

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 2022 to 2023 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	1254
Proportion (%) of student premium eligible students	21.17% (265)
Academic year/years that our current student premium strategy plan covers	2021/22 2022/23 2023/24
Date this statement was published	November 2021 December 2022 (update)
Date on which it will be reviewed	November 2023
Statement authorised by	Steven Crane
Pupil Premium Lead	David Grimwood
Governor / Trustee Lead	Kate Hammond

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021/22: £200,550 2022/23: £224,025
Pupil premium funding carried forward from previous years	2021/22: £0 2022/23: £8,241
Recovery premium funding allocation this academic year	2021/22: £30,450 2022/23: £60,444
Recovery premium funding carried forward from previous years	2021/22: £46,511 2022/23: £0
Total budget for this academic year	2021/22: £277,511 2022/23: £292,710

Part A: student premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, young carers and those who are in care. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support in our context, which we have identified as reading, writing and oracy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

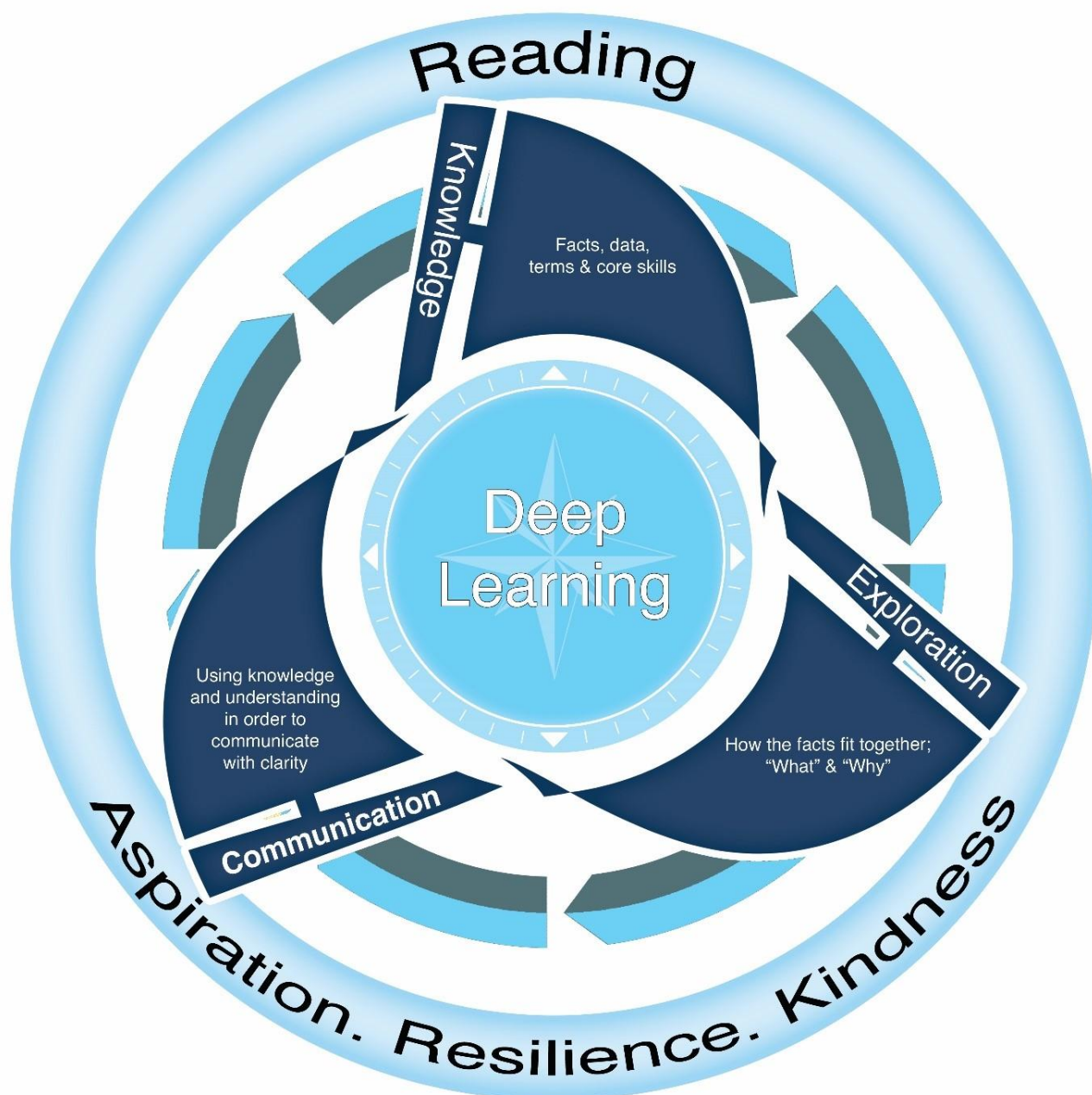
Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be based around our knowledge of our students' common challenges and individual needs, rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set, including through engagement with our Reading Initiatives
- ensure reading, writing and oracy are securely at the heart of our curriculum to raise academic achievement for all
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Here at The Colne we have a very ambitious, broad and balanced curriculum for all students. The curriculum enables our 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.

