

Coleridge Community College: Pupil Premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our PP 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 |
|---|--------------------------------------|
| <i>Number of pupils in school</i> | 575 |
| <i>Proportion (%) of pupil premium eligible pupils</i> | 37% |
| <i>Academic year/years that our current pupil premium strategy plan covers</i> (3-year plans are recommended) | September 2024-27 |
| <i>Date this statement was published</i> | September 2024 |
| <i>Date on which it will be reviewed</i> | July 2025 |
| <i>Statement authorised by</i> | Matt Oughton (Principal) |
| <i>Pupil premium lead</i> | Casha Nijhawan (Assistant Principal) |
| <i>Governor / Trustee lead</i> | Jon Datta (Chair of Governors) |

Funding overview

| Detail | Amount |
|---|----------|
| <i>Pupil premium funding allocation this academic year</i> | £246,960 |
| <i>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</i> | £0 |

Part A: Pupil premium strategy plan

Statement of intent

Linked to our school vision, we want to see success for every student, irrespective of their background, where it is vital that they make the most of every opportunity available. This is not only driven by academic potential and outcomes, but also developing the skills they need to be successful once they leave school.

The ultimate objective for our pupil premium (PP) students is to fully embed the structures and strategies that will ensure that our pupil premium students make at least the same progress as national progress for non-PP students at all key stages in order to become active and well-informed citizens as well as making the same progress as non-disadvantaged peers at CCC.

Equal access to a high-quality curriculum and teaching and learning in lessons, alongside disruption free learning, is proven to have the greatest impact on closing the attainment gap and enables students to reach their full potential.

The key elements of our strategy are that:

- In all areas of school life, disadvantaged students are prioritised and ensures equity.
- Both support and challenge, particularly in the classroom, are given to all disadvantaged students.
- Disadvantaged students have the same high standard as the rest of the cohort and their peers

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | <p><u>Attendance</u></p> <p>To ensure there is a significant improvement (+2%) in PP attendance compared to this year. Any concern with PP students' attendance is addressed through a multi-professional approach. This approach also supports the families, who, otherwise can become disengaged. This is to ensure students feel supported and more confident about attending school and being in the school.</p> |
| 2 | <p><u>Literacy levels</u></p> <p>Assessments of KS3 students indicate that pupil premium students generally have lower levels of reading comprehension than their peers. This not only impacts the extent to which they read for pleasure, but also impacts their progress across the curriculum.</p> |
| 3 | <p><u>Behaviour and ATL</u></p> <p>Behaviour in lessons, and time spent out of lessons due to behaviour, disproportionately impacts PP students. They are more likely to be removed to the reflection room and/or receive a suspension.</p> |
| 4 | <p><u>Education with Character</u></p> <p>Research shows that disadvantaged students have less access to extra-curricular opportunities outside of school. Cultural capital helps to support academic learning, but also helps to develop a love of subjects and learning. More importantly, research shows cultural capital is likely to improve access to networks providing a greater advantage in careers which will directly impact aspirations.</p> |
| 5 | <p><u>Welfare</u></p> <p>Welfare issues and mental health challenges are more prevalent now, this evidenced by increase in referrals and increased use of online support such as CAMHS live. This can impact attendance as well as attainment. Discussions with families and students show that many of our PP students' mental health has been impacted by partial school closures. These findings are backed up by several national studies on partial school closure and our own UL research. The challenge now is to build their self-esteem, well-being, and resilience.</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 |
|---|--|
| Disadvantaged students make significant progress in their learning so that their outcomes exceed the national figures and match the whole score attainment data | <ul style="list-style-type: none"> • Pupil premium attainment at the English/Maths threshold will exceed the national figure at 4+, 5+ and 7+ • In 2027, progress 8 for PP students in line with non-PP students • A high proportion of disadvantaged students are entered for all components of the EBacc • Disadvantaged students make clear and sustained progress over time which can be seen through formative and summative assessment each year |
| Significant improvement of attendance of disadvantaged students through rewards and communication with both parents and students | <ul style="list-style-type: none"> • Disadvantaged students' attendance matches that of non-disadvantaged students • The attendance, pastoral and welfare team support individual students with poor attendance and/or punctuality so that their attendance improves • Increased parental engagements through attendance meetings |
| Closing of the literacy gap so that disadvantaged students can access texts and vocabulary across the curriculum | <ul style="list-style-type: none"> • Disadvantaged students will be at the expected reading level by the end of Year 8 • Disadvantaged students will be able to access the curriculum which can be seen through their understanding of vocabulary and written skills. • Disadvantaged students have opportunities to read for pleasure |
| Disadvantaged students access post-16 opportunities at the same proportion to non-disadvantaged peers | <ul style="list-style-type: none"> • Destinations data for both college and sixth-form applications will show disadvantaged students proportionally in line with non-disadvantaged students |
| Closing of the cultural capital gap so that disadvantaged students have the opportunity to engage with the best of what has been thought and said and engage with experiences parallel to their peers | <ul style="list-style-type: none"> • Improved networks that link to career opportunities and aspirations • Increased number of extra-curricular trips attended |

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £125,620

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Increased number of teaching groups in English, maths and science at KS4. | Reducing class size EEF (educationendowmentfoundation.org.uk) | 2, 3, 6 |
| School is staffed by subject specialists in all areas of the curriculum. | https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching | 2, 3, 4 |
| Continued investment in high quality CPD: weekly CI sessions, regular whole-school CPD and INSET days | CPD Review - EPI | 3, 4 |
| Use of 4Matrix to allow teachers / HoDs / HOYs/SLT to track student progress | Using Data to Raise Achievement | 2, 3, 6 |
| Fully embed a culture of quality first teaching by ensuring all staff apply the school's common approach to teaching which ensures effective delivery of the curriculum where the teacher is the expert. | Visible Learning - John Hattie Principles of Instruction - Rosenshine https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/ https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/ https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf | 3, 4 |
| High-quality teaching of vocabulary and writing skills across the curriculum | Why Closing the Word Gap Matters | 2, 6 |

