

Colne Community School - Pupil Premium strategy statement

This statement details the Colne Community School's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our 3 year pupil premium strategy (2024/25 - 2026/27); how we intend to spend the funding in this academic year and outcomes for disadvantaged students last academic year.

School overview

Detail	Data
School name	The Colne Community School
Number of pupils in school (Years 7-11)	1288
Proportion (%) of pupil premium eligible pupils	21.1% (272)
Academic years that our current pupil premium strategy plan covers	2024/25 - 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Steven Crane, Head of School
Pupil premium lead	Melissa Heffer, Assistant Headteacher
Governor / trustee lead	Kieron Moir, Chair LGC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024/25: £244,650
Pupil premium funding carried forward from previous years	2023/24 £0.00
Total budget for this academic year	£244,650

Part A: student premium strategy plan

Statement of intent

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.

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.

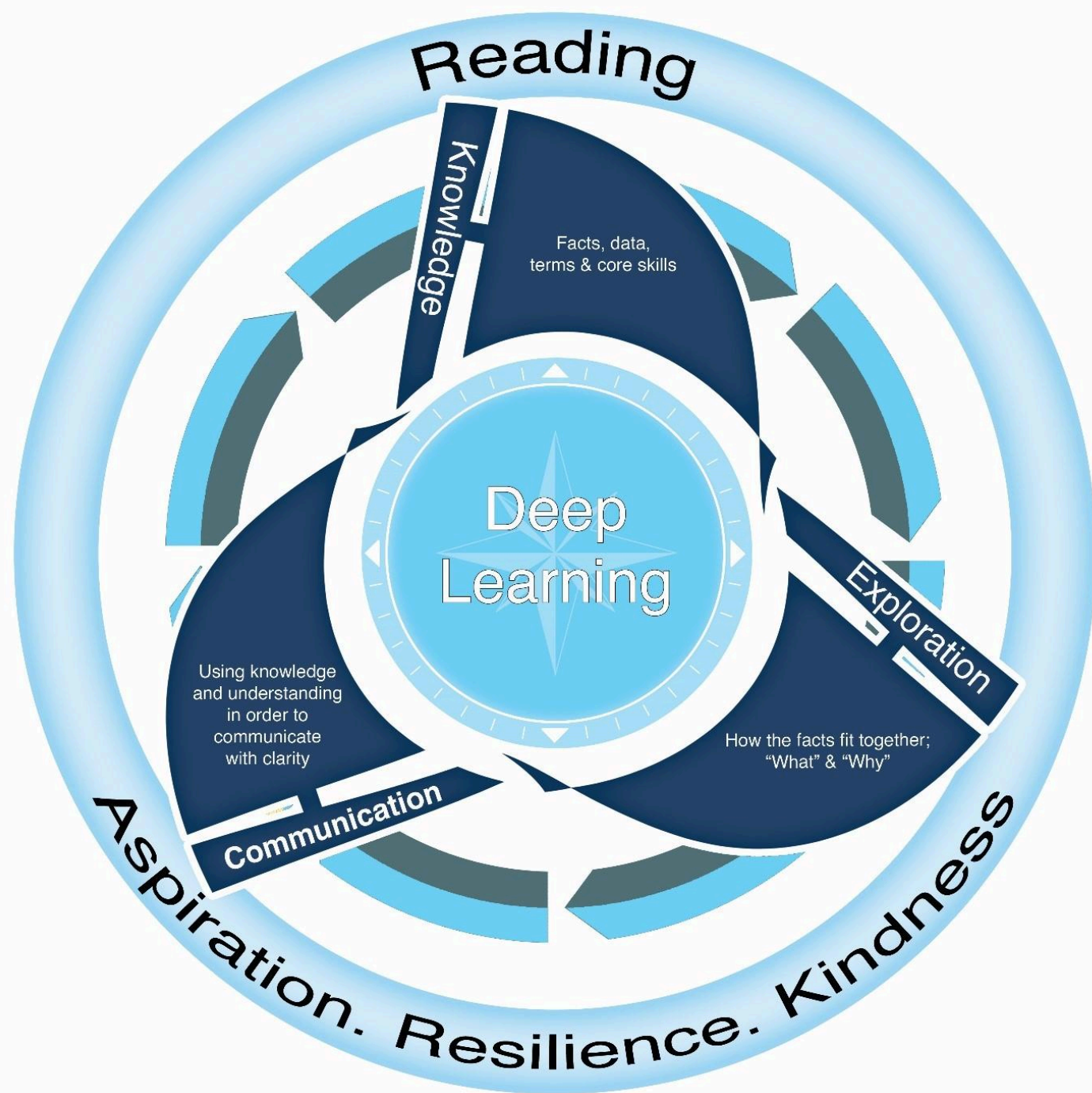
High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support in our context, which we have identified as reading, writing and oracy. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the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

