

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	1444
Proportion (%) of pupil premium eligible pupils	(353) 24.5%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Emma Rollins
Pupil premium lead	Neil Humphreys
Governor lead	Kirsty Haigh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£325,935
Recovery premium funding allocation this academic year	£95,220
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>	£448,155

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 Academy vision is **'Everyone Exceptional Every day'** and this, together with our mission statement, **'To enable our students and staff to achieve their best'** drives our ethos. This testifies to our commitment to ensuring every pupil, and in particular disadvantaged pupils, succeeds in all aspects of school life and beyond. We aim to ensure that all pupils provided with the knowledge, skills and experiences that enable them to pursue further education and employment beyond their time at Colne Valley High School. We intend to remove any potential barriers to attendance, participation and inclusion in the full life of our school community. We want every pupil to feel valued, supported and challenged through an ethos that emphasises the importance of a shared sense of belonging.

Evidence shows that the biggest lever for change is ensuring that all pupils have access to high quality teaching. Therefore, a focus on staff professional development and high-quality teaching is at the heart of this approach to meet the needs of all pupils and our disadvantaged cohort. High expectations of every pupil drives our approach to teaching and learning with precise diagnosis of individual barriers to enable teachers to view their lesson through the lens of disadvantage and make appropriate adaptations. Our aim is to maximise progress and attainment for all pupils and whilst we emphasise an approach characterised by intervention prevention, we recognise that some pupils may require further targeted support. Where this is the case, precise diagnosis of learning needs will enable carefully tailored interventions delivered by well trained staff. Connections between what happens in interventions and everyday classroom learning will be made explicit for pupils and staff.

Our core RITA values of Respect, Integrity, Teamwork and Aspiration will manifest in day-to-day life of the school, shaping our strategic decision making. In developing an inclusive culture, we recognise the importance of the whole child and the pivotal role of a pastoral system to foster positive relationships with pupils. Positive interactions are the foundation of this, all successes will be celebrated with an emphasis on catching pupils being 'good'. This extends to relationships with families, carers and the wider community; we strive towards the development of Colne Valley High School as a beacon of the local community that we serve. The physical and emotional safety of our pupils is of paramount importance, we must ensure that they are prepared for the challenges that they face at school and the risks that they may face beyond the school gates.

The decisions that we make are guided by the evidence base alongside our professional expertise which includes deep knowledge of our pupils and our context, both elements combined will put the school on the path to evidence informed practice.

A shared understanding of our approach across all staff and governors will ensure a thoughtful implementation approach underpinned by monitoring and evaluation.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress of DS pupils has historically been below that of their non-disadvantaged peers. P8 for disadvantaged students in 2023 was -0.5 and A8 was 3.3.
2	Attendance of disadvantaged students has historically been below that of their non-disadvantaged peers. Disadvantaged students' attendance at the end of 22/23 was 83.6%. Persistent absenteeism is also higher in the disadvantaged cohort at 50.69% at the end of 22/23. This is a complex and nuanced challenge which often requires an individual approach and therefore, more investment of time and staffing, on top of a clear system of tracking and a graduated approach. Lower attendance means that these pupils have gaps in knowledge.
3	Internal behaviour data suggests that the behaviour of disadvantaged students impacts on their progress as a result lost learning. Disadvantaged students are disproportionately represented when compared to the figures for the whole school cohort, 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). Pupils are lacking in strategies to regulate their own behaviour.
4	The emotional regulation and resilience of many of our learners, especially our most disadvantaged, needs strengthening and supporting. Not all of our disadvantaged students have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in other social situations. Observations from lesson and tutor group visits highlights an issue with some disadvantaged students not fully participating in their learning, such as taking longer to settle to activities, leaving some work incomplete and giving up a little too easily when asked questions or set tasks.
5	On entry to Year 7 (2023/2024), 50% of students who had not reached age-related expectations were disadvantaged students. Some of these students are still struggling with aspects of being able to decode texts whereas other pupils lack fluency which means they struggle with comprehension to enable them to access the complex academic texts that underpin our curriculum. Oracy skills and vocabulary knowledge need further support to enable pupils to engage in dialogue as part of learning which will also support their writing.
6	Disadvantaged pupils do not access a wide range of enrichment and extra-curricular activities. This means that opportunities to further develop background knowledge, which in turn supports curriculum access, are lacking. Further to this, this means that some pupils have few opportunities to experience success beyond milestones linked to academic attainment, this has the potential to fuel motivation and a sense of belonging as part of the school community.
7	Many of our disadvantaged pupils lack the support at home including access to physical resources which can support development of responsible and independent learners.

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
<p>To improve attainment and progress for all students, reducing the gap between disadvantaged students and non-disadvantaged at KS3 and KS4 in all subjects.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils are achieving closer to P8 of 0 and to national average for attainment in GCSE English and Maths.</p>
<p>To improve attendance for all students, reducing the gap between disadvantaged students and non-disadvantaged.</p>	<p>Attendance will become a highly visible priority amongst all stakeholders, the importance of this will be communicated regularly. Student, teacher and parent voice will echo key messages as a result of overcommunication.</p> <p>Levels of attendance increase year on year by academic year 24/25.</p> <p>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.</p> <p>The percentage of disadvantaged students who are PA to be below national average.</p>
<p>Disadvantaged students will not be disproportionately represented in behaviour data.</p> <p>To develop clear systems for managing behaviour with an emphasis on behaviour management so that all pupils feel valued as part of the school community.</p>	<p>Number of suspensions and behaviour incidents for disadvantaged students will decrease. Student voice, learning walks and lesson observations will demonstrate that students are more able to regulate their own learning and staff provide modelling of this. Student voice will also show a greater sense of belonging. Staff voice in relation to behaviour will also be evaluated.</p> <p>Lesson observations will demonstrate high levels of participation.</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:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>Significant increase in participation in extra-curricular activities, particularly among disadvantaged pupils.</p>

