

Pupil premium strategy statement – Colne Valley High School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1428
Proportion (%) of pupil premium eligible pupils	24.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2025
Statement authorised by	Donna Watkins
Pupil premium lead	Luke Raddon
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£341,795
Recovery premium funding allocation this academic year	£50,315
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£392,110

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students are given the same opportunity to “be the best that can be” irrespective of the background challenges that they face. Our primary focus is to remove barriers in order to support all students to access high quality teaching. Evidence shows that the biggest impact on all students, including those who are disadvantaged, is access to quality first teaching.

We have found that those students who attend, behave well and show a good attitude to learning consistently achieve well. Therefore, it is our intention to allow all students, but particularly disadvantaged students, the best possible chance of achieving this by targeting support strategies as outlined below.

While the activities below are heavily focussed on improving outcomes for disadvantaged students, it is important to note that this is also paralleled with both wider academic recovery for all students and the maintaining of non-disadvantaged attainment. Implicit in the intended outcomes detailed in this plan, is that non-ds pupils attainment will be sustained and improved alongside progress for their DS peers.

The activities we will undertake, as a response to the challenges identified, are based on our school cohort specifically. They are a result of diagnosing the issues our students face and using strong evidence to focus on solutions to those issues. While high quality teaching is at the heart of our approach, the barriers to learning which fall under ‘wider’ support, has a significant focus to ensure students can access learning. These approaches complement the strategies around teaching and intervention and will be monitored and reviewed regularly to ensure that they are being implemented effectively and having impact. This is a whole school strategy and is based on all staff identifying barriers and intervention being initiated at the earliest possible opportunity.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of DS pupils has historically been below that of their non disadvantaged peers. Differences over the last three years have been 0.37 (2019/20), 0.72 (2020/21) and 0.59 (2021/22). This highlights the need for targeted support with these pupils.
2	Attendance of disadvantaged students has historically been below that of their non-disadvantaged peers. Differences over the last three years have been 3.7% (2019/20), 6.9% (2020/21) and 6.04% (2021/22) in the

	last academic year which was significantly impacted on through Covid. Persistent absenteeism is also higher in the disadvantaged cohort. While this number is harder to calculate due to the pandemic, the latest figures showed that approximately 23% of the disadvantaged cohort were PA compared to 10% of the non-disadvantaged cohort.
3	The Attitudes to Learning of the disadvantaged cohort are lower overall than non-disadvantaged students. Our internal data broadly suggests that disadvantaged students average an AtL score of around 2.9, whereas non-disadvantaged average around 3.1. The amount students who average a 3 overall in their AtL is 5% lower for the disadvantaged cohort, 79% compared to 84%. This further impacts, much like attendance, on the students “access” to Quality First Teaching.
4	Internal data suggests that the behaviour of disadvantaged students potentially impacts on their progress as a result lost learning. Disadvantaged students are disproportionally represented in many of the standard markers, for example, suspension (twice as likely to receive one or more than one), removals from class (nearly three time more likely to be removed) and general detentions (twice as likely to receive).
5	Observations and discussions with students (evidenced through well-being referrals) have shown an increase in students presenting with social and emotional issues, in particular low-level anxieties and low self-esteem.
6	Reading ages of disadvantaged students are lower than those of their peers and this impacts on their ability to access the curriculum. Observations and assessments suggest that this remains as a challenge throughout school. On entry to Year 7 (2022/2023), 60% of our disadvantaged pupils arrive below age-related expectations compared to 34% of their peers. This gap remains steady during pupils’ time at our school.
7	National studies have shown that gaps in knowledge have been affected more significantly for disadvantaged families as a result of the pandemic. Engagement and uptake with online learning was lower in the disadvantaged cohort despite provisions being put in place and consequently the gaps in knowledge are wider.
8	The attainment levels of the disadvantaged cohort are lower to start with on entry to school.
9	There is also a gap in Cultural Capital when we compare our disadvantaged students with non-DS.

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
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<p>To improve attainment for all students, reducing the gap between disadvantaged students and non-disadvantaged.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve an average Progress 8 score of 0 Gaps in student knowledge will be filled allowing increased attainment and progress scores across all year groups.</p>
<p>To improve attendance for all students, reducing the gap between disadvantaged students and non-disadvantaged.</p>	<p>Levels of attendance increase year on year by academic year 24/25: Attendance rates for all students to be above national average and disadvantaged students to be no more than 2% below national average for non-disadvantaged students. The percentage of students who are PA to be below national average and the percentage of disadvantaged students classed as PA to be within 7% of national average for non-disadvantaged.</p>
<p>The gap between Attitude to Learning scores will reduce</p>	<p>During the academic year 24/25 CF scores throughout the year will show that there is no significant gap between disadvantaged and non-disadvantaged students No more than 0.1 difference on average score for the overall cohorts No more than 4% difference in total numbers achieving averaging a 3 overall for AtL.</p>
<p>Disadvantaged students will not be disproportionately represented in behaviour data</p>	<p>Suspension figures for the disadvantaged cohort will be within 10% of the national average. In school data in relation to behaviour data will show that students who are disadvantaged will be no more than 1.5 times likely to receive</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>High levels of student wellbeing from the academic year 24/25 demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observations. Significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>Student reading ages and comprehension across KS3 improves for all students but particularly those who are disadvantaged</p>	<p>The implementation of a whole school approach on improving reading and fluency. Reading ages for those who are assessed will move closer to their chronological age. The gap between disadvantaged and non-disadvantaged students will reduce. Work scrutiny will show an improvement in comprehension within student books.</p>
<p>Gaps in student knowledge will be filled allowing increased attainment and progress scores</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: An average Progress 8 score of 0</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £285,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training and CPD to focus on metacognition. (e.g. CPD toolkit: the Key)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The impact of students understanding their learning and “how to learn” is potentially one of the most impactful interventions in terms of improving attainment. Evidence suggests that disadvantaged students are more likely to need these strategies teaching explicitly to them. Staff mentoring and coaching is implemented to support this.	1, 3, 7, 8, 9
ABC strategy to be shared with all teaching staff and revisited regularly	Combination of all other strategies for attendance, behaviour and contribution to learning providing increased level of focus / awareness for staff. A regular focus on DS students in staff CPD. Embedding of routines and common language to provide structure and habits to all learning.	1, 2, 3, 4
Deep dives into curriculum areas and pupil progress meetings always have a DS focus.	DS support ad teaching is always being looked at and seen as a priority when looking at curriculum areas. Pupil progress and data analysis always looks at DS students and makes comparisons to Non-DS to look at any gaps.	1, 4, 5

