

Pupil Premium Strategy Statement 2024-25

This statement details our school's use of pupil premium (for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|---|
| School name | Colne Valley High School |
| Number of pupils in school | 1437 |
| Proportion (%) of pupil premium eligible pupils | 24.89% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Amanda Bennett CEO |
| Pupil premium lead | Emma Rollins Head of School – Inclusion leader |
| Governor / Trustee lead | Steve Evans |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £352,935 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £352,935 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all learners, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum which will lead to improved life chances. We want to ensure that all students thrive and are well prepared for the next stage of their education, employment or training. We are committed to ensuring every learner at Colne Valley High School experiences equal entitlement and equitable delivery in every learning and social experience.

We are prioritising good attendance and pupil's ability to self-regulate their behaviour. We are securing the foundation of good attendance by ensuring our academy is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. We know that some pupils find it harder than others to attend school and Pupil Premium groups are strongly represented. In acknowledgement, internal communication and strong links with multi agency working is prioritised to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. We understand that securing good attendance cannot therefore be seen in isolation, and effective practices across wellbeing, literacy interventions, SEND offers and behaviour support are our focus to further develop good attendance habits.

Our approach continues to be based upon evidence from a number of sources including the Education Endowment Foundation pupil premium toolkit and the DfE 'Working together to improve school attendance' and linking toolkit.

Evidence shows that the biggest lever for change is ensuring that all pupils have access to high quality teaching. Therefore, the COLNE-V teaching model has been designed and implemented during 23-24 to meet the changing needs of all learners.

Working in partnership, ensuring a multi-agency approach, especially to ensure the physical and emotional safety of our pupils is of paramount importance; we seek to ensure that they are prepared for the challenges that they face at school and the risks that they may face beyond the school gates.

Our Pupil Premium strategy aims to address the main barriers our learners face and provide targeted support and intervention to accelerate progress and improve attainment, initially through the COLNE-V model. 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, within our 'inclusion strategy offer'.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1. | <p>Low attendance rates.</p> <p>Attendance for last year was below the national average. We recognise that this reduces learners' school hours causing them to fall behind. We continue to prioritise promotion of good attendance patterns, reducing persistent absenteeism and providing the necessary catch-up.</p> |
| 2. | <p>Low rates of behaviour self-regulation.</p> <p>Less-developed behaviours for learning are typified within our pupil premium learners, as some learners do not demonstrate appropriate self-control, leading to disruption to their learning patterns.</p> |
| 3. | <p>Gaps in learning – quality first teaching offers.</p> <p>Historical trends, poor previous achievements and pathway options require quality first teaching combined with bespoke catch-up to enable access to the knowledge skills and understanding required to narrow the attainment gaps.</p> |
| 4. | <p>Literacy limitations.</p> <p>Reduced reading and communication skills and historical lack of exposure to higher quality or wider-ranging texts, has limited learners' vocabulary and reading performance. A greater need exists to ensure learners can access the language of learning across a wider range of subjects.</p> |
| 5. | <p>Social Factors (e.g. relationships, young carer, substance misuse).</p> <p>Many families live in disadvantaged areas where there are increased risks of safeguarding issues and mental health problems. This has increased in the years following COVID19. Effective multi-agency working and responsive in-school offers are required to enable appropriate support.</p> |
| 6. | <p>Financial Factors</p> <p>Many families have limited resources to support broader cultural experiences and additional learning resources. Access to these experiences through trips and visits is a priority as is the provision of resources in order to not limit access to subject course delivery.</p> |