<p>Systematic diagnosis of barriers to reading will enable interventions to be matched and pupils will be able to access the curriculum.</p>	<p>Reading ages for those who are assessed will move closer to their chronological age. The gap between disadvantaged and non-disadvantaged students will reduce.</p> <p>We will track this through the initial NGRT baseline and retesting.</p> <p>Staff voice will demonstrate a shared awareness of the importance of literacy for all subject areas,</p> <p>Lesson observations will begin to evidence explicit teaching of specific strategies to develop pupils' vocabulary and support for high quality dialogue.</p> <p>Lesson observations will begin to evidence development in pupils' ability to participate in class.</p>
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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: 2023/24: £211, 338

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in developing a whole school approach to teaching and learning. This includes:</p> <p>Revisiting the role of 'Do Nows' as a form of retrieval to identify gaps in prior learning and to activate prior knowledge</p> <p>Developing teacher modelling utilising the gradual release of responsibility model (I do, we do, you do)</p>	<p>Raising the quality of teaching within existing schools is probably the single most effective thing we could do to promote both overall attainment and equity (Wiliam, 2018).</p> <p>The Great Teaching Toolkit emphasises the benefits of a shared model of effective teaching. This provides opportunities for teachers to apply the generic to their own subject whilst prioritising aspects that need further development.</p> <p>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. (EEF, 2023).</p>	<p>1,3,4,5</p>
<p>Development of SLT role/ staff training to</p>	<p>While most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of</p>	<p>1, 2, 3, 4, 7</p>

focus on development of a behaviour curriculum	the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons (EEF, 2021) Maximising opportunity to learn, creating a supportive environment (Great Teaching Toolkit)	
Development of a Literacy strategy and investment in staff training to support disciplinary literacy.	Disadvantaged pupils are 20% less likely than their peers to reach the expected standards in reading, writing and maths by the end of primary school, and the gap in literacy attainment grows substantially during Key Stage 2, with pupils making less progress than their peers in both reading and writing. (EEF) The transition from primary to secondary school is an important step in pupils' reading development, as well as 'one of the most difficult [periods] in pupils' educational careers', one of vulnerability and challenge, especially for struggling readers. Therefore, the most important task, especially at transition, is to identify the pupils whose reading is poor and who, as a result, have negative attitudes towards school. (DfE Reading Framework)	1, 5
Professional development and time for Middle Leaders and teachers to further develop the curriculum.	EEF Guidance on Pupil Premium: "Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending".	1,2,4,5

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

Budgeted cost 2023/24: £ 116, 968

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Bespoke reading programme developed by CVHS. Fixing fluency and direct instruction implemented.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 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	1, 5
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, 6

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

Budgeted cost 2023/24: £119, 849

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit and employ additional staff into the pastoral team with an attendance focus	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". This will be led through meetings with Achievement Coordinators tracking the attendance of Disadvantage students with the lowest attendance within their year groups.	2, 3
Behaviour interventions provided through PD team and wider support staff	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	2, 3
Ensuring pupil needs are met to prevent barriers to	Providing emergency uniform for students, contributing to costs of school events in time of hardship, providing ingredients etc for cooking lessons and providing	2, 3

attendance including strategies to engage with parents.	transport where needed. A breakfast club will also be used to support this.	
Employing specialist staff to support students with SEMH needs. We have an SEMH manager, a wellbeing practitioner and additional support staff.	<p>These staff have a significant impact on supporting students on a daily basis. They help students regulate and offer bespoke packages of support.</p> <p>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.</p> <p>Both Aspire Hub and Aspire Higher inclusion areas use the Zones of Regulation package to support learners with additional SEMH needs. In addition, staff have been trained to be Mental Health First Aiders and to deliver the ELSA packages used in Aspire Hub.</p> <p>This will be tracked with termly reviews in which meetings will be held with representatives from the Hubs about the progress of specific DS students.</p>	2, 3
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 this area.</p>	2, 3, 4, 5

Total budgeted cost: £448,155

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Analysis of the performance of our disadvantaged pupils using KS4 performance data:

	CVHS DS	School	Kirklees	National
Progress 8	-0.53	-0.2	0.11	-0.03
Attainment 8	33.4	43.8	46.5	46.2

The data indicates that the academic progress and attainment of disadvantaged pupils continues to be a key priority for the school. The strategy for 2022-23 has been reviewed and there is a considerable shift in the allocation of funding to address the challenges that have been identified.

Attendance

- The gap between disadvantaged students and their peers has not closed. Attendance of disadvantaged students was 83.6% in 22/23 compared to 90.2% for non-disadvantaged students.
- Moving forwards, we know our work on attendance needs to be strengthened. Gaps in attendance mean that our approaches to teaching and learning and academic interventions cannot be implemented fully to support gains in progress and attainment.
- Within the previous strategy, an external agency had been utilised to support with attendance.
- This is now being brought in house with a strong focus on developing capacity to support with this priority and an emphasis on how every member of the school community supports with attendance.

We are aware that our approaches need to be implemented with greater consistency. A new Headteacher started September 2023 alongside changes to the structure and responsibilities of the senior leadership team to drive strategic oversight of the strategy.