Pupil Premium & Recovery Premium strategy statement

This statement details the Colne Community School's use of pupil premium (and recovery premium for the 2021 to 2024 academic years) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	The Colne Community School
Number of students in school	1268
Proportion (%) of student premium eligible students	22.2% (281)
Academic year/years that our current student premium strategy plan covers	2021/22 - 2023/24
Date this statement was published	November 2021 December 2022 (update) December 2023 (update)
Date on which it will be reviewed	November 2024
Statement authorised by	Steven Crane
Pupil Premium Lead	Melissa Heffer
Governor / Trustee Lead	Kieron Moir

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2021/22: £200,550 2022/23: £224,025 2023/24: £263,292
Pupil premium funding carried forward from previous years	2021/22: £0 2022/23: £8,241 2023/24: £0
Recovery premium funding allocation this academic year	2021/22: £30,450 2022/23: £60,444 2023/24: £70,104
Recovery premium funding carried forward from previous years	2021/22: £46,511 2022/23: £0 2023/24: £0
Total budget for this academic year	2021/22: £277,511 2022/23: £292,710 2023/24: £333,396

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.

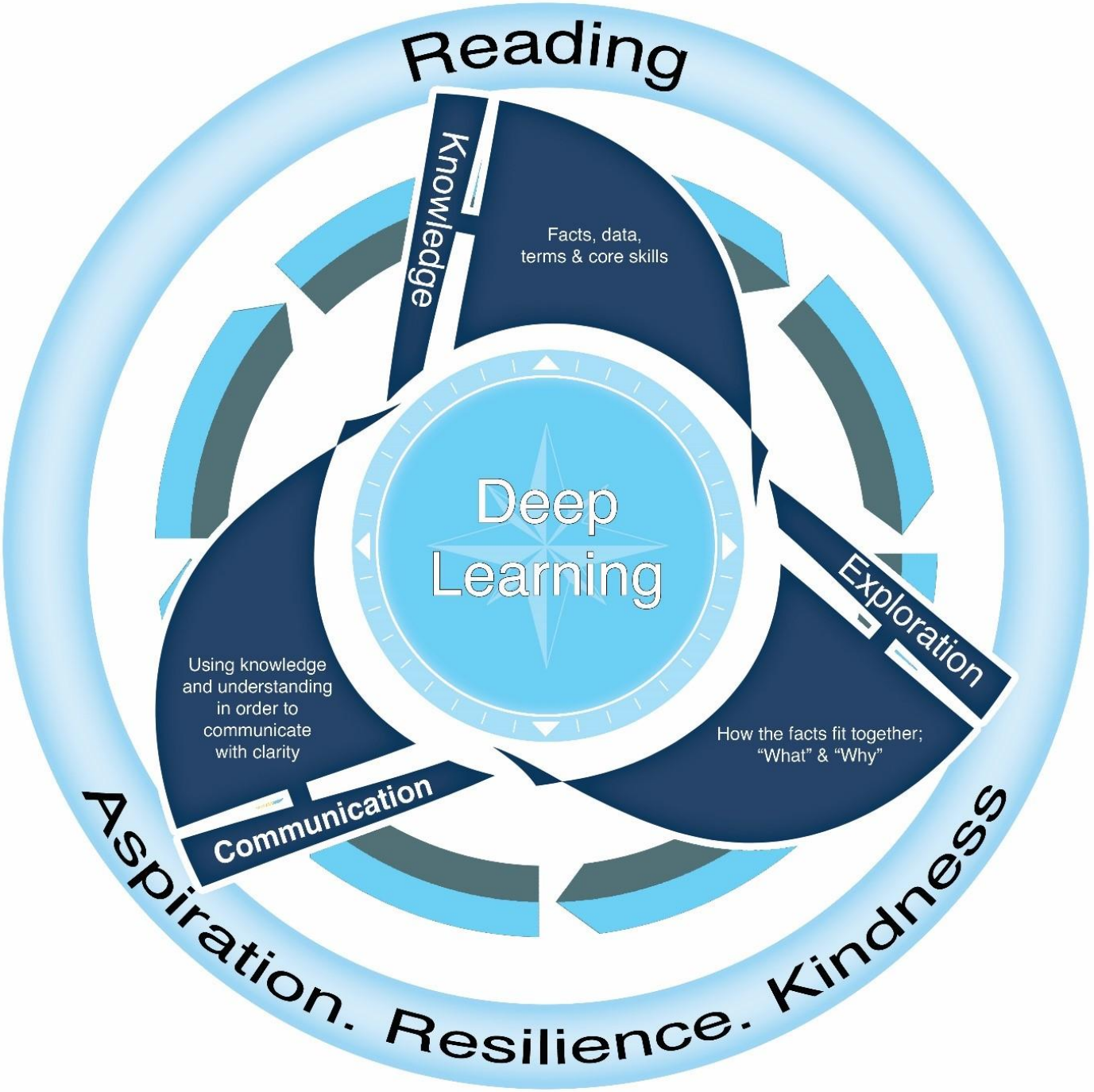
High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support in our context, which we have identified as reading, writing and oracy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the 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 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.



