Coleridge Community College

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Coleridge Community College
Number of pupils in school	547
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	Sept 2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ele Stoneham
Pupil premium lead	Amberley McKeen
Governor / Trustee lead	Jon Datta

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195 000
Recovery premium funding allocation this academic year	£29 653
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	£224,653

Part A: Pupil premium strategy plan

Statement of intent

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

Pupil Premium funding is used to support the implementation of our 3-year plan. At Coleridge Community College, we target the use of Pupil Premium funding to ensure our disadvantaged students receive a high-quality education, that allows them to achieve well in their GCSEs and access a wide range of opportunities to enrich their curriculum. It also supports wider strategies that have been essential in driving forward the improved performance of our PP students, ensuring they have the same opportunities as our non-disadvantaged students. We recognise that there can be a range of barriers for disadvantaged pupils, and we use our funding in line with the recommendations from the EEF to ensure that it has a high impact.

These, include supporting students' literacy and numeracy, behaviour, attendance, and student well-being as well as building communication and support for the families of disadvantaged students.

Our 3-year plan is a working document that is reviewed and evaluated in a robust and timely manner. We do not make assumptions about the needs of our disadvantaged students but, instead, use our robust assessment procedures and learning reviews to assess the impact of our strategy. We have 9 key principles which research has shown make the difference to the attainment of all disadvantaged students no matter what their prior attainment. These objectives are also focused on overcoming the barriers facing our disadvantaged students.

The key objectives of our 3-year plan include:

1. Fully embed a culture of high aspirations, work ethic and good behaviour amongst disadvantaged students.
2. Ensure disadvantaged students make at least the same progress as non-disadvantaged students
3. Improve the attendance and punctuality of disadvantaged students.
4. Ensure all staff know and understand the barriers to learning disadvantaged students have and take steps to remove them.
5. Ensure all disadvantaged students and parents are fully aware and understand further education and choices, at the end of statutory education.
6. Fully engage disadvantaged students by supporting and engaging with their parents.
7. Ensure all students have the reading skills to be fully capable of reading texts required to be successful at school.

8. Ensure PP pupils are accessing a wide and rich curriculum.
9. Support PP pupils in participating in a rich learning experience, including access to trips and extra-curricular activities

Our strategy works towards achieving these objectives by:

- Prioritising effective teaching and learning in the classroom, including providing teachers with high quality CPD.
- Facilitating all PP students to complete their homework.
- Working to bring attendance of PP students is in line with national average.
- Working to improve the literacy rates of PP students to ensure they can access the curriculum.
- Developing strategies to ensure that PP students do not spend a disproportionate amount of time removed from lessons due to behaviour.
- Working effectively with parents to support PP students.
- Target funding to ensure all students can access a rich curriculum, including school trips and extra-curricular enrichment activities.

Challenges

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

Challenge number	Detail of challenge
1	Teaching and Learning Experience of high-quality teaching and learning. At CCC, we follow Rosenshine Principles and have a strong focus on Teaching and Learning; therefore, it is imperative that any teacher adopts and upholds the teaching and learning non negotiables.
2	Behaviour for Learning and independent study Efficacy of independent learning, both remotely and homework. Gaps in knowledge due to lockdown. Students will also need to access technology in order to engage with their homework and continued studies outside of the school day. At CCC we are also supporting student with continued studies by having a before and after school provision
3	Literacy levels Low literacy and reading levels, which restricts access to the curriculum. PP students have lower reading ages on average than non-PP students in all year groups. The use of This supports students to increase the

	time they spend reading which may have been reduced during the previous lockdowns.
4	Behaviour Behaviour in lessons, and time spent out of lessons due to behaviour
5	Parental Engagement Low rates of parental engagement and parental support
6	Education with Character Access to rich curriculum, including the enrichment programme and extra-curricular activities
7	Progress Our challenge is to ensure that PP students make at least the same progress as non-disadvantaged students at all Key Stages. At Coleridge, our aspirational curriculum ensures that all students make progress and that PP students can match the achievement of non – PP students nationally. August 2019 data showed a Progress 8 of -0.15 for PP students. The progress 8 value for PP students was -0.28 lower than the national progress 8 for non – disadvantaged in August 2019. 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.
8	Attendance To ensure PP students achieve at least 95% attendance. 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 academy.
9	Welfare 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 disadvantaged 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.
10	Interventions, tutoring and technology Ensure we apply these strategies to close the gap

