The Colne Community School and College student premium strategy statement

This statement details our school's use of student premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

School overview

Detail	Data
School name	The Colne Community School and College
Number of students in school	1202
Proportion (%) of student premium eligible students	19.42% (235)
Academic year/years that our current student premium strategy plan covers	2021/22 2022/23 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Steven Crane
Student Premium Lead	Jackie Gunther
Governor / Trustee Lead	Kierran Pearce

Funding overview

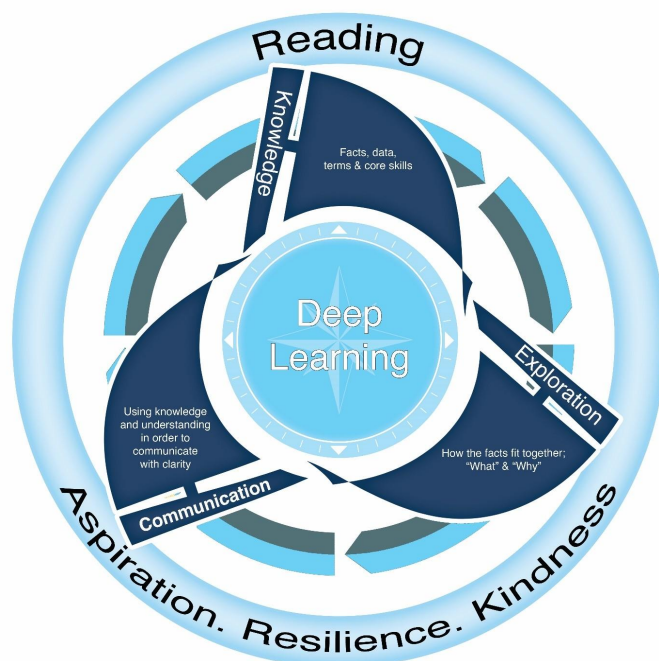| Detail	Amount
Student premium funding allocation this academic year	£200,550
Recovery premium funding allocation this academic year	£30,450 + £46,511 (carry forward from 2020/21)
Student premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£277,511

Part A: student premium strategy plan

Statement of intent

The student premium is a sum of money given to schools each year by the Government to improve the attainment and progress of disadvantaged children. The intention of student premium funding is to directly benefit the children who are eligible, helping to narrow the attainment and progress gap between them and their classmates. When exploring and making decisions about using student premium funding it is important to consider the context of the school and the subsequent challenges faced, along with research carried out by the Education Endowment Foundation.

Common barriers to learning for socio-economic disadvantaged children can consist of; attendance and punctuality issues, less support at home, weak language and communication skills, behaviour and emotional difficulties, low confidence and self-esteem, limited access to technology to support their learning at home which restricts children being able to fully access the curriculum. This therefore will affect their access to further educational opportunities.

Research also demonstrates that disadvantaged children can have complex family situations which therefore can have an impact on their well-being and mental health. Challenges amongst disadvantaged children are varied, therefore there is no 'one size fits all' approach to success. However, evidence suggests that the most effective schools can achieve this through a combination of high quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations, targeted catch-up and enrichment activities. Therefore it is not the funding alone that will improve attainment gaps, but how it is used within the educational setting.

Here at The Colne we have a very ambitious, broad and balanced curriculum, allowing our focus to be students first, which leads to raising aspirations and therefore helping to transform lives.