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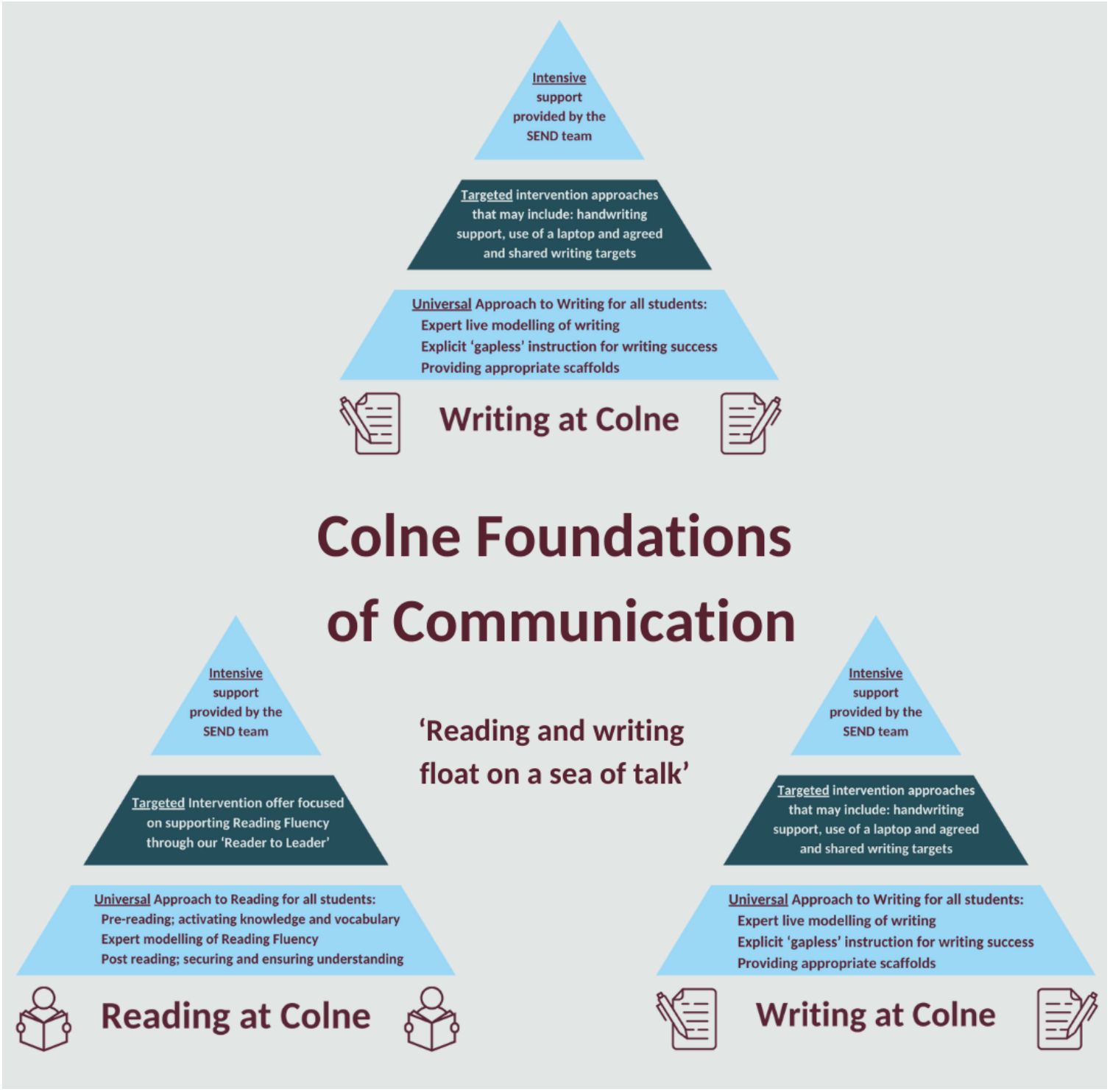