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
PP students experience high quality teaching and learning across the curriculum.	PP students achieve the school target of a P8 score of +0.5 PP students are achieving in line with non-PP students PP students access a wide curriculum and whole school educational experience and opportunities as other non-PP students PP students have greater knowledge and make rapid progress PP students have a full and rich educational experience
PP students access and complete homework. All students are able to access learning from home if necessary.	Rates of homework completion for PP students comparable to non-PP students (as measured through Hegarty, Sparx, Seneca and homework detentions). Students report access to online learning equipment, where necessary provided by school.
PP students attend school and barriers to low attendance are overcome.	PP students achieve attendance of 95%.
Staff are aware of all PP students and their personal barriers to inform strategies for QFT	Teachers are ware within line management and leadership meetings about the progress of PP students and able to provide laser analysis of these students at each data drop, book look and seating plans.
PP students have access to key resources: - Chromebooks - Revision material - Quiet space to work	To know each student's current situation and access to resources Have funds set aside to provide the resources to students Provide resources in bespoke packages in line with students' individual needs

PP students have improved literacy skills, enabling them to access the full curriculum.	90% of PP students reach their age-related reading age in KS3.
PP students follow the behaviour policy in order to access the curriculum in lessons.	PP students do not spend a disproportionate number of days in the Reflection Room. PP students are not excluded at a higher rate than non-PP peers.
Parents of PP students engage with school staff at all levels and across the curriculum, to support PP pupils to access the curriculum and wider school life.	Parents of PP students attend parents' evening at comparable rates to non-PP parents. PP parents open communication from school as monitored through Arbor. As per action plan, PP parents are asked and report feeling able to access staff and school appropriately.
PP students access a wide range of enrichment activities and participate fully in extra-curricular life.	Rates of attendance of PP students to enrichment clubs in comparable to non-PP peers. PP students are able to attend all trips where additional costs are incurred.
PP students make expected progress against Progress 8 target	Ensure the progress 8 value matches the national average for non-disadvantaged students
PP students make expected progress against Attainment 8 target	Ensure the attainment 8 value matches the national average for non-disadvantaged students.
EBACC entry	Ensure the proportion of Pupil Premium students following Ebacc is equal to proportion of non-disadvantaged pupils.
Pupil Premium students are fully prepared for their next steps.	Pupil Premium students show that they are active, well rounded and informed citizens. They act on the support provided by all staff including careers, external agencies, speakers etc. The proportion of PP students who participate in student voice activities matches the proportion of non-PP.

	No PP student is considered NEET at the end of Year 11

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)

£104,735

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased number of teaching groups in English and Maths. Class size reduction in key classes.	[Reducing class size | EEF (educationendowmentfoundation.org.uk)](#)	1,2,7
Continue to ensure CCC is fully staffed by subject specialists in all areas of the curriculum. Core subjects have an increased number of sets to ensure that there is greater access to support at all levels.	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,7
Continued investment in high quality CPD: weekly CI sessions,	[CPD Review - EPI](#)	1,7

fortnightly DP sessions, fortnightly Optional CPD and ML CPD days.		
Use of FFT to set high targets for all students.	Using Data to Raise Achievement Impact of Targets	2,4,7, 10
Use of 4Matrix to allow teachers / HoDs / HOYs/SLT to track student progress and create interventions .	Using Data to Raise Achievement	1,7
Fully embed a culture of quality first teaching by ensuring all staff apply the school's principles, supported by Teaching and Learning Reviews and Curriculum Intention meetings and extended Leadership meetings	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	1
Whole class feedback used to improve student progress.	Feedback	EEF (educationendowmentfoundation.org.uk)	1,7
Developing the teaching of meta-	Metacognition and self-regulation	EEF (educationendowmentfoundation.org.uk)	1,7

cognition and self-regulation.		
Developing the teaching of Tier 2 and Tier 3 vocabulary in lessons.	[Why Closing the Word Gap Matters](#)	1,3,7

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

£56,304

Activity	Evidence that supports this approach	Challenge number(s) addressed
Y11 Intervention programme	[Extending school time	EEF (educationendowmentfoundation.org.uk)](#)	1,10
Introduction of DI in Y7 and Y8 Maths	[Visible Learning - John Hattie](#) [Principles of Instruction - Rosenshine](#)	1,2,7
Tutor Time Reading Programme and CCC50 – improve reading and comprehension levels for PP students, so there is increased confidence and access to the curriculum.