Key Principles:

We recognise that the biggest factor in achieving exemplary standards of student attainment is high quality inclusive teaching and learning. We will ensure consistent application of the key elements of teaching and learning. This includes planning strategically to consider accessibility to everyone and carry out moderation activities to reinforce this.
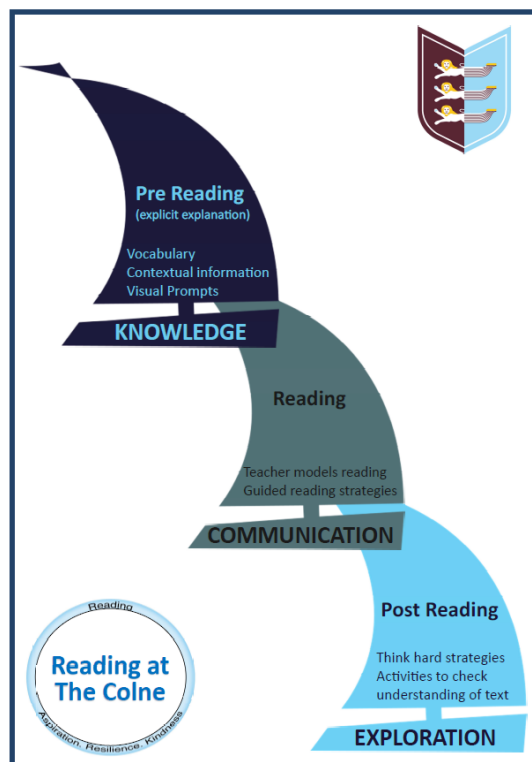
We ensure that appropriate provision is made for our students who belong to a variety of vulnerable groups, this includes ensuring that the needs of our socially disadvantaged students are adequately assessed and addressed.

We ensure high expectations and provide a culture where staff believe in all students and no excuses are made for underperformance. We will strive to overcome any barriers to learning for socially disadvantaged students and give every individual the best possible chance of success.

We ensure that students have opportunities to enrich their language development and comprehension and ensure we develop opportunities in learning to read, allowing students to develop their reading skills to enhance their own learning and therefore allow our students to fully access the curriculum.

This is supported with our reading strategy within the school which links in with the curriculum model and also our school values of Aspiration, Resilience and Kindness (ARK).

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Our curriculum will enable disadvantaged students to engage with the discourse and practices of educated people, so that they gain the powers of the powerful and become more socially mobile.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and levels of persistent absence
2	Parental engagement for some disadvantaged students
3	Access to relevant curriculum
4	Access to technologies at home to support learning
5	Wellbeing and mental health
6	Some disadvantaged students do not have access to aspirational opportunities or first-hand exposure to higher education

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
Attendance of eligible students improves	Attendance of PPG students in line with national averages or better
Families feel fully supported by the school and lean on the school community to ensure their children have well rounded care inside and outside of the school day.	Parents regularly have contact with the school and utilise the help on offer. Students therefore feel encouraged to attend school, are healthy, happy and have barriers removed
Parents are aware of their child's progress and how to support them in their progress and school life. There is a positive triangular approach between student, parent and school	Parents are fully aware of who the student Premium lead is at school and how to contact them. They regularly utilise the school for additional support. Attendance at parents evenings increases
To raise the reading ages of eligible students	Significantly reduce the number of students reading below their chronological reading age
There is a reduced gap in outcomes between disadvantaged students and all other students at The Colne	The achievement of disadvantaged students continues to increase and remains above the national benchmark for this subgroup
Attainment of eligible students at least in line with national averages	Attainment 8 in line with national averages or better
Disadvantaged students taking part in a wide range of trips, clubs and school responsibilities and gain experiences rich in cultural knowledge for each subject	Disadvantaged students contribute to the school community and engage more with culturally rich experiences to broaden their subject knowledge and aspirations
All disadvantaged students are aspirational and move onto appropriate destinations at the end of Key Stage 4	100% disadvantaged students will have a careers meeting and will have secured a college, apprenticeship or sixth form place