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Challenges

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	Close the reading gap of disadvantaged students.
4.	Improve attitudes to learning and aspirations
5.	Supporting disadvantaged students to learn independently

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	Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
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.
Improved independent learning and engagement among disadvantaged students across all curriculum areas	Book studies, student and parent voice demonstrates that our disadvantaged students are demonstrating improved independent learning behaviours, particularly at KS4

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 (EEF 'Menu of approaches')

Budgeted cost: £102,914

Activity	Evidence that supports this approach	Challenge
Communication development • Development of whole school communication strategy • Staff will have access to a range of strategies to implement in the classroom that support effective teaching of reading, writing and oracy. • Training will be provided for all staff to ensure that the three pillars of communication are expertly implemented in the classroom.	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)** **EEF - Improving Literacy in Secondary Schools** **Oxford Language Report** **Oracy Cambridge (Oracy Skills Framework)**	2,3

Universal offer
Expert CPD for all staff on the explicit teaching of communication
Communication strategy published to provide evidence based strategies to implement in the classroom.
Sign up to SPARX Reader for every student in Year 7 and 8
LSA training package to include expert CPD on the explicit teaching of communication
CPD time allocated for deliberate practice, reflection and evaluation
Literacy Champion identified within each faculty as part of our Whole School Approach to support faculty areas in implementing the communication strategy
Literacy sessions each week in Tutor Time across all years groups
Provide high quality oracy resources to support students and teachers in the classroom when delivering oracy
Year 7 NGRT baseline testing and No More Marking assessments on entry provide data to support intervention strategies
Implement NGRT to Year 8 and 9 to measure progress and identify students in Year 9 who may require further support in KS4
Intervention strategic team meetings to be set up alongside a central intervention database to track intervention and measure impact

Targeted offer
1:1 tuition also is offered to specific students within Maths and English to help accelerate progress.
Reading mentor programme
Read Write Inc Programme (KS3) delivered to students in percentile 1
Students whose score indicates a moderate difficulty in understanding language to undertake 12 week intervention programme.
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.
Intervention sessions provided for those students with SPLN scores indicating severe difficulty

Activity	Evidence that supports this approach	Challenge
• Effective use of **modelling in the classroom** to support all learners. • Application of **metacognitive strategies** to ensure that modelling enables students to become expert learners.	EEF Fame Approach EEF Metacognition and self regulated learning	2,3 5
Universal offer		
Expert CPD for all staff on approaches to modelling and metacognition		
Expert CPD for LSA's on approaches to modelling and metacognition		
CPD time allocated for deliberate practice, reflection and evaluation		
Visualisers purchased to provide all staff with high quality equipment to provide expert modelling		
Use of ordinarily available framework to support staff.		
Purchase of appropriate CPD books for staff		
Purchase of High quality evidence backed teaching toolkit to support staff in becoming expert practitioners.		
Targeted offer		
High quality scaffolded resources to ensure that 'we do' element of modelling is appropriate for all learners		
Intensive offer		
Further intervention sessions provided out of curriculum time to support students in developing their metacognitive skills		

Activity	Evidence that supports this approach	Challenge
• Effective application of **high quality questioning** • Application of high quality questioning strategies to support AFL and ensure that teaching is adaptive and supports all learners.	EFF Metacognition and self regulated learning	2
Universal offer		
Expert CPD for all staff to support in evaluating the use of questioning		
CPD time allocated for deliberate practice, reflection and evaluation		
Book studies and learning conversations		
Provide whiteboards and whiteboard pens for every classroom		
Teaching staff will use a range of questioning strategies to move learning forward; to encourage adaptive teaching		
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 questioning given 'in the moment'.		