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>1. Attendance</p> <p>For PP learners' attendance rate to increase and reduce Persistent Absenteeism (PA) levels.</p> | <p>Improve tracking and early support, to see a term-on-term reduction in PP PA and a term-on-term improvement in PP attendance. For PP attendance to be closer to that of NPP attendance and for trends to be recognised and strategies bespoke.</p> |
| <p>2. Behaviour</p> <p>Improved behaviour amongst the PP cohort, including engagement with new behaviour strategies of smart starts and departs at the end of the school day and zone regulations. To include effective use of the rewards system through points on Class Charts. This is linked to home through use of postcards and enhanced use of planners.</p> | <p>Reduction in incident reporting. Improved behaviour tracking and intervention support. Identification and whole school approach to supporting most at risk vulnerable pupils to improve self-regulation.</p> |
| <p>3. Quality first teaching</p> <p>Delivery of the COLNE-V teaching and learning model with associated year group achievement strategies.</p> <p>To improve rates of attainment/progress and for learners to progress equally with their NPP peers across year groups and subjects.</p> | <p>PP Attainment 8 score to improve from 30.60 (2023-24) to be at least 34.41 (FFT50) aiming for 38.75 (FFT20) and reduce the gap between PP and NPP learners. Long term to have no difference between PP and NPP learners. In terms of attainment the percentage of PP learners across years 7-10 achieving Age Related Expectations to be in line with their NPP peers.</p> |
| <p>4. Literacy</p> <p>Improved literacy skills, including reading and oracy amongst Pupil Premium learners. Engagement with secondary school phonics offers and Fixing Fluency interventions to support intended outcome achievement.</p> | <p>There will be an increase in the number of Pupil Premium learners who can read at least at chronological age (NFER data). Weaker readers will be identified and intervention in place. Work with GHAT English Hub will ensure the explicit teaching of tier 2 and 3 vocabulary is consistently implemented in all subjects and will positively impact on attainment and progress as it is applied by learners. Fixing fluency offers will be promoted.</p> |
| <p>5. Social Factors</p> <p>For families to receive help in any difficulties they may encounter that impact upon their child's academic life.</p> | <p>Improvements to school multi-department working and multi-agency connectivity. Families referred to relevant agencies and Parental Link Worker. Data suggests families found the help useful and are able to move on without the assistance. Refer families for 'Early Help' where appropriate. Tracking, monitoring and feedback demonstrates that PP learners receive appropriate support in the academy.</p> |
| <p>6. Financial Factors</p> <p>Increased percentages of pupil premium learners participate in; extra-curricular activities, trips and visit offers and academy clubs and experiences. Resource access addresses bespoke needs for pupil premium learners to access subject specific course requirements.</p> | <p>Relaunching of offers and associated take-up can demonstrate a renewed focus with broader reach. To continue the trend that the percentage of PP learners entering further education remains 100%. PP Learners continue to not make up an over proportionate percentage of the NEET Figure. This to be measured year upon year.</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: **£110,035** – 31% of PP funding allocated

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional teaching expertise & support for curriculum areas. | Evidence provided by The Education Endowment Foundation (EEF) evidence demonstrates the positive impact quality first teaching, effective tracking and intervention has on the progress of disadvantaged students. The impact is particularly seen in subjects such as English as this can reduce the literacy barrier, allowing students to access other subjects and feel more confident in processing a wider range of vocabulary and writing styles within their ability to access and demonstrate both their reading and writing skills. | 3 & 4 |
| Training and Development High quality feedback | Providing feedback is well-evidenced and has a high impact on learning outcomes – EEF +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedbacktoolkit/feedback | 3 & 4 |
| Promoting Literacy and monitoring progress in reading | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/ education-evidence/teaching-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonicstoolkit/phonics EEF +5 Improving literacy in all subject areas in line with recommendations in the EEF https://educationendowmentfoundation.org.uk/ education-evidence/guidance-reports/literacy | 4 |
| Intervention for struggling readers | Phonics interventions - Little Wandle Fixing Fluency offers Fixing Fluency Great Heights Research School: West Yorkshire Support from GHAT English Hub - English Hub - Great Heights Academy Trust | 4 |
| One to One Tuition | Evidence indicates that one to one tuition can be effective, high-quality interactions with learners, such as providing well-planned feedback- EEF +4 months | 3&4 |

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

Budgeted cost: **£121,450** spent on student support – **34.4%** of PP funding allocated.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Additional Support for Inclusion offers | EEF Behaviour Interventions +4 Behaviour interventions EEF (educationendowmentfoundation.org.uk) Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours- EEF +4 months | 2 |
| Resilience. In support of quality first teaching | Mentoring EEF + 2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring Social & Emotional Learning EEF+4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Individualised Instruction EEF +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction | 3 |
| Support for learners attending offsite courses. | One to One Tuition EEF +5 One to one tuition EEF (educationendowmentfoundation.org.uk) | 3 & 6 |
| Initiatives to support /Motivation/Aspiration (Funding initiatives in the academy specifically designed to improve achievement and motivation of PP learners (e.g. Metacognition intervention). Support for Careers Education, Information, Advice and Guidance (CEIAG) | Peer Tutoring EEF +5 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring Aspiration Interventions EEF = https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions | 3 & 4 |

