period monitoring, family engagement.	Year 10 is the critical transition year when GCSE content begins. 34% PA means one-third of the cohort is missing the foundation of their exam courses. EEF evidence on mentoring (+2 months) combined with attendance-specific interventions. Family engagement addresses the household instability identified in catchment data.	Barrier 2	£30,000
ELSA and SEMH support expansion Expand ELSA provision from 3 to 5 trained staff. Structured wellbeing check-ins for all PP students. SEMH intervention groups.	EEF Toolkit: Social and emotional learning = +4 months. Very low cost. SEMH needs are rising (41% SEN increase since 2022/23). 81 pupils have SEMH as their primary need. CAMHS waiting times mean school is the primary source of mental health support for many. 1 in 4 SEN pupils suspended in 2023/24 — proactive wellbeing support reduces crisis-driven exclusion.	Barrier 4	£25,000
Restorative behaviour approach Whole-school shift from purely punitive sanctions to restorative justice practices. Staff training in de-escalation, restorative conferencing and trauma-informed approaches.	EEF Toolkit: Behaviour interventions = +4 months. Moderate cost. Addresses disproportionate suspension of PP pupils (19.72% in 2023/24; improved to 7.69% Autumn 2024/25). DVA exposure, ACEs and county lines exploitation are documented ACE factors; restorative approaches rebuild relationships and reduce repeat incidents where punitive approaches fail.	Barrier 4	£18,000
Enrichment, cultural capital and aspirations programme Termly careers and employer encounters. University visits for PP pupils. Subject-specific enrichment. PP student access to all extracurricular activities (subsidised).	EEF: Aspiration interventions most effective when combined with practical academic support. Sustained destinations declining (94% → 91%). Employment deprivation (~15%) means many pupils have no household model of graduate-level employment. Catchment data shows St Helier generates the highest rates of food bank usage and homelessness — practical financial barriers to enrichment participation are real and require active subsidy.	Barrier 5	£17,000

Part B: Review of the Previous Academic Year**Outcomes for Disadvantaged Pupils 2024–25**

Data drawn from national assessments, IDSR data (February 2026) and internal monitoring.

Attainment

- Disadvantaged Grade 5+ in English and Maths: 21.7% (national non-disadvantaged: 53.1%). Gap: –31.4pp, narrowing from –34.8pp in 2023.
- Disadvantaged Grade 4+ E&M gap: –28.1pp to national non-disadvantaged, narrowing from –29.4pp.
- Whole-school Attainment 8: 45.0–45.4 — close to national average but plateaued over three years.
- Low prior attainers: A8 of 32.0 vs national 25.2 (significantly above) — demonstrating that intensive, scaffolded support delivers results.
- High prior attainers: A8 of 61.7 vs national 66.1 (significantly below) — stretch and challenge remains a priority.

Progress

- Whole-school Progress 8: –0.14 (below national average of –0.03).
- Disadvantaged Progress 8: –0.71 — approximately –0.88 grades per subject below non-disadvantaged national peers.
- All eight P8 progress measures rated ‘below’ national averages.

Attendance

- Whole-school attendance: 90.7% (national: 91.9%).
- FSM6 attendance: 86.4% — a relative decline against peers.
- FSM6 persistent absence: 45.0% — significantly above national; a systemic concern for three consecutive years.
- Year 10 attendance: 89.3% with 34% persistent absence — lowest year group.

Behaviour

- FSM6 suspension rate improved from 19.72% (2023/24) to 7.69% (Autumn 2024/25) — a significant reduction, though still approximately double the whole-school rate.
- SEN suspension rate improved from 24.74% to 10.43%.
- Permanent exclusions reduced from 12 (2022/23) → 8 (2023/24) → 3 (Autumn term 2024/25).

Assessment of Previous Strategy**Key learning for 2025–28 strategy:**

- Tier 1 (teaching quality) interventions showed the strongest return, consistent with EEF evidence. Low prior attainer success (A8 significantly above national) demonstrates that intensive, scaffolded support delivers results.
- Expertise has not been equitably distributed across the full disadvantaged cohort: high prior attaining PP pupils remain significantly below national — this strategy increases Tier 1 investment in stretch and challenge.
- Tier 3 (attendance) interventions were insufficient given the scale of the challenge. A 45% PA rate means the highest-quality classroom teaching cannot reach nearly half of the most vulnerable learners. This strategy significantly increases attendance investment and root-cause analysis.
- The behaviour improvement (FSM6 suspension rate: 19.72% → 7.69%) shows the restorative approach is working and should be sustained and deepened.

Externally Provided Programmes

Programme	Provider
Educational Psychology Service	London Borough of Sutton
Specialist Behaviour Support Worker	London Borough of Sutton

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Speech and Language Therapy	Local Authority SLA	
ASD Specialist Support	Adapttolearn	
Occupational Therapy	NHS	

Further Information and Evidence Sources

This strategy is a living document. It will be reviewed termly by the senior leadership team and annually by the Trust Board. Impact data will be tracked through half-termly progress reviews, attendance monitoring, behaviour logs and student voice surveys. Adjustments will be made in-year where evidence indicates a change of approach is needed.

Key Evidence Sources

- EEF Teaching and Learning Toolkit (2025 update)
- EEF Guide to the Pupil Premium (2024)
- DfE Using Pupil Premium: Guidance for School Leaders (March 2025)
- CBSC IDSR Data (February 2026)
- CBSC Inclusion Context Report: St Helier Ward & Wider Catchment (March 2026) — drawing on IDACI 2019, IMD 2019, ONS Census 2021, Metropolitan Police data, NHS SW London ICB, Sutton JSNA, and DfE January census 2025
- CBSC Self-Evaluation Summary 2025–26 and School Development Plan 2026–27
- CBSC internal safeguarding tracker and CPOMS (March 2026)

Our Commitment

- This strategy is built on the evidence that disadvantage is not destiny. The catchment context documented here is the reason the strategy exists — and the reason every decision in it is evidence-based, costed and accountable.
- Progress against each outcome will be reported termly to the senior leadership team and annually to the Trust Board and to parents and carers via the school website.
- Trustee lead: Katrina O’Brien. PP lead: Kristina Manuel, Assistant Principal (Inclusion).

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