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

Budgeted cost: £98,599

Activity	Evidence that supports this approach	Challenge
• **SLC intervention.** Ensuring that students that have been identified receive **academic support** to increase their confidence and attainment at KS3 • 1-1 Targeted academic support for students who are struggling to access the curriculum	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. EEF - individualised instruction EEF - small group tuition EEF - metacognition & self-regulation	2,4 4
Universal offer		
Accurately identifying the students that require additional support using assessment information - This utilises secondary language link		
Ensuring teachers are well-prepared for having high quality interactions with students, such as providing well-planned oracy and SCLN scaffolds as detailed in the ordinarily available framework. Materials from the speech and language link website shared with all staff in briefing slides to inform teaching and learning practice.		
All maths and GTP staff to receive training to deliver high quality intervention packages for literacy and numeracy		
Targeted offer		
To ensure students have access to intervention that is informed by the secondary speech and language link screener. This is small group intervention.		
Intensive offer		
Phonics intervention delivered to specific students as identified by reading age and the speech and language screener. This is aimed at blending sounds and pronunciation of differing tier terminology.		
Numeracy intervention provided for low attaining students identified by numeracy testing		
1-1 sessions offered to students who are most at risk of disengagement		

Activity	Evidence that supports this approach	Challenge
• Enable students to have **access to technology** to supplement or enhance teaching • Ensure that Independent Learning promotes a high performing culture	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**	2,4,5
Universal offer		
All students are able to access the Learning Centre after school to use the facilities at break, lunch and after school		
All students to have access to support in completing homework / Independent Learning		
All students and parents to have clear access to Independent Learning resources linked to curriculum		
Expert CPD on ensuring that Independent Learning tasks are meaningful and support the learning of every child.		
Access to GCSE Pod for all curriculum areas (where appropriate)		
Access to a range of online revision packages (Seneca, Sparx etc)		
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: £131,285

Activity	Evidence that supports this approach	Challenge
Attendance ● Improve attendance rates for disadvantaged students and ensure PA remains below national comparators. ● To ensure we identify any disadvantaged students that are at risk of becoming persistently absent as part of a focus group.	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 Working together to Improve Attendance EEF Attendance and persistent absence	1
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		
Check ins and 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	4
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		

Total budgeted cost: £332,798

Part B: Review of the previous academic year/s

Outcomes for disadvantaged pupils

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

2020/21: Due to the impact of the COVID-19 pandemic, the summer exam series was cancelled in 2021, and centre assessed grades were used to award grades. As the method to award grades was different any comparisons are problematic and should be considered with caution. Official figures were not published for this year.

2021/22: Progress 8 was -0.05 for the cohort overall (Essex average -0.21) which is an improvement from 2019 (-0.13), English and the EBACC subjects did less well than other areas of the curriculum. The impact of 2 years of disturbed learning has been more significant for our disadvantaged students with a Progress 8 score of -0.51 (Essex average -0.88, England average -0.55) non-disadvantaged +0.04. The achievement gap at the Colne (disadvantaged vs non-disadvantaged) is -0.55 which compares favourably with Essex (-0.84) and national comparators (-0.70).

2022/23: Progress 8 (unvalidated) was +0.04 for the cohort overall (Essex average -0.18, England average -0.03) which is an improvement from the previous year. Disadvantaged students achieved a P8 score of -0.48 (Essex average -0.85, England average -0.57) and non-disadvantaged achieved +0.18. The achievement gap at the Colne (disadvantaged vs non-disadvantaged) is -0.66 has increased from last year but remains lower than the England gap (-0.74) and much lower than the Essex gap (-0.84).

Attainment

2020/21: Due to the impact of the COVID-19 pandemic, the summer exam series was cancelled in 2021, and centre assessed grades were used to award grades. As the method to award grades was different any comparisons are problematic and should be considered with caution.