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

Budgeted cost: **£121,450** spent on attendance support, behaviour and provision of materials, access to school trips and uniform – **34.4% of PP funding**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Coaching and mentoring for pastoral teams/support/ Attendance | <p>EEF Evidence: Feedback +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedbacktoolkit/feedback</p> <p><i>Mentoring +2</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoringtoolkit/mentoring</p> <p>Parental Engagement +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagementtoolkit/parental-engagement</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice. Working together to improve school attendance - GOV.UK</p> | 1 & 3 |
| Attendance Team offers | <p>Support with home visits and a robust first day calling procedure Help to identify and mitigate potential barriers to good attendance Support tailored intervention plans Engagement with GHAT attendance strategy and use of DfE toolkit</p> | 1 |
| Remissions (Support PP learners with the cost of uniform items, transport to and from the academy, emergency food parcels). | <p>Parental Engagement +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagementtoolkit/parental-engagement</p> | 6 |
| Curriculum enrichment and initiatives (Supporting learners by subsidising trips, visits and activities which allow access to both curricular and extracurricular activities for our most disadvantaged learners). | <p>Extended School Time EEF +3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time/toolkit/extending-school-time Aspirational Interventions EEF = https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions/toolkit/aspiration-interventions</p> | 6 |

Total budgeted cost: £352,935

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. Colne Valley High School Year 11 Results Summary - Pupil Premium compared to whole school.

| Summary | CVHS Validated (2022) | CVHS Validated (2023) | CVHS Validated (2024) | |
|---------------|-----------------------|-----------------------|-----------------------|------|
| | | | P8 | A8 |
| All | -0.29 | -0.17 | -0.41 | 41.9 |
| Pupil Premium | -0.82 | -0.51 | -0.94 | 30.6 |