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,354

Activity	Evidence that supports this approach	Challenge
Language development and comprehension To ensure that the quality of teaching and learning in all classrooms is at least good Reading and vocabulary development will be prioritised across the curriculum and PPG students will receive high quality intervention at all stages	Reading comprehension strategies involve the teaching of explicit approaches and techniques a student can use to improve their comprehension of written text. Students learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. EEF - Reading comprehension strategies have a high impact on average (+6 months).	3 Access to relevant curriculum
Universal offer		
Expert CPD for all staff on the explicit teaching of vocabulary		
Expert CPD for all staff on our reading strategy; pre reading- modelling expert reading - post reading		
CPD time allocated for deliberate practice, reflection and evaluation		
Literacy Champion identified within each faculty as part of our Whole School Approach		
Knowledge organisers created and used in all subjects across all year groups		
Literacy sessions each week in Tutor Time across all years groups		
Year 7's reading and spelling tests are completed in the first term, tailored interventions are created from this. Some are also completing Accelerated Reader in tutor time.		
Targeted offer		
SEND team will withdraw targeted students for reciprocal reading work		
Regular use of accelerated reader with targeted students to inform offers		
Reading and spelling tests completed within the tailored interventions for the Year 7 focus group		
Reading mentors used in KS3		
Provide support for basic equipment, uniform and trips to ensure this is not a barrier to learning		
Intervention offer		
Intervention class created in years 7-9 to focus on explicit teaching of phonics to promote curriculum access through improved comprehension		

| Improve retention and retrieval of knowledge

By using retrieval practice as a learning strategy (not an assessment tool), we exercise and strengthen our memory and long-term learning	Retrieval practice is a strategy in which calling information to mind subsequently enhances and boosts learning. This develops and encourages flexible understanding, improving higher order thinking skills and transfer of knowledge. We are encouraging this approach using the supported works of Tom Sherrington: How To Use Retrieval Practice To Improve Learning	3 Access to relevant curriculum

Expert CPD for all staff on approaches to retrieval and dual coding
Expert CPD for all staff on interleaving
Introduction of subject knowledge organisers across the whole school
CPD time allocated for deliberate practice, reflection and evaluation

Targeted offer

Students are provided with an opportunity to recall prior knowledge in each lesson. Activities to facilitate this may include regular low stakes quizzing, free recall mind maps etc
Year 11 students provided with flashcards to create recall question and answer revision resources
Keys Stage 4 students have full access to GCSEPod platform providing built-in 'Check and Challenge' recall quizzes for the vast majority of subjects studied

Intervention offer

Intervention groups provided with personalised learning checklists identifying knowledge gaps, which can then become a focus for spaced retrieval to enhance knowledge retention and assimilate missing knowledge into existing schemas

| Effective use of feedback

Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged students and that this is planned for in lessons

Ensure all feedback is formative and timely to secure improvement

Teachers need to ensure that students understand the feedback that they have been given. In order to support this feedback should be given in small chunks where possible | There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. Feedback involving metacognitive and self regulatory approaches have a greater impact on disadvantaged students and lower prior attainers than other students. EEF publication: Teacher Feedback To Improve Pupil Learning

Part of our approach to Assessment is also our implementation of 'Book Study', based on Alex Bedford's 'Pupil Book Study' work; this is the keystone that connects the curriculum with teaching and learning.

EEF toolkit has shown that the effective use of feedback can result in +8 months progress in a year for disadvantaged students. | 3

Access to relevant curriculum |
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Universal offer

Expert CPD for all staff to support in evaluating the use of feedback
CPD time allocated for deliberate practice, reflection and evaluation
Book studies and learning conversations
Teaching staff will use a range of feedback strategies to move learning forward; whole class feedback, live marking and feedback conversations