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

Budgeted cost: £73,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke reading programme developed by CVHS.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 6, 9

Fixing fluency and direct instruction implemented. Book advent calendar and book prizes.	Reading interventions have a significant impact on students' ability to access the curriculum and can potentially impact the equivalent of 6 months within a year	
Tutoring including the NTP and school led tutoring to focus on students who have shown gaps in knowledge. Although not exclusively for disadvantaged students, they will be a primary focus.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 7, 8
Class groups and settings created with a focus on DS. Extra groups created to facilitate this.	Fluid six groups created to allow for smaller groups and bespoke support when needed for specific groups of students	1, 3, 6, 7, 8
Masterclasses delivered to students and students trained on mastering key knowledge.	Students supported and are able to develop their own skills to work independently. All students have a book of knowledge and mastery pack to support this. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1, 8
Focused package of core intervention for Year 11 students. Form time and after school. Revision skills weekend.	Embedding revision skills and making them habitual allow students to make further progress. https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines	1, 8

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

Budgeted cost: £57,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and employ additional staff into the PD team with an	https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities Key aspects of the guidance around improving attendance require staff to intervene "supporting students to overcome barriers".	2

attendance focus		
Behaviour interventions provided through PD team and wider support staff (Aspire). Emotion coaching to be implemented to support this.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions EEF reviews show that although the impact of may be down to other interventions as well, behaviour interventions reduce learning time lost in classrooms	3, 4
Mental Health First Aid training to undertaken by staff and used effectively with students displaying need	https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions Universal social and emotional learning (SEL) interventions have good evidence of enhancing young people's social and emotional skills and reducing symptoms of depression and anxiety in the short term.	5
Contingency fund for issues related to lack of funding	A relatively small proportion of the budget will be spent on immediate actions which are "unknown" for budgeting purposes, for example, providing emergency uniform for students, contributing to costs of school events in time of hardship, providing ingredients etc for cooking lessons and providing transport where needed. A breakfast club will also be used to support this.	2 - 9
Employing specialist staff to support students with SEMH needs. We have an SEMH manager, a wellbeing practitioner and additional support staff.	These staff have a significant impact on supporting students on a daily basis. They help students regulate and offer bespoke packages of support. This works through both drop ins and scheduled sessions, in addition to workshops and support packages that we offer to some of our vulnerable students.	2, 3
Employed an external attendance company who are working with families to support attendance.	Improving students' attendance can see an impact upon the success of our students. Students who are with us in school do better than those who have low attendance. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment	1, 3, 5, 7, 8
Working with HTFC who will be mentoring cohorts of	The pandemic has left us with a higher volume of students needing extra support and guidance. We have looked to extend our provision to support more of these students in need.	3, 5, 7, 8

students with SEMH needs.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
We have a large selection of enrichment activities which allow students to more experiences.	<p>Spending on enrichment opportunities through visitors, visits and clubs helps our students feel part of team CVHS. The ripple effect this has is important.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>Diana Award, CVHS diploma external trips and our extensive careers support are key parts of how money is spent in tis area.</p>	2, 3, 4, 5

Total budgeted cost: £416,796

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This is the first cohort to take exams since the pandemic. The outcomes for the school overall were – 0.25, whereas disadvantaged student outcomes were – 0.7. This gap is larger than anticipated, suggesting that further work is required on implementing the revised plan. In-house assessments for other students (i.e. not year 11) have shown that students who are disadvantaged are more likely to be “Not Currently Meeting” expectations across most subjects, although this gap is narrowing, particularly in core subjects, this is particularly true in maths.

The impact of the pandemic is still being felt for those students from a disadvantaged background and the gaps in outcomes may also be attributed to poor attendance. Despite focussing on attendance of disadvantaged students, attendance for the cohort during this period was 86.4%. Comparing this with National data has been difficult due to the lack of national statistics and variances in coding (for example x-coding of Covid). However, while this still represents a gap at school level, using FFT data, school is performing 0.3% better than national. Attendance will continue to be a large part of the ongoing plan as it clear that the impact of attendance is significant. Attendance will remain a key part of the ongoing strategy.

Well-being and behaviour continue to be significant factors on performance for disadvantaged students and the plan will continue to focus on supporting students in these areas, including further staffing etc. Internal reviews have shown that the interventions that have been in place show impact, however, the amount of these interventions needs to increase and be led by more staff. Further to this, additional evidence of impact will be utilised to demonstrate progress made, for example by using SDQs for 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

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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