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). Not all of the students we consider to be disadvantaged are in receipt of the Pupil Premium. Where our strategy positively affects all students, we anticipate a disproportionately positive effect for disadvantaged students.



students first > raising aspirations > transforming lives

Challenges

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

Challenge number	Detail of challenge
1	Close the gap of disadvantaged student attendance and persistent absence
2	Close the gap of disadvantaged student achievement
3	Access to relevant curriculum
4	Wellbeing and mental health
5	Improve aspirations and destinations guidance

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
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Attendance and PA of PPG students in line with national averages or better
To raise the reading ages of eligible students	Standard age score for disadvantaged students improves rapidly, halving the gap to wider cohort during each key stage.
Improved reading comprehension among disadvantaged students across KS3.	Comprehension tests show improvement in skills and a narrowing of the gap with their non-disadvantaged peers
To narrow the achievement gap between disadvantaged and non-disadvantaged students	Progress 8 and Attainment 8 in line with national averages or better.
Barriers to accessing curriculum removed	All PPG students have access to curriculum outside of the school day.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Survey outcomes from students, parents and teachers show improved well being. There is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
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	NEET lower than local/regional/national benchmarks. 100% of 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: £56,399

Activity	Evidence that supports this approach	Challenge
<p>Language development and comprehension</p> <p>Reading and vocabulary development will be prioritised across the curriculum and PPG students will receive high quality intervention at all stages.</p>	<p>Reading comprehension strategies involve the teaching of explicit approaches and techniques a student can use to improve their comprehension of written text.</p> <p>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.</p> <p>EEF - Reading comprehension strategies have a high impact on average (+6 months)</p> <p>EEF - Improving Literacy in Secondary Schools Oxford Language Report</p>	<p>2 Closing the achievement gap</p> <p>3 Access to relevant curriculum</p>
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		
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		
Intensive offer		
Intervention sessions provided for those students with reading ages significantly delayed with a focus on explicit teaching of phonics to promote curriculum access through improved comprehension. Ruth Miskin's resources and assessments utilised.		

Activity	Evidence that supports this approach	Challenge
<p>Improve retention and retrieval of knowledge</p> <p>By using retrieval practice as a learning strategy (not an assessment tool), we exercise and strengthen our memory and long-term learning.</p> <p>Ensure retrieval activities are used in classrooms as a starter / plenary activity.</p>	<p>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:</p> <p>How To Use Retrieval Practice To Improve Learning</p>	<p>2</p> <p>Closing the achievement gap</p> <p>3</p> <p>Access to relevant curriculum</p>
Universal offer		
Expert CPD for all staff on approaches to retrieval and dual coding		
Expert CPD for all staff on interleaving		
Evolution of subject knowledge organisers across the whole school		
CPD time allocated for deliberate practice, reflection and evaluation		
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.		
Targeted offer		
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		
Intensive offer		
Further intervention sessions provided out of curriculum time 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		

Activity	Evidence that supports this approach	Challenge
<p>Effective use of feedback</p> <p>Ensure there is a constant cycle of assessment, feedback and improvement for disadvantaged students and that this is planned for in lessons.</p> <p>Ensure all feedback is formative and timely to secure improvement.</p>	<p>There are positive impacts from a wide range of feedback approaches. 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</p> <p>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.</p> <p>EEF toolkit has shown that the effective use of feedback can result in +8 months progress in a year for disadvantaged students.</p>	<p>2</p> <p>Closing the achievement gap</p> <p>3</p> <p>Access to relevant curriculum</p>

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 offer
Through Action Research Lead practitioners work with selected colleagues to refine strategies and develop subject expertise.
Intensive offer
Coaching for individual teachers to improve the quality of feedback given 'in the moment'.