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

Budgeted cost: £113,561

Activity	Evidence that supports this approach	Challenge
Tutoring Ensuring that students that have been identified receive academic support to increase their confidence and attainment through the the National Tutoring Programme To introduce school-led tutoring delivered by teaching staff after school for target disadvantaged children in addition to NTP	Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition is very effective at improving student outcomes, on average. One to one tuition might be an effective strategy for providing targeted support for students that are identified as having low prior attainment or are struggling in particular areas. One to one tuition The use of teachers from the school will ensure that the needs of the children are well aligned. The 'in-house' tutoring will enable real time communication to further support student progress.	3 Access to relevant curriculum 4 Access to technologies at home to support learning
Universal offer		
Accurately identifying the students that require additional support using assessment information		
Ensuring teachers are well-prepared for having high quality interactions with students, such as providing well-planned feedback		
Targeted offer		
Use of National Tutoring Programme to support identified students across all year groups with a focus on core subjects		
Use of School-Led Tutoring Programme to support identified students across all year groups across a range of subjects (25% from PP)		
To ensure students have access to transport home after school to enable them to attend NTP or School-Led Tutoring opportunities		
Additional tutoring sessions during Easter and February half term		
Supporting students in internal and external assessments To enable analysis of student attainment across key groups within school and against national indicators To assess students for any access arrangements needed for assessments	The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 (Section 96 (s1-6) to make 'reasonable adjustments'. To ensure we prepare students for terminal examinations, summative assessments serve an important role and should be planned to allow accurate and timely reporting of student progress.	3 Access to relevant curriculum 6 Some students do not have access to aspirational opportunities
Universal offer		
Support exam preparation by holding revision classes and helping students to create a study schedule to monitor progress		

Bespoke tutor programme to focus on core subjects, through assessment of attainment levels		
All students are assessed by the end of Year 9 via a LUCID Exact screening test		
Targeted offer		
Offer half term/Easter school to support students to catch up where necessary		
Ensure access arrangements have been applied for		
CPD for staff on identified staff for assessing Access Arrangements		
External specialist with a Level 7 EAA assessing qualification assesses any students identified from the LUCID Exact		
Provide revision guides and resources for targeted Year 11 students		
Intervention offer		
Access Arrangements in place for identified students.		
Access to technologies at home to support learning. Enable students to have access to technology to supplement or enhance teaching	There is a significant risk that disadvantaged children have less access to teaching than their peers, in part due to having reduced access to technology. Technology has the potential to increase the quality and quantity of practice that students undertake, both inside and outside of the classroom. In studies with the largest recorded impacts, technology typically provides access to additional resources and opportunities for additional learning time [EEF - Using Digital technology can help to improve learning](#)	4 Access to technologies at home to support learning
Universal offer		
All students are able to access the Learning Centre after school to use the facilities		
Intervention offer		
FSM and targeted PP students will have the opportunity to access a device on loan to ensure they can access their Google Classroom		

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

Budgeted cost: £101,596

Activity	Evidence that supports this approach	Challenge
Attendance Improve attendance rates for disadvantaged students (96% or above) and ensure PA remains low (10% or less) To ensure we identify any disadvantaged students that are between 93-96% as part of a focus group To ensure that there is a significant push on attendance, by appointing 2 new members	All published research demonstrates that increased attendance leads to increased student attainment. It is evident that clear and consistently applied systems and processes to improve, reward and incentivise attendance and address absences is the best approach. This is most effective when the improvement of attendance is a whole school priority and has a constant high profile ([Principles of an effective whole school attendance strategy](#))	1 Attendance and levels of persistent absence 3 Access to relevant curriculum 6

		Some students do not have access to aspirational opportunities
to the team, to develop a strong culture of reward in relation to attendance		

Universal offer
Implement intervention strategies early
Good attendance is promoted through tutor time and assemblies
Rewards for high attendance have been introduced
Attendance reps have been introduced across all year groups

Targeted offer
Implement intervention strategies early for focus group
SAM meetings take place after a short period of absence to discuss any issues/worries and support offered to support attendance
Provide breakfast clubs to ensure a healthy start to the day to help concentration and improve attendance

Intervention offer
Reintegration timetables or alternative provisions to support attendance and curriculum access

Wellbeing and Mental Health Ensure disadvantaged students have access to high quality inclusion, pastoral and mental health support to enable them to succeed academically and have high aspirations for themselves	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern. Wraparound support is collaborative and there is an improvement in wellbeing. Anna Freud; Mentally Healthy Schools Covid-19 has also had a negative impact - 54% of children and young people surveyed by Youngminds in January 2021 said that it was needed - Link to survey	5 Well being and mental health 2 Parental engagement for some disadvantaged students

Universal offer
LIFE curriculum delivered to support anxiety and mental health issues
Improved levels of communication with parents/carers to support students' health, wellbeing and progress
On our school website we offer Mental health and wellbeing support for our students, parents and careers and staff. This helps by offering support and guidance for parents and carers in areas they may be unfamiliar.