Fully embed a culture of rich vocabulary | [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 | 3,7 |

through explicit teaching supported by high quality texts. Further embed the whole school reading programme where students in year 7 to 11 read high quality texts with their form tutor with Year 7 to 9 also accessing reading time during the school day.		
Teaching Fellows in maths and science to provide small group intervention	Small group tuition | EEF (educationendowmentfoundation.org.uk)	1,7,10
Homework club	Homework | EEF (educationendowmentfoundation.org.uk) Extending school time | EEF (educationendowmentfoundation.org.uk)	2,7
Access to Show My Homework, Seneca Premium, Hegarty, Sparx	Homework | EEF (educationendowmentfoundation.org.uk)	2,10
Laser process – continual monitoring of impact and progress of	Using Data to Raise Achievement	7

all PP students.		
Provide literacy intervention to ensure PP students can access the material expected across the academy including the use of Bedrock Learning. Pastoral team to manage and assist with external barriers to learning for PP students. Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which, in turn, impacts progress.	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	3,7
To use the recovery funding to provide core subject intervention. This will support CCC in	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1,7,10

Activity	Evidence that supports this approach	Challenge number(s) addressed
ensuring the progress of PP students matches the progress of non-PP students nationally. Evidence indicates that small group and one to one intervention can be a powerful tool for supporting these students. This will be in addition to their set timetable.		

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

£63,614

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a full-time Education welfare office to drive up attendance and punctuality of PP students. Employ an AP	Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk) https://www.suttontrust.com/our-research/missing-talent-disadvantaged-pupil-attainment/ https://v2.educationendowmentfoundation.org.uk/evidence-summaries/about-the-toolkits/	8,9,4,5

(Alternative Provision) with a responsibility for improving attendance. Attending school can be an initial barrier to PP students. Where this is the case, the following support is in place: Home visits Text and calls Support from the welfare team Referrals to external agencies Support from staff in school with		
Develop role of behaviour coordinator to analyse behaviour data for PP students and employ	Using Data to Raise Achievement Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	4,5

appropriated strategies and improve outcomes and progress of PP students.		
Disruption free classrooms for all pupils in all curriculum areas using the behaviour policy.	[Behaviour interventions	EEF (educationendowmentfoundation.org.uk)](#)	4,2
Think For the Future project	[Mentoring	EEF (educationendowmentfoundation.org.uk)](#) [Social and emotional learning	EEF (educationendowmentfoundation.org.uk)](#)	2,4,8,9,
Acorn Project	[Social and emotional learning	EEF (educationendowmentfoundation.org.uk)](#)	2,8,9,
Use of Arbor for seating plans and parental engagement including Arbor and texts	[Parental engagement	EEF (educationendowmentfoundation.org.uk)](#) [Texting Parents	EEF (educationendowmentfoundation.org.uk)](#)	5,4
Remote learning support – purchase of Chromebook	[COVID-19 Impacts: School Shutdown - Sutton Trust](#)	10
Attending school trips	[Arts participation	EEF (educationendowmentfoundation.org.uk)](#)	6
Enrichment programme, including access to instrumental lessons and a wide range of clubs	[Arts participation	EEF (educationendowmentfoundation.org.uk)](#)	6
Regular parent communicati	[Parental engagement	EEF (educationendowmentfoundation.org.uk)](#)	5

on, through the newsletter, parents' evenings, and Arbor		
Regular review of PP students' access to technology and resolving where necessary.	COVID-19 Impacts: School Shutdown - Sutton Trust	10
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	https://www.aoc.co.uk/blog/why-careers-guidance-more-important-ever Narrowing the gap | STEM Careers Guidance	6

outside of their local area 1:1 career interview for Y11 students to support them to make decisions about post-16 pathways		
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 (Relationships and Sex Education). 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	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	1,6

anxiety and unhealthy relationships.		19	

Total budgeted cost: £224,653

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 in the 2020 to 2021 academic year.

Outcomes for Year 11 PP students in 2019 showed a progress 8 value of -0.15.

During the first lockdown (March 2020), CCC ensured that all PP students had access to a device such as a laptop to complete their work. They were also supplied with items to access the internet. During March 2020 and January 2021, we applied to the government scheme to support some families with the cost of accessing the internet. During the second lockdown (January 2021) all lessons were live and therefore was vital that not only students had devices but were able to use them.

Key staff provided 1 to 1 support with the use of Google Classroom to both PP students and their families. Although this was available to all, PP and vulnerable students were the initial priority.

The Inclusion team continued to make daily and weekly calls for key PP and vulnerable students (this involved group check in sessions and support from senior leaders or inclusion staff). The calls were not only a wellbeing call but also a progress check.

All year groups had regular assemblies to facilitate motivation but also to remind them, they were part of wider community.

CCC made full use of online platforms (including Oak National Academy)

August 2020 (CAGS - APS 3.35) and August 2021 (TAGS 3.42) showed a continuation of improved attainment but no national figures to use as a comparison

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.gl-assessment.co.uk/assessments/new-group-reading-test/

Bedrock online vocabulary programme	https://bedrocklearning.org/
Acorn	https://www.cambridgeacornproject.org.uk/
Midyis	https://www.cem.org/midyis
Hegarty Maths	https://hegartymaths.com/
Sparx	https://sparx.co.uk/