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

Budgeted cost: £107,461

Activity	Evidence that supports this approach	Challenge
<p>Tutoring Ensuring that students that have been identified receive academic support to increase their confidence and attainment through the the National Tutoring Programme</p> <p>To introduce school-led tutoring delivered by teaching staff after school for target disadvantaged children in addition to NTP.</p>	<p>Evidence indicates that one to one and small group tuition can be effective, providing approximately five additional months' progress on average providing targeted support for students that are identified as having low prior attainment or are struggling in particular areas.</p> <p>EEF - individualised instruction EEF - small group tuition EEF - metacognition & self-regulation</p> <p>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.</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Closing the achievement gap</p> <p style="text-align: center;">3</p> <p style="text-align: center;">Access to relevant curriculum</p>
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 in every classroom		
Targeted offer		
To ensure students have access to transport home after school to enable them to attend tutoring sessions in school		
Additional tutoring sessions during Easter and February half term		

Intensive offer

Use of NTP funding via MyTutor 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

Alternative provision made available to the most vulnerable students providing them with life skills. (see provider directory, appendix 1)

Activity	Evidence that supports this approach	Challenge
<p>Supporting students in internal and external assessments</p> <p>To enable analysis of student attainment across key groups within school and against national indicators</p> <p>To assess students for any access arrangements needed for assessments .</p>	<p>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'.</p> <p>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.</p>	<p style="text-align: center;">3</p> <p style="text-align: center;">Access to relevant curriculum</p> <p style="text-align: center;">5</p> <p style="text-align: center;">Improve aspirations and destinations guidance</p>

Universal offer

Support exam preparation by holding revision classes and helping students to create a study schedule to monitor progress

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

Intensive offer

Access Arrangements in place for identified students.

Activity	Evidence that supports this approach	Challenge
<p>Access to technologies at home to support learning.</p> <p>Enable students to have access to technology to supplement or enhance teaching</p>	<p>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.</p> <p>Technology has the potential to increase the quality and quantity of practice that students undertake, both inside and outside of the classroom.</p> <p>In studies with the largest recorded impacts, technology typically provides access to additional resources and opportunities for additional learning time.</p> <p>EEF - Using Digital technology can help to improve learning</p>	<p>3</p> <p>Access to relevant curriculum</p>
Universal offer		
All students are able to access the Learning Centre after school to use the facilities		
Targeted offer		
Selected students will have the opportunity to access a device on loan to ensure they can access their Google Classroom		
Intensive offer		
Identified students to be given a device to use in all lessons		

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

Budgeted cost: **£129,158**

Activity	Evidence that supports this approach	Challenge
<p>Attendance</p> <p>Improve attendance rates for disadvantaged students and ensure PA remains below national comparators.</p> <p>To ensure we identify any disadvantaged students that are at risk of becoming persistently absent as part of a focus group.</p> <p>To ensure that there is a significant push on attendance, by appointing 2 new members to the team, to develop a strong culture of reward in relation to attendance.</p>	<p>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.</p> <p>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)</p>	<p>1</p> <p>Closing the attendance gap</p> <p>3</p> <p>Access to relevant curriculum</p> <p>5</p> <p>Improve aspirations and destinations guidance</p>

Universal offer
Implement intervention strategies early
Good attendance is promoted through tutor time and assemblies
Rewards for high attendance have been introduced
Targeted offer
Implement intervention strategies early for focus group
School Attendance Meetings (SAM) 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
Intensive offer
Reintegration timetables or alternative provisions to support attendance and curriculum access

Activity	Evidence that supports this approach	Challenge
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	4 Well being and mental health
Universal offer		
Provide support for basic equipment, uniform and trips to ensure this is not a barrier to learning		
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		
Expert CPD for mental health lead		
External speakers for year groups or focus groups to support students		
Intensive 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		