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

Budgeted cost: £ 73,226

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Y11 intervention programme runs throughout the academic year. Pupil premium students are prioritised for revision opportunities during the school holidays with invitation to these sessions. | Extending school time EEF (educationendowmentfoundation.org.uk) | 6 |
| Tutor Time Reading Programme, Phonics resources– improve reading and comprehension levels for PP students and reading for pleasure so there is increased confidence and access to the curriculum. | Phonics EEF (educationendowmentfoundation.org.uk) Reading Age https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/ https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf | 2, 6 |
| Homework club | Homework EEF (educationendowmentfoundation.org.uk) Extending school time EEF (educationendowmentfoundation.org.uk) | 2, 3, 4, 5 |
| Access to Seneca Premium, Sparx , Sparx reader | Homework EEF (educationendowmentfoundation.org.uk) SENECA £1200 (net) | 6 |
| Continual monitoring of impact and progress of all PP students. | Using Data to Raise Achievement | 1, 2, 3, 6 |
| Provide literacy intervention to ensure PP students can access the material expected across the academy including the use of Lexonik Leap and Advance NGRT testing for students to establish areas of need and programmes of support for targeted students | https://d2tic4wvo1iusb.cloudfront.net/documents/support-for-schools/bitesize-support/Pupil_Premium_Guidance_iPDF.pdf https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/ https://epi.org.uk/wp-content/uploads/2017/08/Closing-the-Gap_EPI-.pdf | 1, 2, 3, 4, 6 |

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

Budgeted cost: £ 48,114

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Employ a full-time Education welfare office to drive up attendance and punctuality of PP students. Employ an AP with a responsibility for improving attendance.</p> <p>Attending school can be an initial barrier to PP students. Where this is the case, the following support is in place:</p> <ul style="list-style-type: none"> • Home visits • Text and calls • Support from the welfare team • Referrals to external agencies • Support from staff in school with Mental Health lead training | <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>https://www.suttontrust.com/our-research/missing-talent-PP-pupil-attainment/</p> <p>https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/</p> | 1, 3, 4, 5 |
| Disruption free classrooms for all pupils in all curriculum areas using the behaviour policy. | Behaviour interventions EEF (educationendowmentfoundation.org.uk) | 3 |
| Acorn Project | <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>£360</p> | 3, 5 |
| Use of Arbor for seating plans and parental engagement | <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Texting Parents EEF (educationendowmentfoundation.org.uk)</p> | 3 |
| Ensure that the level of attendance for school trips is proportional for PP students to that of their peers | Arts participation EEF (educationendowmentfoundation.org.uk) | 4 |
| Enrichment programme, including access to instrumental lessons and a wide range of clubs has a level of proportionality that is equal to their peers | Arts participation EEF (educationendowmentfoundation.org.uk) | 4 |

| | | |
|---|--|---------|
| Regular review of PP students' access to technology and resolving where necessary. | COVID-19 Impacts: School Shutdown - Sutton Trust | 4, 6 |
| To fully embed a culture in which PP students can become active and well-informed citizens, who have the work ethic to fully able to access the material expected to reach their goals. Our careers provision ensures all PP students are provided with early careers appointments and follow ups. This ensures that our PP students are supported in knowing options available outside of their local area 1:1 career interview for Y11 students to support them to make decisions about Post-16 pathways | https://www.aoc.co.uk/blog/why-careers-guidance-more-important-ever Narrowing the gap STEM Careers Guidance | 1, 3, 4 |
| Ensure all PP students have full access to the PSHE provision at CCC. Students are provided with a lesson per week which are dedicated to PSHE and RSE. Topics are also covered in assembly and tutor time as we believe that this provision supports their wellbeing and tackles issues that can affect their ability to learn such as anxiety and unhealthy relationships. | https://www.pshe-association.org.uk/content/statutory-changes-september-2020 https://www.nga.org.uk/News/Blog/June-2021/The-importance-of-PSHE-education-and-governor-supp.aspx | 4, 5 |
| Ensure that where setting takes place PP students are represented proportionally across the range of sets | Setting and streaming EEF | |
| Partaking in the Insights programme to raise aspirations for HPA PP students | Insight Explore Undergraduate Study (cam.ac.uk) | |

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils from 2022 to 2024 academic year.

In the academic year 2023-24, 37% of our Year 11 cohort were pupil premium in comparison to 27% nationally.

Students achieved the following in the English/Maths crossover:

| Whole School | 2022 | 2023 |
|----------------------|-------------|-------------|
| 4+ | 60% | 64% |
| 5+ | 44% | 46% |
| EBacc 4+ | 43% | 34% |
| EBacc at 5+ | 36% | 23% |
| Progress 8 | 0.02 | -0.04 |
| | | |
| Pupil Premium | 2022 | 2023 |
| 4+ | 30% | 39% |
| 5+ | 16% | 24% |
| EBacc 4+ | 14% | 13% |
| EBacc at 5+ | 14% | 8% |
| Progress 8 | -0.56 | -0.7 |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|---------------------------|---|
| NGRT – reading assessment | https://www.gi-assessment.co.uk/assessments/new-group-reading-test/ |
| Acorn | https://www.cambridgeacornproject.org.uk/ |
| Unifrog | https://www.unifrog.org/ |
| Lexonic | Lexonik Leap Literacy Programme - Lexonik Lexonik Advance Literacy Intervention Programme - Lexonik |