Targeted offer
Bespoke 10 week programme for one to one counselling sessions with outside agencies
Implement Project Me workshop Year 9 and 10 students
Implement 6-week mindfulness project Year 8 students
Expert CPD for mental health lead
External speakers for year groups or focus groups to support students

Intervention offer
On site counselling support available for students when required
High quality pastoral support to support students to access the curriculum successfully, including Haven sessions

Careers Meetings/Post-16 taster days Provide CEIAG information to students and ensure they are fully aware of their options Post-16 to allow them to make informed decisions To ensure that our student premium students are prioritised and, where needed, receive additional support	Effective careers education and guidance can give young people access to information to support their progression and social mobility. It allows specialists to provide them with skills and knowledge to successfully navigate their way through career choices and changes. The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best career provision in schools and colleges. School, college, and student perspectives on information shared about educational pathways: Gatsby Benchmark 7	2 Parental engagement for some disadvantaged students 6 Some disadvantaged students do not have access to aspirational opportunities or have had first-hand exposure to higher education

Universal offer
All students throughout their KS4 programme of study, experience a talk or a visit to a higher education institution, a talk from alumni or those currently in the higher education system, including a Post-16 taster day
Parent and student evening for careers advice and Post-16 pathways
All students throughout their KS3 programme of study, gain advice with choosing options and transition to the KS4 curriculum
For both KS3 and KS4, Careers and further education information and guidance gap is addressed through LIFE sessions, tutorials and impartial careers advice
Targeted offer
Post-16 - Access to impartial 1:1 careers guidance, with both student and parent, college application support sessions
KS4 support: Opportunities for support from Careers Advisor
KS3 options support: Opportunities for support from Careers Advisor

Total budgeted cost: £277,511

Part B: Review of outcomes in the previous academic year

Student premium strategy outcomes

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

Student Premium Action Plan review

Objective 1: *Raise percentages of student premium students achieving grade 5 and above.*

Overall the gap in percentage of student premium (PP) students achieving grade 5 or above has improved from the previous academic year. This is evident from the Centre Assessed Grades (CAGs) in 2020/21 showing the gap from the previous year has reduced from 0.7 to 0.3 grades. This improvement is also supported with the gap for Free School Meal (FSM) students reducing to 0.1 in comparison to 0.9 grades the previous year. Whilst there have been improvements our aim is for these gaps to become insignificant and therefore this is still a target focus area for the next academic year.

Objective 2: *Ensure challenge for the most able students*

This last academic year has seen many disruptions due to Covid, however despite this we have been able to achieve this target with the challenging curriculum we offer as a school. This was also mirrored during the partial closure as we were able to provide a structured curriculum with our online provision, with the majority of lessons being taught live. This enabled us to offer our students challenges within their learning through ongoing high quality teaching. We also ensured students had access to resources such as Chromebooks during the lockdown enabling them to fully access the curriculum. Throughout the year further challenge for our most able students was evident in the opportunities such as Further Maths, which ran both face to face and virtually when needed. The impact of these sessions was evident in the results of the Year 10 mock papers and Year 11 CAGs.

Objective 3: *Ensure all disadvantaged students are provided with excellent pastoral care and provided with fair access to the wider curriculum*

Our students are provided with excellent pastoral care and have equal opportunity to access the wider curriculum. This is provided through access to Life Lessons, which was introduced this year covering all topics within the PSHE and RSE curriculum. Further opportunities are delivered through the tutor program and bespoke Life Days. Students have full access to pastoral care throughout the day with a non-teaching Year Leader. During times of partial closure vulnerable students were contacted regularly by the school to check on their well being and support them accessing the curriculum where necessary. Our disadvantaged students also have priority access to wider support such as the school counsellor, school nurse and the introduction of a full time school mentor.