Activity	Evidence that supports this approach	Challenge
<p>Careers Meetings/Post-16 taster days</p> <p>Provide CEIAG information to students and ensure they are fully aware of their options Post-16 to allow them to make informed decisions</p> <p>To ensure that our student premium students are prioritised and, where needed, receive additional support</p>	<p>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.</p> <p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best career provision in schools and colleges.</p> <p>Reference Gatsby Benchmark 7</p> <p>EEF aspirations</p>	<p>5</p> <p>Improve aspirations and destinations guidance</p>
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		
Sigma careers fayre to be made available to all students.		
Targeted offer		
Post-16 - Access to impartial 1:1 careers guidance, with both student and parent, college application support sessions		
Working with outside partners such as Make Happen, Aspire and IntoUniversity to provide inspiration and aspiration to the more able.		
KS4 support: Opportunities for support from Careers Advisor; Focussed careers interview with all year 11 and year 10 students.		
KS3 options support: Opportunities for support from Careers Advisor		
Workplace safaris to encourage parental engagement and get students into the workplace supporting Gatsby Benchmark Guideline 6.		
Intensive offer		
Additional post-16 transitions for selected students		

Total budgeted cost: £293,018

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2020/21 and 2021/22 academic years.

It remains clear that disadvantaged students suffered more disruption due to lockdown and engaged less well with remote learning; the legacy of this is still weaving through the system.

Achievement

2021: P8: PP 0 / Non PP +0.3 This data was based upon CAGs.

2022 data: Progress 8 is at -0.04 in 2022 (Essex average -0.21) up from -0.13 in 2019 – the 'Open subjects' are the area we need to focus on. Whilst the overall Progress 8 score is improving, the impact of 2 years of disturbed learning has been more significant for our disadvantaged students with a Progress 8 score of -0.51.

For Progress 8; the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. The achievement gap at the Colne is lower than that seen nationally.

Attainment

2021: A8: PP 4.7 / Non PP 5.2 / This data was based upon CAGs.

Grade 5 or above in En & Ma: PP 36.8% / Non PP 50.5%

2022: 38% of disadvantaged students gained Grade 5+ in both English and Maths compared to 54% of the whole cohort (Essex average 48%); this is an improvement over 2017/18/19 when grades were last awarded under 'exam conditions'.

The Attainment 8 score 2022 was 51.2 (National 48.7); disadvantaged 42.1 (National non-disadvantaged 52.6).

Attendance

2021: PP 91.22 / Non PP 94.89 so Gap -s -3.67 (at end of summer 2)

2022: Year 11 still had a gap of 11% between Non-PP and PP. Covid attendance was still an issue earlier in the year.

Year 10: 8% lower than PP.

Year 9: 11% lower than non-PP

Year 8: 7% lower than non-PP.

Year 7: 7% lower than non-PP.

Average 9%

Improved literacy

2020/21

Year Group	Average Reading age per year of PPG students Sept (years.months)	Average Reading age progress per year of PPG students April (years.months)
7	10.5	1.5
8	11.6	1.3
9	12.7	0.9
10	N/A	N/A
11	N/A	N/A

2021/22

Year Group	Average Reading age per year of PPG students Sept (years.months)	Average Reading age progress per year of PPG students April (years.months)
7	10.3	1.1
8	11.5	1.1
9	12.9	0.7
10	13.7	1.0
11	N/A	N/A

Further information (optional)

In devising our strategy, we have reviewed the current literature, particularly research from the EEF, and commissioned annual external reviews from Marc Rowland.

We are aware that to have maximum impact on students' achievement we must focus our efforts on the challenges we can most easily affect such as reading and spend fewer resources on challenges schools have little influence on.

We fully recognise that the challenge of "disadvantage" is different for every young person and our interventions must be fitted to the student and not the other way around.

Externally provided programmes

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

Programme	Provider	Purpose
Essex Aspire	Essex University	Aspirational mentoring for HE
NEECA Medical/AS R	NEECA	Medical referral for anxious school refusers
Wellies on	Community interest company	Animal therapy
New Approach	Colchester Institute	Functional skills and entry level courses
GROW	SIGMA	Therapeutic support
Various	Essex Youth Services	Drug and substance support, home and parental support
Secondary Focus	Into University	Aspirational mentoring for HE
Learning Academies	I-Aspire	Specialist one to one tuition in a variety of subjects offsite or at home.
Various	RallySport	Entry level sports-based alternative provision .
Various	TLG	Academic tuition and counselling for children with SEND.