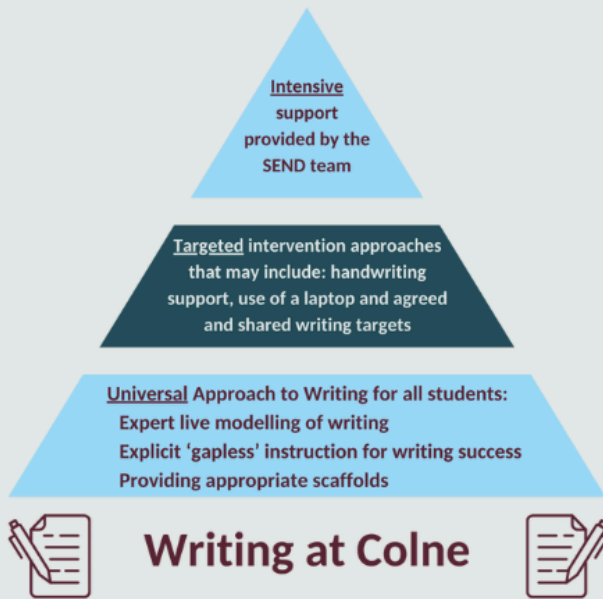
- ensure disadvantaged pupils are challenged in the work that they're set, including through engagement with our Reading Initiatives
- ensure reading, writing and oracy are securely at the heart of our curriculum to raise academic achievement for all
- act early to intervene at the point need is identified
- 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.

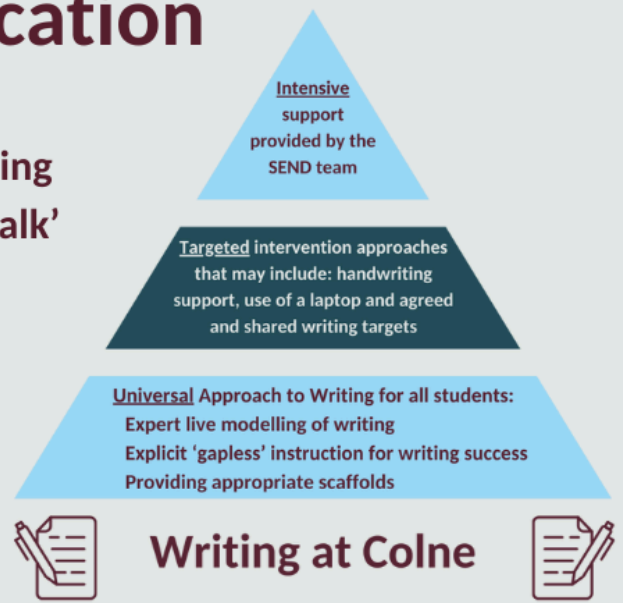
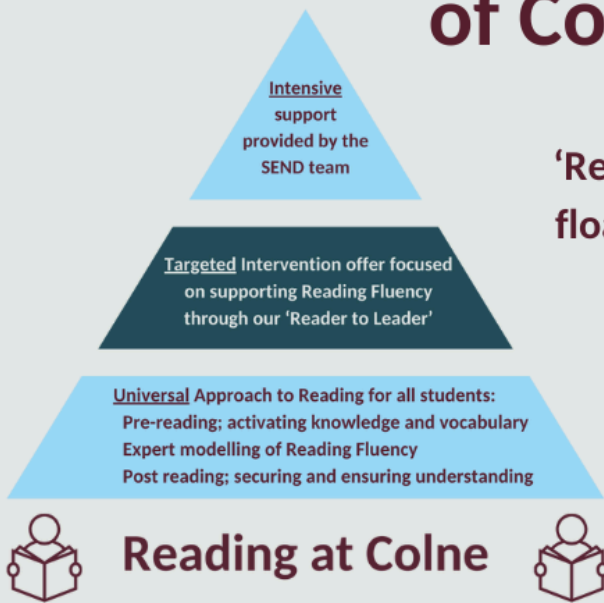