36.8% of disadvantaged students attained a grade of 5 or more in English and Maths in 2021 compared to 26.4% nationally. Attainment 8 increased to 47.0 in 2021 from 43.9 in 2019, disadvantaged students increased to 42.9 from 42.5

2021/22: 38% (Essex 23%, England 30%) of disadvantaged students gained Grade 5+ in both English and Maths compared to 54% (Essex 48%; England 50%) of the whole cohort. The attainment gap for % attaining grades 5+ in EN & MA is -16% and is lower than comparators (Essex -25%; England -20%).

The Attainment 8 score was 51.2 overall (Essex 47.9; England 48.8). The disadvantaged gap was -10.7, 42.2 (disadvantaged) and 52.9 (non-disadvantaged). This is lower than the Essex (-17.3) and England (-15.2) equivalent scores.

Nationally the disadvantage gap is the widest since 2011/12.

2022/23: GCSE results nationally this year were comparable to those achieved in 2019 and previous Covid adjustments were withdrawn, consequently comparisons between years are not easy to make.

At the Colne the proportion of students attaining a Grade 5+ in both English and Maths was 46%; 27% (Essex 19%; England 25%) of disadvantaged students gained Grade 5+ in both English and Maths compared to 50% (Essex 48%; England 52%) of the non-disadvantaged cohort. The attainment gap for % attaining grades 5+ in EN & MA is -23% and is lower than comparators (Essex -29%; England -27%).

The Attainment 8 score was 47.2 overall (Essex 45.2; England 46.2). The disadvantaged gap grew compared to the previous year to -15.2, 35.0 (disadvantaged) and 50.2 (non-disadvantaged). This is lower than the Essex (-17.4) and England (-15.3) equivalent scores.

Attendance

2020/21: Based on FSM, the school was 91.2% overall attendance at the end of the academic year compared to 94.9% for Non FSM. The national picture (not taking into account Covid) was 91.9% for FSM and 95.5% for Non FSM. The PA figures for the end of the year was 34% for FSM students versus National picture (again not taking into account Covid) 24.6%. Non FSM PA was 11.9% and National 9.1%.

2021/22: Overall attendance across the school was 90.7% and 30% PA. FSM students' overall attendance was 85.7% at the end of the year and 44% PA. It is evident that attendance figures had been affected by Covid in the earlier parts of the year. By the end of the year it was an average of 9% between FSM and Non FSM. Whilst the start of the year the gap was larger, we did see an improvement throughout the year.

2022/23: FSM attendance improved in this academic year slightly from 84.6% to 86.5% which is higher than the National average for FSM children 85.3%. PA for FSM was above National average (38.8%) at 44.4%. Overall attendance across the school was 91.4% and PA was 23.5%. In relation to National, this was better, with overall attendance Nationally at 90.7% and PA 28.0%. We are continuing to use a variety of strategies to support our FSM students in attending school more regularly.

Improved literacy

2020/21: Year 7 students were screened on entry using adaptive reading tests. The percentage of non-disadvantaged students who demonstrated a reading age below their chronological age was 19% compared to disadvantaged students at 34%

At the end of year 7 chronological age screening was repeated, the proportion of disadvantaged students whose reading age was below their chronological age had reduced to 30%, an improvement of 4%.

2021/22: On entry in year 7 our screening demonstrated that the percentage of non disadvantaged students reading below their chronological age was 18%, compared to disadvantaged students at 36%.

Following a staged intervention plan all students were re-screened at the end of year 7, this showed that the proportion of disadvantaged students reading below their chronological age had reduced to 29%, demonstrating an improvement of 7%.

2022/23: A trust wide approach has resulted in the implementation of NGRT testing at KS3. This ensures a robust and forensic analysis of data as well as provides an effective and accurate means of identifying students that require the targeted or intensive intervention offer. As a result of intervention we have seen some good progress among our disadvantaged students:

Year 7 students were screened on entry; the percentage of non disadvantaged students who were reading below their chronological reading age was 20% compared to disadvantaged students at 39%.

At the end of Year 7, after rescreening, the proportion of disadvantaged students reading below their chronological age had fallen to 30%, an improvement of 9%. Nationally, at KS2 , attainment in reading has fallen compared to 2022 for both disadvantaged pupils and other pupils, however, over time, the school is supporting students to close the disadvantage gap.

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.

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.

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/ASR	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.