| AIM | Review | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------|--|--|---|------------|-------|----|--------|--------|-----|--------|--------|---------|--------|--------|----|--------|--------|-----|--------|--------|---------|--------|--------|----|--------|--------|-----|--------|--------|---------|--------|--------|----|---------|--------|-----|---------|--------|---------|---------|--------|----|---------|--------|-----|---------|--------|---------|---------|--------|
| To improve attainment and progress for all students, reducing the gap between disadvantaged students and non- disadvantaged at KS3 and KS4 in all subjects. | The academic progress and attainment of PP students continues to be a priority as the gap has not reduced over the last academic year. The strategy has been reviewed and there will be a shift in funding and priorities to address the challenges that have been identified. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| To improve attendance for all students, reducing the gap between disadvantaged students and non- disadvantaged. | <table border="1"> <thead> <tr> <th colspan="3">Roll Call F</th> </tr> <tr> <th>Disadvantaged at any time this academic year?</th> <th>Year Group</th> <th>23/24</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>Year 7</td> <td>86.20%</td> </tr> <tr> <td>NPP</td> <td>Year 7</td> <td>95.30%</td> </tr> <tr> <td>Overall</td> <td>Year 7</td> <td>93.20%</td> </tr> <tr> <td>PP</td> <td>Year 8</td> <td>81.90%</td> </tr> <tr> <td>NPP</td> <td>Year 8</td> <td>93.10%</td> </tr> <tr> <td>Overall</td> <td>Year 8</td> <td>90.40%</td> </tr> <tr> <td>PP</td> <td>Year 9</td> <td>76.90%</td> </tr> <tr> <td>NPP</td> <td>Year 9</td> <td>89.80%</td> </tr> <tr> <td>Overall</td> <td>Year 9</td> <td>86.80%</td> </tr> <tr> <td>PP</td> <td>Year 10</td> <td>77.90%</td> </tr> <tr> <td>NPP</td> <td>Year 10</td> <td>93.30%</td> </tr> <tr> <td>Overall</td> <td>Year 10</td> <td>89.00%</td> </tr> <tr> <td>PP</td> <td>Year 11</td> <td>78.00%</td> </tr> <tr> <td>NPP</td> <td>Year 11</td> <td>90.80%</td> </tr> <tr> <td>Overall</td> <td>Year 11</td> <td>87.60%</td> </tr> </tbody> </table> <p>Attendance in all year groups was significantly lower for PP students compared to NPP.</p> <p>This was as a result of the initial trust networking. The trust attendance strategy is now in place based on DfE Improving School Attendance and associated toolkit.</p> <p>Please see table detailing PA data PP vs NPP</p> | Roll Call F | | | Disadvantaged at any time this academic year? | Year Group | 23/24 | PP | Year 7 | 86.20% | NPP | Year 7 | 95.30% | Overall | Year 7 | 93.20% | PP | Year 8 | 81.90% | NPP | Year 8 | 93.10% | Overall | Year 8 | 90.40% | PP | Year 9 | 76.90% | NPP | Year 9 | 89.80% | Overall | Year 9 | 86.80% | PP | Year 10 | 77.90% | NPP | Year 10 | 93.30% | Overall | Year 10 | 89.00% | PP | Year 11 | 78.00% | NPP | Year 11 | 90.80% | Overall | Year 11 | 87.60% |
| Roll Call F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disadvantaged at any time this academic year? | Year Group | 23/24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | Year 7 | 86.20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NPP | Year 7 | 95.30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | Year 7 | 93.20% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | Year 8 | 81.90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NPP | Year 8 | 93.10% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | Year 8 | 90.40% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | Year 9 | 76.90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NPP | Year 9 | 89.80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | Year 9 | 86.80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | Year 10 | 77.90% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NPP | Year 10 | 93.30% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | Year 10 | 89.00% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | Year 11 | 78.00% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NPP | Year 11 | 90.80% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | Year 11 | 87.60% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Disadvantaged students will not be disproportionately represented in behaviour data. 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. | Behaviour interventions have been provided through PD team and wider support staff. A new behaviour system has been evolved using stakeholder feedback and will be phased in within the next academic year to support our expectations. PP students still make up a high proportion of the statistics for lesson truancy and suspensions as impact is at a lag. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | Disadvantaged at any time this academic year? | | | Sessions Suspend |
|---|--|---------|-------|------------------|
| | Year Group | Truancy | 23/24 | |
| | PP | Year 7 | 0% | 264 |
| | NPP | Year 7 | | 146 |
| | Overall | Year 7 | | 410 |
| | PP | Year 8 | 62% | 391 |
| | NPP | Year 8 | | 43 |
| | Overall | Year 8 | | 434 |
| | PP | Year 9 | 70% | 461 |
| | NPP | Year 9 | | 448 |
| | Overall | Year 9 | | 909 |
| | PP | Year 10 | 60% | 285 |
| | NPP | Year 10 | | 287 |
| | Overall | Year 10 | | 572 |
| | PP | Year 11 | 75% | 276 |
| | NPP | Year 11 | | 182 |
| | Overall | Year 11 | | 458 |
| | Please see table detailing removals from class PP vs NPP | | | |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | <p>We have 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.</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 LSU areas use the Zones of Regulation package to support learners with additional SEMH needs.</p> <p>In addition, staff have been trained to be Mental Health First Aiders and to deliver the ELSA packages used in Aspire Hub.</p> | | | |
| Systematic diagnosis of barriers to reading will enable interventions to be matched and pupils will be able to access the curriculum. | <p>The NGRT tests were used to identify students in need of intervention. These students then received a bespoke reading programme developed by CVHS. Fixing fluency and direct instruction were implemented.</p> <p>Please see initial NGRT results by PP vs NPP and impact data following interventions.</p> | | | |
| Increased opportunities to participate in extra-curricular activities and educational visits. | <p>Please see evidence of extra-curricular attendance for PP vs NPP</p> <p>Please see evidence of participation in educational visits PP vs NPP</p> | | | |
| Improved access to educational resources at home | <p>Please see summary details of resources given to PP students.</p> | | | |

Externally provided programmes

| Programme | Provider |
|---------------|----------------|
| Little Wandle | Little Wandle |
| Sparx Maths | Sparx Learning |
| Sparx Reader | Sparx Learning |

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding our COLNE-V model of teaching and learning that will develop more effective practice around teacher modelling and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Ensuring pupils understand our intervention plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- Utilising support from our in-house Wellbeing Team offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.

Further context

Our strategies need to be implemented with greater consistency. The academy completed conversion to a new MAT in January 2024. In addition, a new Head of School was internally promoted in March 2024. This led to an alignment of SLT roles and responsibilities. As a cohort there were clear signs that students were contributing to their learning more and performing more in line with their peers prior to the pandemic. Since return, the academy has put in place improved strategies for attendance, behaviours and outcomes with impact seen in fidelity and take up of new procedures. The academy is now starting to see more consistent improvements in these areas which will ultimately improve learners' outcomes.