students first > raising aspirations > transforming lives



Colne Foundations of Communication

'Reading and writing float on a sea of talk'



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	Close the communication gap of disadvantaged students (reading, writing, oracy).
4	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
1	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
2	To narrow the achievement gap between disadvantaged and non-disadvantaged students	Progress 8 and Attainment 8 in line with national averages or better.
3	To support all students to develop their communication skills in reading, writing and oracy.	Reading and communication 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.
4	Improved independent learning and engagement among disadvantaged students across all curriculum areas.	Book studies, behaviour data, student and parent voice demonstrates improved engagement and learning behaviours resulting in fewer behaviour incidents.

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: £98,686

Activity	Evidence that supports this approach	Challenge
<p>Communication development</p> <ul style="list-style-type: none"> 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. 	<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</p> <p>Oxford Language Report</p> <p>Oracy Cambridge (Oracy Skills Framework)</p>	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		
Literacy Champion identified within each faculty as part of our Whole School Approach to support faculty areas in implementing the communication strategy		
Literacy sessions on rotation 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
Google Read aloud Programme (KS3) delivered to students in stanine 2
Students whose score indicates a moderate difficulty in understanding language to undertake 12 week intervention programme - Commencing January
Intensive offer
Stanine 1 - 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
<p>Close the gap of disadvantage student achievement</p> <ul style="list-style-type: none"> • 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. 	<p>EEF Fame Approach</p> <p>EEF Metacognition and self regulated learning</p>	2
Universal offer		
Expert CPD for all staff 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 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
<p>Close the gap of disadvantage student achievement</p> <ul style="list-style-type: none"> • 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. 	<p>EFF Metacognition and self regulated learning</p>	<p>2</p>
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: £94,081

Activity	Evidence that supports this approach	Challenge
<p>Communication development and developing independence</p> <ul style="list-style-type: none"> ● 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 	<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>2,3,4</p>
Universal offer		
<p>Accurately identifying the students that require additional support using assessment information - This utilises secondary language link</p>		
<p>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.</p>		
<p>All maths and GTP staff to receive training to deliver high quality intervention packages for literacy and numeracy</p>		
Targeted offer		
<p>To ensure students have access to intervention that is informed by the secondary speech and language link screener. This is small group intervention.</p>		
Intensive offer		
<p>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.</p>		
<p>Numeracy intervention provided for low attaining students identified by numeracy testing</p>		
<p>1-1 sessions offered to students who are most at risk of disengagement</p>		

Activity	Evidence that supports this approach	Challenge
<p>Developing independent learners</p> <ul style="list-style-type: none"> • Enable students to have access to technology to supplement or enhance teaching • Ensure that Independent Learning promotes a high performing culture 	<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>	2,4
Universal offer		
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		
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: £53,633