Objective 4: *Broaden general knowledge and cultural understanding and widen vocabulary*

A broader knowledge of cultural understanding is being developed through the tutor programme and Life Days. Many changes have been made over the last academic year to enhance this development and close the cultural capital gap and we will continue to improve on this. Life Lessons have played a big part in closing the cultural capital gap. With the support of the Life Days next year that can help to consolidate learning we aim to continue to see an improvement.

Reading is a prominent part of all lessons at The Colne. Students are given opportunities to develop their literacy skills which is evident across all subjects. The implementation of the subject organisers and the Tier 2 and Tier 3 vocabulary have helped support students on their learning journey. This helps to engage and enrich lesson content and activities. Work around reading ages has also been evident in supporting students to access this vocabulary within their lessons, with the support of reading and spelling age booster groups in all years.

COVID-19 Catch Up Plan review

Universal Offer:

Whole school reading strategy was developed with processes implemented such as the reading and spelling assessments of all year groups. The 3 stage approach to reading in the classroom and the provision of an e-library so students can access books at all times. The feedback from book studies conducted towards the end of the year show that students are recognising the reading strategies and they are finding them beneficial to their learning.

Work was completed by all staff to identify knowledge/skills gaps and schemes of work have been adapted to reflect this. This ensured any misconceptions in learning were addressed in real time and shaped lesson planning going forward.

A "rolling" Life Lesson was developed to replace the previous Life Days as these were not possible during Covid restrictions. Online wellbeing assemblies and drop-ins were offered as support during lockdown and on return students were supported in discussing anxiety and mental health issues.

During the lockdown the school offered comprehensive online provision including a high proportion of "live" lessons delivered via Google Meet. All students followed a full timetable of 5 lessons a day which were either live or supported through Google Classroom. Attendance was monitored both through self registration in the morning and also through monitoring the attendance to all live lessons. Parents of non-attenders were emailed daily and persistent absentees received a welfare call to see if there was anything we could do to facilitate students engaging with the online provision. All vulnerable students were contacted regularly by the Pastoral team to help support their wellbeing and engagement with studies.

On return to school post lockdown students who were unable to attend due to Covid restrictions were catered for by ensuring that all lesson resources were available on Google Classroom. Devices were also given on loan to students to ensure they were able to still fully access the curriculum.

The school invested in an online platform to allow parents evenings to continue online and these were very well attended and received offering a vital opportunity for dialogue with parents.

Targeted Offer:

There has been almost 1200 hours of tuition involving 130 students delivered as part of the National Tutoring Programmes at an average of 9 hours per student. This has taken place at a mixture of times: during holiday, during school time and after school.

Year 11s were provided with revision resources by each faculty to support their preparations for the GCSEs. This was well received by students and parents, enabling students who would normally have struggled to get started with revision. Student knowledge and confidence of how to revise increased, leading to improved progress and attainment seen between mock exam windows in December/March. Therefore this strategy will be used again in 2021/22 to continue to support exam preparations.

Intervention Offer:

Thrive provision and counselling sessions for vulnerable students continued online during lockdown and were invaluable to those students. Pastoral support from the Year Leaders also continued in Lock down and on return to school to ensure the transition back to school was as smooth as possible.

The curriculum for KS3 students was adapted to allow the lowest attainers in Literacy and Numeracy to receive small group tuition in place of one Citizenship and Modern Foreign Language lessons. This has had a positive impact on those students and has allowed them to be more successful in the rest of the curriculum.

The school has also adopted a maximising attendance strategy with an increased focus on rewards to minimise absence. This is supported with the implementation of different focus groups supporting students that have increased anxiety in returning to school post lock down.