Activity	Evidence that supports this approach	Challenge
<p>Improving attendance</p> <ul style="list-style-type: none"> ● 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. 	<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</p> <p>Working together to Improve Attendance EEF Attendance and persistent absence</p>	<p>1</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		
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 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
<p>Wellbeing and Mental Health</p> <ul style="list-style-type: none"> 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 	<p>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.</p> <p>Anna Freud; Mentally Healthy Schools</p>	1
Universal offer		
Provide support for basic equipment, uniform and trips to ensure this is not a barrier to learning		
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		
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: £246,401

Part B: Review of outcomes in the previous academic year/s

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

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
<p>Review of previous year:</p> <p>FSM attendance for this academic year was 85.3, this is a slight decrease from the previous year. Overall attendance across the school was 91.5%, and PA 24.0%, which is an improvement of 0.5% from the previous year. In relation to national average overall attendance was above by 0.6% above national average. We are continuing to use a variety of strategies to improve the attendance and PA of our FSM students.</p>	

Intended outcome	Success criteria
To narrow the achievement gap between disadvantaged and non-disadvantaged students	Progress 8 and Attainment 8 in line with national averages or better.
<p>Review of previous year:</p> <p>Achievement - To narrow the achievement gap between disadvantaged and non-disadvantaged students</p> <p>Progress 8 was -0.08 for the cohort overall. Disadvantaged students achieved a P8 score of -0.54 (National Average -0.57) and non-disadvantaged students achieved -0.01.</p> <p>Attainment - To narrow the attainment gap between disadvantaged and non-disadvantaged students</p> <p>At the Colne the proportion of students attaining a Grade 5+ in both English and Maths was 44.4%; 27.5% (Essex tbc; England tbc) of disadvantaged students gained Grade 5+ in both English and Maths compared to 47.6% (Essex tbc; England tbc) of the non-disadvantaged cohort. The attainment gap for % attaining grades 5+ in EN & MA is -17% and is lower than comparators (Essex tbc; England tbc).</p>	

Intended outcome	Success criteria
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.
<p>Review of previous year:</p> <p>Access to the curriculum - Barriers to accessing curriculum removed</p> <p>Reading and literacy</p> <p>2023/24: reading scores / data PP Vs Non PP (headlines - all year groups)</p> <p>Year 8: 45% of students were above average at the end point assessments; with 33% of FSM students also achieving above average.</p> <p>Year 9: 52% students were above average at the end point of assessments: with 36% of FSM students also achieving above average.</p> <p>Speech and Language</p> <p>26 x year 7 students academic year 23/24 - identified as working below expected levels based on speech and language screener.</p> <p>Following a retest - 8 students moved to working at age expected levels, 7 still below expected, 11 still awaiting retest.</p>	

Intended outcome	Success criteria
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
<p>Review of previous year:</p> <p>Independent Learning:</p> <p>As a result of recruiting the new librarian, all students now have full access to the library before school, during break, lunchtime and after school. This provides the opportunity for all students to have access to the internet and to complete homework and independent learning activities in a supervised, supportive learning environment.</p> <p>During May - September a total of 543 sessions were attended of which 23% of those attending were pupil premium.</p>	

The library is also stocking a wide range of reading books with a signing in and out system available to all students. This facility is open for students before school, after school and during break and lunchtime.

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
Changing futures	Community interest company	Specialist off site provision - building and construction
NEECA Medical/ASR	NEECA	Medical referral for anxious school refusers
Wellies on	Community interest company	Animal therapy
Prospero teaching	Prospero	Specialist one to one teaching to support a variety of subjects offsite or at home
GROW	SIGMA	Therapeutic support
Various	Essex Youth Services	Drug and substance support, home and parental support
Learning Academies	Dedham Farm	
Learning Academies	I-Aspire	One to one support and tuition (therapy based)
Various	RallySport	Entry level sports-based alternative provision .
Various	TLG	Academic tuition and counselling for children with SEND.